



Concord University Board of Governors
Minutes, April 8, 2008, Meeting
1:00 p.m., The Concord Room, 201A Marsh Hall
Concord University

Members present: Mr. Lane Bailey, Vice Chair; Mr. Frank Blackwell; Dr. Hugh Campbell; Mr. J. Franklin Long, Chair; Mr. Wayne Meisel; Mr. John Mendez; Ms. Amy Pitzer; Mr. Travis Prince; Mr. Ted Rogers; Mrs. Margaret Sayre, Secretary

Member absent: Mrs. Wilma Anderson

Others present: Dr. Jerry Beasley, President; Dr. Kendra Boggess; Mr. Jim Cannon; Ms. Jessica Cook; Mr. Michael Curry; Mr. Rick Dillon; Mr. Bill Hardee; Dr. Kathy Liptak; Ms. Sharon Manzo, Recorder; Ms. Anita Moody; Dr. Bill O'Brien; Mr. Greg Quick; Dr. Steve Rowe; Dr. Jane Smith; Dr. John David Smith; Ms. Loretta Young

Call to Order and Determination of Quorum - Chairman Long determined a quorum was present and called the meeting to order.

Approval of the Minutes of the February 26, 2008, Meeting ([attachment 01](#)) - Mr. Prince moved the approval of the February 26, 2008 minutes. Ms. Pitzer seconded. Motion passed.

Mr. Long introduced Dr. Jane Smith, Associate Dean for Academic Affairs and author of the Self-Study for the Higher Learning Commission. Dr. Smith distributed a copy of notes taken by Dr. Beasley at the exit interview. ([attachment 02](#)) She said the visitation team praised the University for our Points of Pride, our student loan default rate, the Research Corporation, the Beckley Center, and the University's fiscal ability in times of cuts in state funding. Areas to address are student retention and strategic planning. A report on the strategic plan is due to the Commission June 23, 2010. The next formal visit will occur in the 2017-18 academic year.

Action Items

Approval for the University to conclude a performance Contract with Trane ([attachment 03](#)) - Mr. Rogers asked Mr. Jim Cannon to review the proposed contract. Mr. Cannon said the state has mandated that companies must guarantee a specific energy savings or make up the difference. Currently, \$1.9 million is being spent on utilities. The total contract with Trane will cost \$4,478,698, and it will replace aged equipment and modernize control systems for increased efficiency. A yearly savings is projected

April 8, 2008

Page 2 of 67

with a total savings of \$431,000 at the end of the contract period. Mr. Mark Donihe of Trane said the implementation will take approximately 14 months. Concord will provide data for Trane and both Concord and Trane personnel will conduct measurements of savings for three years to verify contracted savings.

Mr. Rogers moved the following: Resolved, the Concord University Board of Governors approves authority for President Beasley to conclude a performance contract with Trane Corporation and a capital lease with Bank of America for financing the performance contract. Mr. Prince seconded, motion passed.

Approval of the Program Review Reports for Eight Academic Programs (attachments 04a, 04b, 04c, 04d, 04e, 04f, 04g, 04h) - Mrs. Sayre said the Academic Affairs committee is recommending the approval of program reviews for several of the University's programs. Dr. Steve Rowe, Interim Vice President and Academic Dean, said the HEPC and state law require program reviews every five years. The executive summaries have been reviewed by the Academic Affairs Committee and no substantial changes have been made; all programs have been presented in good standing.

Mrs. Sayre moved the approval of the following: Program Review Report for the BS in Recreation and Tourism Management; Program Review Report for BA or BS in Interdisciplinary Studies; Approval of the Program Review Report for the Regents Bachelor of Arts; Approval of the Program Review for BS in Education, Elementary K-6, Early Education Pre K-K, Special Education, Multi-Categorical; Program Review for the BS in Social Work; Program Review for the BS in Early Childhood Special Education; Program Review in Secondary Education. Dr. Campbell seconded. Motion passed.

Employee Pay Increase (attachment 05) - Dr. Beasley presented the following: Resolved, the Concord University Board of Governors approves a three percent pay raise for faculty and non-classified employees. Classified employees are to be brought up to full funding of the Mercer scale. The pay increase is to be effective October 1, 2008. A three percent pool is to be established to fund non-classified and faculty pay plans. Mr. Prince asked if salary increases are contingent on tuition and fee increases. Dr. Beasley said the two are clearly related. Mr. Prince requested delaying the vote on salary increases until the discussion of tuition and fee increases had concluded. Mr. Long agreed.

Approval of Tuition and Fees for FY 2009 (attachment 06) - Dr. Beasley presented the following: Resolved, That the Concord University Board of Governors adopt the proposed tuition and fees schedule for FY 2009; a tuition and fee increase of 6 percent for in-state and out-of-state undergraduate fees. Mr. Cannon distributed two supporting documents. Dr. Beasley said there was \$2.2 million in overfunding for some students and 700 students were not adequately funded, approximately \$1.5 million in unmet need. Mr. Curry is working on a plan to more systematically award aid to need-based students. Mr. Meisel asked why there is always a tuition and fee increase. He asked Loretta Young about fundraising movement by the Foundation. She said 95 percent of the \$28,000,000 in the Foundation is designated for scholarships. Dr.

April 8, 2008

Page 3 of 67

Campbell said he believes internal funds are available for shifting to salaries and reducing the requested 6 percent tuition/fees increase. Mr. Meisel expressed his concern that we tend to obtain needed revenue only by increasing tuition and fees. He reiterated Dr. Beasley's idea of risk budgeting and suggested this may be a way to budget more revenue from anticipated increases in enrollment and retention instead of always relying on tuition and fee increases. Mr. Blackwell suggested we decrease the 6 percent and be the institution in the state with the lowest increase for FY '09.

Mr. Prince moved for a 3.7 percent increase for FY 2008-2009. Mr. Blackwell seconded. Motion passed unanimously.

Dr. Campbell moved that the Board approve a three percent pay raise, as recommended by Dr. Beasley, for faculty and non-classified employees, and full funding of the Mercer scale for classified employees. Mrs. Pitzer seconded. Motion passed unanimously.

Mr. Prince moved for a 2.0 percent increase in room and board. No second was made. Motion failed.

Mr. Meisel moved for a 3.5 percent increase in housing and a 4.5 percent increase in board. Motion passed with one opposed.

Committee Reports

Academic Affairs – Mrs. Sayre reported that the mercury cleanup is complete and there is a 0 level. Furniture and equipment need to be replaced. Dr. Rowe asked for board approval to write letters of commendation to Mr. Cannon and Mr. Jeff Shumaker for their work on this project. Dr. Rowe also asked for board approval to write a letter to Dr. Jane Smith for her excellent work on the Higher Learning Commission Self-Study project. Dr. Beasley indicated Dr. Rowe is deserving of a letter as well. Mr. Meisel moved to approve the above stated letters, Mr. Mendez seconded. Motion carried.

Student Affairs

Mr. Meisel commended Dr. John David Smith for the good energy and retention figures initiated by him. He said Dr. Smith should be recognized for his leadership.

Finance and Facilities

The report of this committee was addressed in the performance contracting action item.

External Affairs

Mrs. Sayre said 296 people attended the fund raising dinner at the Greenbrier. Ms. Young reported a net of \$45,000. Table sales totaled \$84,500. She also said the last will and testament of Darrell Stanley was probated in Arlington County, VA and Concord has secured legal counsel. Ultimately, Concord should receive \$5.5 million. The committee agreed that a review of awarded scholarships will be done by 9/15 each fall and if scholarships have been awarded to students who have not enrolled, the monies will be offered to other students.

Updates or Questions Regarding Administrative Reports

Academic Affairs ([attachment 07](#))

Admissions and Financial Aid ([attachment 08](#))

Beckley Center ([attachment 09a, 09b, 09c](#))

Development Office ([attachment 10](#))

Finance and Facilities ([attachment 11](#)) - Ms. Pitzer asked Mr. Cannon why the \$197,000 in payment on the Nick Rahall Technology Center is being held. Mr. Cannon explained that several items in the contract remain undone and payment will not be made until all projects are complete.

Student Affairs ([attachment 12](#))

Report of the President's House Renovation Committee - Mr. Rogers said Chairman Marsh's greater concern at this point is the Dean's house, which can serve as temporary housing for Dr. Aloia while the President's house is being renovated. A renovation bid for the Dean's house of \$58,000 has been received. Mr. Cannon said a waiver from the Board is needed to accept the single bid instead of advertising it for public bidding. Two other companies were asked to bid but did not. It is difficult to find companies to bid on smaller projects and the time frame is too short if the house is to be ready on time. Mrs. Sayre moved to allow a waiver, Dr. Campbell seconded. Motion passed.

President's Report - Dr. Beasley stated student leadership was clearly demonstrated today by the students present at the Board meeting and he commended them for their organization and preparedness. He also commended the board for their extensive and thoughtful conversation regarding tuition, fees and salaries. He said the Board has clearly charged the University to do more with less.

Executive Session – Mr. Long indicated there were matters to be discussed in executive session. Pursuant to State Code §6-9a-4, Mrs. Pitzer moved to go into executive session; Dr. Campbell seconded. Motion passed.

Returning to general session, Mr. Meisel moved to award emeritus status to Dr. Beasley. Mrs. Sayre seconded, motion passed unanimously.

Mrs. Sayre moved the adoption of a resolution to be presented to Dr. Beasley at the May 16, 2008, Alumni/Beasley Retirement Banquet. Mr. Rogers seconded. Motion passed unanimously.

Mr. Meisel moved to rename the University's Student Center the Jerry L. Beasley Student Center. Mrs. Sayre seconded, motions passed unanimously.

Respectfully submitted:

April 8, 2008
Page 5 of 67

J. Franklin Long
Chair

Margaret Sayre
Secretary

Attachment 01



Minutes
Concord University Board of Governors
Tuesday, February 26, 2008
10:00 a.m. - Teleconference
The Concord Room
201A Marsh Hall
Concord University

Members Present: Mr. Jim Brown; Mr. Eugene Fife; Mr. Joe Long, Chair; Mr. Wayne Meisel, Ms. Amy Pitzer; Mr. Travis Prince; Mr. R. T. “Ted” Rogers, Mrs. Margaret Sayre; Secretary; Dr. Darla Wise

Members Absent: Mr. Lane Bailey

Others Present: Mr. Wes Prince, Mr. Greg Quick, Mr. Bill Hardee, Dr. Hugh Campbell, Mr. Michael Curry, Dr. Steve Rowe, Dr. Kathy Liptak, Dr. Charles Brichford, Judge John Frazier, Ms. E. J. Cahill, Mr. Chris DeWeese, Ms. Anita Moody, Dr. John David Smith, Ms. Loretta Young, Mr. Jim Cannon, a student fulfilling a class assignment, news media from WVNS, Dr. Jerry Beasley, President, Sharon Manzo, Recorder

Call to Order and Determination of Quorum: Chairman Long determined a quorum was present and called the meeting to order.

Approval of the December 11, 2007, Minutes: Dr. Wise made one correction to the minutes on page 2, section 3. The word *knowledge* should have been *intellectual property*. Mr. Prince moved the approval of the December 11, 2007, minutes as corrected, Mr. Brown seconded, motion carried.

Action Items

a. Resolution to accept and endorse the North Central Self Study – Dr. Rowe
RESOLVED, that the Concord University Board of Governors, after being provided copies of the University’s Self-Study, accepts it as the University’s official version for continuing accreditation with the Higher Learning Commission.
Moved by Mrs. Sayre, seconded by Ms. Pitzer, motion carried.

b. Resolution to award emerita status to Martha Shrewsbury – Dr. Rowe

RESOLVED, THAT the Concord University Board of Governors approves the awarding of emerita status to Dr. Martha Shrewsbury. Moved by Mr. Rogers, seconded by Mr. Fife, motion carried.

c. Intent to Plan – Campus-wide security plan – Mr. Cannon

RESOLVED, that the Concord University Board of Governors approves the University's intent to plan a campus wide security plan. Dr. Beasley reported that this resolution is not to suggest that security measures are not in place on the campus. Mr. Cannon reported that security officers and others met shortly after the incident at Virginia Tech and developed a quick reaction plan, which Mark Stella was invited to share at Governor's Conference on Campus Security. The campus-wide security plan would incorporate the current plan of action with ideas shared by constituents. Mr. Fife mentioned information he'd received from one institution that included parental notification in their plan. Mr. Cannon requested a copy. Communication drills will be conducted once the communication plan(s) is finalized.

d. Proposed Revisions to the University's Mission Statement – Dr. Rowe

The proposed revision is a result of a grant Concord received from the Higher Education Policy Commission, which is interested in West Virginia colleges and universities progressively internationalizing their programs. One of the committees preparing the self-study for the Higher Learning Commission realized that Concord's mission statement did not include international studies. Therefore, the revised mission statement was drafted. Mr. Brown moved the adoption of the revised mission statement, Mrs. Sayre seconded. Motion carried

e. Performance Contracting for Energy Savings – Mr. Cannon

Mr. Cannon stated that due to lateness of receipt of pertinent information to move forward on this item, he suggested the Board have an emergency meeting when data are available. Mr. Long indicated he would schedule an emergency meeting before the regularly-scheduled April 8, 2008, meeting.

f. Intent to add a major within a degree program – Dr. Rowe

Dr. Rowe introduced Dr. Charles Brichford, Chair of the Division of Language and Literature, who explained the rationale and intent of the program. The intent is to add a major/minor in Spanish to the Bachelor of Arts Degree and the Spanish Content Area to the Bachelor of Science Degree in Education. Dr. Brichford also said that we are exploring cooperative efforts with Bluefield State in offering French. CU students could take French at BSC; BSC students could take Spanish at Concord. Dr. Rowe indicated that authority to add these to the curriculum rests with the Board of Governors followed by notification to the HEPC. Mr. Rogers moved the adoption, Mr. Brown seconded, motion carried.

Discussion – Intent to amend the following Policies – Dr. Rowe

- a. Classified Salary Increase Policy #33
- b. Faculty Termination Due to Reduction or Discontinuance of an Existing Program #30

c. Academic Forgiveness #32 - Dr. Rowe stated that each of the policies was in need of minor revisions, mainly minor wording changes for consistency. The intent to amend was provided to the board per regulations in Board Policy #11.

Audit Report – Suttle & Stalnaker, Mr. Chris DeWeese

Mr. Cannon introduced Chris DeWeese, partner with Suttle & Stalnaker. Mr. DeWeese summarized the audit of FY '07, which ended June 30, 2007, and stated that Concord received the best opinion an institution can receive, and that the financial statements are not misstated and are in accordance with all accounting principals and requirements. Significant changes between 2006 and 2007 include a decrease in assets from \$13.7 million to \$12 million primarily a result of large construction projects in 2006 and large receivables from the Higher Education Policy Commission that were not as prevalent in 2007. Liabilities also decreased; this is not unusual. There was a slight decline in operating revenues \$24 million down to \$22 million, due primarily to decline in enrollment in '07 offset by tuition and fee increases. Operating expenses remained fairly constant, operating loss increased, common for West Virginia public institutions. There was a significant decline in other revenues expenses gains or losses was due to '06 construction monies. Net assets continue to increase.

As required by the Government Accounting Standards Board (GASB), the report includes the financial statements for the Concord University Foundation and the Concord Research and Development Corporation. Audits for both entities are conducted firms other than Suttle & Stalnaker.

Mr. DeWeese pointed out that GASB's Statement #45, new accounting pronouncement will be adopted in the 2008 fiscal year. The University will begin receiving billings from PEIA on sick leave liability. Currently those billings are being partially paid. CU will begin paying these in 2008; the cash outlay will be approximately \$12,000 monthly. He said the Board needs to be aware of this from a budgeting perspective.

There was one significant deficiency finding in internal control. This was found through an internal audit conducted by the University. He commended Concord for having this process in place, not all WV schools do. The internal audit identified some issues in the procurement and physical plant areas. Management has responded, and sufficient action has been taken.

Mr. Long summarized by stating his understanding that Suttle & Stalnaker is telling the Board that, based upon their audit, everything is in proper order as far as finances are concerned for the University. Mr. DeWeese concurred and restated the financial statements as a whole are not materially misstated.

Ms. Pitzer moved acceptance of the audit report, Mr. Prince seconded, motion carried.

Presidential Search committee Report – Mr. Ted Rogers

Mr. Rogers reported that the committee met last week and narrowed the number of candidates considerably. Campus visits are being scheduled and the committee is moving at a good pace.

Updates or Questions Regarding Administrative Reports

Academic Affairs
Admissions and Financial Aid
Beckley Center
Development Office
Finance and Facilities
Student Affairs

Mr. Prince asked Mr. Cannon how much the mercury clean up cost the University. Mr. Cannon explained that elemental mercury was found last fall on the third floor of the Science Building. A team was brought in to ascertain clean up. Experts were subsequently called in. As a result, a budget of \$250,000 was created to cover the cost. This includes clean up of mercury, equipment clean up/replacement, and disposal of unsafe equipment. There is no insurance to cover this type of problem. Mr. Prince asked where the \$250,000 came from. Mr. Cannon said Dr. Rowe adjusted his budget, adjustments were made in the physical plant budget, and lab and tech fees will be used. Dr. Campbell asked if the breakdown of the \$250,000 was as follows: \$150,000 from unfilled faculty positions, \$50,000 from building and grounds, and \$50,000 from lab fees. He also asked if the HEPC could provide money. Mr. Cannon said the breakdown is accurate and, although we have applied for funds from the HEPC, he doubts we will receive any. A small revolving loan fund that we used for the clean up of the mold is available.

President's Report - Dr. Beasley introduced Judge John Frazier who shared a resolution and proposal from the Alumni Association to Expedite the Construction of University Point. The resolution encouraged the Board of Governors to obtain a loan to do so. Mr. Prince mentioned that the bids received for the project are double the amount budgeted. He asked if we under-budgeted. He also asked how much the loan would be. Judge Frazier said \$1 million.

Dr. Beasley said the University has received four bids for construction of University Point. The responsible low bid is \$5.8 million; the relevant figure with deducts from the project is \$4.7 million. We have in hand or pledged \$4.1 million, a shortfall of about \$600,000. Dr. Beasley said that Jim Cannon, other members of the Business Office and he will talk with City Window Company, the responsible low bidder, to explore responsible ways in which their bid can be further reduced by value engineering. He said the result of the deliberations would be brought to the Board for approval. He also indicated bridge funding might be necessary, he also said he believes we could loan ourselves money for the project through a variety of sources. He said he believes this project is at the top of the Board's agenda.

Dr. Beasley thanked everyone involved in the dedication of the Nick Rahall Technology Center, especially Board members who attended.

Higher Education Day at the Legislature is scheduled for February 28, 2008, and Concord will be represented. Governor Manchin has proposed a three percent pay

increase for State employees. Unfortunately, he has not provided adequate funding for the increase. Concord is about \$160,000 short to fund a three per cent increase.

HEPC requested \$350,000 to help underwrite the operation of the shared facility in Beckley. The request was not honored by the Governor. As a result, the administration of the facility will be more spartan than planned. He said Concord's presence in the facility and Raleigh County is important for the long-run health of the institution. More Concord courses are being offered in Beckley and enrollment has grown both Fall 2007 and Spring 2008.

Introduced in both House and Senate is legislation to increase the annual increment for higher education employees from \$50 to \$75.

Also introduced is legislation to extend tuition and fee waivers to employees of public colleges as well as their dependents. Discussion has been on going at Concord to offer this benefit whether or not it is successful in the Legislature.

Governor Manchin's suggestion to modify the PROMISE scholarship into a forgivable loan program has been met with uniform negative reaction. The Governor has agreed to allow Chancellor Noland to appoint a committee to look at the future of the PROMISE Scholarship and he has been asked to chair the committee. The committee will study the issue and submit a report to the Policy Commission, the Governor, and the Legislature in early fall.

Mr. Cannon told the Board it is important to prepare a schedule for construction of University Point. He said he's been in contact with Rich Donovan, finance and facilities contact in Charleston. HEPC's policy is to approve a project of this magnitude following Board approval. Although the project has been included in both our 10 and five-year plans, which would exempt us from HEPC approval, the fact that the cost is now more than ten percent higher than the original cost may necessitate HEPC approval.

Discussion – Classified Employee Salary Schedule

Amy Pitzer reminded the Board of their meeting with classified staff on October 23, 2007, at which time classified employees shared information about the 2001 salary schedule and the lack of funding to date. The Board requested re-visitation of the topic at the first meeting in 2008. Ms. Pitzer distributed a handout regarding salary allocation by institutions in West Virginia. She said five institutions are fully funded at present, Shepherd University, Blue Ridge Community and Technical College, Northern Community and Technical College, The Osteopathic School, and one other.

Ms. Pitzer suggested that the Board give serious consideration to fully funding the schedule and include it in strategic planning and the budget request.

Dr. Beasley said the estimated cost to bring Concord to the fully-funded level is approximately \$190,000 and some sense from the Board on this issue would be helpful since budget preparation for FY '09 will take place over the next several months. Mr. Long asked if it is practical to include this in funding for FY '09. Dr. Beasley said it is a

reasonable goal. Mr. Long asked Dr. Beasley to work with Mr. Cannon and report to the Board at the April 8, 2008, meeting.

Dr. Campbell, President of the Faculty, asked the Board to think positively about funding the schedule and set it as a realistic goal.

Discussion- Renovations/Upgrades to the President's House

Mr. Long asked Dr. Beasley to lead the discussion. Lists of things that need to be done were included in the Board materials. Dr. Beasley suggested these repairs should not become the responsibility of the new President. It was decided that many of the outside projects that could be done by Concord employees could begin immediately. Larger projects may need to be contracted. Ms. Young said several Foundation Board members are interested in supporting the project and are willing to contribute monetarily. Dr. Beasley estimated cost to be \$50,000 to \$250,000 depending on what is done. Mr. Long said he would appoint a committee to study and make recommendations. Ms. Young suggested Ms. Laurie Erickson. Mr. Long said he would ask Mr. Cannon and Mr. Jeff Shumaker to serve. It was suggested that a student, an alumna/alumnus, and a member of the classified staff be included. Mr. Rogers moved to proceed with haste in the appointment of the committee, Mr. Fife seconded, motion carried.

Discussion – The Board Retreat

Mr. Long said consideration of a resolution regarding masters programs and an annual retreat would be held until the April 8 meeting.

Ms. Anita Moody, Direction of Public Relations/Marketing reported on a recent meeting with members of the Concord staff, Mr. Lane Bailey, and Ms. Idil Cakim of Golin Harris regarding improvements to the University's web site. She said Ms. Cakim has prepared a report, which is an excellent road map with strategies to improve our site. The committee will continue to work on changes.

Executive Session - Chairman Long reported there was a matter to be discussed in executive session. Pursuant to State Code §6-9a-4, Ms. Pitzer moved to go into executive session, Mr. Rogers seconded, motion carried.

Returning from executive session Mr. Rogers moved for adjournment of the Board, Dr. Wise seconded, motion carried.

Respectfully submitted,

J. Franklin Long
Chair
:sm

Margaret Sayre
Secretary

Attachment 02

NOTES FROM THE EXIT SESSION
WITH CONSULTANT/EVALUATORS
OF THE HIGHERLEARNING COMMISSION OF THE
NORTH CENTRAL ASSOCIATION
April 2, 2008

1. CU offset fiscal challenges created by cuts in state appropriations by aggressive efforts to secure outside support. The team observed the “dramatic disinvestment” in WV public higher education. Moreover, they observed evidence to suggest that state officials were attempting to micro-manage institutions of higher education.
2. The self-study process itself and the self-study document were “excellent.”
3. One issue identified in the last NCA report has still not been handled satisfactorily: student retention. They advised us to use newer technologies to make the campus more user friendly. An early warning system should be created to identify and solve student problems.
4. The team received one letter of concern from an individual, met with that person, and believes that the individual was satisfied that the concern was handled appropriately.
5. Student loan default rates are declining.
6. Efforts to create “diversity” are commendable and should be continued.
7. The team observed that CU do not have a single strategic planning document. While the SWAT analysis that occurred was worthy of note, the institution should launch an inclusive strategic planning process. The results of this work should be described in a PROGRESS REPORT to be submitted to the HLC by July 1, 2010.
8. Creation of the Research Corporation and the Beckley Center were seen as evidence of innovative activities.
9. Deferred maintenance should be addressed.
10. The elimination of senior administrative positions was one response to cuts in appropriations, which produced “noticeable and constraining consequences.” Thoughtful consideration should be given to organizational structure and purposes before new positions are created.
11. Confusion exists concerning faculty tenure lines and the budgetary process (some say it is too centralized, others say it is too decentralized). Better communication may clear up the uncertainties.
12. Institutional fund raising efforts should be coordinated by one office on campus.
13. Graduate education is an “opportunity” for the institution.
14. More attention should be given to the use of assessment data for curricular improvement, especially data related to the effectiveness of the general education program. The institution should take very seriously internal data collection and research and integrate it with the planning effort. Concord “cannot be all things to all people.”

15. Indicators of a vibrant campus: honors program, McNair program and other faculty-student research, general studies, McKelvey and similar special scholarship programs, internships, a service requirement in teacher education, NCATE accreditation, and the pursuit of AACSB accreditation.
16. Library expansion is a high need.
17. The team validated our “points of pride” and mentioned them as strengths.
18. The team suggested that the Board of Governors intensify its self-development efforts and consider employing a consultant to help with the effort. The Association of Governing Boards was recommended as a source of valuable information and support.
19. Faculty chairs should be involved in the review of prospective part-time faculty credentials. (Dr. Rowe intends to write a response to this suggestion.)
20. The team emphasized several areas of “significant” accomplishment:
 - a. The Student Government Association is actively engaged in the life of the campus.
 - b. The campus climate manifests respect for diversity.
 - c. Faculty and staff have demonstrated unusual commitment to the institution.

Attachment 03

**Concord University Board of Governors
Meeting of April 8, 2008**

ITEM: Approval for the University to conclude a performance contract with Trane.

COMMITTEE: Finance and Facilities

RECOMMENDED RESOLUTION: Resolved, the Concord University Board of Governors approves authority for President Beasley to conclude a performance contract with Trane Corporation and a capital lease with Bank of America for financing the performance contract.

STAFF MEMBER: Jim Cannon
Vice President for Business and Finance

BACKGROUND:

Copies of the proposed contract with Trane and the proposed capital lease were sent to the board members on the week of March 24, 2008.

Attachment 04a

Bachelor of Science
Recreation and Tourism Management (RTM)
Spring 2008
Executive Summary

I. PROGRAM DESCRIPTION

A. GOAL

The program goal is to prepare students for careers in the fields of tourism, recreation and hospitality management.

B. RATIONALE

Tourism is a large and growing component of the West Virginia economy and is growing at a rate of about 8% per year. By offering three areas of emphasis (parks and recreation management, tourism planning and promotion, and hospitality management), this program prepares its graduates for a wide variety of entry level positions. As designed, the program is appropriate for national accreditation.

II. ADEQUACY

A. CURRICULUM

The curriculum is designed to provide students with a balance of conceptual knowledge and practical experience. Classroom theory is applied in internships which require application of general concepts. Degree completion requires 128 credit hours, which includes 33 hours in the emphasis area, the Concord general education program, and an internship experience. Six (6) hours in a world language are recommended. Minors of 21 credit hours are offered in Recreation Management and Ski Area Management.

B. FACULTY

The program requires three (3) full time faculty, but resignations resulted in the program operating with 2 full time faculty in the academic years 2003-2005. In the Fall of 2006, only one full time faculty was on staff. At the time of this review, the program was offered with 3 full time faculty.

C. STUDENTS

RTM has no program admission requirements other than admission to the University; however, an RTM student major must have at least a 2.00 University cumulative grade average and a 2.50 RTM major average to be eligible for internship. Over the past five years, the high number of student majors was 70;

the low was 39; the average was 60.6. There were 62 RTM majors at the time of this review. The high number of graduates was 19; the low was 7.

D. GRADUATES AND EMPLOYER SATISFACTION

A review of the post graduate activity of RTM graduates indicates that most have taken employment after graduation. Those who have gone into graduate programs report admission to the University of Virginia, Marshall University, University of Tennessee, University of Nebraska, Florida International University and Mountain State University.

Long term employer surveys have not been done, but surveys of internship providers result in 82% ratings above the median for CU RTM interns. Intern providers rated their CU RTM interns at above 76% for planning and organizational skills.

E. RESOURCES

The RTM Program requires no special resources or facility requirement. A review of library monograph, serial and online information resources indicates that these are very good and current.

F. ASSESSMENT INFORMATION

Entry level assessment relies upon general student body assessments such as the CLA or standardized testing scores. The department has no special entry level assessments to draw upon except these. Internship evaluations provide in process assessment, and a capstone project provides for holistic faculty evaluation of upper level RTM students. A program assessment plan has been written, is used, and is on file with the University Assessment Director.

G. PREVIOUS REVIEWS

No past review information was available to this review.

H. ADVISORY COMMITTEE

The RTM Program has no formal advisory committee, but its contacts with internship providers does constitute de facto external advising.

I. STRENGTHS/WEAKNESSES

Review by the faculty, Assessment Director and Vice President and Academic Dean have established RTM strengths to be: the location of Concord near significant outdoor recreational sites, regional growth of the recreation industry, close contacts with practicing recreation professionals and firms, the flexibility of the RTM curriculum, the "hands-on" experiential component of the program, and strong working relationships with other West Virginia institutions of higher

learning. Perceived weaknesses are the high faculty turnover in the past 5 years, lack of on-campus practice facilities, and the perception that an RTM degree leads the graduate into a low-paying service job.

III. VIABILITY

A. Cost per Credit Hour

No cost per credit hour has been calculated since the University IR Director does not calculate this information.

B. Enrollment Information

The RTM program has averaged 60 majors per academic year since 2002 and presently enrolls 62. A good graduation rate is maintained with about with an average of 15 graduates per year over the last 5 years.

C. Enrollment Projections

Over the past 5 years enrollment has fluctuated in the times that full time faculty were not available to teach the full spectrum of courses required of the student majors. Presently, the department is staffed with 3 full time faculty, regional tourism industry continues to grow, and international students are choosing to transfer into the RTM program in growing numbers. The department is in negotiation with the closest public community college to accept 2+2 students into the RTM Program. The department projects a modest, slow enrollment growth over the next 5 years.

IV. NECESSITY

A. Employment Opportunities

Tourism is a growing sector of the West Virginia economy, creating approximately 79,000 jobs and bringing 21 million visitors to the state annually. The total tourism payroll for West Virginia in 2007 was \$1.2 billion. With whitewater rafting, ATM trails, and winter sports in Southern West Virginia, the primary employers of RTM graduates are expected to increase their demand for well-educated employees.

B. Evidence of Future Need

In a 2007 report to the West Virginia Division of Tourism, Dr. Tom Witt and Sebastian Leguizamon indicated that all major sectors of the West Virginia tourism industry had grown over the past 5 years. All major economic indicators point to at least another decade of such growth. Witt and Leguizamon projected a need for educated tourism employees along the same lines as CU estimates of such demand.

C. Placement of Graduates

CU Career Services regularly conducts employment fairs; in March 2007 the RTM department sponsored a Tourism Job Fair which was attended by 126 students and 14 employers. It has been difficult to realize a significant return of RTM graduate surveys, so data available for this review was so limited as to be considered not statistically relevant.

D. Similar Programs in the Geographic Region

In the southern region of West Virginia, Concord University provides the only public higher education program in Recreation and Tourism Management.

V. CONSISTENCY WITH MISSION

The University has assessed the RTM Program and concludes that it is consistent with the current University mission statement in the following ways:

1. It provides a rigorous program that prepares students for a variety of career options.
2. It complements other CU degree programs by providing an occupationally useful minor area of study

Attachment 04b

Bachelor of Arts or Bachelor of Science
Interdisciplinary Studies (ID)
Spring 2008
Executive Summary

VI. PROGRAM DESCRIPTION

C. GOAL

The program goal is to enable students to design an individual degree program with flexibility of academic requirements beyond or outside of more traditional degrees. A student may design a unique combination of existing academic disciplines which will fit their individual interests and provide a viable baccalaureate degree.

D. RATIONALE

The program meets the individual interest of the student who designs it but also requires discipline faculty to approve and oversee the progress of the program in order to assure sufficient academic rigor to merit the award of the baccalaureate degree upon satisfactory completion.

VII. ADEQUACY

J. CURRICULUM

The curriculum of the Interdisciplinary Program requires 128 credit hours for completion, as do most Concord baccalaureate degrees. The Concord University general studies component is not significantly altered, but flexibility of design is achieved by permitting the applicant to select at least two and up to four academic areas of concentration. A minimum of 12 credit hours of coursework in each discipline is required, at least 48 credit hours in the concentration areas, at least 24 hours of 300 level coursework or higher in the concentration areas, up to 12 hours of permitted internship, and a minimum cumulative grade point average of 2.00 to satisfactorily complete the Program. An advisory board of faculty from the academic discipline areas oversees the individual's program in concert with a program advisor. The Associate Dean for Academic Affairs oversees the Program.

K. FACULTY

The Interdisciplinary Degree Program has no discrete body of faculty assigned to it; yet all faculty of Concord University are eligible to be assigned to any particular ID program which is submitted and approved .

L. STUDENTS

Enrollment has been moderate and steady over the past five years with an average of 5 students per year entering the program. Average ACT scores for ID students have mirrored those of the general student body with mean scores of English, 22; Math, 19, Reading, 23; Science, 21.36; and Comprehensive, 21.5. The average ID graduating grade point average has been 2.875.

M. GRADUATES AND EMPLOYER SATISFACTION

ID graduates are not required to participate in exit evaluation, but 36% of graduates in the past five years have completed exit evaluation associated with departmental or divisional exit evaluation of an ID academic concentration area. Of data submitted from 8 ID graduates, it can be seen that 3 (37%) were admitted to graduate studies; 1 (12.5%) was unemployed; 7 (87.5%) were employed full time; and 1 (12.5%) was employed part time. Salaries ranged from less than \$2,999 (1) to over \$40,000 (2).

No employer satisfaction survey was administered.

N. RESOURCES

No financial, facility or academic resources are specifically assigned to the Interdisciplinary Program as it makes use of these resources across the University. No faculty or administrative personnel costs are added to the oversight of ID.

O. ASSESSMENT INFORMATION

Entry level assessment relies upon general student body assessments such as the CLA or standardized testing scores. Academic discipline assessment for concentrations included in individual ID Programs merges ID data with that of the students who major in those disciplines. However, an indirect satisfaction survey is administered to ID graduates. Results of this survey indicate that 87.5% of respondents rated the program as excellent; 62.5% rated advising as excellent; 50% felt course selection was excellent; 25% felt that the program met their needs in all ways; 87.5% would do the program again; 75% would recommend ID to others; 100% rated degree completion as rewarding; and 75% felt that the degree did adequately prepare them for their chosen career path.

P. PREVIOUS REVIEWS

The ID Program has been in place for 25 years, and it has been recommended for continuation despite modest (5 per year) graduation rates because the Program requires no additional resources beyond those which the institution is dedicating to its existing degree and program areas.

Q. ADVISORY COMMITTEE

The ID Program has no formal advisory committee.

R. STRENGTHS/WEAKNESSES

Review by the Associate Dean for Academic Affairs indicates the following perceived strengths and weaknesses of the Interdisciplinary Degree Program. Strengths include choice afforded to students in the areas of study, the variety of areas of study available, and the variety of faculty and points of view available to ID students. Weaknesses include general lack of awareness of the program and lukewarm faculty acceptance of the program.

VIII. VIABILITY

D. Cost per Credit Hour

As noted above, the cost effectiveness of the ID Program may not be assessed because all costs of operation are rolled into already existing academic and existing budgets.

E. Enrollment Information

The ID Program enrollment has averaged five (5) students per year over the past 5 years.

F. Enrollment Projections

Over the past 5 years enrollment has been flat; past trends suggest that there will be no substantial increase or decrease in this level of student interest in ID.

IX. NECESSITY

E. Employment Opportunities

Survey information from the last 5 year cohort of ID graduates indicates that 87.5% of those surveyed (eight graduates returned survey) were employed. The range of areas of employment suggests that ID graduates do find employment related to the areas of academic concentration in their individual ID Programs.

F. Evidence of Future Need

Enrollment and graduation rates for the ID program suggest no significant change in the level of need for the Program.

G. Placement of Graduates

Graduate placements are fully discussed in Section D, above.

H. Similar Programs in the Geographic Region

In the southern region of West Virginia, only Bluefield State College offers a similar program.

X. CONSISTENCY WITH MISSION

The University has assessed the ID Program and concludes that it is consistent with the current University mission statement in the following ways:

3. The cross disciplinary nature of the program contributes to the intent of the University to deliver a "liberal arts" based program
4. The analytical nature of the program contributes to the development of critical analysis skills of the graduates. Again, this is in concert with the University's liberal arts philosophy
5. Graduate surveys show that ID graduates enter the local economy, contributing to the service to the area and economic relationship of the University to its service area

Attachment 04c

PROGRAM REVIEW REPORT
Regents Bachelor of Arts (RBA)
Spring 2008
Executive Summary

XI. PROGRAM DESCRIPTION

E. GOAL

The program goal is to offer a degree program with more flexible and graduation requirements.

F. RATIONALE

Many West Virginians who are 25 years of age or older may have completed some college credits but have been unable to finish a formal degree program. The Regents Bachelor of Arts is a statewide program which permits a student who has been out of high school at least 4 years to register at Concord University, set a formal program of study which is approved by Concord, use a variety of means of satisfying credit hour requirements for graduation and earn a college degree after satisfying their individual program requirements.

XII. ADEQUACY

S. CURRICULUM

Fundamental RBA curriculum requirements were developed by the public institutions of higher learning in West Virginia. Minimum degree requirements are: a total of 128 credit hours, 40 hours of upper division courses, 36 hours of general studies (minimum of 6 hours each in communications, humanities, natural sciences and social sciences), at least 24 hours earned at a participating West Virginia public college or university, and a cumulative grade point average of at least 2.00.

T. AREA OF EMPHASIS

A student may be eligible to declare an "area of emphasis" which is recognized on the transcript of an RBA graduate. Eligibility requirements are: minimum of 15 credit hours of upper division (300 level or above) courses with at least a grade of "C" or better in all of these courses, at least 9 of the upper level courses taken at Concord University, approval of the request for area of emphasis by the Concord academic division which offers the emphasis discipline.

U. FACULTY

No specific faculty are assigned to this program because the nature of the degree program implies that faculty of all disciplines may be called upon to participate in the instruction and/or evaluation of an individual's RBA Program.

V. STUDENTS

Students may be admitted to a Concord University RBA Program only after meeting the minimum admission requirements (noted above) as described by the Concord University academic catalog in force at the time of the application for admission. The average age of students applying to the CU program between 2002-2007 was 29 years of age.

W. GRADUATES AND EMPLOYER SATISFACTION

Between 2002-2007, Concord awarded 141 RBA degrees. The average graduation gradepoint averages was 2.66. Survey of these graduates resulted in 25 returned surveys (17.7% return rate). Of those returning surveys, 50% reported working full time while completing the degree; following graduation, 64% were employed full time, 1 RBA graduate was enrolled in graduate school; a variety of professional positions were held by RBA graduates with the following reported income levels: \$0-2,999 (28%), \$10,000-19,999 (7%); \$20,000-29,999 (28%); \$30,000-39,999 (7%); \$40,000+ (7%).

Of the RBA graduates returning surveys, 43% reported that the degree was a "stepping stone" to further education or training, 14% reported increased job opportunities; 29% reported satisfaction with the degree. No respondent felt the RBA to be more valuable than a traditional degree, 43% felt the RBA to be equally as valuable; 50% felt the degree was less valuable.

No instrument was employed to determine employer satisfaction with Concord University RBA graduates.

X. RESOURCES

No state appropriated funds support the Concord University RBA Program. A \$300 portfolio evaluation fee has been sufficient to defray the cost of office supplies and time required for the program. Total staff support for the program includes the RBA Coordinator (10% of a full time position) and a program assistant (10% of a full time position).

Y. ASSESSMENT INFORMATION

Entry level credential assessment determines applicants' entering skills and attainment levels. Skill and knowledge acquisition are measured during program completion and at the exit evaluation. Post graduation assessment is through indirect surveys. Assessment data was used to compile the quantitative data provided in this program review and cited in this executive summary.

Z. PREVIOUS REVIEWS

The last program review cited 2 weaknesses, which were little publicity for the program and faculty concerns about program rigor. The program is now listed in the academic catalog, listed on the university web page, and is individually communicated by the Program Coordinator to students who might benefit. Faculty surveys indicate that some full time faculty still question the quality of the program requirements.

AA. ADVISORY COMMITTEE

The RBA Program has no advisory committee.

BB. STRENGTHS/WEAKNESSES

Review by the faculty, Program Coordinator and Vice President and Academic Dean have established RBA strengths to be: Variety of means to validate higher education graduation credits, minimum residency requirement, "F" grade forgiveness policy under stated guidelines, flexible curriculum. Weakness was seen in the full time faculty's continuing concerns about program quality and rigor.

XIII. VIABILITY

- A. The five year survey of program enrollment indicates that nearly all students who enroll in the RBA Program do earn the degree, most enrolling for about 100 credits at Concord after receiving all transfer, portfolio or non-traditional credit awards. These students pay a \$300 portfolio evaluation fee, the West Virginia resident tuition rate for classroom credits, and all relevant fees. They do not require specialized courses or faculty since they use scheduled courses and faculty to complete their Concord classes. Very little staff or faculty compensation is associated with their enrollment, and since these are adult, working students for the most part, they require very little in the way of student support services. The program is therefore seen as being very viable because it requires few university resources, is very cost effective, and it provides legitimate college-level degrees to a cohort of student who would otherwise not have the opportunity to earn a college degree.
- B. There are presently no RBA Program articulation agreements with other West Virginia public institutions of higher learning.
- C. There are presently 30 students enrolled in the RBA Program, and average enrollment over the past 5 years has been 28.2.
- D. Enrollment projections are that the next five years will not see a reduction in RBA enrollments and that a modest increase may be expected as Concord extends its programming to more adult and non-traditional students.

- E. Cost per student hour is difficult to establish because the RBA students use Concord courses which are offered to students of many other undergraduate disciplines. If the cost may be defined, then, as only derived from the administrative costs of managing the program, the 10% of two employees averages \$8,500 per year. RBA students take an average of 360 credit hours per academic year. At the present rate of in-state tuition (\$148/hour), they buy \$53,280 of credit per academic year. Income generated is well above cost of presentation. In sum, RBA students pay \$148 per credit hour which costs Concord \$23.61 to deliver.

XIV. NECESSITY

- A. Survey data presented above does indicate that of RBA graduates who reply to post graduation survey, 65% do obtain advancement or additional training as a result of possessing the RBA degree.
- B. The RBA degree in exactly the same format as that offered by Concord University is offered by participating public institutions of higher learning throughout the state.

XV. CONSISTENCY WITH MISSION

The University has assessed the RBA Program and concludes that it is consistent with the current University mission statement in the following ways:

- 6. It leads to a degree which does prepare graduates to pursue various graduate study and career options
- 7. It does provide a baccalaureate degree opportunity to non-traditional students
- 8. By providing a baccalaureate degree to non-traditional students, the RBA does enhance the quality of cultural and economic life in the University's service area

Attachment 04d

PROGRAM REVIEW REPORT
Bachelor of Arts
Communication Arts (CART)
Spring 2008
Executive Summary

XVI. PROGRAM DESCRIPTION

G. GOAL

The program goal is to enable students to become more effective communicators and to recognize the impact of communications on society. Areas of emphasis in Electronic Media and Journalism, Public Relations, and Theater guide the graduate towards specific areas of communications careers.

H. RATIONALE

Courses are designed to teach persuasion theory, advanced principles of rhetoric, methods and theories used to analyze rhetorical messages, and directed individual study in a field of communication.

XVII. ADEQUACY

CC. CURRICULUM

The curriculum is designed to provide students with a balance of conceptual knowledge and practical experience. Classroom theory is applied in internships which require application of general concepts. Degree completion requires 128 credit hours, which includes 33, 36 and 45 hours in the emphasis area, the Concord general education program, and an internship experience. Six (6) hours in a world language are recommended.

DD. FACULTY

Four full time faculty and seven qualified adjunct faculty are presently utilized for course delivery, student advising and mentoring. Practicing professional employees of the Concord University Center for Academic Computing are employed to teach and manage broadcast classes and facilities.

EE. STUDENTS

Enrollment has been flat for the past five years with a decline in the last year for which data is available. The high enrollment has been 94; the low is the last fall term recorded, 72. Average student major enrollment has been 86.4. CART majors are not the only Concord students served. Communications general education courses comprise 15 of the 40 courses per semester commonly

offered by the department. These general education courses typically enroll about 350 students per semester.

FF. GRADUATES AND EMPLOYER SATISFACTION

CART surveyed its 2003-2007 graduates in an 2006-2007 graduate survey. A total of 70 surveys were sent via mail or email. Forty-one surveys were returned for a very satisfactory 58.6% return rate. On a scale of 1-5, with 1 being poor and 5 excellent, the mean score was 4.6, which represents a high level of graduate satisfaction with the CART program. Five graduates reported enrollment in graduate programs; all 36 others were employed.

No employer satisfaction survey was used in the 06-07 program evaluation; no data is available for evaluation.

GG. RESOURCES

The CART program requires the use of lecture classrooms with a capacity of 0-100 seats. A fully equipped modern theatre seating 2000 is used by theatre majors; radio and television broadcast facilities are used by broadcast majors. The theater requires major budgeted funds for operation and upkeep as do the electronic broadcast facilities. Grant funding and external donors have kept the broadcast facility relatively current, but soft grant money support has been exhausted as of the 2007-2008 academic year. The University has spent over \$200,000 modernize the lighting system of the theater during the program review term, but climate control, roof leaking, and theatre equipment such as seating and curtains remain in major need of refurbishment and modernization.

HH. ASSESSMENT INFORMATION

Entry level assessment relies upon general student body assessments such as the CLA or standardized testing scores. The department utilizes the Internship Host Evaluation form in the junior and senior years to determine the increase of knowledge over freshman year entry level assessments.

II. PREVIOUS REVIEWS

The last two program reviews conducted by the West Virginia Board of Directors Program Review Board have recommended continuation of the CART Program.

JJ. ADVISORY COMMITTEE

The CART Program has no formal advisory committee, but its contacts with internship providers does constitute de facto external advising.

KK. STRENGTHS/WEAKNESSES

Review by the faculty, Fine Arts Division Chair and the CU Assessment Committee have identified the strengths and weaknesses of the CART Program.

Campus newspaper, television station, radio station, theatrical productions, Center for Academic Technologies, continuing acceptable student enrollment, and relationships with internship providers are seen as absolute strengths. The need for additional full time faculty in theater arts and a reliable source of program facility support are seen as weaknesses to be addressed in the coming term of approval.

XVIII. VIABILITY

G. Cost per Credit Hour

As noted above, the cost effectiveness of the CART Program may not be assessed without taking into consideration the department's role in providing general education communications courses. Full time faculty salaries and benefits require approximately \$250,000 per academic year. Using only the current in-state tuition rate of \$148/credit hour, CART majors generate about \$150,000 in tuition income per academic year; general education students nearly double this tuition income by "purchasing" \$311,000 worth of general education courses per academic year. The total of about \$465,000 in tuition income is almost double what it costs to employ the full time faculty to teach in the CART area.

H. Enrollment Information

The CART Program has averaged 86.6 majors per academic year since 2002 and presently enrolls 72. A good graduation rate is maintained with about an average of 15 graduates per year over the last 5 years.

I. Enrollment Projections

Over the past 5 years enrollment has been rather flat in the 80-90 range. Presently, the department is staffed with 4 full time faculty, and the department is beginning to review the means of offering journalism and the possibilities of renovating the curriculum in electronic and print media. The department intends to increase CART major enrollments by at least 15% (goal of 115 majors) in the next five years of program operation.

XIX. NECESSITY

I. Employment Opportunities

Streaming web radio, robot television and radio stations, public relations employment. Over 50% of CART graduates from the past five years have responded to a graduate survey, and of those responding, 100% are employed or in graduate school programs. We envision a slow, but steady growth in the demand for CART graduates and no appreciable decline in our ability to place our graduates in jobs of graduate school.

J. Evidence of Future Need

The high placement rate of CART graduates is seen as clear evidence of future need. Rapid changes in the means of delivering media have motivated the Department to review its curriculum and to adjust to the electronic media.

K. Placement of Graduates

Graduate placements are fully discussed in Section D, above.

L. Similar Programs in the Geographic Region

In the southern region of West Virginia, Concord University provides the only public higher education program in Communications.

XX. CONSISTENCY WITH MISSION

The University has assessed the CART Program and concludes that it is consistent with the current University mission statement in the following ways:

9. The cross disciplinary nature of the program contributes to the intent of the University to deliver a "liberal arts" based program
10. The analytical nature of the program contributes to the development of critical analysis skills of the graduates. Again, this is in concert with the University's liberal arts philosophy
11. Graduate surveys show that CART graduates enter the local economy in significant numbers, contributing to the service to the area and economic relationship of the University to its service area
12. The Artist Lecture series serves for the intellectual development of CART majors; the culture of the local community is enhanced by programming brought to Athens by the CART Program

Attachment 04e

NATIONALLY ACCREDITED PROGRAM REVIEW REPORT
Bachelor of Science in Education
Elementary K-6,
Early Education Pre K-K,
Special Education, Multi-Categorical
Spring 2008
Executive Summary

XXI. YEAR OF LAST REVIEW

These programs were last reviewed by the National Council for the Accreditation of Teacher Education (NCATE) in 2006.

XXII. DOCUMENTATION OF CONTINUING NEED

A. Elementary K-6

The U. S. Department of Education Occupational Outlook Handbook projects that Elementary K-6 jobs will grow “as fast as average” over the years 2006-2016. The U. S. Census shows that in 2006 there were approximately 1,540,000 employed teachers in this category; by 2016, it is projected that there will be 1,749,000 certified teachers required in this category. The percentage increase in demand is projected to be +14%.

B. Early Education Pre K-K

The U. S. Department of Education Occupational Handbook projects that Early Education Pre K-K jobs will grow “as fast as average” of the years 2006-2016. The U. S. Census shows that in 2006 there were approximately 687,000 employed teachers in this category; by 2016, it is projected that there will be 750,000 certified teachers in this category. The percentage increase in demand is projected to be +23.49%.

C. Special Education Multi-Categorical

The U. S. Department of Education Occupational Handbook projects that Special Education Multi-Categorical job growth potential is “excellent.” With 459,000 teachers in this category in 2006, the number of needed teachers is projected to rise to 530,000 by 2016, an increase of +15%.

XXIII. ASSESSMENT INFORMATION

A. Elementary K-6

All Elementary teacher candidates must take and achieve state-established minimum score on PRAXIS II, Elementary Assessment. The average passing score

during the NCATE evaluation period was 172.35, with the passing score set at 155 and above. Thirty-one Concord students took the PRAXIS ; 25 passed with an average score of 168.61 and a pass rate of 80%.

B. Early Education Pre K-K

All Early Education Pre K-K teacher candidates must take and achieve a state-established minimum score on PRAXIS II, PreKindergarten. Thirty-nine Concord students took the PRAXIS during the NCATE evaluation period with a 100% pass rate.

C. Special Education Multi-Categorical

All Special Education Multi-Categorical teacher candidates must meet state minimum passing scores on four (4) PRAXIS II content tests. Nine of ten students passed the first; three of five passed the second; three of three passed the third; and seven of seven passed the fourth PRAXIS II content test.

XXIV. PLANS TO IMPROVE QUALITY AND PRODUCTIVITY

Assessment data does show that Elementary K-6, Early Education Pre K-K, and Special Education Multi-Categorical teacher candidates are knowledgeable of content. Newly-designed capstone content assessments for the senior courses will provide additional assessment information about candidates' content knowledge. Analysis of data from multiple transition points in the Teacher Education Program produces similar positive information about the quality of the program and its students. Anecdotal evidence from faculty discussion of assessment data has resulted in implementation of parts from student Teacher Work Samples to student contextual factors that influence a special needs child. The capstone project, combined with the field experience should provide even more assessment data about program strengths or areas requiring revision.

V. FIVE YEAR TREND ON ENROLLMENT AND DEGREES AWARDED

Program admission and graduation data show the following trends:

Elementary K-6

Year	Candidates Admitted	Program Completers
2004-2005	80	65
2003-2004	63	50
2002-2003	56	42
2002-2002	67	48

Early Education Pre K-K

2005-2006	20	No data
2004-2005	5	19

2003-2004	4	9
2002-2003	11	8

Special Education Multi-Categorical

2003-2004	2	2
2002-2003	0	0
2001-2002	2	2

VI. RECOMMENDATION FOR CONTINUATION

Needs analysis, the number of candidates admitted, the number of program graduates, the PRAXIS pass rates, and the continuing program approval by NCATE all support the conclusion that all three programs should be continued.

VII. SCHEDULE FOR REVIEW

The next scheduled program review of these programs will be the 2010-2011 academic year.

Attachment 04f

PROGRAM REVIEW REPORT
Bachelor of Social Work (SOWK)
Spring 2008
Executive Summary

XXV. PROGRAM DESCRIPTION

I. GOAL

The program goal is to prepare students for beginning level professional generalist social work and graduate work in social work education.

J. RATIONALE

A basic arts and science education is essential to professional social work education. This degree program provides a careful foundation of human behavior, policy, diversity and field experience studies upon which an accredited social work undergraduate program is based.

XXVI. ADEQUACY

LL. CURRICULUM

The curriculum is designed to provide students with 128 credit hours to graduation. These hours include the Concord University general education basis, a 55 credit hour social work program with its emphases on three cognate areas: human behavior, policy, and diversity, a program of advisor-approved electives, a cumulative graduation grade point average of 2.00 and a social work major average of 2.50. Admission to the program requires that students must be admitted by the Social Work Admissions and Retention Committee, which also oversees satisfactory program completion of all social work majors. The program is presently accredited by the Council on Social Work Education (CSWE).

MM. FACULTY

In the past five years, the program has operated with five (5) full time faculty, all of whom hold earned doctoral degrees in the discipline.

NN. STUDENTS

Over the five year period of review, the Social Work Program has enrolled a high of 132 students and a low of 93. The average program enrollment was 116.8.

OO. GRADUATES AND EMPLOYER SATISFACTION

An exit survey instrument is administered to program graduates, randomly selected. In addition, the Division of Social Sciences administers its own graduating senior exit survey. This Divisional graduate data is also utilized by the Social Work Department. The Social Work survey utilizes a scoring scale of 1-4, with 4 representing strongly agree and 1 representing strongly disagree. The mean score in all 15 categories of survey was no lower than 3.0. The Social Work Program tracks its graduates' in terms of employment or graduate study. Of 34 graduates during the years 2004-2006, four were enrolled in graduate study, twenty-six had found employment, and four were unaccounted for.

PP. RESOURCES

Financial and facility resources necessary for the Social Work Program involve faculty salary support, faculty development funds, release time for research or program development, lecture classrooms and specialized interviewing facilities. Comparison of faculty salaries with peer institutions in the Southern Regional Education Board show that Concord Social Work faculty lag about 10% behind their peer salaries, and a 3% faculty pay raise for AY 2007-2008 was allocated according to a university-approved faculty pay scale which addressed salary equity rather than 3% across-the-board raises. Professional development support has been reasonable with funds available from the university as well as a Concord Foundation fund that has provided about \$500 to offset conference attendance costs. Classroom and interview facilities have been adequate, but computer support has been uneven.

QQ. ASSESSMENT INFORMATION

Entry level assessment relies upon general student body assessments such as the CLA or standardized testing scores. The department has eighteen program objectives, each of which has six (6) assessable goals. Internal evaluation, indirect evaluation surveys, national benchmarking, exit surveys, and standing committee evaluations are directed to administer and evaluate student academic achievement.

RR. PREVIOUS REVIEWS

Past reviews have all recommended that the Social Work Program be continued on the basis of its strong record of student enrollment, adherence to firm professional and academic standards, and graduate performance.

SS. ADVISORY COMMITTEE

The SOWK Program does have an advisory board. The board has community, agency, and field placement personnel, primarily from Raleigh, Mercer and McDowell Counties. One member from the West Virginia Department of Health and Human Resources is an ex officio member of the board.

TT. STRENGTHS/WEAKNESSES

Review by the faculty, Assessment Director and Vice President and Academic Dean have established SOWK strengths to be its CSWE accreditation, its close connection to the social needs of the service area of Concord University, the breadth of the program, which allows it to be widely applied after graduation, and its strong placement of graduates in jobs or graduate schools. A weakness may be the inability of the University to support the hiring of additional full time faculty to expand the program in what is a profession of growing demand.

XXVII. VIABILITY

J. Cost per Credit Hour

Cost per credit hour is estimated since the campus IR Director does not calculate an actual cost based on in-state/out-of-state fees paid by resident and non-resident students, respectively. The Social Science Division uses the current in-state tuition rate of \$148/credit hour to estimate credits "bought" as compared to the average salary of Social Work full time faculty. On average, the program "sells" 1800 credit hours per academic year, or \$266,000 in tuition income as opposed to about \$225,000 in full time faculty salary costs. Student enrollment has been steady over the past five years, so the department projects that it will continue to produce more tuition income than is required to pay the full time faculty.

K. Enrollment Information

The Social program has averaged 116.8 majors per academic year since 2002 and presently enrolls 132. A good graduation rate is maintained with about with an average of 15 graduates per year over the last 5 years.

L. Enrollment Projections

Over the past 5 years enrollment has fluctuated a bit, but it has never dropped below 93 majors. Currently, the program enrollment is at a five year high. Continuing demand for licensed social workers who have graduated from CSWE-accredited programs suggest that the program will do no worse than in the past five years and that it may expect modest growth in enrollments.

XXVIII. NECESSITY

A. Employment Opportunities

Section B, below well illustrates the employment opportunities available and accepted by Concord University Social Work graduates over the past 5 years. Of graduates returning surveys, 100% of those reporting have gained employment or graduate school admission. The general nature of the CU program results in graduates being able to accept a wide range of employment over the social work

employment spectrum as well as being able to choose a professional specialization through earning a graduate degree.

B. Evidence of Future Need

The 2006 report of the U. S. Department of Labor on job outlooks identifies social work professions as growing faster than the average for all other professions in the 2006- 2016 timeframe. The demand for degreed social workers is projected by the USDL to increase by 22% overall in the coming decade. A hindrance to this growth will be the shortage of qualified social workers, according to the USDL. As examples of future need and its relationship to the jobs accepted by Concord University social work graduates, child and family specialists will grow by 19%; mental health workers by 30%; medical and public health workers by 24%. A strong and growing need for the graduates of this program is projected for the next ten years.

C. Placement of Graduates

As noted above, graduates of the Concord Social Work Program have entered the fields of child and family, mental health and medical and public health. Graduate surveys also indicate that 4 of 17 graduates in 2006 entered graduate programs. The approximate 25% graduate school placement is comparable to the employment/graduate school rate over the past 5 years.

D. Similar Programs in the Geographic Region

In the southern region of West Virginia, Concord University provides the only accredited, public higher education program in Social Work within 100 miles of Athens, WV.

XXIX. CONSISTENCY WITH MISSION

The University has assessed the SOWK Program and concludes that it is consistent with the current University mission statement in the following ways:

13. It provides a rigorous program that prepares students for a variety of career options within the general field of social work
14. SOWK majors gain critical thinking skills from the program liberal arts cognates
15. SOWK majors are encouraged to develop life-long learning as a means of keeping up with the requirements of professional social work
16. SOWK majors are taught to conduct social work practice within ethical guidelines of the profession

Attachment 04g

NATIONALLY ACCREDITED PROGRAM REVIEW REPORT
Bachelor of Science in Education
Early Childhood Special Education (PreK-K)
Spring 2008
Executive Summary

XXX. YEAR OF LAST REVIEW

This program was last reviewed by the National Council for the Accreditation of Teacher Education (NCATE) in 2006.

XXXI. DOCUMENTATION OF CONTINUING NEED

The U. S. Department of Education Occupational Outlook Handbook projects that Early Childhood, Special Education jobs will grow “as fast as average” over the years 2006-2016. The U. S. Census shows that in 2006 there were approximately 687,000 employed teachers in this category; by 2016, it is projected that there will be 750,000 certified teachers required in this category. The percentage increase in demand is projected to be +23.49%. This modest growth in demand does, nonetheless, document that demographic data does support the conclusion that demand continues for PreK-K teachers.

XXXII. ASSESSMENT INFORMATION

All Pre-K-K teacher candidates must take and achieve state-established minimum scores on PRAXIS II. PreK-K teacher candidates are required to take the PRAXIS II Subject Assessments for PreSchool Special Education and Early Education, PreK-K, prior to admission to student teaching. The Early Childhood Special Education Program has a 100% pass rate on PRAXIS II.

Over the past five years, Early Childhood teacher candidates have numbered 7, 6, 13, and 9. Pre-Kindergarten teacher candidates have numbered 9, 8, 22, and 9. A total of 73 candidates have all passed PRAXIS II.

XXXIII. PLANS TO IMPROVE QUALITY AND PRODUCTIVITY

Although assessment data does show that PreK-K teacher candidates are knowledgeable of content, a newly-designed capstone content assessment for the senior course SPED 403 will provide additional assessment information about candidates' content knowledge. Analysis of data from multiple transition points in the Teacher Education Program produces similar positive information about the quality of the program and its students. Anecdotal evidence from faculty discussion of assessment data has resulted in implementation of parts from student Teacher Work Samples to student contextual factors that influence a special needs child. The capstone project, combined with the field experience should provide even more assessment data about program strengths or areas requiring revision.

VIII. FIVE YEAR TREND ON ENROLLMENT AND DEGREES AWARDED

Pre-K-K program admission and graduation data show the following trend:

Year	Candidates Admitted	Program Completers
2005-2006	11	8
2004-2005	24	13
2003-2004	5	8
2002-2003	8	6

IX. RECOMMENDATION FOR CONTINUATION

Needs analysis, the number of candidates admitted, the number of program graduates, the 100% PRAXIS pass rates, and the continuing program approval by NCATE all support the conclusion that PreK-K should be continued.

X. SCHEDULE FOR REVIEW

The next scheduled program review of PreK-K is the 2010-2011 academic year.

Attachment 04h

NATIONALLY ACCREDITED PROGRAM REVIEW REPORT
Bachelor of Science in Education
Secondary
Spring 2008
Executive Summary

XXXIV. YEAR OF LAST REVIEW

This program was last reviewed by the National Council for the Accreditation of Teacher Education (NCATE) in 2006.

XXXV. DOCUMENTATION OF CONTINUING NEED

The U. S. Department of Education Occupational Outlook Handbook projects that employment opportunities for secondary teachers in the decade 2006-2016 will be good to excellent, depending upon the area in which graduates wish to teach. Currently, there are about 1.1 million secondary teachers employed; by 2016, this number is expected to increase by 5% to 1.9 million, but the geographic area of need will determine the local need. The south and west of the USA are expected to have the highest demand; the midwest and northeast are expected to have weaker secondary teacher demand.

XXXVI. ASSESSMENT INFORMATION

In partnership with the NCATE and West Virginia, Concord awards the bachelor of science degree Secondary Education in Art Pre-K-Adult or Art 5-Adult; Business Education, Comprehensive, 5-Adult; English 5-9, 5-Adult; Health 5-Adult; Mathematics, 5-9, 5-Adult; Music Education, Pre K-Adult; Physical Education, 5-Adult, Pre K-Adult; Science, 5-9, 5-Adult, 9-Adult; and Social Studies, 5-Adult.

A. Art

All Art Education majors must pass the PRAXIS II, Principles of Learning and Teaching and subject assessment. From the 2001 testing year to the 2004-2005 testing year, eleven Concord students sat for this PRAXIS with a 100% pass rate.

B. Business

All Business Education majors must pass the PRAXIS II content assessment and PRAXIS II Principles of Learning and Teaching. Since 2001, eleven Concord students sat for these PRAXIS examinations with a 100% pass rate.

C. English

All English Education majors must pass the English Language Association (ELA) content examination and the PRAXIS I, Pre-Professional Skills test and PRAXIS II

examination. Since 2001, seventeen Concord students have sat for these examinations with a 100% pass rate.

D. Health

All Health Education majors must pass the PRAXIS I examination and PRAXIS II, Teaching and Learning examination. Since 2001, seventy-one Concord students have sat for these examinations with a 100% pass rate.

E. Mathematics

All Mathematics Education majors must pass the PRAXIS I and PRAXIS II subject examinations. Since 2002, ten Concord students have sat for the PRAXIS I with a 90% pass rate; since 2002, seventeen Concord students have sat for the PRAXIS II with a 71% pass rate.

F. Music

All Music Education majors must pass the PRAXIS I examination, PRAXIS II, Principles of Teaching and Learning, and PRAXIS II subject assessment. Since 2001, twenty-six Concord students have sat for these examinations with a 100% pass rate.

G. Physical Education

All Physical Education majors must pass the PRAXIS II and PRAXIS II physical education content specialization examination. Since 2001, thirty-nine Concord students have sat for these examinations with a 85.57% pass rate.

H. Science

All Science Education majors must pass PRAXIS I and PRAXIS II content assessment. Since 2002, seventy-two Concord students have sat for these examinations with a 49.13% pass rate.

I. Social Sciences

All Social Science Education majors must pass PRAXIS I and PRAXIS II content assessment. Since 2003, fifty-six Concord students have sat for these examinations with a 90.50% pass rate.

XXXVII. PLANS TO IMPROVE QUALITY AND PRODUCTIVITY

Although assessment data does show that secondary teacher candidates are knowledgeable of content, newly-designed capstone content assessments will provide additional assessment information about candidates' content knowledge. Analysis of data from multiple transition points in the Teacher Education Program produces similar positive information about the quality of the program and its students. Anecdotal evidence from faculty discussion of assessment data has resulted in implementation of

parts from student Teacher Work Samples to student contextual factors. The capstone project, combined with the field experience should provide even more assessment data about program strengths or areas requiring revision.

V. ENROLLMENT

FIVE YEAR TREND ON ENROLLMENT AND DEGREES AWARDED

Secondary Education program admission and graduation data show the following trends:

	2001		2002		2003		2004	
	IN	GRAD	IN	GRAD	IN	GRAD	IN	GRAD
GRAD								
ART	3	2	3	2	1	1	8	2
BUSINESS	10	6	3	3	0	0	3	4
ENGLISH	x	x	15	4	23	4	21	9
HEALTH	13	11	16	5	9	8	14	5
MATH 10	x	x	6	3	8	7	9	
MUSIC	x	x	1	0	1	2	1	1
PHYS. ED.	9	9	13	13	4	4	9	9
SCIENCE 12	x	x	5	10	4	5	14	
TOTALS 52	35	28	62	40	50	31	79	

XI. RECOMMENDATION FOR CONTINUATION

Needs analysis, the number of candidates admitted, the number of program graduates, the strong PRAXIS pass rates, and the continuing program approval by NCATE all support the conclusion that all Secondary Education content areas should be continued.

XII. SCHEDULE FOR REVIEW

The next scheduled program review of Secondary Education is the 2010-2011 academic year.

Attachment 05

Concord University Board of Governors

Meeting of April 8, 2008

INFORMATION ITEM: Employee Pay Increase

COMMITTEE: Finance and Facilities

RECOMMENDED RESOLUTION: Resolved, the Concord University Board of Governors approves a three percent pay raise for faculty and non-classified employees. Classified employees to be brought up to full funding of the Mercer scale. The pay increase is to be effective October 1, 2008. A three percent pool is to be established to fund non-classified and faculty pay plans.

STAFF MEMBER: Dr. Jerry Beasley
President

BACKGROUND:

The cost to fully fund the classified salaries is \$202,014. A mandated increase of \$10 in increment pay raises it from \$50 to \$60 per year of service per employee.

Attachment 06

Concord University Board of Governors Meeting of April 8, 2008

ITEM: Approval of Tuition and Fees for FY 2009

COMMITTEE: Finance and Facilities

RECOMMENDATION: Resolved, That the Concord University Board of Governors adopt the proposed tuition and fees schedule for FY 2009.

STAFF MEMBER: Jim Cannon

BACKGROUND:

It is recommended that the Concord University Board of Governors request a tuition and fee increase of 6 percent for in-state and out-of-state undergraduate fees. The graduate tuition and fee increase is also 6 percent for in-state and out-of-state. This would increase in-state, undergraduate tuition and fees by a total of \$133 to \$2,340 per semester. Out-of-state undergraduate tuition and fees would increase by \$294 to \$5,197 per semester. In-state graduate fees would increase by \$143 to \$2,516 per semester. The out-of-state graduate fees would also increase by \$250 to \$4,418 per semester. The recommendation for housing rates is for an increase of 3.5 percent. The proposed increase for board is 4.5 percent. This equates to an increase of \$56 per double room and \$69 for dining per semester bringing the room & board total to \$3,265.

Every effort has been made to hold fee increases to an absolute minimum. Many personnel costs are beyond our control and other increases are to fund designated projects where students can see the use of their funds. The President was told by the Chancellor that a 6 percent fee increase would be among the lowest in the state this year. According to HEPC data the two four year schools that pay higher average faculty salaries than Concord are also the two that have higher tuition and fees than Concord.

The Higher Education Policy Commission will evaluate the in-state fee increase requests based on the University's progress in meeting its compact goals and other criteria prior to approval of the request.

Attachment 07

Concord University Board of Governors

April 8, 2008

Report of the Interim Vice President and Academic Dean

1. Mercury Cleanup: Outside contractors have completed removal of mercury from the Science Building, with particular emphasis on the third floor (geology and physics). The third floor physics and geology labs have been gutted, floor-to-ceiling, wall-to-wall. A major expenditure of between \$300-400K will be required AS SOON AS POSSIBLE if these two important science programs are to be able to offer classes and laboratories for the Fall 2008 semester.
2. Higher Learning Commission Accreditation: The Higher Learning Commission continuing accreditation review team will be on campus March 30-April 2, 2008. This team's recommendation to the HLC will be the basis for Concord's next term of institutional accreditation. Dr. Jane Smith is to be commended for her determined and effective work in coordinating the CU self-study, the resulting written report, and coordination of the on-site visit.
3. Retention and Internationalization: CU has received modest (\$15K) grants from the Higher Learning Commission to support development of the Concord Academic Success Center (CASSIE) and a cooperative internationalization activity with Bluefield State College. The former is intended to improve the freshman-to-sophomore retention rate by 10% and the graduation rate by 5%. The latter is intended to increase international student enrollment and develop a cooperative program in international studies.
4. Rahall Center: Many science classes, labs, and all faculty moved into the Rahall Center at the beginning of the spring semester. Some science lab classes will return to the Science Building next week when final mercury test results are received (if these are acceptable). Small business incubator is actively seeking grants, tenants and entrepreneurial studies.
5. Advanced Technology Centers: The 2008 Legislature passed SB 1011, which contains \$30M for Advanced Technology Centers, one in the north and one in the south of West Virginia. Probably these are intended for WVU and Marshall, but the CU BOG may wish to consider pursuing some of these funds to support further expansion of the virtual reality component of the Rahall Center.
6. SIP Controversy: CU faculty have been disturbed about revision of the dual credit program into a Supplemental Instruction Program which converts dual credit in the high schools into an after-hours college course program. This faculty concern suggests that the CU BOG should begin to consider whether and how it wishes the university to engage in off-campus delivery of courses and programs. Creation of an ad hoc faculty committee representing all academic divisions could study and report to the BOG.
7. Academic Programs: Currently in discussion phase with New River Community and Technical College on 2+2 program agreements, Regent's Bachelor of Arts program, and

April 8, 2008
Page 48 of 67

Interdisciplinary Program. CU BOG may wish to review and comment on this activity. Currently have five (5) upper division course in online format and contracting with CU faculty for five (5) additional courses this spring. CU BOG may wish to review and comment on this activity.

Attachment 08

Board of Governors
March-April 2008

Admissions and Financial Aid

Best Numbers in Ten Years!

I am happy to report that the preliminary numbers for the up-coming fall class are the best they have been in the ten years I have been tracking them at Concord. While these are still just preliminary, they are certainly indicators of the excellent job many hard-working people have been doing on behalf of Concord University. We would normal anticipate some degree of “summer melt” (industry parlance for the slippage institutions experience during the months after high school graduation ceremonies). Yet, as you can see, these numbers are impressive, considering last fall was a big entering class.

	this year	last year	difference
Total Recruits	16,891	16,532	359
Applications	1,905	1,658	247
Acceptances	1,221	1,022	199

Territories of Counselors

SWV, KY, NC, et al

Applications	867	705	162
Acceptances	593	500	93

NWV, OH, PA, et al

Applications	313	299	14
Acceptances	218	199	19

VA, et al

Applications	287	287	
Acceptances	199	166	33

MD, DE, NY, NJ, et al

Applications	184	137	47
Acceptances	107	80	27

Total Recruited Territories

Recruits	14,710	13,788	922
----------	--------	--------	-----

April 8, 2008
Page 50 of 67

Applications	1,664	1,444	220
Acceptances	1,119	946	173

Attachment 09a

CONCORD UNIVERSITY BECKLEY CENTER Board of Governors Report –April 8, 2008

This report is written in the 9th week of the spring 2008 semester. The previous Board report [February 2008] focused principally on Beckley enrollments – this report will address other issues related to the Beckley program. Specifically, there are three items that merit the Board's attention in this report. They are: (1) Beckley summer classes, (2) Adjunct Academy, and (3) Beckley fall semester classes. Each of these items is addressed below.

- (1) Summer Classes in Beckley. For the first time since Concord has been in Beckley, Concord is offering a meaningful schedule of off-campus classes during the summer. The schedule is designed to be a 3rd summer-long academic semester – 11 weeks with a mid-term break the week of July 4th. Classes are scheduled to satisfy Carnegie Minute requirements [750 contact minutes per academic credit]. Students are able to enroll on a full-time [for financial aid purposes] basis, with day classes available in both an early-week [M-T-W] and a late-week [Th-F-S] format, supported by a healthy number of evening offerings. Students are responding very positively to this summer initiative. [See Appendix A]

- (2) Adjunct Academy Instructional Program. Concord's 2nd Adjunct Academy program will meet in Beckley [Erma Byrd Higher Education Center] on Saturday, April 19th. The program consists of six (6) instructional sessions, each designed to address a key component of successful adjunct performance in the classroom. The sessions scheduled include:
 1. *Educational Programs and Career Choice – T. Monk*
 2. *Liability [Legal] Issues for the Classroom Teacher – M. Campbell*
 3. *Assessment – Issues, Considerations, and Applications – D. Light*
 4. *Designation "General Studies" – What That means – J. Manzo*
 5. *Liberal Learning & 21st century Skills – W. O'Brien*
 6. *Retention/Advising Responsibilities in the Classroom – D. Taylor*

- (3) Fall 2008 Semester Schedule for Beckley. Concord's preliminary schedule of fall classes in Beckley is attached [Appendix B] for the information of Board members. Modeled after the successful schedule running this spring in Beckley, it features substantial choices for students spread throughout the week [including Saturdays]. We are working with academic divisions to refine the details of this schedule, and will add classes as needed, pending the availability of qualified instructors.

The future strength of Concord's Beckley program, like that on campus, is tied directly to the quality of instruction. Concord

has begun to assemble resumes from prospective instructors eager to teach on a part-time basis for Concord. Thus far, we have received a number of very promising responses from our most recent newspaper solicitation. We anticipate that this growing pool of qualified adjuncts will permit us to extend our offerings substantially in coming semesters.

**Attachment
9b**

**Beckley Campus - Summer 2008
May 27 - August 11**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8 - 9:15 AM	ENGL 090	ENGL 090	ENGL 090	MATH 103	MATH 103	MATH 103
	SPED 309	SPED 309	SPED 309	SPAN 102	SPAN 102	SPAN 102
8 - 9:40 AM	PHSC 103**	PHSC 103**	PHSC 103**			
9:30 - 10:45 AM	ENGL 203	ENGL 203	ENGL 203	MATH 110	MATH 110	MATH 110
	HIST 101	HIST 101	HIST 101	BGEN 202	BGEN 202	BGEN 202
	MKT 305	MKT 305	MKT 305	ENGL 102	ENGL 102	ENGL 102
11 AM - 12:15 PM	MATH 090	MATH 090	MATH 090	MGT 309	MGT 309	MGT 309
	FIN 311	FIN 311	FIN 311	ENGL 204	ENGL 204	ENGL 204
	SOWK 302	SOWK 302	SOWK 302	PHIL 102	PHIL 102	PHIL 102
12:30 - 1:45 PM	ART 200	ART 200	ART 200	EDUC 301	EDUC 301	EDUC 301
	MATH 091	MATH 091	MATH 091			
	SOWK 1001/1002	SOWK 1001/1002	SOWK 1001/1002			
2 - 4:20 PM*		HIST 307	HIST 307	HIST 307		

BECKLEY EVENING CLASSES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY		
4 - 8 PM	BIOL 102**	BIOL 102**	BIOL 101**	BIOL 101**		
	ACCT 207**	ACCT 207**	EDUC 305	PSY 229		
	SOWK 161	SOWK 230	SOC 101	POSC 202		

*HIST 307 WILL BEGIN JUNE 6 AND END JULY 3

**THESE CLASSES ARE 4 CREDIT HOURS, THEREFORE REQUIRE LONGER CLASS TIMES

April 8, 2008
Page 54 of 67

Attachment 9c

Off-Campus Schedule Fall 2008

Monday

CRN	Course #	Title	Time	Location	Instructor
	HIST 101	History of Civilization I	1 - 3:30 PM	HEC	Keith Lilly
10443	ACCT 315	Gov. and Not for Profit Accounting	4 - 6:30 PM	HEC	STAFF
10468	MGT 310	Current Topics In Management	4 - 6:30 PM	HEC	Frederick Davidson
10659	PED 101M	Personal Wellness	4 - 6:30 PM	HEC	Al Morgan
10655	SPED 350	Assess Curriculum Planning	4 - 6:30 PM	HEC	Joan Parson
10495	MUS 101A	Introduction to Music	4 - 6:30 PM	HEC	Pat Kourey
10682	ENGL 204	World Literature II	4 - 6:30 PM	HEC	Barbara Parmer
10663	HIST 201	History of Europe	4 - 6:30 PM	HEC	Carol Manzione
10619	SOWK 230	Group Dynamics	4 - 6:30 PM	HEC	Joan Pendergast
10667	PSY 350	Forensic Psychology	4 - 6:30 PM	HEC	Ellis
10186	BIOL 102	General Biology II	4 - 6:30 PM	HEC	STAFF
10455	BGEN 301	Into to the Legal Environment	7 - 9:30 PM	HEC	STAFF
10462	MGT 305	Principles of Management	7 - 9:30 PM	HEC	STAFF
10656	EDUC 210	Foundations of Education	7 - 9:30 PM	HEC	Chris Pinnick
10660	PED 101M	Personal Wellness	7 - 9:30 PM	HEC	Al Morgan
10681	ENGL 102	Composition and Rhetoric II	7 - 9:30 PM	HEC	Barbara Parmer
10446	BEOA 220	Fund. of Business Communication	4 - 6:30 PM	HEC	STAFF
10533	GEOG 220	Oceanography	7 - 9:30 PM	HEC	Alyce Lee
10617	SOWK 161	Introduction to Social Work	7 - 9:30 PM	HEC	STAFF
10349	MATH 090	Basic Math	4 - 6:30 PM	HEC	STAFF

Tuesday

CRN	Course #	Title	Time	Location	Instructor
10497	CART 101	Fundamentals of Speech	1 - 3:30 PM	HEC	Debbie Cashion
	HIST 101	History of Civilization I	4 - 6:30 PM	HEC	Keith Lilly
10453	BGEN 202	Decision Sciences I	4 - 6:30 PM	HEC	Frederick Davidson
10457	ECON 201	Principles of Macroeconomics	4 - 6:30 PM	HEC	STAFF
10654	SPED 310	Introduction to Sepcial Education	4 - 6:30 PM	HEC	Joan Parsons
10498	CART 102	Introduction to Theatre	4 - 6:30 PM	HEC	Karen Vuranch
10496	MUS 204	Music Skills for the Classroom	4 - 6:30 PM	HEC	Clemenceau Allen
10675	ENGL 203	World Literature I	4 - 6:30 PM	HEC	Pam Faulkner
10548	PHSC 104	Introduction to Physical Science II	4 - 6:30 PM	HEC	Larry Gilbert
10559	GEOG 200	Principles of Physical Geography	4 - 6:30 PM	HEC	Jan Westerik
10623	SOWK 303	Social Policy & Services Analysis	4 - 6:30 PM	HEC	Bonnie Dorsey
	SOC 350	Gerentoloty	4 - 6:30 PM	HEC	Lori Pace
	HIST 307	WV History, Geog. & Government	7 - 9:30 PM	HEC	Keith Lilly
	POSC 307	WV History, Geog. & Government	7 - 9:30 PM	HEC	Keith Lilly
10474	MKT 305	Introduction to Marketing	7 - 9:30 PM	HEC	STAFF
10499	CART 101	Fundamentals of Speech	7 - 9:30 PM	HEC	Karen Vuranch
10525	GEOG 101	Earth Processes and Environment	7 - 9:30 PM	HEC	George Jenkins
10666	PSY 101	General Psychology	7 - 9:30 PM	HEC	D. Snuffer
10582	PSY 205	Child & Adolescent Behavior	7 - 9:30 PM	HEC	Lawrence Richmond
10633	SOWK 302	Human Diversity	7 - 9:30 PM	HEC	Bonnie Dorsey
	RTM 100	Into to Recreation and Tourism Mngt.	7 - 9:30 PM	HEC	John Thackston
	ENGL 101	Composition and Rhetoric I	7 - 9:30 PM	HEC	STAFF
	SOC 303	Criminology	7 - 9:30 PM	HEC	Lori Pace
	MATH 103	College Algebra	7 - 9:30 PM	HEC	STAFF

Wednesday

**Attachment
10**

**Concord University Development Office Monthly Report 2007/2008
February 2008 SUMMARY REPORT**

	February-08		08 YEAR TO DATE		07 YEAR TO DATE	
	NUMBER	AMOUNT	NUMBER	AMOUNT	NUMBER	AMOUNT
I. Endowment	20	1,387.25				
II. Capital	23	3,413.34				
III. Total of Endowment & Capital	45	4,800.59	420	685,397.99	234	526,607.82
IV. Current Operations	50	3,622.71	225	97,707.33	321	207,026.41
V. Deferred						
VI. Grand Total at Face Value	95	8,423.30	645	783,105.32	555	733,634.23
Mountain Lion Club	31	10,671.10	242	51,186.89	493	62,176.75
Federal Grants						
State Grants	2	56,750.00	2	56,750.00		
Other	2	65,000.00	2	65,000.00		
Year-to-Date through Foundation	130	140,844.40	891	956,042.21	1048	795,810.98

*Mt. Lion Gross Income

	FEB. 08	FEB. 08 YTD
Alumni Membership	10	412
Total Cash Received	\$475.00	\$17,931.99

	FEB. 07 YTD	FEB. 06 YTD
Alumni Membership	922	709
Total Cash Received	\$38,974.48	\$29,728.08

**Attachment
11**



**Concord University
Finance and Facilities Administrative Report
1 April 2008**

Business & Finance –

The Legislature has appropriated \$9,977,767 in State funds for fiscal year 2009. The increase of \$257,704 is to help fund a 3% salary increase for employees. The full cost of a 3% raise for all employees would be \$352,165.

Fee increase request packages have been prepared as an action item for this meeting. The North Central accreditation team is visiting this week.

The financial aid report for FY 07 indicates that students at Concord continue to pay less than half (48%) of the cost of attendance. Federal state and other grants cover 34%, Concord covers 15.5% and the foundation covers the remaining 2.5%

Physical Plant – The Science building has been cleared of elemental mercury and mercury vapor. Tests using the extremely sensitive Lumex meter read levels of zero on all floors. In addition the building has been tested with the older National Institute for Occupational Safety and Health (NIOSH) 6009 protocol using mercury vapor pumps and time weighted averaging. Those results also came back as non-detects. The building is being opened for use, and it is likely to be the closest thing in West Virginia to a completely hazard free building. The remaining challenge is to refurnish and re-equip the third floor Labs.

University Point: The University Point project was rebid because the bids came in more than twice as high as the architect projected. The second set of bids with an additional bidder also came in high but not quite as high as the first round. The lowest bidder who met the necessary qualifications was the construction firm of City Window Company. The project was reviewed for ways to further reduce costs and the proposed cost is now about \$5.2 million.

The potential Performance Contract proposal has been rewritten to conform to a similar project that was successful at WVU. The new format changed the scope of the project to \$4.5M. It is an action item for BOG approval at this meeting.

Operating and Capital Improvement funds have been used to complete the cost of constructing the Rahall Technology Center. About \$197,000 is still being held as retainage until problems on the final punch list are addressed.

Dining – The dining hall has been named for long time employee and beloved character Ms. Libby Alvis. Aramark has reimbursed Concord for the \$90,000 cost of replacing the original equipment that had been in service for over thirty years.

Public Safety - A dual siren system for emergency warning has been installed on campus. It has been tested and it can be heard all over Athens. The protocol for its use in conjunction with email, text messaging etc is under development.

Bookstore – The bookstore has launched a website where books and apparel can be purchased at [http:// bookstore.concord.edu](http://bookstore.concord.edu) or it can be linked from the main college website. The bookstore is continuing to add merchandise to the website, and Chris Smallwood's team is making needed progress on the bookstore's bottom line.

Attachment 12

Board of Governors – April 8, 2008 Student Affairs

Housing and Residence Life

- Housing numbers – We continue to experience a significant increase in spring housing numbers with a census of nine hundred eighteen (918) as of 3/25/08. Comparison data by residence hall for the past six years is attached (Appendix A). A final spring census analysis will be done in May.
- Wellness Center Planning – We continue to await smoke detectors to be installed by Simplex. Equipment bids have been received.
- Office of Civil Rights (OCR) – OCR report will be submitted on time, 3/31/08. The OCR projects in the Science Building have been delayed due to the closure of the building this semester.

Career Services

- Job Fairs – Teacher Recruitment Day was held on 2/25/08 with twenty-six school systems represented. There continues to be a high need for teachers in science, math, foreign language, and special education. Concord will co-sponsor the annual Spring Job Fair, to be hosted by Bluefield State College on 4/2/08. Concord will also co-sponsor a multistate job fair to be held on 4/17/08 at Bristol, VA.
- Graduate Surveys – We have instituted an online graduate survey this year. Additionally, we have mailed graduate surveys, followed-up with faculty, and utilized Facebook.

Athletics

- Concord's annual *Women in Sports Day* has been nominated for recognition and included in the NCAA Division II recognition of the noteworthy community engagement activities. Pat Hardin, Sponsor.
- *CU at the Game* initiative to be included in listing of successful community engagement initiatives by the NCAA. Carol Bonnes, Sponsor.
- April 8th – Second Annual Presidential Scholar Athlete Dinner to recognize all student/athletes with a cumulative 3.5 or greater GPA.
- Men's Soccer has signed thirteen (13) new student/athletes to national letters of intent.
- Revised Philosophy of Athletics Statement and other revisions or new inclusions will be brought before the Board of Governors (BOG) in June for approval as part of the NCAA mandated Self-Study to be completed this spring.
- WVIAC Standings may be found in Appendix B, for men's basketball, women's basketball, baseball, and softball.

Multicultural Affairs

- International Initiative – Bluefield State College and Concord University have developed a cooperative plan for international programming and have requested \$15,000 of the Consortium for the Internationalizing of Higher Education in West Virginia (CIHE) to assist in the funding of this cooperative effort. This mutually developed grant proposal to the CIHE was written by Dr. Stephen Rowe, assisted by project director Nancy Ellison.
- The Martin Luther King Celebration was held on Thursday, February 28th. Sixty-four (64) people attended the event which included Arley Johnson presenting MLK's "I Have a Dream" speech. Mr. Johnson, who is Director of the Governor's Office of Economic Development, also talked about his experience as a child during the Buffalo Creek flood. Ms. Krystina Dillard was awarded a \$1,000 scholarship as first prize in the university division of the writing competition and Mr. Paul Redden was awarded a \$500 scholarship as second prize.

Student Center/Student Programming

- Student Programming hosted seven different events from mid-February until mid-March with approximately five hundred fifty (550) attendees at the events. These included: Uplate party, Harriet Tubman reenactment, Valentine's Day Dance, Comedian Baron Vaughn, Black Light Casino Night, caricature artist, and "Inside Iraq" by Mike Shiley, a civilian with a rented flak jacket, who was embedded with a tank battalion in Iraq for three months, garnering two citizen medals from the Army for his service.
- Student Programming worked with the American Red Cross to host a blood drive on 2/20 and 2/21. The Student Center Director worked with the Black Student Union and Baptist Campus Ministries, who co-sponsored the event. Approximately seventy-five (75) students and staff gave blood and the Red Cross obtained fifty (50) units of blood.
- Gazebo Project – Bids obtained with a low bid of \$93,000. The Student Center Director is working with Concord's Purchasing Agent and the architect to meet with the low bidder to see if there are adjustments that can be made to the project to bring the bid down.
- We are gathering instructors for thirty-five (35) sections of University 100 for the fall 2008 semester. We have also written a report and provided University 100 instructional material to Dr. Jane Smith for presentation to the HLC for their visit at the end of March.
- We have ordered the bronze plaque for the Libby Alvis Dining Hall.
- Intramural basketball is underway.

Student Government Association (SGA)

- Developed a policy to establish a general studies summer curriculum, which was taken to and endorsed by the Faculty Senate in principle.

Student Retention

- Fall to spring retention rates for the past three years are included in Appendix C. As of the Drop Day (students dropped for nonpayment) fall to spring retention rate is 86.84%, 5.57% better than the previous year. Moreover, the FTE retention rate spring 2007 compared to spring 2008 reflects an increase in FTEs.
- Forty-eight (48) students left Concord thus far this spring semester, with "medical" being the most frequently stated reason for leaving.

Continuing Education

- Clinical/Community Series – Seven out of ten planned workshops have been conducted thus far, attended by one hundred seventy-seven (177) counselors, psychologists, and social workers.
- Employee Inservices – Sexual Harassment training (Marshall Campbell) awaiting posting of video; Banner Training (Libby Webb, Libby Cahill, Trena Bolin), 3/6; CPR (Abraham Lilly) modules developed; Community of Science Grant Search Engine Training (Sean Noland), 3/27.
- Student Employee Training – Student employee training is under development and will be available to any student employee. Anticipated topics to be covered include work behavior (confidentiality, sexual harassment, time cards/funding, dependability) and work skills (Microsoft Office – Access, Word, Excel, grant research/writing, area specific tasks).

Health/Counseling Services

- Four hundred seventy-six (476) students were seen through the period November 2007 – February 2008. One hundred ten (110) students were seen in November, fifty-seven (57) during the month of December, seventy-one (71) during the month of January, and two hundred thirty-eight (238) during the month of February.
- Student prescriptions for the period November 2007 – February 2008 were \$2,216.11. Prescriptions for November were \$498.83, prescriptions for December were \$448.49, January prescriptions were \$8.99, and February prescriptions were \$1,259.80.

Other Initiatives

- Parent 101 Class – Development underway with implementation anticipated for fall 2008.
- External funding – External funding for 2007/2008 remains at approximately \$800,000. In furtherance of the grants, twenty-one (21) professional seminars have been delivered; one hundred seventeen (117) paraprofessional workshops have been delivered.

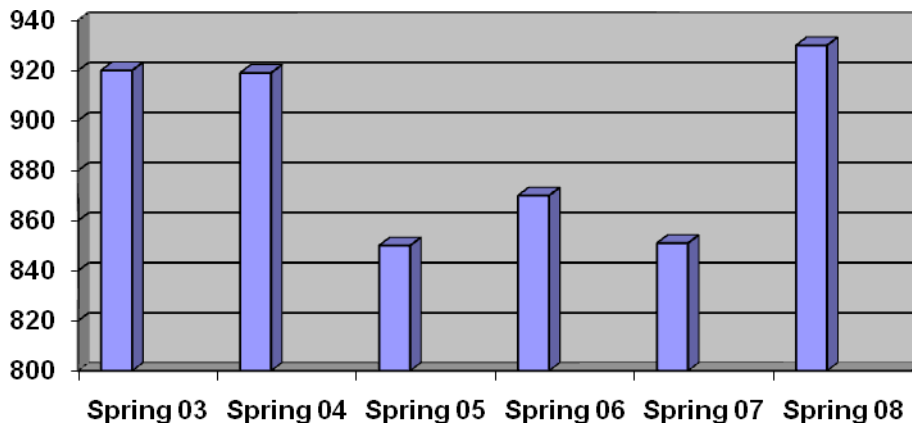
- Campus wide service center update – Campus wide meeting held on 2/21/08, facilitated by Bonner Foundation representatives. We continue to recruit for the two VISTA positions.

Appendix A

Housing and Residence Life

Hall	Capacity	03/25/08	05/15/07	05/12/06	05/15/05	05/15/04
Wooddell Hall	196	147	143	127	132	140
Wilson Hall	205	156	141	133	127	160
Sarvay Hall	81	57	41	34	34	47
South Tower	322	278	236	268	257	267
North Tower	322	280	258	261	256	270
College Courts	8	NA	NA	NA	NA	NA
TOTAL	1134	918	819	823	806	884

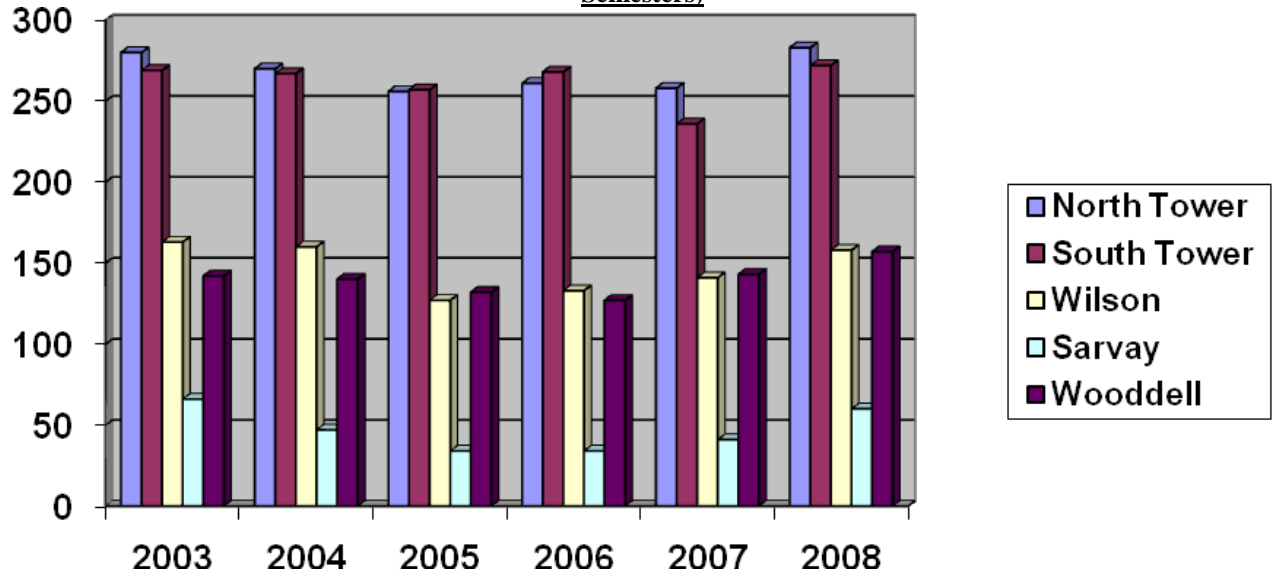
**Occupancy Data for All Concord University Residence Halls:
 Comparison Over the Last 6 Years (Spring Semesters)**



Spring 03	Spring 04	Spring 05	Spring 06	Spring 07	Spring 08
920	919	850	870	851	930

Appendix A Continued

Occupancy Data for Each of the Concord University Residence Halls: Comparison over the Last 6 Years (Spring Semesters)



Appendix B

WVIAC Standings:

2007-2008 WVIAC Men's Basketball

	School	PR	WVIAC Overall
1.	<u>Pitt - Johnstown</u>	161.5 17-3	22-9
	<u>Alderson-Broadbudds</u>	157 17-3	26-7
3.	<u>West Virginia State</u>	143.5 16-4	20-10
4.	<u>West Liberty State</u>	137.5 15-5	23-6
5.	<u>Charleston</u>	115.5 12-8	19-10
	<u>Fairmont State</u>	109.5 12-8	19-10
7.	<u>Seton Hill</u>	100.5 11-9	12-15
8.	<u>Shepherd</u>	82.5 9-11	16-13
	<u>Davis and Elkins</u>	80 9-11	13-15
	<u>Concord</u>	77 9-11	15-14
11.	<u>West Virginia Wesleyan</u>	63.5 8-12	10-18
	<u>Wheeling Jesuit</u>	61 8-12	13-15
13.	<u>Glenville State</u>	61 7-13	9-19
14.	<u>Ohio Valley</u>	46.5 6-14	7-21
15.	<u>Salem International</u>	20.5 2-18	4-24
	<u>Bluefield State</u>	17 2-18	2-26

2007-2008 WVIAC Women's Basketball

	School	PR	WVIAC Overall
1.	<u>Shepherd</u>	173.5 18-2	24-7
2.	<u>West Liberty State</u>	159.5 17-3	24-6
3.	<u>Fairmont State</u>	137.5 15-5	25-7
	<u>Concord</u>	136.5 15-5	20-9
5.	<u>West Virginia Wesleyan</u>	122 14-6	19-11
	<u>Charleston</u>	122 14-6	17-11
	<u>Glenville State</u>	120 14-6	18-12
8.	<u>Pitt - Johnstown</u>	71 9-11	10-18
	<u>Wheeling Jesuit</u>	70 9-11	11-18
10.	<u>Salem International</u>	69.5 8-12	9-19
	<u>Seton Hill</u>	64.5 8-12	12-15
12.	<u>West Virginia State</u>	38 5-15	8-21
	<u>Bluefield State</u>	37 5-15	7-21
14.	<u>Alderson-Broadbudds</u>	26.5 3-17	4-24

<u>Davis and Elkins</u>	23	3-17	6-22
<u>Ohio Valley</u>	20.5	3-17	3-25

<u>State</u>				
<u>Charleston</u>	0	0-0	0-0	6-15
<u>Ohio Valley</u>	0	0-0	0-0	2-9

Appendix B Continued

2008 WVIAC Baseball

Northern Division

School	PR	WVIAC	Div	Overall
1. <u>West Liberty State</u>	0	0-0	0-0	3-3
<u>Pitt - Johnstown</u>	0	0-0	0-0	8-9
<u>Shepherd</u>	0	0-0	0-0	6-8
<u>Seton Hill</u>	0	0-0	0-0	3-9
<u>Wheeling Jesuit</u>	0	0-0	0-0	4-13

Central Division

School	PR	WVIAC	Div	Overall
1. <u>West Virginia Weslevan</u>	0	0-0	0-0	10-3
<u>Alderson-Broadus</u>	0	0-0	0-0	9-5
<u>Fairmont State</u>	0	0-0	0-0	5-10
<u>Davis and Elkins</u>	0	0-0	0-0	3-13
<u>Salem International</u>	0	0-0	0-0	2-15

Southern Division

School	PR	WVIAC	Div	Overall
1. <u>Concord</u>	0	0-0	0-0	13-5
<u>West Virginia State</u>	0	0-0	0-0	9-5
<u>Bluefield</u>	0	0-0	0-0	7-8

2008 WVIAC Softball

School	PR	WVIAC	Overall
1. <u>Alderson-Broadus</u>	120	2-0	4-6
<u>Davis and Elkins</u>	120	2-0	7-11
<u>West Virginia Weslevan</u>	100	2-0	18-11
<u>Wheeling Jesuit</u>	100	1-0	5-6
5. <u>West Virginia State</u>	50	2-2	9-6
<u>Salem International</u>	50	2-2	3-14
7. <u>Fairmont State</u>	0	0-0	9-8
<u>Shepherd</u>	0	0-0	3-7
<u>Glenville State</u>	0	0-0	6-14
<u>Charleston</u>	0	0-0	1-5
<u>Seton Hill</u>	0	0-0	1-10
<u>Salem International</u>	0	0-0	0-0
<u>West Liberty State</u>	0	0-1	0-1
<u>Ohio Valley</u>	0	0-2	5-10
<u>Bluefield State</u>	0	0-2	1-9
<u>Concord</u>	0	0-2	0-8

Appendix
C

Spring to Spring Retention FTEs

Spring 2008	Spring 2007
2302	2286

Fall to Spring Retention Head Count

Spring 2008

	Registered	Paid	FF	Trans		Registered	# Reg.	Paid	# Paid
1st day	2298	1759	54	55	1st day	84.02%	437	64.31%	976
4th day	2336	1962	59	56	4th day	85.41%	399	71.74%	773
6th day	2355	2076	66	59	6th day	86.11%	380	75.90%	659
11th day	2401	2226	70	59	11th day	87.79%	334	81.39%	509
15th day	2453	2266	76	62	15th day	89.69%	282	82.85%	469
Drop Day	2375	2375	74	58	Drop Day	86.84%	360	86.84%	360
Total Registered For Previous Fall Semester			2735						

Spring 2007

	Registered	Paid	FF	Trans		Registered	# Reg.	Paid	# Paid
1st day	2302	1854	50	65	1st day	78.11%	645	62.91%	1093
4th day	2371	2050	53	65	4th day	80.45%	576	69.56%	897
6th day	2384	2070	54	66	6th day	80.90%	563	70.24%	877
11th day	2481	2207	70	67	11th day	84.19%	466	74.89%	740
15th day	2500	2335	71	69	15th day	84.83%	447	79.23%	612
Drop Day	2395	2395	65	64	Drop Day	81.27%	552	81.27%	552
Total Registered For Previous Fall Semester			2947						

Spring 2006

	Registered	Paid	FF	Trans		Registered	# Reg.	Paid	# Paid
1st day	2507	1824	38	69	1st day	83.15%	508	60.50%	1191
4th day	2544	2053	37	69	4th day	84.38%	471	68.09%	962
6th day	2556	2121	37	71	6th day	84.78%	459	70.35%	894
11th day	2568	2260	39	74	11th day	85.17%	447	74.96%	755
15th day	2582	2426	40	75	15th day	85.64%	433	80.46%	433
Drop Day	2479	2479	39	75	Drop Day	82.22%	536	82.22%	536
Total Registered For Previous Fall Semester			3015						

Comparison

2008-2007

2007-2006

	Registered	Paid		Registered	Paid
1st day	5.91%	1.40%	1st day	-5.04%	2.41%
4th day	4.96%	2.17%	4th day	-3.92%	1.47%
6th day	5.21%	5.66%	6th day	-3.88%	-0.11%
11th day	3.60%	6.50%	11th day	-0.99%	-0.07%
15th day	4.86%	3.62%	15th day	-0.81%	-1.23%
Drop Day	5.57%	5.57%	Drop Day	-0.95%	-0.95%

