Schedule
Meeting of the
Fairmont State Board of Governors

June 15, 2006

219 Hardway Building
Fairmont State
Fairmont, West Virginia

2:00 P.M.   FSU Academic Affairs and FS Student Life Committee

Finance, Personnel, Facilities, External Relations Committee

FS Community and Technical College Program and Off-Campus Service Committee

*3:00 P.M.   Full Board Meeting

* Time approximate, depending on length of committee meetings

Committee:	FSU ACADEMIC AFFAIRS AND FS STUDENT LIFE		(Dan's Office)
Members:	Bob Kittle, *Facilitator*	Staff Resources:	
	Jim Griffin	Anne Patterson	
	Michelle Nabers	Michael Belmear	
	Janet Crescenzi	Maria Rose	

Committee:	FINANCE, PERSONNEL, FACILITIES, EXTERNAL RELATIONS		(219 Hardway)
Members:	Dick Martin, *Facilitator*	Staff Resources:	
	Larry Mazza	Jean Ahwesh	
	Sandy Shriver	Mike Bestul	
	Andy Kniceley	Dan Bradley	
		Sarah Hensley	
		Larry Lawrence	
		Rick Porto	

Committee:	FS COMMUNITY AND TECHNICAL COLLEGE PROGRAMS & OFF-CAMPUS SERVICES		(Blair's Office)
Members:	Dixie Copley, *Facilitator*	Staff Resources:	
	Carl Friebel	Blair Montgomery	
	Skip Tarasuk	Maria Rose	
	Connie Moore		

Committee:	AUDIT	
	Bob Kittle	Larry Mazza
	Dick Martin	

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Meeting of June 15, 2006
Fairmont State
AGENDA

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Call to Order
1. Approval of Minutes (May 3, 2006)   *Tab 1*   *Action Item*

President's Report *(Dan Bradley)*

President's Report *(Blair Montgomery)*

Faculty Senate Report *(Joe Riesen)*

Faculty Assembly Report *(Les Boggess)*

Classified Staff Report *(Joyce Ross)*

Student Government Report *(Shane Livingston)*

Foundation Report *(Jean Ahwesh)*

Financial Report *(Rick Porto)*   *Tab 2*

FSU Academic Affairs & FS Student Life Committee Items *(Bob Kittle)*
1. Degree Definition Policy Update   *Tab 3*   *FYI*
2. Program Review Update   *Tab 4*

Finance, Personnel, Facilities, External Relations Committee Items *(Dick Martin)*
1. Approval of the Chargeback Agreement   *Tab 5*   *Action Item*
2. Approval of the Budgets for FY2007   *Tab 6*   *Action Item*
3. Approval of the Auxiliary Enterprise Proformas for FY2007   *Tab 7*   *FYI*
4. Approval of the Revised Salary Policy   *Tab 8*   *Action Item*
5. Approval of Policy on Policies   *Tab 9*   *Action Item*
6. Approval of Flexible Work Schedule Policy   *Tab 10*   *Action Item*

FS Community & Technical College Program & Off-Campus Service Committee Items *(Dixie Copley)*
1. Approval of the Program Review for Food Service Management Program, AAS   *Tab 11*   *Action Item*
2. Approval of the Program Review for Early Childhood Program, AAS   *Tab 12*   *Action Item*
3. Approval of Events Management and Certificate Program   *Tab 13*   *Action Item*
4. Braxton County Center PowerPoint Presentation   *FYI*

Public Comment

Committee of the Whole
1. Election of Officers   *Action Item*
2. Approval of the Strategic Plan   *Tab 14*   *Action Item*

Old Business

New Business
1. Resolution for Dixie Copley

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Next meeting date is Thursday, September 7, 2006 in Room 219 HB.

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Fairmont State
BOARD OF GOVERNORS
MINUTES
May 3, 2006

1. Call to Order

A meeting of the Fairmont State Board of Governors was held on May 3, 2006 beginning at 3:00 p.m. in Room 219 Hardway Building. Present at the meeting were Board Members: Dixie Copley, Carl Friebel, Jim Griffin, Robert Kittle, Andy Kniceley, Dick Martin, Larry Mazza, Connie Moore, Michelle Nabers, Sandy Shriver, and Skip Tarasuk. Absent was: Janet Crescenzi. Also in attendance were: President Dan Bradley, President Blair Montgomery, Jean Ahwesh, Michael Belmear, Sarah Hensley, Larry Lawrence, Phil Mason, Anne Patterson, Rick Porto and Maria Rose. Dick Martin called the meeting to order.

2. Approval of Minutes

Bob Kittle moved to approve the minutes from February 23, 2006 and April 6, 2006. Larry Mazza seconded. Carl Friebel abstained. Motion carried.

3. President's Report

President Bradley gave report to the Board.
President Montgomery gave report to the Board.

4. Constituent Reports

1) Joe Riesen reported for Faculty Senate.
2) Sandra Woods reported for Faculty Assembly.
3) Beverly Jones reported for Classified Staff Councils.
4) Shane Livingston reported for Student Government.

5. Rick Porto gave the Financial Report.

6. FSU Academic Affairs & FS Student Life Committee Items

1) Bob Kittle moved that the Fairmont State Board of Governors approve the intent to plan the degree of Bachelor of Arts in Music. Sandy Shriver seconded. Motion carried.
2) Bob Kittle moved the Fairmont State Board of Governors approve the name change from BSET Architectural Engineering Technology degree to B.S. Architecture. Connie Moore seconded. Motion carried.
3) Skip Tarasuk moved the Fairmont State Board of Governors award the honorary doctorates to Roman W. Prezioso, Jr. and Jo Ann Lough at the 2006 Spring Commencement. Jim Griffin seconded. Motion carried.

7. Finance, Personnel, Facilities, External Relations Committee Items

1) Bob Kittle moved that the Fairmont State Board of Governors approve the authorization for the issuance of $8.5 million in principal amount of Subordinate Facilities Improvement Revenue Bonds, Series 2006, and the sale of such Bonds to Branch Banking and Trust Company. Larry Mazza seconded. Motion Carried.

8. Public Comment

Dalene Berry spoke before the Board.

9. Executive Session

Carl Friebel moved the Board go into Executive Session Pursuant to WV Code 6-9A-4b-2B, to discuss a personnel matter, which discussed in public might adversely affect the reputation of any person. Andy Knicely seconded. Motion carried.

At the conclusion of the executive session, a motion was made by Connie Moore and seconded by Sandy Shriver to reconvene in open session. Motion carried. Since the Fairmont State Board of Governors is the final arbiter for disputes, Sarah Hensley was asked to ascertain whether policy had been followed in addressing Ms. Berry's concerns and report back to the Board at the next meeting.

There being no further business, the meeting was adjourned.

James R Martin

James R. Martin, Chair

Fairmont State
BOARD OF GOVERNORS

Executive Session
MINUTES
May 3, 2006

1.   **Personnel Issue**

The Board went into executive session to discuss a personnel issue. Discussion followed.

2.   **Return to Regular Session**

James R Martin

James R. Martin
Chairman

Board of Governor's
Financial Report
as of April 30, 2006

Unrestricted Fund:

Fairmont State University:

The actual balance thru April 30th is <u>$3,857,653</u>. Summer fee revenue, operating expenses for the months of May, June, and the accrual accounting period have yet to be realized and recorded. Also one-time asset acquisitions for the library and network also need to be processed in this fiscal year. Our expectation is to see a million dollar deficit in the University statement of revenues and expenses due to needed one-time costs for our network and library systems. Sufficient cash reserves are available to support this deficit outcome.

Fairmont State Community and Technical College:

The actual balance thru April 30th is <u>$2,760,844</u>. Summer fee revenue, operating expenses for the months of May, June, and the accrual accounting period have yet to be realized and recorded. Our expectation is to see a two to three hundred thousand dollar deficit at year end due to sharing in the one-time costs mentioned in the above University report. Sufficient cash reserves are available to support this deficit outcome.

Fairmont State Board of Governor's Support:

The actual balance thru April 30th is <u>$250,411</u>. Summer fee revenue, operating expenses for the month of May, June, and the accrual accounting period have yet to be realized and recorded. Our expectation is for a deficit condition at year end of approximately two hundred thousand dollars. Sufficient cash reserves are available to support this deficit outcome.

Auxiliary Fund:

Fairmont State Board of Governor's Support:

The actual balance thru April 30th is <u>$569,480</u>. Summer fee revenue, operating expenses for the months of May, June, and the accrual accounting period have yet to be realized and recorded. Even though our dormitories and meal plans had a 20% vacancy rate this fiscal year, we still have met our debt service payments and among all auxiliary enterprises we will be able to transfer around $800,000 to plant reserves by June 30, 2006. While not in our current budget plan we also plan to move athletic fund cash reserves of approximately $600,000 to an athletic plant fund for support of future athletic capital projects.

Restricted Fund:

The restricted fund narrative and financial reports for the end of April can be found following the attached unrestricted and auxiliary fund narratives and financial reports.

CURRENT UNRESTRICTED FUNDS
Budget Change Analysis for April 2006

Fairmont State University:

- *Support Services Revenue* decreased $(97,489.00) due to the payroll budget update and sweep processes.
- *Salaries and Benefits* decreased by $(505,052.00). This resulted from expenditures of $6,523.00 transferred to cover extra help for switchboard. An increase $12,402.00 was made to cover position #678 for Research & Graduate Studies and a $1,500.00 increase for art models. Manual adjustments in the amount of $(519,371.00) were made to work-study to adjust balances after the budget update process. Also, an adjustment of $(6,106.00) was made to remove a budget overage that occurred as a result of the budget update process.
- *Supplies and Other Services* increased $6,718.53. A transfer to salaries in the amount of $(6,523.00) and an increase to Summer Theatre Operating funds of $10,000.00. Adjustments of $3,241.09 were Indirect Costs.
- *Equipment Expense* saw an increase of $1,794.57. A transfer of $2,376.57 from reserves for NASA grant and Fine Arts Ticket Sales transferred $(582.00).
- *Assessment for Support Services* decreased by $(37,477.00) due to the payroll budget updates and sweep processes.
- *Exclude – Assets* increased $15,700.00 due to purchase of additional clavinovas for the piano lab.
- *Exclude – Indirect Cost Recoveries* saw an increase of $14,960.46 due to various budget adjustments to match budget to expenses.
- *Exclude – Transfers – Other* increased by $1,340.74. This resulted from moving cash.

Fairmont State Community & Technical College:

- *Tuition and Fees* increased by $20,000.00 due to establishing the budget for transfer payments.
- *Support Services Revenue* decreased $(22,410.00) as a result of the payroll budget update and sweep processes.
- *Salaries and Benefits* went down $(193,813.00). This resulted from removing budget overages due to the budget update process and adjustments made to clean-up the budget shortage due to the Small Business Administration position.
- *Supplies and Other Services* had an increase of $8,856.00. The Small Business Administration position also had an affect on supplies $(11,190.00). There was also a $20,000.00 increase as a result of setting up the budget for transfer payments.
- *Assessment for Support Services* saw a budget decrease of $(71,756.00) due to the payroll budget update and sweep processes.

Fairmont State Board of Governor Support:

- *Tuition and Fees* increased $12,750.00. The revenue has exceeded the original revenue projection for Economic Development Continuing Education.
- *Other Operating Revenue* also increased by $14,000.00 due to the insufficient budget projection.
- *Salaries and Benefits* increased by $5,733.00. This resulted from manual labor adjustments due to the budget update process. A transfer of $1,060.00 for the Business Office from expenses to cover a labor budget shortage and the President's Allocation fund had adjustments to various organizations. Indirect cost adjustments amounted in $2,120.00.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Year   2006   Prior Year   2005   April   Current Unrestricted
LEVEL 2

		Budgeted Current Year	Actual Current Year	Actual to Budgeted Current Year	Prior Actual to Prior Year End
OPEATING REVENUES	Tuition & Fees	16,656,174.21	15,630,952.65	93.83	126.47
	Faculty Services Revenue	1,780,000.00	1,517,449.00	85.25	97.38
	Auxiliary enterprises revenue	0.00	2,065.00		
	Operating Costs Revenue	2,645,996.79	1,867,320.61	70.57	72.23
	Support Services Revenue	3,374,500.00	2,793,930.18	82.80	83.25
	Other Operating Revenue	301,727.28	253,035.83	83.86	407.79
Sub Total		24,758,398.28	22,064,753.27	89.11	107.21
OPERATING EXPENSES	Salaries	18,308,596.46	14,028,031.88	76.62	78.44
	Benefits	5,078,778.94	3,773,360.37	74.30	78.60
	Student Financial Aid-Scholarships	761,431.35	783,887.46	102.82	
	Utilities	1,013,239.00	1,082,455.45	106.08	79.96
	Supplies and Other Services	6,009,944.93	3,913,802.88	64.31	69.60
	Equipment Expense	905,363.58	677,819.29	73.61	84.92
	Loan Cancellations and write-off	0.00	0.00		0.00
	Fees retained by the Commission	155,431.00	167,286.70	107.63	0.00
	Assessment for Faculty Services	1,500,000.00	1,517,496.00	101.17	98.48
	Assessment for Support Services	790,960.00	655,615.34	82.89	83.89
	Assessment for Tuition, Aux, & Capital Costs	2,904,256.88	2,735,492.00	94.19	
	Assessment for Operating Costs	214,085.38	159,638.17	71.23	69.38
Sub Total		37,642,087.52	29,494,885.54	78.15	85.94
NONOPERATING REVENUES (EXPENSES)	State Appropriations	11,573,399.00	11,744,337.00	101.48	99.80
	Gifts	25,000.00	25,000.00	100.00	100.00
	Investment Income	150,133.62	279,613.01	186.24	59.13
	Interest on capital asset related debt	-220,568.00	-113,917.31	51.65	90.24
Sub Total:		11,527,964.62	11,935,032.70	103.53	99.56
EXCLUDE OPERATING	Exclude - Assets	-1,304,307.12	-940,786.61	72.13	94.28
	Exclude - Transfers for Debt Service	0.00	0.00		
	Exclude - Transfers for Fin Aid Match	-136,688.00	-136,688.00	100.00	72.70
	Exclude - Indirect Cost Recoveries	766,787.33	385,889.72	50.30	111.44
	Exclude - Transfers - Other	44,337.30	44,337.30	100.00	19.60
Sub Total:		-629,870.49	-647,247.59	102.82	43.80
OPERATING INCOME/LOSS		-12,883,689.24	-7,430,132.27	57.62	49.53
BALANCE		-1,985,595.11	3,857,652.84	-193.13	7,071.52
CURRENT NET LABOR SAVINGS		804,998.00			
Planned Expenditures from Reserves		1,198,509.31			
Anticipated Labor Savings		300,000.00			
Anticipated Year End Balance		317,912.20			

Fairmont State Community & Technical College
Actual vs Budget Statement of Revenues and Expenses
Current Year 2006 Prior Year 2005 April Current Unrestricted
LEVEL 2

		Budgeted Current Year	Actual Current Year	Actual to Budgeted Current Year	Prior Actual to Prior Year End
OPEATING REVENUES	Tuition & Fees	6,454,719.51	5,851,629.90	90.66	136.12
	Faculty Services Revenue	1,500,000.00	1,517,496.00	101.17	98.48
	State/Local Grants and Contracts	0.00	-273.50		
	Operating Costs Revenue	214,085.38	159,638.17	74.57	69.38
	Support Services Revenue	937,022.00	758,015.31	80.90	83.46
	Other Operating Revenue	15,915.00	15,899.00	99.90	575.93
Sub Total		**9,121,741.89**	**8,302,404.88**	**91.01**	**123.81**
OPERATING EXPENSES	Salaries	4,430,868.00	3,844,096.25	86.76	81.24
	Benefits	1,049,112.73	826,911.41	78.82	77.29
	Student Financial Aid-Scholarships	372,255.65	385,182.34	103.33	
	Utilities	0.00	305.25		-1,653.86
	Supplies and Other Services	1,500,752.88	826,995.07	55.11	116.67
	Equipment Expense	91,769.35	66,049.55	71.97	128.88
	Loan Cancellations and write-off	0.00	0.00		0.00
	Fees retained by the Commission	96,787.00	104,112.54	107.57	0.00
	Assessment for Faculty Services	1,780,000.00	1,517,449.00	85.25	97.38
	Assessment for Support Services	3,372,634.00	2,792,250.22	82.79	83.23
	Assessment for Tuition, Aux, & Capital Costs	1,451,961.06	1,373,452.00	94.59	
	Assessment for Operating Costs	2,645,996.79	1,867,320.61	70.57	72.23
Sub Total		**16,792,137.46**	**13,604,124.24**	**81.01**	**93.48**
NONOPERATING REVENUES (EXPENSES)	State Appropriations	7,853,195.00	7,945,656.00	101.18	99.83
	Gifts	1,000.00	0.00	0.00	
	Investment Income	62,000.00	113,534.78	183.12	58.82
	Interest on capital asset related debt	0.00	-18,691.80		0.00
	Loss/Gain on Disposal of Fixed Assets	10,266.00	0.00	0.00	
Sub Total:		**7,926,461.00**	**8,040,498.98**	**101.44**	**99.42**
EXCLUDE OPERATING	Exclude - Assets	-1,797.00	10,683.44	-594.52	101.00
	Exclude - Constructioni	0.00	-2,094.00		
	Exclude - Indirect Cost Recoveries	17,695.25	15,537.97	87.81	
	Exclude - Transfers - Other	-2,063.42	-2,063.42	100.00	1.49
Sub Total:		**13,834.83**	**22,063.99**	**159.48**	**23.20**
OPERATING INCOME/LOSS		**-7,670,395.57**	**-5,301,719.36**	**69.12**	**67.49**
BALANCE		**269,900.26**	**2,760,843.61**	**1022.91**	**-520.08**
CURRENT NET LABOR SAVINGS		**-310,623.00**			
Planned Expenditures from Reserves		**440,667.91**			
Anticipated Labor Savings		**0.00** Already included in Labor Savings			
Anticipated Year End Balance		**399,945.17**			

Fairmont State BOG Support
Actual vs Budget Statement of Revenues and Expenses
Current Year   2006   Prior Year   2005   April   Current Unrestricted
LEVEL 2

		Budgeted Current Year	Actual Current Year	Actual to Budgeted Current Year	Prior Actual to Prior Year End
OPEATING REVENUES	Tuition & Fees	359,627.35	415,682.13	115.59	
	Tuition and Fees Support Services Revenue	572,365.00	543,506.00	94.96	
	Auxiliary enterprises revenue	0.00	0.00	0.00	
	Other Operating Revenue	502,175.36	546,852.97	108.90	422.93
Sub Total		**1,434,167.71**	**1,506,041.10**	**105.01**	**3684.08**
OPERATING EXPENSES	Salaries	477,844.90	336,600.36	70.44	500.19
	Benefits	91,181.34	107,315.60	117.69	-1345.21
	Student Financial Aid-Scholarships	0.00	16,274.00		
	Utilities	200.00	0.00	0.00	
	Supplies and Other Services	919,507.69	854,585.28	92.94	1584.15
	Equipment Expense	40,376.00	83,877.25	207.74	2106.52
	Assessment for Support Services	62,213.00	61,974.69	99.62	862.57
Sub Total		**1,591,322.93**	**1,460,627.18**	**91.79**	**1641.44**
NONOPERATING REVENUES (EXPENSES)	Investment Income	25,638.30	60,136.93	234.56	
Sub Total:		**25,638.30**	**60,136.93**	**234.56**	**0.00**
EXCLUDE OPERATING	Exclude - Assets	-201,837.00	-14,163.10	7.02	
	Exclude - Indirect Cost Recoveries	0.00	0.00		
	Exclude - Transfers for Capital Projects	69,468.00	129,091.80	185.83	
	Exclude - Transfers - Other	36,561.59	29,931.76	81.87	180.03
Sub Total:		**-95,807.41**	**144,860.46**	**-151.20**	**221.17**
OPERATING INCOME/LOSS		**-157,155.22**	**45,413.92**	**-28.90**	**92.40**
BALANCE		**-227,324.33**	**250,411.31**	**-110.16**	**385.75**
CURRENT NET LABOR SAVINGS		**198,699.00**			
Planned Expenditures from Reserves		**283,583.29**			
Anticipated Labor Savings		**0.00**			
Anticipated Year End Balance		**254,957.96**			

Fairmont State BOG Support
Actual vs Budget Statement of Revenues and Expenses

Current Year   2006   Prior Year   2005   April   Auxiliary

Auxiliary - Bd. Of Governors

		Budgeted Current Year	Actual Current Year	Actual to Budgeted Current Year	Prior Actual to Prior Year End
OPEATING REVENUES	Tuition and Fees	0.00	0.00		
	Auxiliary enterprises revenue	5,809,860.94	5,338,940.05	91.89	84.30
	Auxiliary Support Services Revenue	4,610,069.86	4,398,175.00	95.40	94.24
	Other Operating Revenue	104,081.00	112,906.79	108.48	94.82
Sub Total		10,524,011.80	9,850,021.84	93.60	88.56
OPERATING EXPENSES	Salaries	1,371,647.00	1,251,773.94	91.26	83.96
	Benefits	519,758.00	281,715.85	54.20	87.37
	Student Financial Aid-Scholarships	165,302.00	125,172.00	75.72	857.31
	Utilities	650,600.00	562,966.46	86.53	78.04
	Supplies and Other Services	3,502,251.00	3,390,312.27	96.80	91.24
	Equipment Expense	47,195.00	42,418.23	89.88	88.80
	Loan Cancellations and write-off	2,101.00	0.00	0.00	0.00
	Assessment for Support Services	21,032.00	2,450.88	11.65	65.14
Sub Total		6,279,886.00	5,656,809.63	90.08	89.29
NONOPERATING REVENUES (EXPENSES)	Investment Income	16,000.00	54,247.33	339.05	49.04
	Interest on capital asset related debt	0.00	0.00		
Sub Total:		16,000.00	54,247.33	339.05	49.04
EXCLUDE OPERATING	Exclude - Assets	-28,782.00	-5,000.00	17.37	85.67
	Exclude - Construction	0.00	-3,421.00		33.70
	Exclude - Transfers for Debt Service	-3,283,643.70	-3,276,989.26	99.80	100.00
	Exclude - Transfers for Fin Aid Match	-3,425.00	-3,425.00	100.00	50.00
	Exclude - Transfers to Plant Reserves	-840,973.07	0.00	0.00	0.00
	Exclude - Transfers - Other	-389,144.16	-389,144.16	100.00	100.00
Sub Total:		-4,545,967.93	-3,677,979.42	80.91	47.14
OPERATING INCOME/LOSS		4,244,125.80	4,193,212.21	98.80	87.21
BALANCE		-285,842.13	569,480.12	-199.23	454.75
CURRENT NET LABOR SAVINGS		168,021.00			
Planned Expenditures from Reserves		88,424.58			
Anticipated Labor Savings		0.00			
Anticipated Year End Balance		-29,396.55			

RESTRICTED FUNDS
Budget Change Analysis for April 2006

University:

Revenues:

- Federal Grants & Contracts increased **$91,096.45.** $77,552.85 of this increase was due to establishment of 2007 Student Outreach grant, $22,769.00 for LEITAP grant, $1,000.00 increase to Bioinformatics grant, ($1,000.00) decrease to NASA Space Grant and ($9,225.40) decrease to clean up and close out old year grants for FY 2007 budget roll..
- State and Local Grants and Contracts increased **$3,522.61** due to Financial Aid Allocation for PHEAA increase.
- Private Grants & Contracts increased **$58,781.73.** All of which was due to the Financial Aid Allocations for Foundation Athletic, Foundation Budget and Foundation Endowed budget adjustments.

Expenditures:

- Salaries and Benefits decreased **($37,394.88).** Established Student Outreach grant for $62,540.06, established LEITAP grant for $14,797.50, Financial Aid allocation adjustment of ($68,575.99), A Model for Engaged Learning of ($37,500.00) moved to contractual, NASA Space grant ($4,244.65) moved to current expense, Gear Up ($16,288.00) moved to assessment, and $11,876.20 for grant budget clean up and close out of old year grants for FY 2007 budget roll.
- Student Financial Aid scholarships increased **$60,656.35.** $62,304.35 for Financial Aid Allocation for PHEAA, Foundation Athletic, Foundation Budget and Foundation Endowed budget adjustments, ($1,000.00) adjustment to NASA Space Grant and ($648.00) decrease to clean up and close out old year grants for FY 2007 budget roll.
- Supplies and Other Services increased **$43,050.49.** $3,182.70 for establishment of Student Outreach grant, $4,272.50 for LEITAP grant, $37,500.00 for A Model for Engaged Learning adjustment, $1,250.75 for Foundation Faculty Development grants, NASA Space grant adjustment for $1,300.00, and ($4,455.65) to clean up and close out old grants for FY 2007 budget roll.
- Equipment Expense increased by **$22,297.10.** All of this increase was for clean up and close out for old year grants for FY 2007 budget roll.
- Exclude-Assets increased **$34,951.80.** All of this increase was for clean up and close out for old year grants for FY 2007 budget roll.
- Exclude – Indirect Cost increased **$15,339.55.** $11,830.10 for Student Outreach grant, $3,699.00 for LEITAP grant and ($189.55) decrease to clean up and close out old year grants for FY 2007 budget roll.

Community & Technical College:

Revenues:

- Federal Grants and Contracts Revenues increased **$25,000.00.** All for SBDC Dept. of Agriculture FY 2007 budget established.
- State and Local Grants increased **$1,477.39** due to Financial Aid Allocation for PHEAA.
- Private Grants and Contracts increased **$26,218.27.** All was Financial Aid Allocation for Foundation Athletic, Foundation Budget and Foundation Endowed budge adjustments.
- Other Operating Revenues increased **$1,193.00** for adjustment to Lumber Grading Match Budget.

Expenditures:

- Salaries and Fringes increased **$7,474.99.** ($ 17,144.01) due to Financial Aid allocation, SBDC Dept. of Agriculture 2007 budget est. for $14,901.00, SBDC indirect cost match budget est. for $5,662.00 and $4,056.00 increase to clean up and close out old grant budgets for FY 2007 budget roll.
- Student Financial Aid increased **$27,695.65.** All was Financial Aid Allocation for PHEAA, Foundation Athletic, Foundation Budget, and Foundation Endowed.
- Supplies and Other Services increased **$835.75.** $2,648.00 for SBDC Dept. Agriculture 2007 grant, $831.32 for SBDC indirect cost match budget, and ($2,643.57) for clean up and close out of old year grant budgets for FY 2007 budget roll.
- Equipment Expense increased **$675.25.** All for SBDC Dept. of Agriculture carryover from 2005 adjustment.
- Assessment for Support Services increased **$29,316.00** due to Payroll Budget Update for ITTP.
- Investment Income increased **$1,400.88** for budget adjustment to SBI Business Grant.

Board of Governor Support:

Revenues:

Revenues did not change this month.

Expenditures:

- Salaries and Benefits did not change.
- Supplies and Other did not change.
- Assessment for Supports Services decreased **($605.99)** for Gear Up 2005.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Year   2006   Prior Year   2005   April   Current Restricted
LEVEL 2

		Budgeted Current Year	Actual Current Year	Actual to Budgeted Current Year	Prior Actual to Prior Year End
OPEATING REVENUES	Federal Grants and Contracts	28,619,557.81	21,706,252.86	75.84%	1.23
	State/Local Grants and Contracts	6,219,736.25	6,186,146.22	99.46%	2.68
	Private Grants and Contracts	2,574,876.58	2,574,755.49	100.00%	0.12
	Other Operating Revenue	1,250.75	1,250.75		0.00
Sub Total		**37,415,421.39**	**30,468,405.32**	81.43%	**1.43**
OPERATING EXPENSES	Salaries	2,198,646.02	958,002.46	43.57%	16.59
	Benefits	217,609.34	150,214.12	69.03%	16.82
	Student Financial Aid-Scholarships	29,360,086.08	27,220,504.62	92.71%	0.05
	Supplies and Other Services	3,628,246.93	1,395,789.83	38.47%	13.51
	Equipment Expense	1,585,994.82	214,146.07	13.50%	3.87
	Assessment for Support Services	52,304.30	30,751.37	58.79%	0.00
Sub Total		**37,042,887.49**	**29,969,408.47**	80.90%	**1.37**
NONOPERATING REVENUES (EXPENSES)	Investment Income	3,814.90	3,588.48	94.06%	49.92
Sub Total:		**3,814.90**	**3,588.48**	94.06%	**49.92**
EXCLUDE OPERATING	Exclude - Assets	-292,739.89	-60,371.95	20.62%	91.99
	Exclude - Transfers for Fin Aid Match	105,514.78	105,514.46	100.00%	0.00
	Exclude - Indirect Cost Recoveries	-592,983.81	-245,166.43	41.34%	36.15
	Exclude - Transfers - Other	-213,614.76	-206,954.34	96.88%	-3.03
Sub Total:		**-993,823.68**	**-406,978.26**	40.95%	**33.96**
OPERATING INCOME/LOSS		**372,533.90**	**498,996.85**	133.95%	**6.58**
BALANCE		**-617,474.88**	**95,607.07**	-15.48%	**727.99**
GRANT INCOME RECEIVED IN PRIOR FISCAL YEAR		429,784.12			
FINANCIAL AID ALLOCATION FROM PRIOR FISCAL YEAR		208,421.28			
Adjusted Year End Balance		20,730.52			

Fairmont State BOG Support
Actual vs Budget Statement of Revenues and Expenses
Current Year 2006 Prior Year 2005 April Current Restricted
LEVEL 2

		Budgeted Current Year	Actual Current Year	Actual to Budgeted Current Year	Prior Actual to Prior Year End
OPEATING REVENUES	Federal Grants and Contracts	1,330,077.65	876,230.45	65.88	0.00
	State/Local Grants and Contracts	0.00	0.00	0.00	16.70
	Private Grants and Contracts	16,000.00	16,000.00	100.00	0.00
	Other Operating Revenues	360.00	360.00	100.00	72.00
Sub Total		1,346,437.65	892,590.45	66.29	15.88
OPERATING EXPENSES	Salaries	279,838.16	176,025.36	66.98	12.69
	Benefits	33,842.70	43,988.52	64.86	15.19
	Student Financial Aid-Scholarships	30,500.00	52,636.00	172.58	224.04
	Utilities	18,996.00	18,996.00	100.00	0.00
	Supplies and Other Services	741,683.99	468,968.92	60.93	25.31
	Equipment Expense	45,183.68	29,331.60	61.59	3.55
	Assessment for Support Services	10,728.81	7,303.63	55.49	101.37
Sub Total		1,160,773.34	797,250.03	65.99	18.29
NONOPERATING REVENUES (EXPENSES)	Investment Income	0.00	0.00	0.00	0.00
Sub Total:		0.00	0.00	0.00	0.00
EXCLUDE OPERATING	Exclude - Assets	0.00	0.00	0.00	0.00
	Exclude - Transfers for Fin Aid Match	0.00	0.00	0.00	0.00
	Exclude - Indirect Cost Recoveries	-173,362.11	-136,127.12	78.52	40.70
	Exclude - Transfers - Other	100,739.14	100,739.14	100.00	1,007.22
Sub Total:		-72,622.97	-35,387.98	48.73	10.58
OPERATING INCOME/LOSS		185,664.31	95,340.42	68.17	8.82
BALANCE		113,041.34	59,952.44	80.73	8.29
FINANCIAL AID ALLOCATION FROM PRIOR FISCAL YEAR		-100,355.07			
Adjusted Year End Balance		12,686.27			

Fairmont State Community & Technical College
Actual vs Budget Statement of Revenues and Expenses
Current Year 2006 Prior Year 2005 April Current Restricted
LEVEL 2

		Budgeted Current Year	Actual Current Year	Actual to Budgeted Current Year	Prior Actual to Prior Year End
OPEATING REVENUES	Tuition and Fees	248,500.00	70,719.45	28.46%	238.38
	Federal Grants and Contracts	9,912,091.75	9,330,761.46	94.14%	0.37
	State/Local Grants and Contracts	1,434,278.52	1,303,785.61	90.90%	25.38
	Private Grants and Contracts	817,293.53	736,367.03	90.10%	0.00
	Other Operating Revenues	82,599.00	47,946.85	58.05%	140.24
Sub Total		12,494,762.80	11,489,580.40	91.96%	5.26
OPERATING EXPENSES	Salaries	524,877.96	306,417.03	58.38%	86.27
	Benefits	105,431.66	71,705.02	68.01%	105.86
	Student Financial Aid-Scholarships	11,645,914.55	10,774,819.14	92.52%	0.00
	Supplies and Other Services	240,753.41	115,834.24	48.11%	200.68
	Equipment Expense	244,187.91	80,111.74	32.81%	142.55
	Assessment for Support Services	1,865.83	1,679.96	90.04%	485.07
Sub Total		12,763,031.32	11,350,567.13	88.93%	6.36
NONOPERATING REVENUES (EXPENSES)	Investment Income	6,811.52	4,333.14	63.61%	34.89
Sub Total:		6,811.52	4,333.14	63.61%	34.89
EXCLUDE OPERATING	Exclude - Assets	-4,948.00	-37,126.44	750.33%	20.59
	Exclude-Contruction	-11,000.00	0.00	0.00%	0.00
	Exclude - Transfers for Fin Aid Match	34,598.22	34,598.54	100.00%	0.00
	Exclude - Indirect Cost Recoveries	-18,515.75	-15,537.77	83.92%	143.51
	Exclude - Transfers - Other	107,682.14	107,682.14	100.00%	-4.76
Sub Total:		107,816.61	89,616.47	83.12%	-39.13
OPERATING INCOME/LOSS		-268,268.52	139,013.27	-51.82%	-101.01
BALANCE		-153,640.39	232,962.88	-151.63%	-71.93
WORKFORCE DEVELOPMENT REVENUES RECEIVED IN PRIOR FISCAL YEAR		232,829.70			
GRANT INCOME RECEIVED IN PRIOR FISCAL YEAR		205,924.66			
FINANCIAL AID ALLOCATION FROM PRIOR FISCAL YEAR		-107,682.14			
Adjusted Year End Balance		177,431.83			

Fairmont State Board of Governors
June 15, 2006

ITEM: Revised Draft of degree definitions policy

COMMITTEE: Academic Affairs and Student Life; Community
                                       & Technical College Program and Off-Campus
                                       Service

RECOMMENDED RESOLUTION: **Informational item only**

STAFF MEMBER: Dan Bradley

BACKGROUND:

This is the most recent draft of the proposed degree definitions policy. Changes were made to the
first draft based on comments received. The administration has worked with a group of faculty
members to further refine the policy. Additional changes have been made as a result of those
discussions. All changes from the original draft are marked by strike through (deleted language)
and underline (inserted language.) No Board action is requested at this time. The current draft
will be circulated over the summer and it is anticipated that a final draft will be presented to the
Board for action at its September meeting.

Fairmont State Board of Governors
POLICY # XXX

6-2-06

TITLE: Degree Definitions

SECTION 1: General

1.1 Scope This policy defines the degrees awarded by Fairmont State University and is intended to be used in design of all degrees programs at the University

SECTION 2: Definitions

2.1 Associate's Degree: A program of study equivalent to two years of full-time study ~~(60 - 64 credits)~~ consisting of major and liberal studies (general education) components. ~~An associate degree program may include as many as 72 hours if a baccalaureate completion program is available which results in a total less than or equal to 128 credits hours.~~

2.2 Bachelor's Degree: A program of study equivalent to 4 years of full-time study ~~(120 - 128 credits)~~ consisting of a major, liberal studies (general education) courses and elective components.

2.3 Master's Degree: A program of study equivalent to 1 to 2 years of study ~~(30-36 credit hours)~~. A master's degree ~~study~~ generally follows completion of a bachelor's degree but in certain circumstances advanced baccalaureate students may be dual enrolled in a master's program. A master's degree cannot be attained before completion of a bachelor's degree.

2.4 Major: A specialized program of study that prepares a student for entry level into a profession (e.g. teaching, engineering, business, performance in the arts), graduate school, professional school or entry level employment in a field requiring general qualifications. For the purpose of this rule, courses that are required in the major and that also satisfy liberal studies requirements may be counted formally as part of liberal studies, rather than as part of the major requirement. A major shall consist of between 32 and 64 credit hours. A major may include a required minor, but the total credit hours for the major, including the minor, may not exceed 64.

2.5 Minor: A specialized program of study used to complement a major by providing a secondary area of expertise. A minor shall consist of between 18 and 24 credit hours. ~~Multiple minors may substitute for a major if approved.~~

2.6 Liberal Studies (General Education): The Fairmont State Board of Governors endorses the North Central Association Higher Learning Commission's Statement on General Education (February 21, 2003) which states in part, "Understanding and

appreciating diverse cultures, mastering multiple modes of inquiry, effectively analyzing and communicating information, and recognizing the importance of creativity and values to the human spirit not only allow people to live richer lives but also are a foundation for most careers and for the informed exercise of local, national, and international citizenship." ~~This very important part of undergraduate education, general education,~~ Liberal studies courses shall consist of between 32 and 42 credit hours for a bachelor's degree and between 16 and 21 credits for an associate's degree.

2.7 Free Electives: Courses chosen by a student to broaden their areas of study in a self directed manner. Free Electives may not be specified by the program or institutional faculty. Baccalaureate students must be given a minimum of ~~24~~ 21 hours of free elective credit as part of their program of study.

SECTION 3: Board Policy:

3.1 Requirements for master's degrees offered by Fairmont State University are limited to a maximum of 36 semester hours of credit. Exceptions to this policy must be recommended by the program and approved by the Board of Governors. Exceptions will be limited in number and approved only on the basis of the criteria listed in Section 4 below.

3.2 Requirements for ~~baccalaureate~~ bachelor's degrees offered by Fairmont State University are limited to a maximum of 128 semester hours of credit. The degree program of study shall include major, liberal studies (general education) and elective components. Exceptions to this policy must be recommended by the provost and approved by the Board of Governors. Exceptions will be ~~limited in number~~ and approved only on the basis of the criteria listed below.

3.3 Requirements for associate's degrees offered by Fairmont State University are limited to a maximum of 72 semester hours of credit and must meet requirements outlined in WVCCTC Series 7. The degree program of study shall include major and liberal studies (general education) components. Exceptions to this policy must be recommended by the Provost or C&TC President, as appropriate and approved by the Board of Governors. Exceptions will be ~~limited in number and~~ approved only on the basis of the criteria listed in Section 4 below.

SECTION 4: Procedure

4.1 Programs seeking exceptions to any of the maximum credit hour limits must submit formal requests to the Board of Governors for approval. The rationale for the exception must document the existence of one or more of the criteria in paragraph 4.2 below.

4.2 Criteria

4.2.1. Accreditation standards of the appropriate specialized accrediting agency mandate more credit hours than allowed in section 3.

4.2.2. Licensing standards of the profession involved require more credit hours than allowed in section 3.

4.3.3. Employment and initial success in the profession require more credit hours than allowed in section 3.

4.3 The burden of proof will be on the program requesting exceptions to document that any or all of the above conditions are present with regard to their particular situation.

4.4 ~~The Board of Governors understands that additional hours beyond the minimum required for the baccalaureate degree may be desirable for many students to broaden their general education, to deepen their knowledge and preparation in a specific discipline, and to improve their chances for employment. The Board anticipates that the advising process will make these opportunities known to students. However, the desirability of additional education to achieve these or other goals is not sufficient rationale for an exception to maximum credit hours requirement, which is intended for students who wish to enter the job market or pursue further graduate/professional education as soon as possible.~~

SECTION 5: Implementation

5.1 All existing degrees programs must conform to the above policy by the beginning of the Fall semester of 2007. New programs must conform at the time of approval.

Fairmont State Board of Governors
Meeting of June 15, 2006

INFORMATION ITEM:	Program Reviews
COMMITTEE:	Academic Affairs and Student Life
STAFF MEMBERS	Anne L. Patterson, Ph.D., Provost and Vice President for Academic Affairs; Academic Deans
BACKGROUND:	Series 10 of the HEPC "Policy Regarding Program Review" requires each Governing Board to review at least every five years all programs offered at the institution(s) of higher education under its jurisdiction and in the review to address the viability, adequacy, necessity, and consistency with mission of the programs at the institution.

NOTES:

Fairmont State University's Program Review Schedule calls for the following programs to be reviewed in 2006:

Bachelor of Arts in Speech Communication
Bachelor of Arts in Education
Bachelor of Science in Exercise Science
Bachelor of Science in Health Sciences
Bachelor of Arts in French
Bachelor of Arts in Spanish
Bachelor of Science in Family and Consumer Science
Bachelor of Science in Psychology
Bachelor of Science in Forensic Psychology
Bachelor of Science in Allied Health Administration
Bachelor of Science in Nursing

Reviews have been prepared for nine of the eleven programs, but the Provost wishes to defer examination of all programs until the September 2006 meeting of the Board of Governors. Fairmont State University has experienced a significant turnover in academic leadership in the past year, resulting in some reviews that are not, in the Provost's view, ready for presentation. In order to keep programs on the prescribed cycle, we are deferring all 2006 reviews until September.

The Deans, Chairs, and the Provost thank you for your forbearance in this matter.

Fairmont State Board of Governors
June 15, 2006

ITEM:	Chargeback Agreement for Fiscal Year 2007
COMMITTEE:	Finance, Personnel, Facilities, External Relations
RECOMMENDED RESOLUTION:	*Resolved*, That the Fairmont State Board of Governors approve the chargeback agreement change for fiscal year 2007 and the estimated chargeback budget for same.
STAFF MEMBER:	Rick Porto
BACKGROUND:	Attached is the updated chargeback agreement and budgets for same. We are required by state law to submit this agreement and budget information to the West Virginia Community and Technical College Council for their approval prior to being allowed to transact chargeback charges for services rendered from one institution (component) to the other.

NOTE: Due to this past fall enrollment shift, the chargeback agreement was modified to operate chargeback transactions only after the fall term enrollment is known.

Currently, we are limited to a one year chargeback agreement but would like to extend this to a five year, or more, contract.

Once your approval is given, this will be forwarded on to the Council for their approval at the June 23, 2006 meeting.

<div align="center">

Chargeback Agreement
for Fiscal Year 2007

</div>

Fairmont State University (FSU)
Pierpont Community & Technical College (PC&TC)

Accounting for both the FSU and PC&TC will be on an independent profit model basis, and financial records will be maintained on a stand-alone basis. This document is intended to establish the contractual services which will be provided by both institutions. Chargeback services will occur from each institution to the other. Thus contract services will be provided by PC&TC to FSU and FSU to PC&TC. The definition of Chargeback services is services from one institution to the other and or services provided from the Administrative, Academic Support, Student Service, and Physical Plant support areas of the University to the Community and Technical College and vice versa. Chargeback services costs range from the collection of fees for the payment of debt and operating expenses, to teaching services, to the everyday upkeep of the facilities so that both the University and Community and Technical College students enjoy and take advantage of both academic learning, student services, and student activities offered by Fairmont State for its student bodies.

Revenues:

R.1.0. All tuition revenues will be posted to the institution in which the student is enrolled.

R.1.1. Required Auxiliary, Capital, and Student Activity Fee revenues will be recorded as revenues to the institution in which the student is enrolled. Under this contract agreement all (100%) of these revenues will be transferred as an expense to the Capital, Auxiliary, and Student Activity Funds from which the Operating, Capital, and Debt Service Expenditures are paid. (Primarily FSU state funds). Most of these fees are pledged on revenue bonds and must be transferred to maintain compliance with bond covenants.

R.1.2. User fees collected from students of either institution will be deposited directly to the appropriate auxiliary revenue account, and <u>not</u> recorded as revenues by separate institutions. Examples of this type of revenue are parking, books, meals, rent, etc...

R.1.3. Grant revenues will be deposited in the institutions fund to which the grant was awarded.

R.1.4. Student payments made via lockbox, web, etc. will be deposited to the four-year clearing fund and will be moved daily to the appropriate operating state fund for each institution.

R.1.5 Interest income will be allocated by HEPC to both institutions based on current allocation methods.

Expenditures:

E. 1.0. Direct expenditures will be assigned directly to either FSU or PC&TC.

E. 1.1 Full and part-time faculty personnel services and fringe benefit expenditures will be paid from the institution where they are employed.

E. 1.1a. Teaching service expenses will be charged back from one institution to the other based on the number of credit hours taught. This chargeback process has been automated for instructional salary and benefit costs. The software reviews the faculty member, their salary and benefit costs, courses taught, the student being taught, and the number of student credit hours being taught. The result is a report on each faculty member (full or part-time) indicating the charge and chargeback values allocated to each institution for the credit hours taught to both PC&TC and FSU students. The teaching chargeback services calculation will be performed once each semester. If required by the State Auditor this teaching services chargeback report will be provided to substantiate the values being charged by each institution to the other.

E. 1.2. Support service charge backs for salary and benefit costs.

The salary and benefit chargeback services from each institution to the other for Support Services will be based on the percentage of total credit hours (FTE enrollment) calculated for the PC&TC and FSU students. These percentages will be budgeted based on enrollment percentages for the fall term of the current fiscal year, and will be adjusted once final enrollments are determined in October each year.

E.1.2a. Support service chargebacks for staff located in the academic schools, for salary and benefit costs.

The chargeback services for support staff located in the academic units will be based on enrollment percentages within that academic unit. These percentages will be budgeted based on enrollment percentages for the fall term of the current fiscal year, and will be adjusted once final enrollments are determined in October each year.

E.1.2b. Support service chargebacks for adjunct and/or supplemental pay contracts.

Chargebacks at 100% of cost will occur when one institution's employee is hired to teach or work part-time by the other institution. This action of chargeback allows the employee to maintain one EPICS pay I.D. and assures one W-2 to be issued to this employee from Fairmont State.

Support Service Chargebacks will be calculated using agreed upon chargeback percentages set by both Presidents and Governing Board (see attached Support Services and Operating Cost Chargeback Table.)

Support Services salary, benefit and operating chargeback IGT's will be performed at the end of each month and will be supported with detailed reports showing both support service and operating expense actuals and the chargeback calculations being charged by PC&TC to FSU and vice versa. The Vice President for Administrative and Fiscal Affairs (having signature authority provided by both presidents) will verify and sign these IGT's)

E. 1.3. Operating (Non-Labor) expenses for all support offices listed in the Support Service and Operating Cost Chargeback Table are funded based on percentages listed in this table. The organization manager of those offices has budget authority to expend against these budgets during the fiscal year. All unspent budgets at the end of each fiscal year are not carried forward to future fiscal years. Therefore, unspent budget increases the fund

balance of both institutions. These fund balances are under the direct control of the respective Presidents of each institution.

E. 1.4. Academic operating costs are funded directly by E&G revenues received by each institution. In some academic units, a portion of the operating (non-labor) expense budgets are based on the percentage of total credit hours calculated for PC&TC and FSU students in that academic unit. The chargeback for these operating expenses is driven by the percentages found on the attached Support Services and Operating Cost Chargeback Table. The organization manager of those academic units has budget authority to spend against these budgets during the fiscal year. All unspent budgets at the end of each fiscal year are not carried forward to future fiscal years. Once again any unspent budget increases the fund balance of the appropriate institutions. These fund balances are under the direct control of the respective Presidents of each institution.

E.1.5. Support staff actual liability costs.

The liability costs incurred annually from employee benefits provided to support staff, such as retiree health premiums, severance payable, etc. will be allocated to the institutions based on the percentage of total credit hours (FTE enrollment) calculated for the PC&TC and FSU students for fall term of that fiscal year.

E.1.6. Support staff accrued liabilities.

Accrued liabilities (sick leave, annual leave, severance payable, etc.) required to be recorded on the financial statements annually for all support staff will be allocated to the institutions based on the percentage of total credit hours (FTE enrollment) calculated for the PC&TC and FSU students for the fall term of that fiscal year.

E.1.6a. PEIA retiree and severance payables in the current year.

Payout of PEIA retiree and severance costs incurred during the year will be allocated to the institutions based on percentage of total credit hours (FTE enrollment) calculated for the PC&TC and FSU students for the fall term of that fiscal year.

E.1.7. Chargeback Table

The attached chargeback table will be utilized for FY 2007. It is intended that the Presidents and the Board of Governors chair will update the percentages for chargeback in October (each year after enrollments are final for the fall term) and submit the chargeback transactions to the State Auditor for processing.

James R. Martin, Chairperson
Fairmont State
Board of Governors

Dixie Copley, Chairperson
Pierpont Community & Technical College
Board of Advisors

Daniel J. Bradley, President
Fairmont State University

Blair Montgomery, President
Pierpont Community & Technical College

SUPPORT SERVICES AND OPERATING COST CHARGEBACK TABLE

Fiscal Year	Chart	Orgn	Organization Title	Owner-ship	Primary Fund	Univ %	C&TC %	Total %
2006	1	724501	Applied Design	C	700000	29	71	100
2006	1	751000	C&TC Academic Development Center	C	700000	67	33	100
2006	1	724800	C&TC Aviation and Technology	C	700000	40	60	100
2006	1	743000	C&TC EMS Program	C	700000	9	91	100
2006	1	741500	C&TC Health Information Technology	C	700000	17	83	100
2006	1	740500	C&TC Medical Lab Tech	C	700000	13	87	100
2006	1	742500	C&TC Physical Therapy Assistant	C	700000	12	88	100
2006	1	742000	C&TC Veterinary Technology	C	700000	3	97	100
2006	1	716022	Center for Workforce Educ-Leases	C	700000	67	33	100
2006	1	724503	Drafting	C	700000	56	44	100
2006	1	724502	Early Childhood	C	700000	28	72	100
2006	1	724504	Food Service	C	700000	32	68	100
2006	1	724505	Graphics	C	700000	64	36	100
2006	1	770000	President's Office - C&TC	C	700000	31	69	100
2006	1	211000	Academic Advising Center	C	800000	67	33	100
2006	1	213000	Academic Assessment	U	800000	67	33	100
2006	1	611000	Academic Computer Support	U	800000	67	33	100
2006	1	40000	Academic Services	U	800000	67	33	100
2006	1	20500	ADA Administration	U	800000	67	33	100
2006	1	622200	Admin Computer Services-Equip Lease	U	800000	67	33	100
2006	1	611500	Administrative Computer Services	U	800000	67	33	100
2006	1	610000	Administrative Tech Fee	U	800000	67	33	100
2006	1	30500	Alumni Office	U	800000	67	33	100
2006	1	20000	Asst to Pres/Dir of Communication	U	800000	67	33	100
2006	1	315800	BRIM Insurance Premiums	U	800000	67	33	100
2006	1	617005	Business Applications	U	800000	67	33	100
2006	1	311000	Business Office	U	800000	67	33	100
2006	1	620900	Business Office - Computer Charges	U	800000	67	33	100
2006	1	32000	Campus Lines	U	800000	67	33	100
2006	1	272000	Caperton Center - Instruction	U	800000	67	33	100
2006	1	271000	Caperton Center-Administration	U	800000	67	33	100
2006	1	31500	Capital Campaign	U	800000	67	33	100
2006	1	617000	CIO - Information Technology	U	800000	67	33	100
2006	1	101500	College Board of Governors	U	800000	67	33	100
2006	1	227000	College of Liberal Arts	U	800000	64	36	100
2006	1	227500	College of Science & Technology	U	800000	67	33	100
2006	1	340500	Custodial Services	U	800000	67	33	100
2006	1	227530	Department of Technology	U	800000	85	15	100
2006	1	227510	Dept - Biology/Chemistry/Geoscience	U	800000	73	27	100
2006	1	227010	Dept of Behavorial Sciences	U	800000	64	36	100
2006	1	227020	Dept of Language & Literature	U	800000	62	38	100
2006	1	227030	Dept of Social Sciences	U	800000	66	34	100

SUPPORT SERVICES AND OPERATING COST CHARGEBACK TABLE

Fiscal Year	Chart	Orgn	Organization Title	Owner-ship	Primary Fund	Univ %	C&TC %	Total %
2006	1	227520	Dept-Computer Science/Math/Physics	U	800000	69	31	100
2006	1	221500	Education	U	800000	94	6	100
2006	1	617010	E-Learning Support	U	800000	67	33	100
2006	1	315900	Financial Aid Matching	U	800000	67	33	100
2006	1	222000	Fine Arts	U	800000	74	26	100
2006	1	413500	Freshmen Orientation	U	800000	67	33	100
2006	1	621000	Gen Institutional-Computer Charges	U	800000	67	33	100
2006	1	150000	General Administration	U	800000	67	33	100
2006	1	315500	General Institutional	U	800000	67	33	100
2006	1	829505	Governor's Honor Academy	U	800000	67	33	100
2006	1	412500	Guidance and Counseling	U	800000	67	33	100
2006	1	222500	Health and Human Performance	U	800000	87	13	100
2006	1	220000	Honors Program	U	800000	96	4	100
2006	1	30000	Institutional Advancement	U	800000	67	33	100
2006	1	611005	IT Desktop-Rec Ctr & MM A&B	U	800000	67	33	100
2006	1	614000	Learning Resource Center	U	800000	67	33	100
2006	1	612500	Learning Technologies	U	800000	67	33	100
2006	1	615000	Library	U	800000	67	33	100
2006	1	313000	Mailroom	U	800000	67	33	100
2006	1	23000	Multi-Cultural Affairs	U	800000	67	33	100
2006	1	617020	Networks	U	800000	67	33	100
2006	1	241000	Nursing	U	800000	100	0	100
2006	1	411000	Office of Admissions	U	800000	67	33	100
2006	1	103500	Office of Grants & Contracts	U	800000	67	33	100
2006	1	210700	Operations and Maintenance-MATEC	U	800000	67	33	100
2006	1	21000	Personnel Office	U	800000	67	33	100
2006	1	340000	Physical Plant Administration	U	800000	67	33	100
2006	1	101000	President's Home	U	800000	100	0	100
2006	1	100000	President's Office	U	800000	81	19	100
2006	1	155000	Printing Services	U	800000	67	33	100
2006	1	31000	Public Relations	U	800000	67	33	100
2006	1	342500	Receiving and Storage	U	800000	67	33	100
2006	1	216000	Registrar	U	800000	67	33	100
2006	1	616500	Retention Initiative	U	800000	67	33	100
2006	1	313500	Safety & Security	U	800000	67	33	100
2006	1	221000	School of Business	U	800000	67	33	100
2006	1	617015	Solutions Center	U	800000	67	33	100
2006	1	620400	Special Tech Fund - Equip Lease	U	800000	67	33	100
2006	1	22500	Staff Development	U	800000	67	33	100
2006	1	410000	Student Administration	U	800000	67	33	100
2006	1	412000	Student Fin Aid Administration	U	800000	67	33	100
2006	1	315000	Student Financial Aid Collection	U	800000	67	33	100

SUPPORT SERVICES AND OPERATING COST CHARGEBACK TABLE

Fiscal Year	Chart	Orgn	Organization Title	Owner-ship	Primary Fund	Univ %	C&TC %	Total %
2006	1	413000	Student Placement	U	800000	67	33	100
2006	1	210100	Teaching Excellence	U	800000	67	33	100
2006	1	613000	Telephone and Switchboard	U	800000	67	33	100
2006	1	343000	Transportation	U	800000	67	33	100
2006	1	341200	Utilities	U	800000	67	33	100
2006	1	616005	VISTA/WEB_CT	U	800000	67	33	100
2006	1	32500	Web and Graphic Communications	U	800000	67	33	100

This table represents the agreement between the University and Community and Technical College Presidents for services outlined in the written chargeback agreement for support services from these functional organizations/areas. This percentage table will drive monthly chargebacks from one institution to the other for support service and operating expenses occuring against these organizations (see E.1.2a., E.1.3., and E.1.4.). IGT's will be generated at the close of each month and forwarded to the State Auditor along with the latest approved table authorized and approved by both presidents and its Governing Board Chairman and the Chairman of the C&TC Board of Advisors.

NOTE: This table will be updated after fall term enrollments are known and chargebacks for support services and operating services for the fiscal year will begin at that time.

Approved by:

Chairperson, Fairmont State Board of Governors   Date   Chairperson, Pierpont C&TC   Date

President, Fairmont State University   Date   President, Pierpont C&TC   Date

Fairmont State SRECNA
by Account with Chargebacks

Reporting: Budget Fiscal Year: 07
Period: July
Fund Type: ALL FUNDS

	FS CTC	FS CTC Chgbk	FS CTC Total	FSU	FSU Chgbk	FSU Total	BOG Support	BOG Support Chgbk	BOG Support Total
OPERATING REVENUES									
Tuition and Fees	6,892,079.99	.00	6,892,079.99	17,971,808.02	.00	17,971,808.02	296,832.35	.00	296,832.35
Tuition and Fees Support Services	.00	.00	.00	.00	.00	.00	.00	4,356,217.94	4,356,217.94
Faculty Services Revenue	.00	1,550,000.00	1,550,000.00	.00	1,550,000.00	1,550,000.00	.00	.00	.00
Federal Grants and Contracts	11,481,893.20	.00	11,481,893.20	20,648,800.80	.00	20,648,800.80	1,006,109.00	.00	1,006,109.00
State/Local Grants and Contracts	1,168,033.40	.00	1,168,033.40	4,736,327.60	.00	4,736,327.60	.00	.00	.00
Private Grants and Contracts	819,500.00	.00	819,500.00	2,760,500.00	.00	2,760,500.00	.00	.00	.00
Interest on student loans receivable	.00	.00	.00	.00	.00	.00	33,000.00	.00	33,000.00
Auxiliary enterprise revenue	1,211,394.97	.00	1,211,394.97	3,724,625.89	.00	3,724,625.89	6,748,793.07	.00	6,748,793.07
Auxiliary Support Services Revenue	.00	.00	.00	.00	.00	.00	.00	4,936,020.86	4,936,020.86
Operating Costs Revenue	.00	157,882.84	157,882.84	.00	2,461,782.91	2,461,782.91	.00	.00	.00
Support Services Revenue	.00	74,051.66	74,051.66	.00	3,359,739.08	3,359,739.08	.00	.00	.00
City B&O Revenues	.00	.00	.00	.00	.00	.00	435,566.67	.00	435,566.67
Other Operating Revenues	142,028.00	.00	142,028.00	269,098.23	.00	269,098.23	533,091.10	.00	533,091.10
Sub Total:	21,714,929.56	1,781,934.50	23,496,864.06	50,111,160.54	7,371,521.99	57,482,682.53	9,053,392.19	9,292,238.80	18,345,630.99
OPERATING EXPENSES									
Salaries	4,996,414.60	.00	4,996,414.60	19,382,815.60	.00	19,382,815.60	2,121,982.39	.00	2,121,982.39
Benefits	1,018,703.00	.00	1,018,703.00	5,118,376.99	.00	5,118,376.99	610,952.00	.00	610,952.00
Student financial aid - scholarships	13,826,198.00	.00	13,826,198.00	28,743,551.00	.00	28,743,551.00	257,600.00	.00	257,600.00
Utilities	.00	.00	.00	1,138,239.00	.00	1,138,239.00	656,050.00	.00	656,050.00
Supplies and Other Services	1,508,380.32	.00	1,508,380.32	5,635,995.94	.00	5,635,995.94	4,887,894.85	.00	4,887,894.85
Equipment Expense	87,096.23	.00	87,096.23	802,358.15	.00	802,358.15	66,805.60	.00	66,805.60
Loan cancellations and write-offs	.00	.00	.00	.00	.00	.00	14,101.00	.00	14,101.00
Fees retained by the Commission	96,787.00	.00	96,787.00	155,431.00	.00	155,431.00	.00	.00	.00
Assessment for Faculty Services	.00	1,550,000.00	1,550,000.00	.00	1,550,000.00	1,550,000.00	.00	.00	.00
Assessment for Support Services	.00	3,359,739.08	3,359,739.08	.00	74,051.66	74,051.66	.00	.00	.00
Assessment for Tuition, Aux. and Capital Costs	.00	2,663,356.03	2,663,356.03	.00	6,628,882.77	6,628,882.77	.00	.00	.00
Assessment for Operating Costs	.00	2,461,947.91	2,461,947.91	.00	157,882.84	157,882.84	.00	.00	.00
Sub Total:	21,533,579.15	10,035,043.02	31,568,622.17	60,976,767.68	8,410,817.27	69,387,584.95	8,615,385.84	.00	8,615,385.84

Fairmont State SRECNA
by Account with Chargebacks

Reporting: Budget Fiscal Year: 07
Period: July
Fund Type: ALL FUNDS

	FS CTC	FS CTC Chgbk	FS CTC Total	FSU	FSU Chgbk	FSU Total	BOG Support	BOG Support Chgbk	BOG Support Total
NONOPERATING REVENUES (EXPENSES)									
State appropriations	7,892,952.00	.00	7,892,952.00	11,746,694.00	.00	11,746,694.00	.00	.00	.00
Gifts	1,000.00	.00	1,000.00	25,000.00	.00	25,000.00	.00	.00	.00
Investment Income	115,419.65	.00	115,419.65	228,613.62	.00	228,613.62	221,250.00	.00	221,250.00
Interest on capital asset related debt	.00	.00	.00	-205,921.00	.00	-205,921.00	-5,539,590.34	.00	-5,539,590.34
Fees assessed by Commission for interest	.00	.00	.00	.00	.00	.00	-338,355.00	.00	-338,355.00
Capital projects bond proceeds interest	.00	.00	.00	.00	.00	.00	8,700,000.00	.00	8,700,000.00
Fees assessed by Board from Board	.00	.00	.00	.00	.00	.00	.00	.00	.00
Fees assessed by Commission for other	.00	.00	.00	.00	.00	.00	-52,444.00	.00	-52,444.00
Sub Total:	8,009,371.65	.00	8,009,371.65	11,794,386.62	.00	11,794,386.62	2,990,860.66	.00	2,990,860.66
EXCLUDE OPERATING ACCOUNT									
Exclude - Assets	-2,000.00	.00	-2,000.00	-691,978.00	.00	-691,978.00	-71,837.00	.00	-71,837.00
Exclude - Construction	.00	.00	.00	.00	.00	.00	-21,851,373.00	.00	-21,851,373.00
Exclude - Transfers for Debt Service	.00	.00	.00	.00	.00	.00	.00	.00	.00
Exclude - Transfers for Financial Aid Match	43,369.80	.00	43,369.80	-39,944.80	.00	-39,944.80	-3,425.00	.00	-3,425.00
Exclude - Indirect Cost Recoveries	2,977.78	.00	2,977.78	895,264.77	.00	895,264.77	.00	.00	.00
Exclude - Transfers for Capital Projects	.00	.00	.00	.00	.00	.00	-523,038.00	.00	-523,038.00
Exclude - Transfers to Plant Reserves	.00	.00	.00	.00	.00	.00	-14,135.00	.00	-14,135.00
Exclude - Transfers - Other	.00	.00	.00	.00	.00	.00	.00	.00	.00
Sub Total:	44,347.58	.00	44,347.58	163,341.97	.00	163,341.97	-22,463,808.00	.00	-22,463,808.00

Fairmont State SRECNA
by Account with Chargebacks

Reporting: Budget Fiscal Year: 07
Period: July
Fund Type: ALL FUNDS

	FS CTC	FS CTC Chgbk	FS CTC FS CTC Total	FSU	FSU Chgbk	FSU Total	BOG BOG Support Support	BOG Support Chgbk	BOG Support Total
Operating Income/Loss	181,350.41	-8,253,108.52	-8,071,758.11	-1,039,295.28	-1,039,295.28	-11,904,902.42	438,006.35	9,292,238.80	9,730,245.15
Balance	8,235,069.64	-8,253,108.52	-18,038.88	1,092,121.45	-1,039,295.28	52,826.17	-19,034,940.99	.00	-9,742,702.19
Increase.Decrease in Net Assets	8,190,722.06	-8,253,108.52	-62,386.46	928,779.48	-1,039,295.28	-110,515.80	3,428,867.01	.00	12,721,105.81
Increase.Decrease in Overall Net Assets	8,190,722.06	-8,253,108.52	-62,386.46	928,779.48	-1,039,295.28	-110,515.80	3,428,867.01	.00	12,721,105.81
Net assets - beginning of year	.00	.00	.00	.00	.00	.00	.00	.00	.00
Net assets - end of year	8,190,722.06	-8,253,108.52	-62,386.46	928,779.48	-1,039,295.28	-110,515.80	3,428,867.01	.00	12,721,105.81

Fairmont State SRECNA
by Program with Chargebacks

Reporting: Budget Fiscal Year: 07
Period: July
Fund Type: ALL FUNDS

	FS CTC	FS CTC Chgbk	FS CTC Total	FSU	FSU Chgbk	FSU Total	BOG Support	BOG Support Chgbk	BOG Support Total
OPERATING REVENUES									
Tuition and Fees	6,892,079.99	.00	6,892,079.99	17,971,808.02	.00	17,971,808.02	296,832.35	.00	296,832.35
Tuition and Fees Support Services Revenue	.00	.00	.00	.00	.00	.00	.00	4,356,217.94	4,356,217.94
Faculty Services Revenue	.00	1,550,000.00	1,550,000.00	.00	1,550,000.00	1,550,000.00	.00	.00	.00
Federal Grants and Contracts	11,481,893.20	.00	11,481,893.20	20,648,800.80	.00	20,648,800.80	1,006,109.00	.00	1,006,109.00
State/Local Grants and Contracts	1,168,033.40	.00	1,168,033.40	4,736,327.60	.00	4,736,327.60	.00	.00	.00
Private Grants and Contracts	819,500.00	.00	819,500.00	2,760,500.00	.00	2,760,500.00	.00	.00	.00
Interest on student loans receivable	.00	.00	.00	33,000.00	.00	33,000.00	.00	.00	.00
Auxiliary enterprise revenue	1,211,394.97	.00	1,211,394.97	3,724,625.89	.00	3,724,625.89	6,748,793.07	.00	6,748,793.07
Auxiliary Support Services Revenue	.00	.00	.00	.00	.00	.00	.00	4,936,020.86	4,936,020.86
Operating Costs Revenue	.00	157,882.84	157,882.84	.00	2,461,782.91	2,461,782.91	.00	.00	.00
Support Services Revenue	.00	74,051.66	74,051.66	.00	3,359,739.08	3,359,739.08	.00	.00	.00
City B&O Revenues	.00	.00	.00	.00	.00	.00	435,566.67	.00	435,566.67
Other Operating Revenues	142,028.00	.00	142,028.00	269,098.23	.00	269,098.23	533,091.10	.00	533,091.10
Sub Total:	**21,714,929.56**	**1,781,934.50**	**23,496,864.06**	**50,111,160.54**	**7,371,521.99**	**57,482,682.53**	**9,053,392.19**	**9,292,238.80**	**18,345,630.99**
OPERATING EXPENSES									
Instruction	5,670,295.53	2,130,832.55	7,801,128.08	15,057,054.39	1,656,227.64	16,713,282.03	39,430.97	.00	39,430.97
Research	.00	.00	.00	6,259.57	.00	6,259.57	.00	.00	.00
Academic Support	1,610,772.52	658,255.32	2,269,027.84	2,351,338.89	133,212.86	2,484,551.75	43,117.01	.00	43,117.01
Student services	42,645.00	968,911.39	1,011,556.39	2,504,913.00	404,747.00	2,909,660.00	1,034,875.17	.00	1,034,875.17
Public Service	259,472.50	.00	259,472.50	54,937.00	.00	54,937.00	68,871.00	.00	68,871.00
Operations and maintenance	38,340.00	1,430,606.10	1,468,946.10	4,370,750.00	.00	4,370,750.00	272,765.00	.00	272,765.00
Institutional support	85,855.60	3,635,042.69	3,720,898.29	7,650,155.83	2,492,003.88	10,142,159.71	286,435.00	.00	286,435.00
Student financial aid - scholarships	13,826,198.00	.00	13,826,198.00	28,739,191.00	.00	28,739,191.00	89,500.00	.00	89,500.00
Auxiliary	.00	1,211,394.97	1,211,394.97	242,168.00	3,724,625.89	3,966,793.89	6,780,391.69	.00	6,780,391.69
Sub Total:	**21,553,579.15**	**10,035,043.02**	**31,568,622.17**	**60,976,767.68**	**8,410,817.27**	**69,387,584.95**	**8,615,385.84**	**.00**	**8,615,385.84**
NONOPERATING REVENUES (EXPENSES)									
State appropriations	7,892,952.00	.00	7,892,952.00	11,746,694.00	.00	11,746,694.00	.00	.00	.00
Gifts	1,000.00	.00	1,000.00	25,000.00	.00	25,000.00	.00	.00	.00
Investment Income	115,419.65	.00	115,419.65	228,613.62	.00	228,613.62	221,250.00	.00	221,250.00
Interest on capital asset related debt	.00	.00	.00	-205,921.00	.00	-205,921.00	-5,539,590.34	.00	-5,539,590.34

Fairmont State SRECNA
by Program with Chargebacks

Reporting: Budget   Fiscal Year: 07
Period: July
Fund Type: ALL FUNDS

Account	FS CTC	FS CTC Chgbk	FS CTC Total	FSU	FSU Chgbk	FSU Total	BOG Support	BOG Support Chgbk	BOG Support Total
NONOPERATING REVENUES (EXPENSES)									
Fees assessed by Commission for interest	.00	.00	.00	.00	.00	.00	-338,355.00	.00	-338,355.00
Capital projects bond proceeds from Board	.00	.00	.00	.00	.00	.00	8,700,000.00	.00	8,700,000.00
Fees assessed by Commission for other	.00	.00	.00	.00	.00	.00	-52,444.00	.00	-52,444.00
Sub Total:	8,009,371.65	.00	8,009,371.65	11,794,386.62	.00	11,794,386.62	2,990,860.66	.00	2,990,860.66
EXCLUDE OPERATING ACCOUNT									
Exclude - Assets	-2,000.00	.00	-2,000.00	-691,978.00	.00	-691,978.00	-71,837.00	.00	-71,837.00
Exclude - Construction	.00	.00	.00	.00	.00	.00	.00	.00	.00
Exclude - Transfers for Debt Service	.00	.00	.00	.00	.00	.00	-21,851,373.00	.00	-21,851,373.00
Exclude - Transfers for Financial Aid Match	43,369.80	.00	43,369.80	-39,944.80	.00	-39,944.80	-3,425.00	.00	-3,425.00
Exclude - Indirect Cost Recoveries	2,977.78	.00	2,977.78	895,264.77	.00	895,264.77	.00	.00	.00
Exclude - Transfers for Capital Projects	.00	.00	.00	.00	.00	.00	-523,038.00	.00	-523,038.00
Exclude - Transfers to Plant Reserves	.00	.00	.00	.00	.00	.00	-14,135.00	.00	-14,135.00
Exclude - Transfers - Other	.00	.00	.00	.00	.00	.00	.00	.00	.00
Sub Total:	44,347.58	.00	44,347.58	163,341.97	.00	163,341.97	-22,463,808.00	.00	-22,463,808.00
Operating Income/Loss	181,350.41	-8,253,108.52	-8,071,758.11	-10,865,607.14	-1,039,295.28	-11,904,902.42	438,006.35	9,292,238.80	9,730,245.15
Balance	8,235,069.64	-8,253,108.52	-18,038.88	1,092,121.45	-1,039,295.28	52,826.17	-19,034,940.99	9,292,238.80	-9,742,702.19
Increase.Decrease in Net Assets	8,190,722.06	-8,253,108.52	-62,386.46	928,779.48	-1,039,295.28	-110,515.80	3,428,867.01	9,292,238.80	12,721,105.81
Increase.Decrease in Overall Net Assets	8,190,722.06	-8,253,108.52	-62,386.46	928,779.48	-1,039,295.28	-110,515.80	3,428,867.01	9,292,238.80	12,721,105.81
Net assets - beginning of year	.00	.00	.00	.00	.00	.00	.00	.00	.00
Net assets - end of year	8,190,722.06	-8,253,108.52	-62,386.46	928,779.48	-1,039,295.28	-110,515.80	3,428,867.01	9,292,238.80	12,721,105.81

FAIRMONT STATE BOARD OF GOVERNORS
June 15, 2006

ITEM: Fairmont State University and Fairmont State Community and Technical College Budget for 2007.

COMMITTEE: Finance, Personnel, Facilities, and External Relations

RECOMMENDED RESOLUTION: *Resolved*, that the Fairmont State Board of Governors approve the attached 2007 Budget.

STAFF MEMBER: Rick Porto, Vice President for Administrative and Fiscal Affairs

BACKGROUND: The 2007 Unrestricted Budgets for FSU, FSC&TC and BOG support, along with a roll-up budget for all three and the auxiliary enterprises budget, are attached. The budgets structurally are unchanged from last year with the largest dollar changes occurring in the following areas:

Unrestricted Budget Analysis

Revenue
1. $1,568,000 in Tuition & Fees
2. $213,000 in State Appropriation
3. $156,000 in Invest Income

Expenses
1. $1,099,000 in Salary Increases (~ 4% increase)
2. $124,000 in Utilities
3. - $458,000 in Supplies & Other Service
4. - $812,000 in Capitalized Equipment
5. $205,000 in Indirect Cost Revenue

Fairmont State
Actual vs Budget Statement of Revenues and Expenses
Current Year   2007   Prior Year   2006   July   Current Unrestricted
LEVEL 2

		Budgeted Current Year PRO3X	Budgeted April Past Year PRO3X	Difference
OPEATING REVENUES	Tuition & Fees	25,038,720.36	23,470,521.07	1,568,199.29
	Tuition & Fees Support Services Revenue	572,365.00	572,365.00	0.00
	Auxiliary enterprises revenue			0.00
	Other Operating Revenue	802,996.33	819,817.64	-16,821.31
				0.00
Sub Total		26,414,081.69	24,862,703.71	1,551,377.98
OPERATING EXPENSES	Salaries	24,316,958.39	23,217,309.36	1,099,649.03
	Benefits	6,213,996.99	6,219,073.01	-5,076.02
	Student Financial Aid-Scholarships	1,217,460.00	1,133,687.00	83,773.00
	Utilities	1,138,239.00	1,013,439.00	124,800.00
	Supplies and Other Services	7,971,931.82	8,430,205.50	-458,273.68
	Equipment Expense	899,820.58	1,037,508.93	-137,688.35
	Loan Cancellations and write-off	0.00	0.00	0.00
	Fees retained by the Commission	252,218.00	252,218.00	0.00
	Assessment for Tuition, Aux, & Capital Costs	4,356,217.94	4,356,217.94	0.00
Sub Total		46,366,842.72	45,659,658.74	707,183.98
NONOPERATING REVENUES (EXPENSES)	State Appropriations	19,639,646.00	19,426,594.00	213,052.00
	Gifts	26,000.00	26,000.00	0.00
	Investment Income	393,683.27	237,771.92	155,911.35
	Interest on capital asset related debt	-205,921.00	-220,568.00	14,647.00
	Loss/Gain on Disposal of Fixed Assets	0.00	10,266.00	-10,266.00
Sub Total:		19,853,408.27	19,480,063.92	373,344.35
EXCLUDE OPERATING	Exclude - Assets	-695,815.00	-1,507,941.12	812,126.12
	Exclude - Transfers for Debt Service	0.00	0.00	0.00
	Exclude - Transfers for Fin Aid Match	-149,991.00	-136,688.00	-13,303.00
	Exclude - Indirect Cost Recoveries	990,204.55	784,482.58	205,721.97
	Exclude - Transfers for Capital Projects	0.00	69,468.00	-69,468.00
	Exclude - Transfers - Other	0.00	78,835.47	-78,835.47
Sub Total:		144,398.55	-711,843.07	856,241.62
OPERATING INCOME/LOSS		-19,952,761.03	-20,796,955.03	844,194.00
BALANCE		45,045.79	-2,028,734.18	2,073,779.97
CURRENT NET LABOR SAVINGS		0.00	693,074.00	-693,074.00
Planned Expenditures from Reserves		410,757.56	1,922,760.51	-1,512,002.95
Anticipated Labor Savings		0.00	972,815.33	-972,815.33
Anticipated Year End Balance		455,638.35	1,559,915.66	-1,104,277.31

Note: Report DOES NOT include chargeback accounts.
FZRPR03X
6/14/2006

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses

Current Year   2007   Prior Year   2006   July   Current Unrestricted

LEVEL 2

		Budgeted Current Year	Budgeted April Past Year	Difference
OPEATING REVENUES	Tuition & Fees	17,971,808.02	16,656,174.21	1,315,633.81
	Faculty Services Revenue	1,550,000.00	1,780,000.00	-230,000.00
	Auxiliary enterprises revenue	0.00	0.00	0.00
	Operating Costs Revenue	2,461,782.91	2,645,996.79	-184,213.88
	Support Services Revenue	3,359,739.08	3,374,500.00	-14,760.92
	Other Operating Revenue	269,098.23	301,727.28	-32,629.05
Sub Total		**25,612,428.24**	**24,758,398.28**	**854,029.96**
OPERATING EXPENSES	Salaries	19,068,192.00	18,308,596.46	759,595.54
	Benefits	5,113,266.99	5,078,778.94	34,488.05
	Student Financial Aid-Scholarships	807,610.00	761,431.35	46,178.65
	Utilities	1,138,239.00	1,013,239.00	125,000.00
	Supplies and Other Services	5,635,995.94	6,009,944.93	-373,948.99
	Equipment Expense	802,358.15	905,363.58	-103,005.43
	Loan Cancellations and write-off		0.00	0.00
	Fees retained by the Commission	155,431.00	155,431.00	0.00
	Assessment for Faculty Services	1,550,000.00	1,500,000.00	50,000.00
	Assessment for Support Services	74,051.66	790,960.00	-716,908.34
	Assessment for Tuition, Aux, & Capital Costs	2,904,256.88	2,904,256.88	0.00
	Assessment for Operating Costs	157,882.84	214,085.38	-56,202.54
Sub Total		**37,407,284.46**	**37,642,087.52**	**-234,803.06**
NONOPERATING REVENUES	State Appropriations	11,746,694.00	11,573,399.00	173,295.00
(EXPENSES)	Gifts	25,000.00	25,000.00	0.00
	Investment Income	228,613.62	150,133.62	78,480.00
	Interest on capital asset related debt	-205,921.00	-220,568.00	14,647.00
	Loss/Gain on Disposal of Fixed Assets			0.00
Sub Total:		**11,794,386.62**	**11,527,964.62**	**266,422.00**
EXCLUDE OPERATING	Exclude - Assets	-691,978.00	-1,304,307.12	612,329.12
	Exclude - Transfers for Debt Service		0.00	0.00
	Exclude - Transfers for Fin Aid Match	-149,991.00	-136,688.00	-13,303.00
	Exclude - Indirect Cost Recoveries	895,264.77	766,787.33	128,477.44
	Exclude - Transfers - Other	0.00	44,337.30	-44,337.30
Sub Total:		**53,295.77**	**-629,870.49**	**683,166.26**
OPERATING INCOME/LOSS		**-11,794,856.22**	**-12,883,689.24**	**1,088,833.02**
BALANCE		**52,826.17**	**-1,985,595.11**	**2,038,421.28**
CURRENT NET LABOR SAVINGS		**0.00**	**804,998.00**	**-804,998.00**
Planned Expenditures from Reserves		**320,404.11**	**1,198,509.31**	**-878,105.20**
Anticipated Labor Savings		**0.00**	**300,000.00**	**-300,000.00**
Anticipated Year End Balance		**373,230.28**	**317,912.20**	**55,318.08**

Fairmont State Community & Technical College
Actual vs Budget Statement of Revenues and Expenses
Current Year   2007   Prior Year   2006   July   Current Unrestricted
LEVEL 2

		Budgeted Current Year	Budgeted April Past Year	Difference
OPEATING REVENUES	Tuition & Fees	6,770,079.99	6,454,719.51	315,360.48
	Faculty Services Revenue	1,550,000.00	1,500,000.00	50,000.00
	State/Local Grants and Contracts	0.00	0.00	0.00
	Operating Costs Revenue	157,882.84	214,085.38	-56,202.54
	Support Services Revenue	74,051.66	937,022.00	-862,970.34
	Other Operating Revenue	142,028.00	15,915.00	126,113.00
Sub Total		**8,694,042.49**	**9,121,741.89**	**-427,699.40**
OPERATING EXPENSES	Salaries	4,788,280.00	4,430,868.00	357,412.00
	Benefits	1,019,898.00	1,049,112.73	-29,214.73
	Student Financial Aid-Scholarships	396,750.00	372,255.65	24,494.35
	Utilities	0.00	0.00	0.00
	Supplies and Other Services	1,487,180.32	1,500,752.88	-13,572.56
	Equipment Expense	87,096.23	91,769.35	-4,673.12
	Loan Cancellations and write-off			0.00
	Fees retained by the Commission	96,787.00	96,787.00	0.00
	Assessment for Faculty Services	1,550,000.00	1,780,000.00	-230,000.00
	Assessment for Support Services	3,359,739.08	3,372,634.00	-12,894.92
	Assessment for Tuition, Aux, & Capital Costs	1,451,961.06	1,451,961.06	0.00
	Assessment for Operating Costs	2,461,947.91	2,645,996.79	-184,048.88
Sub Total		**16,699,639.60**	**16,792,137.46**	**-92,497.86**
NONOPERATING REVENUES	State Appropriations	7,892,952.00	7,853,195.00	39,757.00
(EXPENSES)	Gifts	1,000.00	1,000.00	0.00
	Investment Income	115,419.65	62,000.00	53,419.65
	Interest on capital asset related debt	0.00	0.00	0.00
	Loss/Gain on Disposal of Fixed Assets	0.00	10,266.00	-10,266.00
Sub Total:		**8,009,371.65**	**7,926,461.00**	**82,910.65**
EXCLUDE OPERATING	Exclude - Assets	-2,000.00	-1,797.00	-203.00
	Exclude - Indirect Cost Recoveries	17,977.78	17,695.25	282.53
	Exclude - Transfers - Other	0.00	-2,063.42	2,063.42
Sub Total:		**15,977.78**	**13,834.83**	**2,142.95**
OPERATING INCOME/LOSS		**-8,005,597.11**	**-7,670,395.57**	**-335,201.54**
BALANCE		**19,752.32**	**269,900.26**	**-250,147.94**
CURRENT NET LABOR SAVINGS		**0.00**	**-310,623.00**	**310,623.00**
Planned Expenditures from Reserves		**33,469.00**	**440,667.91**	**-407,198.91**
Anticipated Labor Savings		**0.00**	**0.00**	**0.00**
Anticipated Year End Balance		**53,221.32**	**399,945.17**	**-346,723.85**

Fairmont State BOG Support
Actual vs Budget Statement of Revenues and Expenses
Current Year   2007   Prior Year   2006   July   Current Unrestricted
LEVEL 2

		Budgeted Current Year	Budgeted April Past Year	Difference
OPEATING REVENUES	Tuition & Fees	296,832.35	359,627.35	-62,795.00
	Tuition and Fees Support Services Revenue			
	Auxiliary enterprises revenue	572,365.00	572,365.00	0.00
	Other Operating Revenue	391,870.10	502,175.36	-110,305.26
Sub Total		**1,261,067.45**	**1,434,167.71**	**-173,100.26**
OPERATING EXPENSES	Salaries	460,486.39	477,844.90	-17,358.51
	Benefits	80,832.00	91,181.34	-10,349.34
	Student Financial Aid-Scholarships	13,100.00	0.00	13,100.00
	Utilities	0.00	200.00	-200.00
	Supplies and Other Services	848,755.56	919,507.69	-70,752.13
	Equipment Expense	10,366.20	40,376.00	-30,009.80
	Assessment for Support Services	0.00	62,213.00	-62,213.00
Sub Total		**1,413,540.15**	**1,591,322.93**	**-177,782.78**
NONOPERATING REVENUES (EXPENSES)	Investment Income	49,650.00	25,638.30	24,011.70
Sub Total:		**49,650.00**	**25,638.30**	**24,011.70**
EXCLUDE OPERATING	Exclude - Assets	-1,837.00	-201,837.00	200,000.00
	Exclude - Indirect Cost Recoveries	76,962.00	0.00	76,962.00
	Exclude - Transfers for Capital Projects		69,468.00	-69,468.00
	Exclude - Transfers - Other	0.00	36,561.59	-36,561.59
Sub Total:		**75,125.00**	**-95,807.41**	**170,932.41**
OPERATING INCOME/LOSS		**-152,472.70**	**-157,155.22**	**4,682.52**
BALANCE		**-27,697.70**	**-227,324.33**	**199,626.63**
CURRENT NET LABOR SAVINGS		**0.00**	**198,699.00**	**-198,699.00**
Planned Expenditures from Reserves		**56,884.45**	**283,583.29**	**-226,698.84**
Anticipated Labor Savings		**0.00**	**0.00**	**0.00**
Anticipated Year End Balance		**29,186.75**	**254,957.96**	**-225,771.21**

Fairmont State BOG Support
Actual vs Budget Statement of Revenues and Expenses
Current Year   2007   Prior Year   2006   July   Auxiliary

Auxiliary - Bd. Of Governors

		Budgeted Current Year	Budgeted April Past Year	Difference
OPEATING REVENUES	Tuition & Fees	0.00	0.00	0.00
	Tuition and Fees Support Services Revenue	6,748,793.07	5,809,860.94	938,932.13
	Auxiliary enterprises revenue	4,936,020.86	4,610,069.86	325,951.00
	Other Operating Revenue	91,221.00	104,081.00	-12,860.00
Sub Total		**11,776,034.93**	**10,524,011.80**	**1,252,023.13**
OPERATING EXPENSES	Salaries	1,642,410.00	1,371,647.00	270,763.00
	Benefits	529,097.00	519,758.00	9,339.00
	Student Financial Aid-Scholarships	227,000.00	165,302.00	61,698.00
	Utilities	656,050.00	650,600.00	5,450.00
	Supplies and Other Services	4,038,539.29	3,502,251.00	536,288.29
	Equipment Expense	61,633.00	47,195.00	14,438.00
	Loan cancellations and write-offs	2,101.00	2,101.00	0.00
	Assessment for Support Services	0.00	21,032.00	-21,032.00
Sub Total		**7,156,830.29**	**6,279,886.00**	**876,944.29**
NONOPERATING REVENUES	Investment Income	16,000.00	16,000.00	0.00
(EXPENSES)	Interest on capital asset related debt	-500.00	0.00	-500.00
Sub Total:		**15,500.00**	**16,000.00**	**-500.00**
EXCLUDE OPERATING	Exclude - Assets	-70,000.00	-28,782.00	-41,218.00
	Exclude - Construction	0.00	0.00	0.00
	Exclude - Transfers for Debt Service	-3,545,690.02	-3,283,643.70	-262,046.32
	Exclude - Transfers for Financial Aid Match	-3,425.00	-3,425.00	0.00
	Exclude - Transfers to Plant Reserves	-1,001,454.62	-840,973.07	-160,481.55
	Exclude - Transfers - Other	-14,135.00	-389,144.16	375,009.16
Sub Total:		**-4,634,704.64**	**-4,545,967.93**	**-88,736.71**
OPERATING INCOME/LOSS		**4,619,204.64**	**4,244,125.80**	**375,078.84**
BALANCE		**0.00**	**-285,842.13**	**285,842.13**
CURRENT NET LABOR SAVINGS		**0.00**	**168,021.00**	**-168,021.00**
Planned Expenditures from Reserves		**42,000.00**	**88,424.58**	**-46,424.58**
Anticipated Labor Savings		**0.00**	**0.00**	**0.00**
Anticipated Year End Balance		**42,000.00**	**-29,396.55**	**71,396.55**

FAIRMONT STATE BOARD OF GOVERNORS
June 15, 2006

ITEM: Fairmont State University and Fairmont
                                         State Community and Technical College
                                         Auxiliary Enterprise Proformas for 2007.

COMMITTEE: Finance, Personnel, Facilities, and External
                                         Relations

RECOMMENDED RESOLUTION: Informational Only

STAFF MEMBER: Rick Porto

BACKGROUND: (see attached)

Fairmont State University
Falcon Center Financial Analysis
Basic Operating Pro Forma- Consolidated
As of May 16, 2006

				YTD					
		2005 Actual	2006 Budget	2006 Actual	2007 Budget	2008 Budget	2009 Budget	2010 Budget	2011 Budget
Revenue:	Food Service/Dining	345,401.69	459,500.00	275,905.50	465,100.00	474,402.00	483,890.04	493,567.84	503,439.20
	Bookstore	286,843.14	257,114.39	113,960.77	262,256.68	267,501.81	272,851.85	278,308.88	283,875.06
	Subtotal	**632,244.83**	**716,614.39**	**389,866.27**	**727,356.68**	**741,903.81**	**756,741.89**	**771,876.73**	**787,314.26**
	Falcon Center Operations	1,410,584.50	2,345,072.79	2,168,809.21	2,433,892.18	2,482,570.02	2,532,221.42	2,582,865.85	2,634,523.17
	Falcon Center Revenue Total	**1,410,584.50**	**2,345,072.79**	**2,168,809.21**	**2,433,892.18**	**2,482,570.02**	**2,532,221.42**	**2,582,865.85**	**2,634,523.17**
	Total Revenue	**2,042,829.33**	**3,061,687.18**	**2,558,675.48**	**3,161,248.86**	**3,224,473.83**	**3,288,963.31**	**3,354,742.58**	**3,421,837.43**
Labor:	Food Service/Dining	7523.13	3,130.00	2,838.14	0.00	0.00	0.00	0.00	0.00
	Bookstore	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Subtotal	**7,523.13**	**3,130.00**	**2,838.14**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Falcon Center	579,273.19	423,680.00	330,558.24	504,071.00	514,152.42	524,435.47	534,924.18	545,622.66
	Falcon Center Labor Total	**579,273.19**	**423,680.00**	**330,558.24**	**504,071.00**	**514,152.42**	**524,435.47**	**534,924.18**	**545,622.66**
	Total Labor	**586,796.32**	**426,810.00**	**333,396.38**	**504,071.00**	**514,152.42**	**524,435.47**	**534,924.18**	**545,622.66**
Operating:	Food Service/Dining	33,356.27	4,461.00	56,207.92	0.00	0.00	0.00	0.00	0.00
	Bookstore	273.49	150,000.00	34,825.66	192,000.00	195,840.00	199,756.80	203,751.94	207,826.97
	Subtotal	**33,629.76**	**154,461.00**	**91,033.58**	**192,000.00**	**195,840.00**	**199,756.80**	**203,751.94**	**207,826.97**
	Falcon Center	366,470.05	660,430.00	530,097.94	645,235.00	658,139.70	671,302.49	684,728.54	698,423.11
	Falcon Center Operating Total	**366,470.05**	**660,430.00**	**530,097.94**	**645,235.00**	**658,139.70**	**671,302.49**	**684,728.54**	**698,423.11**
	Total Operating	**400,099.81**	**814,891.00**	**621,131.52**	**837,235.00**	**853,979.70**	**871,059.29**	**888,480.48**	**906,250.09**
	Total Expenses	**986,896.13**	**1,241,701.00**	**954,527.90**	**1,341,306.00**	**1,368,132.12**	**1,395,494.76**	**1,423,404.66**	**1,451,872.75**
	Net Total Revenue	1,055,933.20	1,819,986.18	1,604,147.58	1,819,942.86	1,856,341.71	1,893,468.55	1,931,337.92	1,969,964.68
Income for Debt Service:	Debt Service Payment	127,034.61	1,348,598.00	1,341,943.56	1,550,686.26	1,549,548.76	1,551,292.50	1,550,692.50	1,548,037.50
	Net after Debt Service Payment	928,898.59	471,388.18	262,204.02	269,256.60	306,792.95	342,176.05	380,645.45	421,927.18
	Inflation Escalator	1.02							

Fairmont State University
Falcon Center Financial Analysis
Basic Operating Pro Forma- Consolidated
As of May 16, 2006

Debt Covenant Estimates(as per bond audit):		2005 Actual	2006 Budget	YTD 2006 Actual	2007 Budget	2008 Budget	2009 Budget	2010 Budget	2011 Budget
Net Revenue		1,055,933.20	1,819,986.18	1,604,147.58	1,819,942.86	1,866,341.71	1,893,468.55	1,931,337.92	1,969,964.68
Revenue Funds Beginning of Year		2,129,563.18	671,269.07	671,269.07	-	-	-	-	-
1 Plant Funds Beginning Of Year		1,926,125.33	3,575,369.45	3,575,369.45	1,617,616.45	1,836,873.05	2,093,666.00	2,385,842.05	2,716,487.47
2 Plant Funds Expenses		(9,000.00)	(2,429,141.18)	(1,818,845.73)	(50,000.00)	(50,000.00)	(50,000.00)	(50,000.00)	(50,000.00)
*3 Revenue to Plant funds (Net after Debt Service payment)		1,658,244.12	471,388.18	262,204.02	269,256.60	306,792.95	342,176.05	380,645.42	421,927.18
4 Net Plant Funds (Total funds available)		3,575,369.45	1,617,616.45	2,018,727.74	1,836,873.05	2,093,666.00	2,385,842.05	2,716,487.47	3,088,414.65
5									
TOTAL (1 thru 5)	(A)	6,760,865.83	4,108,871.70	4,294,144.39	3,656,815.91	3,950,007.72	4,279,310.60	4,647,825.39	5,058,379.33
Maximum Debt Service (as per Bond Indentures)	(B)	1,551,293.00	1,551,293.00	1,551,293.00	1,551,293.00	1,551,293.00	1,551,293.00	1,551,293.00	1,551,293.00
Debt Covenant Ratio (A) divided by (B) required = 1.00		4.36	2.65	2.77	2.36	2.55	2.76	3.00	3.26

*includes 700,000 perpetual bookstore reserve

Projects:	Budget	Actual					
Falcon Center Construction	225,744.61	225,744.61					
Falcon Center Conference Fitup	200,000.00	-					
Falcon Center Construction	1,227,645.00	1,119,865.55					
Colebank Hall 2nd&3rd floor	200,000.00	147,484.00					
Falcon Center Conf. Fitup	200,000.00	-					
Fountain	50,000.00	-	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
Athletic Field			50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
Falcon Center Barnes & Noble	325,751.57	325,751.57					
Total	2,429,141.18	1,818,845.73					

Fairmont State University
Housing/Parking Financial Analysis
Basic Operating Pro Forma-Consolidated
As of May 16, 2006

		2005 Actual	2006 Budget	YTD 2006 Actual	2007 Budget	2008 Budget	2009 Budget	2010 Budget	2011 Budget
Revenue:	Housing	2,500,340.50	3,279,704.00	2,920,639.33	3,800,488.00	3,876,497.76	3,954,027.72	4,033,108.27	4,113,770.43
	Housing Revenue Subtotal	2,500,340.50	3,279,704.00	2,920,639.33	3,800,488.00	3,876,497.76	3,954,027.72	4,033,108.27	4,113,770.43
	Facilities/Parking (900801 chrgeback inc.)	1,060,118.77	1,170,129.60	1,117,584.60	1,170,129.60	1,193,532.19	1,217,402.84	1,241,750.89	1,266,585.91
	Facilities Revenue Subtotal	1,060,118.77	1,170,129.60	1,117,584.60	1,170,129.60	1,193,532.19	1,217,402.84	1,241,750.89	1,266,585.91
	Vacancy Losses	0.00	0.00	(353,407.00)	(223,469.00)	(232,589.87)	(237,241.66)	(241,986.50)	(246,826.23)
	Total Revenue	3,560,459.27	4,096,426.60	4,038,223.93	4,747,148.60	4,837,440.09	4,934,188.89	5,032,872.67	5,133,530.12
Labor:	Housing	411,372.56	438,864.00	400,707.44	589,355.00	601,142.10	613,164.94	625,428.24	637,936.81
	Housing Labor Subtotal	411,372.56	438,864.00	400,707.44	589,355.00	601,142.10	613,164.94	625,428.24	637,936.81
	Facilities/Parking	405,709.61	499,989.00	382,810.69	510,683.00	520,896.66	531,314.59	541,940.89	552,779.70
	Facilities Labor Subtotal	405,709.61	499,989.00	382,810.69	510,683.00	520,896.66	531,314.59	541,940.89	552,779.70
	Total Labor	817,082.17	938,853.00	783,518.13	1,100,038.00	1,122,038.76	1,144,479.54	1,167,369.13	1,190,716.51
Operating:	Housing	864,781.60	898,741.00	785,277.64	1,046,388.00	1,067,315.76	1,088,662.08	1,110,435.32	1,132,644.02
	Housing Operating Subtotal	864,781.60	898,741.00	785,277.64	1,046,388.00	1,067,315.76	1,088,662.08	1,110,435.32	1,132,644.02
	Facilities/Parking	64,270.25	117,262.00	86,651.50	115,750.00	118,065.00	120,426.30	122,834.83	125,291.52
	Facilities Operating Subtotal	64,270.25	117,262.00	86,651.50	115,750.00	118,065.00	120,426.30	122,834.83	125,291.52
	Total Operating	929,051.85	1,016,003.00	871,929.14	1,162,138.00	1,185,380.76	1,209,088.38	1,233,270.14	1,257,935.55
Transfers:	Housing	3,772.89	12,540.00	5,875.88	3,425.00	3,493.50	3,563.37	3,634.64	3,707.33
	Housing Transfers Subtotal	3,772.89	12,540.00	5,875.88	3,425.00	3,493.50	3,563.37	3,634.64	3,707.33
	Facilities/Parking	(18,673.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Facilities Transfers Subtotal	(18,673.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Total Transfers	(14,900.11)	12,540.00	5,875.88	3,425.00	3,493.50	3,563.37	3,634.64	3,707.33
1	**Net Total Revenue**	1,814,325.25	2,141,570.60	2,382,776.66	2,481,547.60	2,526,527.07	2,577,057.61	2,628,598.76	2,681,170.74
	Debt Service Payment	1,162,384.86	1,944,117.67	1,935,045.70	1,995,003.76	1,998,908.79	1,998,908.79	1,997,038.76	1,997,808.76
	Net after Debt Service Payment	651,940.39	197,452.93	447,730.96	486,543.84	527,618.28	578,148.82	631,560.00	683,361.98

Inflation Escalator 1.02

Debt Covenant Estimates(as per bond audit):

		2005 Actual	2006 Budget	YTD 2006 Actual	2007 Budget	2008 Budget	2009 Budget	2010 Budget	2011 Budget
1	Net Revenue	1,814,325.25	2,141,570.60	2,382,776.66	2,481,547.60	2,526,527.07	2,577,057.61	2,628,598.76	2,681,170.74
2	Revenue Funds Beginning of Year	639,986.80	12,152.87	12,152.87	-	-	-	-	-
3	Plant funds Beginning Of Year	1,743,921.61	941,597.83	941,597.83	740,708.99	1,177,252.83	1,654,871.11	2,183,019.92	2,764,579.92
4	Plant funds Expenses	(802,323.78)	(398,341.77)	(364,052.93)	(50,000.00)	(50,000.00)	(50,000.00)	(50,000.00)	(50,000.00)
5	Revenue to Plant funds (Net after Debt Service payment)	-	197,452.93	447,730.96	486,543.84	527,618.28	578,148.82	631,560.00	683,361.98
	Net Plant funds	941,597.83	740,708.99	1,025,275.86	1,177,252.83	1,654,871.11	2,183,019.92	2,764,579.92	3,397,941.90
	TOTAL (1 thru 5)	(A)	2,723,092.53	2,894,432.46	3,420,205.39	3,658,800.43	4,181,398.17	4,760,077.53	5,393,178.68	6,079,112.63
	Maximum Debt Service(as per Bond Indentures)	(B)	2,106,500.00	2,106,500.00	2,106,500.00	2,106,500.00	2,106,500.00	2,106,500.00	2,106,500.00	2,106,500.00
	Debt Covenant Ratio (A) divided by (B)		1.29	1.37	1.62	1.74	1.98	2.26	2.56	2.89
	required = 1.10									

Projects:

	Budget	Actual
Summer 2005 Projects	91,555.82	66,623.53
Bryant Place Construction	2,451.00	2,451.00
Bryant Place Construction	44,334.95	44,334.95
Loan from 449800 to Housing:	260,000.00	250,643.45
Summer 2005 Projects	398,341.77	364,052.93

Fairmont State University
INFRASTRUCTURE Financial Analysis
Basic Operating Pro Forma-Consolidated
As of May 16, 2006

	2005 Actual	2006 Budget	YTD 2006 Actual	2007 Budget	2008 Budget	2009 Budget	2010 Budget	2011 Budget
Revenue:								
Infrastructure Fee Clearing	525,835.30	577,228.82	538,299.42	577,228.82	588,773.40	600,548.86	612,559.84	624,811.04
Infrastructure Fee Clearing C&TC	321,963.28	286,110.08	270,384.85	286,110.08	291,832.28	297,668.93	303,622.31	309,694.75
Infrastructure Plant Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenue	847,798.58	863,338.90	808,684.27	863,338.90	880,605.68	898,217.79	916,182.15	934,505.79
Operating:								
Infrastructure Fee Clearing	6,750.00	0.00	6,902.35	0.00	0.00	0.00	0.00	0.00
Infrastructure Fee Clearing C&TC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Infrastructure Plant Fund	1,000.00	600.00	0.00	600.00	612.00	624.24	636.72	649.46
Total Operating	7,750.00	600.00	6,902.35	600.00	612.00	624.24	636.72	649.46
Transfers:								
Infrastructure Fee Clearing	513,605.00	577,228.82	538,415.86	577,228.82	588,773.40	600,548.86	612,559.84	624,811.04
Infrastructure Fee Clearing C&TC	319,018.00	286,110.08	272,548.00	286,110.08	291,832.28	297,668.93	303,622.31	309,694.75
Infrastructure Plant Fund	(832,623.00)	(863,338.90)	(811,455.00)	(863,338.90)	(880,605.68)	(898,217.79)	(916,182.15)	(934,505.79)
Total Transfers	0.00	0.00	(491.14)	0.00	0.00	0.00	0.00	0.00
1 Net Total Revenue	840,048.58	862,738.90	801,781.92	862,738.90	879,993.68	897,593.55	915,545.42	933,856.33
Debt Service Payment	593,753.93	589,629.08	587,392.77	591,486.26	591,166.24	595,072.50	593,307.50	590,957.50
Net After Debt Service Payment	246,294.65	273,109.82	214,389.15	271,252.64	288,827.44	302,521.05	322,237.92	342,898.83
Inflation Escalator	1.02							
1 Net Revenue	840,048.58	862,738.90	801,781.92	862,738.90	879,993.68	897,593.55	915,545.42	933,856.33
2 Plant fund beginning of year	703,869.67	703,869.67	703,869.67	600,808.49	872,061.13	1,160,888.57	1,463,409.62	1,785,647.54
3 Plant fund expenses	(246,294.65)	(376,171.00)	(373,759.50)	0.00	0.00	0.00	0.00	0.00
4 Revenue to Plant fund (Net after debt service payment)	246,294.65	273,109.82	214,389.15	271,252.64	288,827.44	302,521.05	322,237.92	342,898.83
Net Plant Funds (Total funds available)	703,869.67	600,808.49	544,499.32	872,061.13	1,160,888.57	1,463,409.62	1,785,647.54	2,128,546.37
TOTAL (1 thru 4)	1,543,918.25	1,463,547.39	1,346,281.24	1,734,800.03	2,040,882.25	2,361,003.17	2,701,192.96	3,062,402.70
Maximum Debt Service (as per Bond Indentures) **(A)**	595,750.00	595,750.00	595,750.00	595,750.00	595,750.00	595,750.00	595,750.00	595,750.00
Debt Covenant Ratio (A) divided by (B) **(B)**	2.59	2.46	2.26	2.91	3.43	3.96	4.53	5.14

required = 1.00

Projects:

	2006 Budget	2006 Actual
East Campus Drive	371,671.00	371,671.00
Athletic Field Lighting	4,500.00	2,088.50
Total	376,171.00	373,759.50

Fairmont State University
ATHLETICS Financial Analysis
Basic Operating Pro Forma-Consolidated
As of May 31, 2006

	2005 Actual	2006 Budget	YTD 2006 Actual	2007 Budget	2008 Budget	2009 Budget	2010 Budget	2011 Budget
Revenue:								
Athletics	1,122,225.28	1,380,986.47	1,396,760.14	1,733,436.47	1,768,105.20	1,803,467.30	1,839,536.65	1,876,327.38
* Camps	45,170.59	81,700.00	73,032.71	55,821.00	56,937.42	58,076.17	59,237.69	60,422.45
Student Scholarship	10,212.00	0.00	8,000.00	60,000.00	61,200.00	62,424.00	63,672.48	64,945.93
Total Revenue	1,177,607.87	1,462,686.47	1,477,792.85	1,849,257.47	1,886,242.62	1,923,967.47	1,962,446.82	2,001,695.76
Labor:								
Athletics	416,408.96	460,286.00	382,508.05	486,174.00	495,897.48	505,815.43	515,931.74	526,250.37
Camps	14,908.91	20,232.00	15,975.12	20,853.00	21,270.06	21,695.46	22,129.37	22,571.96
Total Labor	431,317.87	480,518.00	398,483.17	507,027.00	517,167.54	527,510.89	538,061.11	548,822.33
Operating:								
Athletics	688,987.54	697,175.00	656,332.66	914,096.29	932,378.22	951,025.78	970,046.30	989,447.22
Camps	24,924.98	55,603.00	28,157.91	29,103.00	29,685.06	30,278.76	30,884.34	31,502.02
Student Scholarship	60,620.00	81,544.00	92,172.00	60,000.00	61,200.00	62,424.00	63,672.48	64,945.93
Athletic Cash Advance	2,904.00	0.00	31,249.63	0.00	0.00	0.00	0.00	0.00
Total Operating	777,436.52	834,322.00	807,912.20	1,003,199.29	1,023,263.28	1,043,728.54	1,064,603.11	1,085,895.17
Transfers:								
Athletics	20,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Camps	35,000.00	77,152.00	77,152.00	5,865.00	5,982.30	6,101.95	6,223.98	6,348.46
Student Scholarship	(55,000.00)	(77,152.00)	(77,152.00)	(60,000.00)	(61,200.00)	(62,424.00)	(63,672.48)	(64,945.93)
Athletic Plant Fund Reserve	0.00	(100,000.00)	0.00	(284,896.18)	(290,594.10)	(296,405.99)	(302,334.11)	(308,380.79)
Total Transfers	0.00	(100,000.00)	0.00	(339,031.18)	(345,811.80)	(352,728.04)	(359,782.60)	(366,978.25)
Net Total Revenue	(31,146.52)	47,846.47	271,397.48	0.00	0.00	0.00	0.00	0.00
Initiation Escalator	1.02							
1 Plant fund beginning of year	24,382.53	14,176.25	14,176.25	102,585.30	102,585.30	102,585.30	102,585.30	102,585.30
2 Plant fund expenses	(10,206.28)	(11,590.95)	(2,725.00)	(284,896.18)	(284,896.18)	(284,896.18)	(284,896.18)	(284,896.18)
3 Revenue to Plant funds	-	100,000.00	-	284,896.18	284,896.18	284,896.18	284,896.18	284,896.18
Net Plant funds	14,176.25	102,585.30	11,451.25	102,585.30	102,585.30	102,585.30	102,585.30	102,585.30

* 2006 Budget is inclusive of Concessions fund

Fairmont State Board of Governors
June 15, 2006

ITEM:	Salary Policy Revision
COMMITTEE:	Finance, Personnel, Facilities, External Relations
RECOMMENDED RESOLUTION:	Resolved, that the Fairmont State Board of Governors approves the revised salary policy.
STAFF MEMBER:	Dan Bradley

BACKGROUND:

The administration has worked with faculty and staff to refine proposed improvements to the current Board of Governors Salary Policy. These changes take into account process and policy improvements based on the first year's experience in implementing current policy.

Changes are marked by strike through (deleted language) and underline (inserted language.)

Fairmont State Board of Governors
Policy #25
November 29, 2004

Draft changes 5/25/06

TITLE: SALARY POLICY

SECTION 1.   GENERAL

1.1   SCOPE: These salary policies shall be in effect and shall govern the assignment of salaries for employees of Fairmont State.

1.2   AUTHORITY: West Virginia Code § 18B-1-6; §18B-2A-4.

1.3   Effective Date: November 29, 2004

SECTION 2.   PROCEDURES FOR ESTABLISHING SALARY POOLS

2.1   Each year, or from time to time as deemed appropriate, the Presidents shall present to the Board a plan for the distribution of general salary increases to employees. This plan shall address increases for all employees other than the Presidents.

2.2   The general salary increase plan shall be developed after state-wide salary mandates have been accounted for. Statewide salary mandates shall include salary increases for faculty promoted in rank, as well as and required incremental funding of the classified employee "entry rate," if applicable.

2.3   After the cost of state-wide salary mandates has been separately accounted for, the President's general salary increase plan shall be submitted to the Board for approval.

2.3.1   The plan shall reflect separately the total projected costs of aggregate salary increases for faculty, for non-classified employees, and for classified employees.

2.3.2   The plan shall reflect the aggregate percentage increase in salary to be paid to faculty, non-classified, and classified employees.

2.3.3   The increase in salary for each of the three groups of employees shall be comparable, but not necessarily equivalent. ; provided that the Presidents may present in the plan a proposal for non-comparable percentage increases among the three groups, for good

~~cause shown.~~ If the increases are not comparable, the President shall present a justification with the proposal.

2.4 The Board shall act, in response to the plan submitted, to establish the aggregate dollars to be allocated each year for general salary increases for each of the three groups of employees. The aggregate increase in dollars shall be distributed in accordance with Sections 3, 4 and 5 of this Policy.

SECTION 3. FACULTY SALARY POLICY

The total dollars for this increase in aggregate faculty salaries shall be distributed among faculty as follows:

3.1 The Distribution of Faculty New Pay Monies Each Fiscal Year

3.1.1 Salary Inequities Distributions: ~~The Chief Academic officer shall distribute a portion of the faculty salary increase pool at his/her discretion to address salary compression, market and experiential disparities.~~ Twenty-five percent (25%) of the total faculty salary pool shall be distributed to address salary inequities until such time that a lower percentage is sufficient to bring all faculty to 90% of their target salary. Of this amount, a minimum of 80% (or 20%) will be used to fund the salary equity model with the balance restricted for special cases at the discretion of the Provost or C&TC President, as appropriate. The salary equity model is based on median data from the College and University Professional Association for Human Resources (CUPA), taking into account discipline and rank. Time in rank and possession of a terminal degree affect the actual target salary as follows:

- The CUPA peer group will be all Bachelor and Masters Institutions, except for C&TC faculty, whose peers will be determined through the CUPA Community College Faculty Salary Survey.
- No terminal degree - 10% reduction in CUPA base for rank and discipline. This does not apply to C&TC faculty.
- Zero time in rank - 10% reduction in CUPA base for rank and discipline
- Maximum credit for time in rank – 9 years
- Maximum target salary – 110% of CUPA base

The equity adjustments will have two components, fixed and variable. The maximum possible variable percentage will be no greater than the fixed percentage and will be determined based on dollars available. The variable percentage for each individual will

be determined by the difference between their OCR score and the minimal acceptable OCR score. To be eligible for an equity adjustment in any given year, a faculty member must be eligible for a merit increase.

3.1.2   Merit Pay Allocations: The remaining salary increase pool after Section 3.1.1 is implemented shall be distributed on the basis of merit pay. The procedures for determining merit will be those developed by the faculty in the respective schools and colleges and approved by the Provost or C&TC President, as appropriate.

Graduated Rankings of Recipients. The merit raise will have two components, fixed and variable. The maximum possible variable percentage will be no greater than the fixed percentage and will be determined based on dollars available. The variable percentage for each individual will be determined by the difference between their OCR score and the minimal acceptable OCR score. The percentage of the variable component pool available to each School or College will equal the School or College's percentage of the total salary pool. Those rated below a minimal acceptable level as determined by the Provost in consultation with the Faculty Senate or the C&TC President in consultation with the Faculty Assembly, as appropriate, will not receive a merit increase.

SECTION 4.   CLASSIFIED STAFF SALARY POLICY

4.1   Salaries of classified employees shall be set consistent with Article 9, Chapter 18B of the Code of West Virginia and Series 8, as amended by the Higher Education Policy Commission and Community and Technical College Council.

4.2   In computing the salary increases for all classified employees employment, the target salary under the salary schedule set forth in Section 3, Article 9, Chapter 18B of the Code of West Virginia, as amended, shall be identified. The gaps between the target and current salary shall be established. Salaries of all classified employees shall be increased in equal proportions toward eliminating of all gaps; however no raises will be given if the employee's overall job performance evaluation is "needs improvement."

SECTION 5.   NON-CLASSIFIED SALARY POLICY

The total dollars for the annual increase in aggregate non-classified salaries shall be distributed among non-classified staff as follows:

5.1   Salary Inequities Distributions: The Presidents ~~shall~~ may distribute a portion of the non-classified salary increase pool at ~~their~~ his/her discretion to address salary ~~compression, market and experiential disparities~~ inequities.

5.2   Merit Pay Recipients: The remaining portion of the non-classified staff salary pool shall be distributed on the basis of merit pay.

5.2.1   Each non-classified employee shall be evaluated at least once each year, to include the Annual Evaluation. The Annual Evaluation will include, but need not be limited to, the Fairmont State Non-Classified Employee Performance Evaluation. ~~institutional Employee Performance Evaluation for Executive/ Administration/ Professional Personnel.~~

5.2.2   No employee who receives one or more marks of "unsatisfactory" ~~"poor" or "fair"~~ on the Annual Evaluation form will be eligible for merit pay.

5.3.3   Graduated Rankings of Recipients. Merit recipients will be ranked at level A, B, or C. Those ranked B shall receive a percentage increase in base salary 50% higher than those rated C. Those ranked A shall receive a percentage increase in base salary 100% higher than those rated C.

SECTION 6.   THE PRESIDENTS' SALARIES

No provision herein shall be deemed to apply in any manner to the salary of the Fairmont State University President or the ~~Fairmont State~~ Pierpont Community & Technical College President, whose remuneration shall be set, from time to time, at the will and pleasure of the Board and with the approval of the Policy Commission or Community College Council.

Fairmont State Board of Governors
June 15, 2006

ITEM: Policy on Policies

COMMITTEE: Finance, Personnel, Facilities, External Relations

RECOMMENDED RESOLUTION: Resolved, that the Fairmont State Board of
                                                   Governors approves the Policy on Policies

STAFF MEMBER: Sarah Hensley

BACKGROUND:

The Board of Governors gave notice on September 8, 2005 of the intent to draft this policy. A
public comment period on a draft policy was held from November 2, 2005 through December 2,
2005. No comments were received. Changes to the policy have been marked by strike through
(deleted language) and underline (inserted language.)
This policy is required by state code.

Fairmont State Board of Governors

Policy No. x
Policy on Policies
Effective Date

It is the policy of the Fairmont State Board of Governors to follow the process as outlined in Series 4, established by the Higher Education Policy Commission, effective October 31, 2001, for adoption, amendment or repeal of rules, guidelines and other policy statements.

That process is as follows:

This rule shall apply to the adoption, amendment, or repeal of any rule, guideline or policy statement with institution-wide effect. It shall not apply to policies, guidelines, or directives established for individual units, divisions, departments or schools of the institution which deal solely with the internal management or responsibilities of that unit, division, department, or school.

If a governing board or one of the presidents determines that a rule, guideline or policy statement should be adopted, amended, or repealed concerning a subject matter under the governing board's jurisdiction, excluding academic curriculum policies which do not constitute a mission change, the Assistant to the President shall notify the appropriate Chancellor(s), those persons representing student, faculty, and classified employees at the institution(s), as well as other interested parties, and solicit comments and suggestions regarding the intent to adopt, amend or repeal.

Any rule, guideline or policy statement subsequently drafted and considered for adoption will be circulated in draft form to the same individuals and parties and a date noted when comments on the draft are to be returned to the Assistant to the President.

A final draft of the rule, guideline or policy statement being considered shall be ~~sent to the same individuals and parties with an explanation of any changes and a summary of comments received~~ posted on the Board of Governors pages of the Fairmont State website, using strike and insert to designate changes made; and all comments received in writing will be available for public review in the office of the Assistant to the President. The proposed rule, guideline, or policy statement shall then be presented to the appropriate committee of the governing board unless the governing board has delegated, in writing, authority to the presidents, to adopt, amend, or repeal the rule, guideline, or policy statement. If authority has been delegated to the presidents, they may proceed to final adoption, amendment, or repeal. If authority has not been delegated, the committee of the governing board may endorse the adoption, amendment, or repeal and make a recommendation to the governing board for final adoption, amendment, or repeal.

Upon request by the affected constituencies, individuals, or parties, the governing board or presidents may schedule a public hearing regarding adoption, amendment, or repeal of the rule, guideline, or policy statement.

All proposed and approved rules, guidelines and other policy statements can be accessed (viewed) by the public at no cost in Room 222 Hardway Hall. They will also be posted on the Board of

Governors pages of the Fairmont State website, www.fairmontstate.edu. The rules, guidelines or policy statements shall be enumerated in a manner that makes them easily identifiable.

The presidents, without following the procedures in this rule, may make editorial, non-substantive changes in rules or policies transferred to the institution's jurisdiction by the Policy Commission to reflect the effect of the transfer; and may make editorial, non-substantive changes in previous institution-level rules or policies (pre Board of Governors.)

The Chancellor(s) shall be notified of any rule, guideline, or policy statement adopted by the board. If the Chancellor(s) notifies the board of any specific or general objections to the rule, guideline, or policy statement, the board or presidents will address the objections. If the presidents and/or governing board disagree with the objections they may appeal to the Policy Commission or Council as appropriate. If the Chancellor(s) has not listed any objections to a rule, guideline, or policy statement within thirty (30) days of receipt of its final version it shall be deemed approved. Approval by the Chancellors, Policy Commission or Council shall not be withheld unless the rule, guideline, or policy is inconsistent with state or federal law or the policies and mission of the Policy Commission or Council.

In the case of an emergency, the board may adopt, amend, or repeal a rule, guideline, or policy statement without first following the procedure set out in this rule. For the purpose of this section, an emergency exists when the adoption, amendment, or repeal of a rule, guideline, or policy statement is necessary for the immediate preservation of the public peace, health, safety or welfare, or is necessary to comply with a time limitation established by state or federal law or regulation or a directive or rule of the Policy Commission, Council or legislature, or to prevent substantial harm to the public interest, or to deal with financial exigency. The facts constituting an emergency shall be communicated in writing in advance to the Chancellor(s).

Any adoption, amendment, or repeal of a rule, guideline, or policy statement under the emergency procedure as described shall remain in effect no longer than three (3) months and shall expire unless the board has completed final approval under the normal process set out in this rule.

Draft 6/2/06

Fairmont State Board of Governors
June 15, 2006

ITEM: Employment Innovation – Flexible Work Schedules

COMMITTEE: Finance, Personnel, Facilities, External Relations

RECOMMENDED RESOLUTION: Resolved, that the Fairmont State Board of Governors approves the Employment Innovation – Flexible Work Schedules policy

STAFF MEMBER: Sarah Hensley

BACKGROUND:

The Board of Governors gave notice on November 8, 2005 of the intent to draft this policy. A public comment period on a draft policy was held from December 21, 2005 through January 31, 2006. Changes to the policy have been marked by strike through (deleted language) and underline (inserted language.)
This policy is required by state code.

FAIRMONT STATE
BOARD OF GOVERNORS
Policy # __
Employment Innovation – Flexible Work Schedules

Section 1.   General

1.1   Scope – This rule establishes guidelines related to work scheduling for classified, non-classified, faculty equivalent and academic professional employees at FSU and FSC&TC. It does not apply to faculty members.

1.2   Authority – West Virginia Code §18B-7-5, 18B-1-6 & 18B-7-9.

1.3   Effective Date –

Section 2.   Definitions

2.1   Flextime Work Schedules – Work schedules which do not comply with the Institution's normal work schedule of 7.5 hours worked per day and a 5 day work week. Flextime work schedules may include, but are not limited to, job sharing, and four-day work weeks.

Sections 3.   Flextime Work Schedules

3.1   Each unit may establish flextime work schedules for its employees in cooperation with the respective dean or director.

   3.1.1   An employee may initiate a request for a flextime schedule; the immediate supervisor must authorize or deny the request based upon the operational needs of the unit. The employee's request must be in writing.

   3.1.2   Employees on flextime schedules are required to work the proper number of hours during the week, consistent with their position full time equivalency (FTE).

Section 4.   Changes to Employee Work Schedules

4.1   Fairmont State is committed to maintaining reasonable continuity in working schedules and conditions for its employees. Temporary changes to an employee's work schedule not based upon strong operational need shall be discouraged.

4.2   Permanent changes in employee work schedules due to operational need must be communicated directly to the affected employees. The institution shall provide the employee with a fifteen (15) calendar day notice of such changes.

4.3   Temporary changes in employee work schedules due to operational need must be communicated directly to the affected employees. When possible the institution shall provide the employee with a fifteen (15) calendar day notice of such changes.

4.4   <u>The supervisor must notify the Human Resources office in writing each time an employee's work schedule changes or an employee requests a change in writing.</u>

Fairmont State Board of Governors
June 15, 2006

ITEM:	Approval of Food Service Management Program, AAS
INSTITUTION:	Fairmont State Community & Technical College
COMMITTEE:	FS Community & Technical College Programs & Off Campus Services
RECOMMENDED RESOLUTION:	*Resolved*, That the Fairmont State Board of Governors approve the Program Review of the Food Service Management Program, AAS.
STAFF MEMBER:	Blair Montgomery

BACKGROUND:

Overview of program

The Food Service Management program at Fairmont State is one of the original associate degree program begun in 1776, when the community college was created. Over the years the program has continued to be strong and has evolved with the changes in workforce demands. The program offers four specializations; Culinary Arts, Dietary Management, Pastry & Baking Arts, and Resort & Hotel Management, and a nationally certified1 year certificate ProMgmt. Students may also pursue a skill set in ServeSafe, an industry requirement on safe food handling practices. The program has a 27 year history in the service region as a provider for Food Service personnel which establishes a well known base to branch into a specialized Culinary Art program. Further, economic growth in North Central West Virginian in business, technology, and cultural activities secures a need to continued and expanded food service opportunities. The Community and Technical College is committed to providing trained professional staff for food service.

Goals of program

The Food Service Management program has stepped forward to address the demands of the hotel, resort, and tourism segments of the hospitality industry. The Resort & Hotel Management specialization will focus on preparing students for a career in the support services of the hospitality and lodging industries. Resort & Hotel Management fits within the current Food Service Management program structure.

The Pastry & Baking Arts specialization will prepare students to help fill the industry demand. The specialization fits into the current Foodservice Management program structure. Additional classes will allow students to seek specialized skills necessary for employment as a pastry cook upon graduation. Moreover, the student will still be grounded in to the fundamentals of foodservice management. Pastry & Baking students will gain exposure to proper sanitation and safety practices, proper nutritional practices, proper equipment procedures, and proper supervisory management practices in the same classes that the Culinary students will attend.

The Food Service Management program offers an option in Dietary Management with graduates responsible for directing and controlling: menu planning, food purchasing, food production and service, financial management, employee recruitment, training and supervision and (in some settings) nutritional assessment and clinical care.

The nationally recognized Culinary Arts specialization (Accredited through the American Culinary Federation) provides an outstanding foundation for students interested in pursuing a career in the food service industry. You can expect a balance of laboratory and classroom instruction to cultivate your cooking skills and knowledge.

Faculty Information

The Food Service management program with its optional tracks, employ two full-time faculty, two half-time faculty who are jointly employed with the campus food service provider, Aladdin Foods, a lab manager who also teaches part-time, and several adjunct faculty from various business and industry specialty areas. The two full-time faculty, who serve as program coordinators, are 1) a registered dietitian and 2) a certified executive chef. The adjunct faculty share similar credentials forming a highly qualified faculty with many years of college teaching and advising experience.

Enrollment – numbers of majors:

		FOSM totals
Number Enrolled	**2001-02**	19
	2002-03	7
	2003-04	11
	2004-05	30
	2005-06	37

Number of graduates and employment information:

		FOSM totals
Number of Graduates	**2001-02**	14
	2002-03	12
	2003-04	7
	2004-05	10
	2005-06	15

The Fairmont State Food Service Management Programs graduated its largest class of students in May 2006. The growth trend is expected to continue for the foreseeable future. Students are finding local and regional employment in a number of quality healthcare facilities, hospitals, private restaurants, chain restaurants, resorts, hotels, and food service operations. Recent graduates are employed at Fairmont General, Wishing Well Health Center, Maplewood Nursing Home, Stonewall Resort, Aquarium Lounge restaurant, Charles Pointe- Bridgeport Conference Center, and WVU Dining Services to name just a few. Michelle Carpenter, a past Outstanding Food Service Management Student award winner, is operating her own catering company *The Sweetest Thing Catering.* Dietary Managers may find themselves working in hospitals, long-term care, schools, correctional facilities and many other settings. Employment of

food service managers is expected to increase about as fast as the average for all occupations through 2010. Employment in foodservice is not very sensitive to economic conditions, so ongoing employment is a good bet (Source: U.S. Dept. of Labor). The career outlook for dietary managers is good. As institutions deal with more government regulations, the need for qualified dietary managers increases (Source: East Texas Area Health Education Center)

Strengths of program

The program strengths are illustrated in our enrollment growth, in our collaborations, and in our quality of instruction. Our enrollment has grown from 15 students in 2001 to 75 students in fall 2005. In fact, we have gone to selective enrollment for our Culinary Arts and Pastry & Baking Arts programs to maintain program quality and limit the instructor to student ratios. The Food Service Management (FOSM) programs have tremendous strength in our collaborations. The FOSM programs have created articulation agreements with WV ProStart Pre-Culinary programs. There are 47 ProStart programs with over 1000 students in WV. Fairmont State Culinary is accredited through the American Culinary Federation and has a certificate program which is certified through the National Restaurant Association. Our A.A.S. students are able to articulate from the C&TC to the University as part of our 2+2 BS Hospitality Management degree established as collaboration with the Business Department. Lastly, our faculty are a valuable resource. Pam Hamilton, RD, LD is the Program Coordinator for the Dietary Management and Resort & Hotel Management programs. Brian Floyd, CEC is the Program Coordinator for the Culinary Arts and Pastry & Baking Arts programs. Fairmont State FOSM has hired in conjunction with Aladdin Food Management Services Jay Mahoney, CEC as a chef-instructor and Barbara Yanero as a pastry chef-instructor.

Weaknesses of program

With the growth of the FOSM programs space has become a considerable issue. The facilities are currently up-to-date and kept in very good condition; however, the volume of students now using the facility is eight times more than it was just ten years ago. New classrooms and labs will have to be created to accommodate the program enrollment, and to keep pace with technology. The addition of Chef Mahoney and Chef Yanero has been a considerable benefit to the program. Unfortunately, their time is shared. The program needs and could justify each being hired as full time instructors.

Fairmont State Board of Governors
June 15, 2006

ITEM:	Approval of Early Childhood Program, AAS
INSTITUTION:	Fairmont State Community & Technical College
COMMITTEE:	FS Community & Technical College Programs & Off Campus Services
RECOMMENDED RESOLUTION:	*Resolved*, That the Fairmont State Board of Governors approve the Program Review of the Early Childhood Program, AAS.
STAFF MEMBER:	Blair Montgomery

BACKGROUND:

Overview of program

The Early Childhood Associate of Applied Science degree at Fairmont State Community and technical College provides a program of study of the growth and development of young children, as well as the planning, preparation and implementation of appropriate curriculum for quality early childhood programs, both private and public. Students have the opportunity to gain practical experience working with children at the campus Laboratory Preschool and in early childhood programs within the community. A model childhood environment and program is provided for students at the Laboratory Preschool located in the department. The Preschool is fully credited by the National Association for the Education of Young Children (NAEYC).

Goals of program

The Early Childhood program strives to meet the needs of all they serve. Goals include continuing to accommodate for an increase in program enrollment, providing graduating students with career opportunities, and encouraging growth of the articulation agreements with FSU and WVU. Furthermore, goals also include addressing the areas of weakness mentioned above and maintaining and improving on current areas of strengths. Overall, the goal of the program is to provide quality education to early childhood professionals who teach our most precious resource— our children. As we release early childhood teachers into the workforce, it is hopeful that the importance of this field will be recognized and FSC&TC Early Childhood Program will contribute to making a positive difference for the children and families of our state and country. In 2006-2007 the Early Childhood program will pursue the first steps to accrediting the program with NAEYC. Currently there is some debate within the organization regarding accreditation of 2 year programs, but consideration is pending. The preschool has become fully certified and one goal would be to seek accreditation for the academic program as well.

Faculty Information
The Early Childhood program at Fairmont State Community & Technical College has two full-time faculty members. Nancy Jane Cheshire has been with the institution since 1998, earned a Masters of Education Degree and serves as the program coordinator. Bethanie Morris was hired in July 2005, is teaching for the first time at the institution, has state preschool teaching certification and a Masters Degree in Family and Consumer Science, Child Development and Family Studies. At this time these two faculty members teach all early childhood courses offered on campus except for 3 hours each semester taught by adjunct Sandra Petry, who also serves as the teacher for the Fairmont State Laboratory Preschool. Sandra earned an Associate of Applied Science Occupational Development Child Care Degree and a Bachelor's Board of Regents Degree at Fairmont State.

Enrollment – numbers of majors:

		Early Childhood
Number Enrolled	**2001-02**	21
	2002-03	34
	2003-04	32
	2004-05	25
	2005-06	46

Number of graduates and employment information:

		Early Childhood
Number of Graduates	**2001-02**	19
	2002-03	6
	2003-04	16
	2004-05	24
	2005-06	20

The December 2005 and Spring 2006 graduates of Early Childhood are seeking a variety of opportunities. Some graduates of this program have used this degree to enhance their positions within their current workplaces, primarily being Head Start centers and private child care centers. In addition, graduates who have not had prior work experience have found positions as lead teachers in private child care centers around the area and as employees of child care centers on military bases. Although most students who complete the associate degree go directly into the workforce, an impressive number of students however, have decided to further their education and pursue bachelor degrees. These students have divided their future plans between Elementary Education and Family & Consumer Sciences at FSU, and Child Development & Family Studies at WVU. The students who have transferred to WVU are among the first to embark in the new 2+2 agreement, adding their associates degree from FSC&TC with two years at WVU to earn their bachelors degree and WV birth to pre-K teaching certifications.

Strengths of program
Students majoring in Early Childhood are provided ample and relevant experiences relating to Early Childhood Education. The experiences begin in the classroom, then in the Laboratory Preschool observation room, and finally in community child care centers or Head Start locations. The ability to tier their experiences allows the faculty, students, current early childhood educators, and community members to be assured that FSC&TC students are adequately trained and prepared before they enter the workforce to teach our future generations. The ability to provide rich experiences is afforded because great working relationships have been developed between the Early Childhood Program and the community.

Weaknesses of program
The greatest need for the program is a designated classroom space for the early childhood program. A designated classroom would allow students to practice skills and demonstrate course objectives in a controlled environment. Therefore, the quality of the program would be improved and students would be better able to achieve program objectives. The outdoor playground area of the Laboratory Preschool is currently being updated to meet regulations. However, a larger play space is desirable to encourage optimal growth and development. An area designated to nature is also a weakness of the current structure of the outdoor area; the addition of flower beds and plants and shrubs is needed. The Laboratory Preschool currently does not have a substitute teacher. This concern needs to be addressed to provide sick relief to the current preschool teachers and it would also enhance the experiences of the children and the students.

Fairmont State Board of Governors
June 15, 2006

ITEM:	Approval of Events Management Certificate Program
INSTITUTION:	Fairmont State Community & Technical College
COMMITTEE:	FS Community & Technical College Programs & Off Campus Services
RECOMMENDED RESOLUTION:	*Resolved*, That the Fairmont State Board of Governors approve the Certificate Program: Events Management
STAFF MEMBER:	Blair Montgomery

BACKGROUND:

The proposed program graduates will be experienced in planning types of events, such as conferences, weddings, parades, fund-raisers, promotions, campaigns, and sporting events, etc.

Within the State of West Virginia and the United States in general events of this type are growing in number. Many openings exist for trained personnel at resorts, casinos, cities, and other organizations involved in the delivery specialized events. The hospitality and tourism industry in West Virginia is growing, creating increased demand for such services. The median salary for graduates in West Virginia is $39,000 per year and in the U.S. in general it is $43,000.

There are no other certificate programs like this in existence in West Virginia Community & Technical Colleges. The only other program similar to this is a baccalaureate program at Davis & Elkins College in Conference and Convention Management.

We expect approximately 20 students per year to complete the program. No additional full-time faculty will be needed to implement this certificate. This program will be located in the School of Human Services.

Listed below are the courses required for the completion of this curriculum:

Model Schedule

Fall Semester 1

INFO 1100	3	Computer Concepts and Applications
INTR 1100	3	Race, Class, and Gender
ENGL 1104	3	Written English I
EVMG 1101	3	Events Coordination

MGMT 2209	3	Principles of Management

Spring Semester 2

MKTG 2204	3	Principles of Marketing
EVMG 1102	3	Human Resources in Events Management
ACCT 1100	3	Fundamentals of Accounting
FOSM 1119	3	Intro to Food Service & Hospitality Industry

(Choose 1 Elective for Specialization)

BUSN 2205	3	Small Business Fundamentals
FOSM 2225	3	Resort & Hotel Management
EVMG 2201	3	Casino Management
EVMG 1103	3	Wedding Planning

Summer Semester I

EVMG 2275	2	Event Management Practicum

Events Management Program
New Course Descriptions

EVMG 1101 Events Coordination   **3 Hours**

This course is intended to provide a solid understanding of the numerous tasks and details involved in developing and coordinating events. Students will examine practical and creative aspects of coordinating the event through sizes and types of events, leadership, financial management, creating a proposal, protocol and the process in choosing site selections, entertainment, décor, travel, catering, registration and other staging considerations. *PR: NONE*

EVMG 1102 Human Resources in Events Management   **3 Hours**

This course is intended to demonstrate human resources practices in events management. Students will examine staffing, policies and procedures, legal compliance, contracts, performance standards, morality, ethics, security and safety, and emergency planning. *PR: NONE*

EVMG 1103 Wedding Planning   **3 Hours**

This course is intended to demonstrate the proper procedures of planning a wedding to ensure a successful and perfect wedding day. Students will discuss everything a wedding planner does from budget preparation to planning the reception. *Students are encouraged to complete EVMG 1101.*

EVMG 2200 Casino Management   **3 Hours**

This course is intended to introduce managing operations in the casino industry. Students will discuss the history of gaming, future of gaming, gaming regulations, organizational structure, casino accounting, casino marketing, race operations, slot and video operations, cruise ship gambling, lottery operations, games of chance, security and surveillance, and economics of gaming. *Students are encouraged to complete EVMG 1101.*

EVMG 2275 Events Management Practicum   **2 Hours**

     A work-based learning experience that provides hands-on experience in planning and setting up an event. Emphasis is on developing and implementing the proper procedures learned to ensure professional results. The student will be required to complete a portfolio of the experience. A learning plan will be developed by the student's advisor and the student. Minimum of 120 contact hours to be completed.
PR: EVMG 1101, EVMG 1102 OR Instructor Permission

STRATEGIC PLAN

Defining Our Future

Section One – Governing Ideas

FAIRMONT STATE

Fairmont State University
including
Pierpont Community and Technical College

Draft - Fairmont State Governing Ideas
revised 5/31/06

VISION

Fairmont State aspires to be nationally recognized as a model for accessible learner-centered institutions that promote student success by providing comprehensive education and excellent teaching, flexible learning environments, and superior services. Graduates will have the knowledge, skills, and habits of mind necessary for intellectual growth, full and participatory citizenship, employability, and entrepreneurship in a changing environment.

MISSION

The Mission of **Fairmont State University** is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good.

The Mission of **Pierpont Community and Technical College*** is to provide opportunities for learning, training, and further education that enrich the lives of individuals and promote the economic growth of our service region and state.

*To recognize the importance of the community and technical college to the state of West Virginia, Pierpont Community and Technical College, a division of the university, has developed a separate mission statement.

CORE VALUES OF FAIRMONT STATE

In its overarching desire to help transform lives, Fairmont State values:

SCHOLARSHIP: To celebrate the joy and wonder of discovery.

- Through rigorous scholarship, we promote critical thinking from the first class through life-long learning and ensure the development of new knowledge.

OPPORTUNITY: To grow, learn, engage, and contribute.

- Through accessible, quality education, we provide opportunities to grow and to discover goals, both personal and communal.

ACHIEVEMENT: To reach personal and community goals.

- Through disciplined effort, we facilitate and honor achievement.

RESPONSIBILITY: To fulfill obligations to our selves, the learning community, our society, and the future.

- Through mutually responsible conduct, we act with integrity, we respect diversity, and we pursue an informed worldview.

MOTTO

SOAR with Fairmont State

STRATEGIC PLAN

Defining Our Future

Section Two – Executive Summary
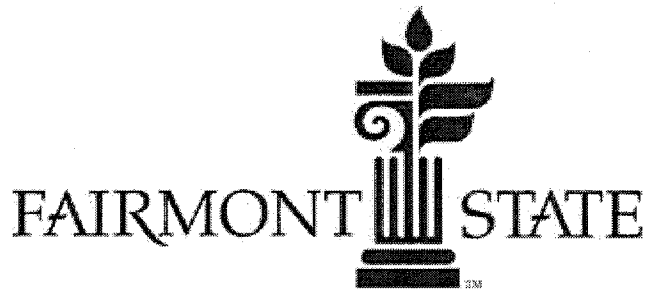
FAIRMONT STATE

Fairmont State University
including
Pierpont Community and Technical College

Defining Our Future

Fairmont State University, including Fairmont State Community & Technical College (Pierpont C&TC as of July 1, 2006), is focused on the future: the future of our state and region, the future of our institution, and the future of each individual student, faculty or staff member.

This Strategic Plan outlines how we intend to move forward into the future. Many voices and hours of discussion and study have gone into this plan. We are committed to its implementation and will be monitoring our progress to make course corrections as necessary.

The overall purpose of the plan is to make progress on the seven goals below. Specific action steps and timelines may be changed in order to achieve the seven goals. Success indicators and plan details are available online at www.fairmontstate.edu/StrategicPlanning.

We hope you will also support this plan and work with us as we "Soar with Fairmont State."

DRAFT OF STRATEGIC GOALS AND ACTION STEPS, 2006-2011

Goal 1. Empower faculty and students to achieve high levels of <u>teaching and learning</u>.

1. Support teaching and learning as the central focus of the institution.
2. Maximize facilities (virtual and physical) for effective teaching and learning.
3. Support learning through a fully outcomes-based curriculum.
4. Integrate the development of the following liberal education abilities across the college experience: communication, critical analysis, problem solving, decision making, social interaction, global perspective, effective citizenship, and aesthetic engagement.

Goal 2. Cultivate and strengthen the educational, economic, and cultural <u>well-being of our region.</u>

1. Improve accessibility and increase communication.
2. Foster quality community partnerships.
3. Support economic growth.
4. Expand community outreach activities.
5. Enhance and capitalize upon the intellectual and cultural environment of the region.

Goal 3. Expand and promote <u>community education</u>.

1. Establish a central contact for community education and outreach programs.
2. Identify new offerings to meet community needs and interests.
3. Support community education providers.
4. Increase participation in community education throughout our service region.
5. Institute a regular rotation of community education offerings.

Goal 4. Develop select <u>graduate programs</u> with a focus on regional needs.

1. Increase investment in graduate education.
2. Ensure meaningful graduate educational experiences.
3. Implement best practices in graduate support services.
4. Improve services to working adult graduate students.
5. Expand graduate education opportunities.

Goal 5. Create a <u>student life environment</u> that enhances participation in campus events.

1. Implement a comprehensive communication plan to publicize campus events.
2. Expand and diversify student authority and responsibility for programming and delivery of co-curricular events,
3. Develop expectations and incentives for student, faculty, and staff participation in co-curricular events.

Goal 6. Provide a comprehensive, integrated approach to the <u>First Year Experience</u> that encourages student success.

1. Communicate academic and co-curricular expectations in every contact with first-year students
2. Improve the availability of student services.
3. Align efforts of Student Affairs and Academic Affairs in support of first-year students.
4. Create a campus environment that fosters student development during the first year.
5. Implement these action steps via a first-year team.

Goal 7. Develop, retain, and recruit <u>high-quality people </u>who contribute to a satisfying and productive work environment.

1. Determine the level of professional satisfaction, and identify and address significant concerns.
2. Increase the sense of community and shared mission among employees.
3. Develop policies that enable job flexibility.
4. Expand opportunities for professional development and training.
5. Increase productivity through effective use of technology.

STRATEGIC PLAN

Defining Our Future

Section Three – Strategic Plan

Fairmont State University
including
Pierpont Community and Technical College

Strategic Goal 1:
Empower faculty and students to achieve high levels of teaching and learning.

Success Indicators:
1. Validated surveys of students and faculty, administered annually, will show an overall 15 percent increase in measures of empowerment over the period 2006-2011.

   - Empowerment measures will include questions about adequacy of facilities, adequacy of support, clarity of learning outcomes, degree to which assessments are tied to learning outcomes, degree to which students achieve learning outcomes, and degree to which liberal studies abilities are integrated into (and assessed in) courses across the curriculum.

Action Step 1. Support teaching and learning as the central focus of the institution.

1. Promote a culture of expectation of excellence.
   - Define expectations for faculty and students.
   - Help faculty achieve expectations of excellence.
      - Inform faculty upon hire, in faculty handbook, and during annual reviews.
      - Formalize a broad-based system of support so faculty can meet the expectations of excellence (e.g., monthly meetings of probationary faculty with chairs, etc.).
   - Help students achieve expectations of excellence.
      - Inform students of expectations in orientation and student handbook, in pamphlet, and/or on web for all faculty, in detail in Freshman Seminar course.
      - Reinforce during each advising appointment, on all syllabi, and throughout each course.
      - Publicize and coordinate support services for students (e.g. tutoring and supplemental instruction) on a campus-wide basis (target faculty).
2. Improve academic advising and the Advising Center processes to better support successful student learning and academic progress.
3. Group (conceptually and perhaps physically) all support services for teaching, learning, and professional development and training under an umbrella structure that fosters community around a shared focus.
   - For example, include representatives from the Center for Teaching Excellence, Learning Technology Center, Library, deans and chairs, Tutoring and Supplemental Instruction, Human Resources, Liberal Studies committee, Academic Advising Committee.
   - Explore possibility of establishing a physical space on campus, which would enhance the process of communication and coordination tremendously.
   - Create an active web presence to distribute ideas and discussions throughout the extended campus. (Example: see Indiana University/Purdue University at Indianapolis' model at http://www.facet.iupui.edu/activities/MackCenter.html; http://www.facet.iupui.edu/index.html)
4. Use the Center for Teaching Excellence to coordinate and drive the process of outcomes development and abilities integration.

Action Step 1 Assessment: Student and faculty expectations are communicated in specified places, academic advising demonstrably supports student learning and academic progress, formal faculty development structure is in place, in annual surveys, probationary and other faculty report satisfaction with development provided, student use of tutoring and supplemental instruction increases, and the grouped support services for teaching and learning constitute a highly visible, active hub of academic life for students, faculty and staff.

Action Step 2: Maximize facilities (virtual and physical) for effective teaching and learning.

1. Develop a widely-representative committee to drive this action step (faculty, academic support staff, technical experts, teaching and development experts, students).
2. Identify current student and faculty satisfaction and identify facilities strengths and weaknesses through a survey carried out by Office of Institutional Research in collaboration with colleges/schools.
   - Include every classroom and lab.
   - Ask about lighting, noise, size, seating (quality/size/number), air quality, temperature, ease of access/ADA, ease of use for group work/interaction, and/or other types of teaching, technology (video projector, computer with internet access), security.

  o Include information technology facilities such as barriers to use of Vista, email, web site, wireless access, bandwidth adequacy, single access portal for all technology, networking uptime issues

  o Explore use of data from IDEA forms related to facilities.

3. Identify gaps
4. Research best practices in educational facility design
5. Make recommendations for improvements
6. Determine resources required
7. Prioritize and implement recommended changes
8. Measure trends in student and faculty satisfaction with facilities/classroom effectiveness for teaching and learning.

Action Step 2 Assessment: Student and faculty satisfaction with facilities (virtual and physical) for teaching and learning, as measured by a survey, will show at least a 20 percent increase between 2006 and 2011.

Action Step 3: Support learning through a fully outcomes-based curriculum.

1. Develop a standardized format for reporting student learning outcomes and assessments, and disseminate it through the Center for Teaching Excellence in collaboration with Academic Affairs.
2. Broadly engage faculty in faculty development workshops focused on writing effective learning outcomes and tying assessments to learning outcomes.
3. Develop program objectives for majors (program faculty responsibility).
4. Develop objectives for the liberal studies curriculum (general faculty responsibility through the Liberal Studies Committee).
5. Develop learning outcomes and incoming expectations for all graduate courses and add to syllabi in a standardized format.
6. Develop learning outcomes and incoming expectations all undergraduate courses and add to syllabi in a standardized format.
7. Tie assessments to learning outcomes in all graduate and undergraduate courses.

Action Step 3 Assessment: As verified by Academic Affairs and its analog in the community and technical college, every course syllabus will include a list of expected student learning outcomes in a standard format, and assessments in all courses will be demonstrably tied to learning outcomes. Objectives for the liberal studies curriculum and for each major will be developed by faculty and published by the Center for Teaching Excellence in collaboration with Academic Affairs and its analog in the community and technical college.

Action Step 4: Integrate the development of the following liberal education abilities across the college experience:

Communication	Critical Analysis	Problem Solving	Decision Making
Social Interaction	Global Perspective	Effective Citizenship	Aesthetic Engagement

1. Charge a committee to review and update the "Fairmont State Graduate Profile."
2. Consult with Liberal Studies Committee to define abilities and to determine how the abilities are manifested in the objectives for the liberal studies curriculum.
3. Focus faculty development workshops on definitions of abilities and how they can be assessed across diverse disciplines.
4. Identify which abilities are covered in all graduate courses and add to syllabi in a standardized format.
5. Identify which abilities are covered in all undergraduate courses and add to syllabi in a standardized format.
6. Identify where all abilities are covered within each major (program faculty responsibility).
7. Determine appropriate progression of abilities (fill in gaps if needed).
8. Identify assessments of relevant abilities for every course.

Action Step 4 Assessment: As verified by Academic Affairs and its analog in the community and technical college, the graduate profile is updated, and every course syllabus will include a list of abilities developed in the course and assessments used to track student progress on the abilities.

Strategic Goal 2:
Cultivate and strengthen the educational, economic, and cultural well being of our region.

Success Indicator:

1. Survey responses from regional stakeholders will indicate positive trends in perceptions of the institutions' impact on the well-being of our region.

Action Step One: Improve accessibility and increase communication.

1. Improve handicapped accessibility to all facilities.
2. Increase community participation on the main campus and at the Center for Workforce Education, the Caperton Center, and the National Aerospace Education Center, Lewis County Center, Braxton County Center, and other centers.
3. Increase community awareness of Fairmont State opportunities.
4. Increase student awareness of off-campus activities.
5. Announce awards, honors, etc., through a variety of media to increase community awareness of achievement.
6. Expand special events into all centers throughout the year (link up with Student Life).
7. Improve parking access for the public.
8. Place lighted maps/directions/informational kiosks on the main campus and at all sites.
9. Improve directions to all institutional facilities by the use of detailed signage to include names of buildings and lists of functions in key buildings, and the use of directional and informational signs to improve access.
10. Reorganize Fairmont State's web pages to improve access and information sharing for various identifiable user groups.

Action Step 1 Assessment: Quantify real and perceived barriers that exist; semi-annually determine the number/percentages of barriers eliminated. Use marketing research to ascertain community opinion relating to communications and institutional impact.

Action Step Two: Foster quality community partnerships.
Example current partnerships for clarification: Articulation agreements (EDGE, Tech Prep), WV State Police Training Academy, Department of Highways, Benedum Schools, Radiologic Tech, hospital partnerships, etc.

1. Establish benchmark for current partnerships and determine effectiveness of partnerships by requesting input from the community partners.
2. Create advisory groups made up of diverse community leadership (representing business and industry, public education (K-12), community development, and human services) to provide more effective mechanisms for community input and assessment of partnership efforts.
3. Continue to expand Fairmont State's philanthropic gifts, grants, and contracts.
4. Utlize community partners as research venues for enhancing the skills of faculty and facilitating the education of students.
5. Explore new ways through which Fairmont State can effectively share our expertise with public school teachers and administrators in addressing the needs of public education by establishing formal institutional alliances for interaction.

Action Step 2 Assessment: Analyze annual reports from each advisory group to determine the impact of the partnership (formal and informal agreement, internship, service learning project, or outreach with business, industry, schools, and community organizations) as well as identify problems, successes, and outstanding issues. Relative to year-one baseline data, gifts, grants, and contracts will increase.

Action Step Three: Support economic growth.

1. Increase by 25 percent participation and opportunities for professional development for faculty in their field of study (work with "People" task force).
2. Establish a "faculty loan-to-business" program.
3. Develop guidelines/goals for advisory group input and maintain or establish diverse, representative advisory groups for all academic areas of the institutions.
4. Create a fully staffed Office of Institutional Research that has annual environmental scanning as a part of its mission.

5. Ensure that institutional representatives are involved with economic and business-related agencies, organizations, and trade associations throughout the region.
6. Facilitate internal and external communications processes that ensure that the information gathered from the above activities is shared across the institution and with the greater community.
7. Create the image of Fairmont State as an active corporate citizen of the community.
8. Seek input on the roles that Fairmont State can play as a corporate citizen in the community.

Action Step 3 Assessment: Annually seek input from area employers and industry leaders that hire Fairmont State students.

Action Step Four: Expand community outreach activities.

1. Increase student involvement with diverse community organizations through internships, service learning projects, and outreach opportunities.
2. Address faculty involvement by including engagement with the community in the service component of the annual faculty merit evaluation.
3. Emphasize institutional responsibility for establishment of avenues of outreach for faculty and staff [a parallel with many institutions' Speakers' Bureaus].
4. Create a series of programs that will facilitate a better understanding of community issues and needs among new and existing faculty with the goal of increasing outreach initiatives.

Action Step 4 Assessment: Seek input from service agencies detailing how Fairmont State's assistance has aided in sustaining or improving the services that the agencies seek to provide.

Action Step Five: Enhance and capitalize upon the intellectual and cultural environment of the region.

1. Emphasize the cultural offerings on campus for the community.
2. Build awareness of the economic impact cultural activities have on the community.
3. Expand the cultural offerings that are delivered throughout the greater community.
4. Incorporate the Community Music Program into the Fairmont State Conservatory for the Arts, which will also include instruction in theatre and art.
5. Establish print and electronic media to publicize campus events and accomplishments and to distribute this information to an audience beyond the campus. Examples:
    o   Expanded version/distribution of the current Fine Arts Tatler, Maroon & White, the Fairmont State Foundation's Annual Report.
    o   The Columns could increase its coverage of the campus and then be included as a supplement (with advertising perhaps) to local newspapers.

Action Step 5: Assessment: Ascertain the enhanced socio-economic demographics of those who are participants or spectators in events both on and off-campus, and determine whether it correlates with the community demographics. Survey community citizens and Fairmont State students, staff, and faculty in order to determine change in responses, attitudes, perceived problems as Fairmont State becomes more involved within the region that it serves.

Strategic Goal 3: Expand and promote community education.

Success Indicator:

1. Community education participation will increase to meet the participation goals set by the West Virginia Council for Community and Technical College Education.

Action Step 1: Establish a central contact for community education and outreach programs.

1. Create contact list for all community education services and personnel.
2. Coordinate information for services provided through community education and other campus programs (web site and marketing).
3. Coordinate services for community education programs (ticketing, registration, facilities assignment, and personnel procedures).

Action Step 1 Assessment: Track inquiries.

Action Step 2: Develop new offerings to meet community needs and interests.

1. Inventory past and current community education courses, activities, and events.
2. Conduct needs analysis and community interest surveys and distribute them throughout the service area.
3. Establish a consortium of community leaders that includes at least one representative from each county in the service region; these leaders will serve as community education contacts who gather and distribute information and serve as a representative for that county's population.
4. Increase offerings based on outcomes of needs analysis and surveys.
5. Establish offerings in underserved areas.
6. Establish offerings directed at target populations (e.g., senior citizens/Elderhostel, homeschoolers).
7. Explore use of technology to develop interest groups or learning communities, which could be primarily self-directed.

Action Step 2 Assessment: Track number of new offerings, their enrollments, and locations.

Action Step 3: Support community education providers.

1. Develop a consortium of community education providers using alumni, faculty, adjunct faculty, staff, advanced students, and others affiliated with the institution.
2. Prepare community education providers through an orientation.
3. Ensure providers access to facilities, resources and contact with the institution.
4. Recognize community education providers.

Action Step 3 Assessment: Survey satisfaction of community education providers.

Action Step 4: Increase involvement in community education.

1. Develop a comprehensive, professional, attractive catalogue of offerings.
2. Develop a comprehensive marketing plan based on the demographics of the service region.
3. Develop a user-friendly web site about community education offerings.
4. Assess the quality of community education courses, providers, and activities.
5. Collaborate with community organizations to foster awareness.

Action Step 4 Assessment: Track enrollment and survey participant satisfaction.

Action Step 5: Institute a regular rotation of community education offerings.

1. Create a database to track community education offerings.
2. Monitor trends in community interest.
3. Monitor trends in enrollment.
4. Revise rotation as needed.

Action Step 5 Assessment: Inventory community education offerings.

Strategic Goal 4:
Develop select graduate programs with a focus on regional needs.

Success indicator:

1. Graduate 100+ students per year with master's degrees or post-baccalaureate certificates by year 5. Achieve Carnegie Foundation approval as a post-baccalaureate professional (education-dominant) institution.

Action Step One: Increase investment in graduate education.

1. Hire one new faculty line per graduate program no later than the second year of a new program or as may be required for specialized accreditation purposes
2. Fund the maximum allowable number of graduate assistantships per academic year
3. Compensate graduate program directors at an appropriate rate.
4. Report on the financial viability and impact of graduate programs on the university's budget.

Action Step 1 Assessment: Establish baseline of faculty in graduate programs and monitor number of faculty in new programs, as well as graduate assistantships awarded

Action Step Two: Ensure meaningful graduate educational experiences.

1. Create a set of expectations for rigorous, meaningful graduate education.
2. Require faculty development in teaching strategies and expectations for graduate education.
3. Create coursework and program structures that are targeted toward specialized accreditation.
   o Clarify faculty workload.
   o Elucidate the expectations of program faculty in teaching and research/scholarly activity.
   o Provide support for data collection by programs, especially data focused on assesment of learning outcomes.
4. Create quality program assessments.
5. Provide focused, intensive training in pedagogy, research and/or service for students serving as graduate assistants.
   o Communication skills
   o Research skills
   o Teaching skills (grading, tutoring, mentoring)
   o Our unique institutional culture and how it can be supported

Action Step 2 Assessment: Obtain specialized accreditation for the Master of Science in Criminal Justice program and the Master of Business Administration program and seek specialized accreditation for other new programs that may be developed in the future.

Action Step Three: Implement best practices in graduate support services.

1. Identify best practices in graduate education through conference attendance.
2. Develop a matrix of best practices (including admissions, retention, degree completion, recruiting, advising, policies).
3. Improve the quality of advising.
4. Establish a mentoring program for graduate students.

Action Step 3 Assessment: Establish baseline data in recruitment, retention, and degree completion; survey student satisfaction with degree programs.

Action Step Four: Improve services to working adult graduate students.

1. Perform regular assessments (which might include surveys and/or focus groups) of curriculum, programs, advising and services for this particular student population.
2. Explore the use of cohort groups and specific advisors/communication methods for working adult graduate students.
3. Expand availability of support services.

<u>Action Step 4 Assessment:</u> Survey student satisfaction with curriculum, programs, advising and services for working adult graduate students.

Action Step Five: Expand graduate education opportunities

1.   Perform an external needs assessment involving alumni, regional employers and potential students to identify desired graduate certificates and programs and begin offering new graduate degree programs or specialties and additional post-baccalaureate certificate programs.
2.   Evaluate and invest in resources needed (technical and faculty development) for the delivery of effective online programs.

<u>Action Step 5 Assessment:</u> Attain the Southern Regional Education Board institutional classification of "Four-Year 4" defined as institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).

Strategic Goal 5:
Create a student life environment that enhances participation in campus events.

Success Indicator:

1. Increase participation at co-curricular activities by at least 25 percent by 2011, using the first year as a baseline.

Action Step 1: Implement a comprehensive communication plan to publicize campus events.

1. Institute an easy-to-use, comprehensive, sortable online calendar for all events.
2. Utilize existing student-friendly technology to communicate information about events.
   o Use the large screens in the Falcon Center and Caperton Center.
   o Establish kiosks and bulletin boards.
   o Utilize Facebook and other communication systems students are using.
   o Send out descriptive, inviting emails about events.
   o Institute a single campus portal for logging in to all campus communication.
   o Advertise activities in the residence halls so that residents never wonder if there is anything to do.
3. Research ways to effectively use the campus newspaper to communicate information about events to a larger segment of the student population.
4. Reorganize and expand the current contact information directories to facilitate contact with people who can most readily answer questions and solve problems.
5. Coordinate publicity with community education and regional stewardship.

Action Step 1 Assessment: Randomly survey event participants. Track online calendar site visits.

Action Step 2: Develop expectations and incentives for student, faculty, and staff participation in co-curricular events.

1. Constitute a representative committee of faculty, students, and staff members to develop a written statement of our institutional expectations for broad-based participation in co-curricular events.
2. Communicate institutional expectations for co-curricular events in widespread, appropriate venues (e.g., Freshmen Seminars, every course syllabus, faculty handbook, student handbook, brochures, faculty meetings, new student, faculty and staff orientation).
3. Investigate potential accountability measures and long-term documentation for student participation in co-curricular events (e.g. portfolios that satisfy requirements for a specific class or requirements for a major, and/or requirements for achieving a liberal studies ability).
4. Create incentives and opportunities for participation by coordinating existing activities (e.g. theatre attendance built into faculty holiday dinner).
5. Build incentives and rewards for student, faculty, and staff participation in cocurricular activities. Examples:
   o Students
     ▪ Reduce admission costs
     ▪ Explore credit or extra credit opportunities in several classes.
   o Classified staff
     ▪ Explore use of release time.
     ▪ Reduce membership costs in Falcon Center for playing in intramurals with students or being a regular at sporting events.
   o Faculty and non-classified staff
     ▪ Explore credit in annual evaluations.
     ▪ Reduce membership costs in Falcon Center for playing in intramurals with students or being a regular at sporting events.
     ▪ Explore participation of faculty and staff with students in music groups, discussion groups, book clubs
6. Take advantage of campus offerings by building event publicity and participation into classes when appropriate.
7. Publicize schedules well in advance so that faculty at on and off-campus locations can build events into their course activities.

Action Step 2 Assessment: Survey venues (faculty handbook, student handbook, Freshmen Seminar syllabus, etc.), to see if the expectation of participation/attendance at co-curricular events has been conveyed to everyone. Survey event participants.

Action Step 3: Expand and diversify student authority and responsibility for programming and delivery of co-curricular events.

1. Create criteria for extracurricular events that enhance student life socially, intellectually, and culturally.
2. Create a workable-sized (5-10) programming advisory council charged with design of co-curricular events that will appeal to diverse student populations (on and off campus, non-traditional, international, academic groups).
3. Add student representation to the lectureship committee.
4. Provide a vehicle for attending to student suggestions and concerns about the student life environment.
5. Explore delivery systems for co-curricular events that will appeal to diverse student populations (on and off campus, non-traditional, international). Examples:
   o Create technological solutions like taping, streaming, simulcast, online presentations.
   o Take on-campus co-curricular events to off-campus locations wherever feasible.
6. Expand the capacity and impact of co-curricular events. Examples:
   o Build in roundtable discussions before or after the event involving faculty, community experts, graduate students, and upperlevel undergraduate students in hosting these discussions.
   o Create an online forum for discussions of intellectual events which is moderated by faculty and/or graduate students.
   o Use themes wherever possible to broaden the participation and dialogue: e.g. films that support books; speakers that support a dance troupe.
   o Expand movie or film offerings.
   o Expand events that appeal to families and children.
   o Explore and expand capacity for student travel and scholarship outside of the campus (e.g. outdoor activities, events in other cities or countries, lectureships, dances, social events).
   o Pilot the campus-wide reading of a common book followed by author visit and discussions.
   o Pilot an initiative to get community members and civic organizations to bring their interests and expertise to the campus and to off-campus sites.

Action Step 3 Assessment: Conduct satisfaction surveys to see if new programming/delivery strategies of co-curricular events have been effective and are meeting needs of students, faculty, staff, and community members.

Strategic Goal 6:
Provide a comprehensive, integrated approach to the First Year Experience that encourages degree completion.

Success Indicators

1. Incoming freshmen who have been identified as in the lowest quartile of first-time, full-time freshmen based on their academic performance will complete an average of 15 hours each semester with an average minimum GPA of 2.25.
2. First to second year retention rates will increase by 1.5 percent each year; second to third year retention rates will increase by 1.5 percent each of the 5 years of the strategic plan.

Action Step 1: Communicate academic expectations in every contact with first-year students

1. Develop a philosophy/rationale of the first year that informs relevant institutional policies and practices.
2. Adopt a set of academic expectations that have been agreed upon by the campus community.
3. Widely disseminate expectations to first-year students.
4. Communicate these expectations to all faculty and staff.
5. Integrate financial aid exit counseling into all Freshman Seminar classes.
6. Stress the importance of liberal studies in Freshman Seminar classes.
7. Emphasize to students that they are responsible for managing their own education.

Action Step 1 Assessment: Administer faculty and student surveys to ascertain changes in behaviors once the expectations have been communicated to student first to second year retention rates will increase by 1.5 percent.

Action Step 2: Improve the availability of student services

1. Institute a HOTLINE for students to get answers to general questions.
2. Improve availability of online services.
3. Provide more programming through Residence Life.
4. Continue Open Forums to gather student ideas and needs.
5. Provide services that accommodate students' abilities, backgrounds, interests, and experiences.
6. Ensure the campus environment is inclusive and safe for all students.
7. Implement Advisor Trac software for more efficient management of academic expectations.
8. Conduct advisor evalutions for all advisors.

Action Step 2 Assessment: Conduct Student Engagement Surveys each spring to determine change. Student satisfaction with student services will improve by 3 percent.

Action Step 3: Align efforts of Student Affairs and Academic Affairs in support of first-year students

1. Involve all areas in decisions about the first year.
2. Improve campus communications.
3. Provide more orientation to new faculty and staff about the availability of services.
4. Communicate changes to the entire campus community.
5. Provide faculty and staff development activities related to orientation and support services.
6. Encourage first-year students to examine their motivation and goals with regard to higher education.
7. Establish a forum for exchange of conference materials and information.
8. Establish expectations for faculty participation in co-curricular and extra curricular events and incorporate into annual evaluations.
9. Establish a process for faculty involvement in new student orientation.

Action Step 3 Assessment: Establish a baseline of current numbers for tutoring, Supplemental Instruction, orientation. Collect data each semester. The number of students attending tutoring, SI, and orientation will increase by 3 percent each of the five years of the plan.

Action Step 4: Create a campus environment that fosters student development during the first year.

1. Promote increased competence in critical thinking, ethical development, and lifelong pursuit of knowledge by implementing the Council for Advancement of Students in Higher Education guidelines.

- o   Establish learning outcomes for each FYE course and evaluate how those learning outcomes are being met.
- o   Establish learning goals for co-curricular activities and evaluate how those learning goals are being met. Work in conjunction with Student Life efforts.
2. Communicate with parents more by establishing a Parent Newsletter and Listserve.
3. Establish a mentoring system between alumni and new students.
4. Provide assistance with "academic challenges" in the college catalog, web pages, program brochures, etc.
5. Develop outdoor gathering places for increased interactions among students and faculty.
6. Structure experiences in which students interact in an open and civil community with people from all backgrounds and interests.
7. Institute a siblings' weekend.
8. Administer the Strong Interest Inventory in all Freshman Seminar classes.
9. Create a document that addresses diversity issues and disseminate that information to the campus community.
10. Encourage the use of social justice/diversity items in philosophy statements for units across campus as well as in the syllabi.
11. Approach diversity with more intentionality in classes.

Action Step 4 Assessment: Verify that learning goals are established and disseminated for English 1104, 1108, Speech 1100, Information 1100, and college level math courses. Verify that learning goals are established, recorded and assessed for co-curricular events. Use assessments currently in place (Noel-Levitz, CCSSE, NSSE) to determine student perceptions of the effectiveness of student development activities during the first year.

Action Step 5: Implement these actions steps via a first year team

1. Conduct monthly meetings of the new committee to oversee action steps.
2. Identify offices responsible for arranging and disseminating data regarding the first year.
3. The new team will coordinate speakers and staff development to include the first year perspective.
4. The FYE team will attend the First Year Experience Conference and disseminate materials.

Action Step 5 Assessment: Conduct yearly evaluation of strategic plan for adjustments and changes - first to second year retention rates; second to third year retention rates; hours and GPA earned by freshmen

Strategic Goal 7:
Develop, retain, and recruit high quality people who contribute to a satisfying and productive work environment.

Success Indicators:

1. By year 5, at least 80 percent of employees will participate in professional development opportunities each year.
2. Employee productivity will increase as measured by decreased amount of time spent on specified tasks.
3. Employee retention will hold steady or increase.
4. Annual, validated surveys (and exit interviews) of campus employees will show an overall 15 percent increase in measures of professional satisfaction over the period 2006-2011.
   o Professional satisfaction measures will include questions about opportunities for growth, adequacy of support services (professional development and training opportunities), degree to which job flexibility enhances satisfaction, degree to which proficiency in job related technology enhances satisfaction, degree to which job evaluations are tied to job expectations, degree to which pursuit of a shared mission results in a sense of community, degree to which pay is acceptable, etc.

Action Step 1. Determine the level of professional satisfaction, and identify and address significant concerns.

1. Convene a task force to poll faculty and staff to determine areas of job satisfaction, key job related frustrations, and employee proposed solutions to reduce and eliminate these frustrations.
2. Determine which of the proposed solutions would have the greatest impact and are the most cost effective.
3. Implement these solutions. The simple act of gathering this information may improve morale on campus; however this will be short lived if no visible progress is seen on implementing solutions. For this reason the task force should address first those items that are easiest to implement and will have the largest impact.

Action Step 1 Assessment: Establish a benchmark of job satisfaction. Conduct annual surveys to determine if progress has been made on concerns identified in previous surveys.

Action Step 2. Increase the sense of community and shared mission among employees.

1. Create an easily identified gathering area for faculty/staff. Informal discussions with faculty/staff suggest that a "faculty/staff gathering area" was a feature of campus that existed in the past and they missed having it now.
2. Use this site for information-sharing brown bag lunch series, meetings, professional development (see action step 4) and recognition ceremonies and other activities related to building community.
3. Expand the recognition activities from celebrating individual accomplishments such as Faculty Recognition, the Boram Award, etc. to include celebrations of group achievements, such as program accreditation, etc.
4. Utilize the Center for Teaching Excellence for guidance and support in community building activities.

Action Step 2 Assessment: Tally people using the gathering space and measure the perception of community and shared mission using a survey. An increase in perceived sense of community over time would indicate success.

Action Step 3. Develop policies that enable job flexibility.

1. Establish a working group to propose policies regarding job flexibility for faculty and staff. The final policies should address flexibility in work day/week as well as alternative job arrangements, for example reduced loads for faculty, or sharing a single job between more than one employee, to make us more competitive in recruiting and retaining professional couples.

Action Step 3 Assessment: New policies are in place that enable job flexibility AND employees report that increased job flexibility improves job satisfaction. (See Action Step 1)

Action Step 4. Expand opportunities for professional development and training.

1. Hire someone to organize, promote, and offer staff development activities (similar to the director of the Center for Teaching Excellence). Tie in with the umbrella group for teaching and learning proposed in Strategic Goal 1, Action Step 1.
2. Establish a training and development lab where employees can go to work through tutorials, with help nearby.
3. Create an information (technology) sharing brown bag lunch series. Through necessity many faculty and staff have discovered ways to work more efficiently (for example specific software tricks), but there exists no forum for disseminating these ideas other than random word of mouth. The opportunity to show what you know and to learn from your colleagues would help create an environment where there are "opportunities to learn and grow."
4. Continue and expand faculty development initiatives as a collaboration between the Center for Teaching Excellence and deans/chairs (e.g. new faculty orientation and mentoring, development targeted separately at probationary, adjunct, midstream faculty, etc.)
5. Additional faculty/staff development ideas:
    o Collaborate with the Center for Workforce Education, West Virginia University, and others to help defray training costs.
    o Foreign language workshop (e.g. could enhance skills prior to travel, or to improve employability or satisfaction in an increasingly diverse future).
    o Collaborate with Benefits Office to address additional topics, such as time management, self-improvement, wellness, etc.
    o Provide leadership training opportunities for faculty and staff.

Action Step 4 Assessment: Track the number of employees taking advantage of professional development opportunities and show growth. Assess the perceived helpfulness of professional development (employees and supervisors).

Action Step 5. Increase productivity through effective use of technology.

1. Convert all possible paper processes to fully electronic processes. (Reducing paperwork will make everyone's job more efficient, thereby enabling people to "work smarter, not harder." This activity would acknowledge that we are moving to an electronic future. Providing a well thought out and organized example of how to live in an electronic world may help ease some of the frustration and angst about the transition).
    o Convert all paper forms to fillable electronic forms.
    o Create a central electronic repository for all electronic forms used at Fairmont State
    o Examine all current paper-based processes on campus for ergonomic utility.
    o Convert all possible paper processes to a standard digital electronic format that makes full use of the power of electronic submission, tracking, and signatures.
    o Implement a digital signature process on campus and explore using it off campus as well.
    o Ask employees seeking training to bring a form to a training session that needs to be revised.
2. Create a technology innovations recognition program which would provide a modest financial reward (i.e., less than the Boram Award so as to not diminish the importance of the teaching award) and public recognition to employees who make suggestions that result in more efficient work processes. This will further reinforce the idea that we are moving to an increasingly electronic world and we all need new skills to survive in this world, and will provide examples of how other employees are surviving in an increasingly technical world.
3. Document user minutes involved with all communication and information sharing processes on campus in an effort to reduce time spent by end-users.
4. Implement a single portal for all web-based job and teaching functions.
5. Share solutions through brown-bag lunches and other training options as described under action step 4.
6. Examine how the existing software tools we have can be used more effectively. We have probably only scratched the surface of the capabilities of our current software tools. Everyone can learn to be more productive (by doing things differently).

Action Step 5 Assessment: Demonstrating an increase in the number of employees who report increased job satisfaction as a result of increased proficiency in job related technology. (See Action Step 1) Monitor the number of forms available in fillable electronic form and the number of paper processes converted to digital processes. A detailed timeline should be set by the working group by December 2006.

STRATEGIC PLAN

Defining Our Future

Section Four – Timelines

Fairmont State University
including
Pierpont Community and Technical College

Strategic Goal 1 Timeline: Empower faculty and students to achieve high levels of <u>teaching and learning</u>.

Goal 1 - Year 1: 2006-07

Success Indicator Tasks: Design and validate a survey of empowerment measures to be given to faculty and students annually starting in spring 2007.

Action Step 1:

- Convene a committee or umbrella group with representatives from all support services for teaching, learning, advising and professional development/training, and charge the committee with establishing teaching and learning as the highly visible central focus of the institution. (E.g., tutoring, supplemental instruction, and faculty and staff development opportunities should be known to everyone and widely used.)
- Use the processes of developing abilities and writing learning outcomes to create a community of faculty, students, and staff. Consciously choose meeting and workshop locations to make this work visible.
- Create a web or other electronic presence for the committee or umbrella group and use it to provide support for face-to-face, campus-wide discussions, and to facilitate participation throughout the extended campus.
- Define expectations of excellence for student and faculty performance.
- Publicize expectations of excellence.
- Improve academic advising and the Advising Center processes to better support successful student learning and academic progress. Start by addressing student feedback from the spring 2006 Noel-Levitz report.

Action Step 2:

- December 2006 – Identify current student and faculty satisfaction and identify facilities strengths and weaknesses through a survey carried out by office of institutional research in collaboration with colleges/schools. Include every classroom and lab
  - o Ask about lighting, noise, size, seating (quality/size/number), air quality, temperature, ease of access/ADA, ease of use for group work/interaction and/or other types of teaching, technology (video projector, computer with internet access), security.
  - o Include information technology facilities such as barriers to use of Vista, email, web site, wireless access, bandwidth adequacy, single access portal for all technology, networking uptime issues
  - o Explore use of data from IDEA forms related to facilities.
- Identify gaps in facilities.

Action Step 3:

- Develop a standardized format for reporting student learning outcomes and assessments, and disseminate it through the Center for Teaching Excellence in collaboration with Academic Affairs.
- Provide incentives to faculty from several highly visible, multi-section liberal studies and other courses to serve as models/pilots for the format during the first year.
- Hold faculty development workshops focused on writing effective program objectives and on writing effective learning outcomes and tying assessments to learning outcomes.
- Develop program objectives for majors (program faculty responsibility).
- Develop objectives for the liberal studies curriculum (general faculty responsibility through the Liberal Studies Committee).
- Include a list of learning outcomes and incoming expectations (in a standardized format) with all new graduate and undergraduate course proposals. Coordinate with Curriculum Committees to ensure this step is followed.

Action Step 4:

- Charge a committee to review and update the "Fairmont State Graduate Profile."
- Focus faculty development workshops on definitions of abilities and how they can be assessed across diverse disciplines.
- Identify which abilities are covered in all 1000-level courses and add to syllabi in a standardized format.
- Identify which abilities are covered in all graduate courses and add to syllabi in a standardized format.
- Center for Teaching Excellence and Academic Affairs collaborate to widely publicize the inclusion of the abilities and their assessments.

Goal 1 - Year 2: 2007-08

Success Indicator Task: Survey faculty and students. Use results to refine efforts for the coming year.

Action Step 1:

- Committee or umbrella group continues to carry out its charge of establishing teaching and learning as the highly visible central focus of the institution.
    - Explore grant and/or other funding opportunities these activities.
    - Measure hits on the web site for the group.
    - Other ideas as the group decides.
- Evaluate the success of the academic advising system in fostering successful student learning and academic progress, and adjust as necessary.
- Ensure that annual evaluations for faculty are aligned with expectations of excellence for faculty and that probationary faculty are provided with strong support and development opportunities.
- Ensure that measures of student success are aligned with expectations of excellence for students.
- Verify that expectations of excellence are fully publicized and that all faculty and students are familiar with them.

Action Step 2:

- Research best practices in educational facility design by December 2007.
- Make recommendations for improvements.
- Determine resources required.

Action Step 3:

- Develop learning outcomes and incoming expectations for all 1000-level courses and add to syllabi in a standardized format.
- Develop learning outcomes and incoming expectations for all graduate courses and add to syllabi in a standardized format.
- Program and liberal studies objectives, along with learning outcomes for individual courses, are published by the Center for Teaching Excellence in collaboration with Academic Affairs, preferably to include an open web version.

Action Step 4:

- Identify which abilities are covered in all 2000 courses and add to syllabi in a standardized format.
- Identify assessments for abilities covered in 1000 and graduate courses.

Goal 1 - Year 3: 2008-09

Success Indicator Task: Survey faculty and students. Use results to refine efforts for the coming year.

Action Step 1:

- Committee or umbrella group continues to carry out its charge of establishing teaching and learning as the highly visible central focus of the institution.
    - Use the group to make any needed mid-course adjustments to the process of defining learning outcomes and liberal education abilities.
    - Other ideas as the group decides.
- Evaluate the success of the academic advising system in fostering successful student learning and academic progress, and adjust as necessary.
- Evaluate the success of aligning evaluations with expectations for faculty and students, and adjust as necessary.
- Evaluate the success of faculty development for probationary faculty and adjust as necessary.

Action Step 2:

- Prioritize and implement recommended changes.

Action Step 3:

- Develop learning outcomes and incoming expectations for all 2000-level courses and add to syllabi in a standardized format.
- Tie assessments to learning outcomes for all 1000-level courses.
- Tie assessments to learning outcomes for all graduate courses.

Action Step 4:

- Identify which abilities are covered in all 3000 courses and add to syllabi in a standardized format.
- Identify assessments for abilities covered in 2000 courses.

Goal 1 - Year 4: 2009-10

Success Indicator Task: Survey faculty and students. Use results to refine efforts for the coming year.

Action Step 1:

- Committee or umbrella group continues to carry out its charge of establishing teaching and learning as the highly visible central focus of the institution.
- Evaluate the success of the academic advising system in fostering successful student learning and academic progress, and adjust as necessary.
- Evaluate the success of aligning evaluations with expectations for faculty and students, and adjust as necessary.
- Evaluate the success of faculty development for probationary faculty, and adjust as necessary.

Action Step 2:

- Prioritize and implement recommended changes.

Action Step 3:

- Develop learning outcomes and incoming expectations for all 3000-level courses and add to syllabi in a standardized format.
- Tie assessments to learning outcomes for all 2000-level courses.

Action Step 4:

- Identify which abilities are covered in all 4000 courses and add to syllabi in a standardized format.
- Identify assessments for abilities covered in 3000 courses.

Goal 1 - Year 5: 2010-11

Success Indicator Task: Survey faculty and students to see if the overall strategic goal has been met.

Action Step 1:

- Committee or umbrella group continues to carry out its charge of establishing teaching and learning as the highly visible central focus of the institution, and proposes ideas for the next strategic plan.

Action Step 2:

- Survey faculty and student satisfaction with facilities (physical and virtual) for teaching and learning.

Action Step 3:

- Develop learning outcomes and incoming expectations for all 4000-level courses and add to syllabi in a standardized format.
- Tie assessments to learning outcomes for all 3000-level and 4000-level courses.

Action Step 4:

- Identify assessments for abilities covered in 4000 courses.

Strategic Goal 2 Timeline: Cultivate and strengthen the educational, economic, and cultural <u>well-being of our region</u>.

Goal 2 - Year 1: 2006-07

Action Step 1:

- Appoint a committee to oversee the development and/or enhancement of publicizing campus events and accomplishments to the greater community, to include a variety of media.
- Assess handicapped accessibility to all facilities at all sites and develop an implementation schedule and budget for completion of facility improvements.
- Design strategies to assess and improve accessibility, awareness of the institution's presence, and eliminate physical barriers at institutional sites.
- Develop and implement a plan to improve parking access for the public and for placing directional kiosks on the sites for improved access.
- Coordinate with community education and student life on the reorganization of the Fairmont State web site to improve access and information sharing for various identifiable user groups.
- Coordinate with community education and student life to plan expansion of special events to all centers.

Action Step 2:

- Identify current partnerships and work with partners and advisory groups to identify criteria for effective partnerships.
- Develop and conduct a needs analysis for business and industry.
- Set up advisory councils for community input and assessment of institutional efforts relating to business and industry, public education (K-12), community development, and human services, and begin regular meetings.
- Plan for the continued expansion of Fairmont State's philanthropic gifts, grants, and contracts.
- Work with community partners to design and implement a plan that will provide research venues that enhance the skills of faculty and facilitate the education of students.

Action Step 3:

- Develop plans and begin implementation of the expansion of the institution's research capacity.
- Set up a process whereby institutional representatives are paired with economic and business agencies, organizations, and trade associations throughout the region.
- Increase by five percent the professional development opportunities in their field of study for faculty.
- Create a fully staffed Office of Institutional Research that has annual environmental scanning as part of its mission.
- Design and implement an internal communications process to ensure that information on outreach activities is gathered and shared with the entire campus community, and that these opportunities cover the service region of Fairmont State.

Action Step 4:

- Seek input from community organizations on potential student involvement through internships, service learning and outreach.

Action Step 5:

- Develop a five-year plan to expand the cultural offerings that Fairmont State will deliver to the community and implement year one.
- Incorporate the Community Music Program into the Fairmont State Conservatory for the Arts, including instruction in theatre and art.

Goal 2 -Year 2: 2007-08

Success Indicator Tasks: Compile an annual assessment report made up of submissions by each advisory committee to chart progress of that committee, to include problems, successes, and outstanding issues.

Action Step 2:

- Based on the input from the advisory council on K-12 education, develop new initiatives whereby Fairmont State can assist public school teachers and administrators in addressing the issues and needs of public education in the service area.
- Continue to provide research venues that enhance the skills of faculty and facilitate the education of students.
- Continue to expand Fairmont State's philanthropic gifts, grants, and contracts.
- Assess the effectiveness of partnerships using established criteria and revise efforts as necessary.

Action Step 3:

- Complete the implementation of the process insuring that institutional representatives are partnering with economic and business-related agencies, organizations, and trade associations throughout the service region.
- Initiate a "faculty loan-to-business program" and develop a process to measure its viability and success.
- Increase by 5 percent the professional development opportunities in their field of study for faculty.
- Convene representatives from all academic areas to develop guidelines/goals for advisory groups.
- Establish or invigorate advisory groups for all academic areas.
- Seek input from business, industry, government, and non-profit groups on roles Fairmont State can play as an active corporate citizen.

Action Step 4:

- Create a series of programs designed to help new and existing faculty understand community issues and to increase their outreach initiatives into the greater service area.
- Begin an annual process of addressing faculty involvement in collaborative community outreach by including it as a component of the annual faculty evaluation.
- Form a Speaker's Bureau and distribute information on speakers/presenters/subjects of expertise to the greater community served by the institution.
- Design and implement a program to improve and expand outreach activities with agencies that assist the underserved and underrepresented, to include expansion of internships, service learning projects, and outreach opportunities at all sites.

Action Step 5:

- Develop and implement a plan to increase the awareness of the economic impact of Fairmont State's cultural activities on the region.
- Implement year two of the plan to expand cultural offerings delivered to the community by Fairmont State.
- Convene stakeholders to assess effectiveness of current forms of print and electronic media used to publicize campus events and accomplishments, and create plans for improvement and expanded distribution.

Goal 2 -Year 3: 2008-09

Success Indicator Tasks: Compile an annual assessment report made up of submissions by each advisory committee to chart progress of that committee, to include problems, successes, and outstanding issues.

Action Step 1:

- Implement a plan to expand special events and activities into the communities and centers where Fairmont State has a presence, and develop a publicity package to promote the programs for the region.

Action Step 2:

- Continue expansion of Fairmont State's philanthropic gifts, grants, and contracts.
- Evaluate the effectiveness of research venues that enhance the skills of faculty and facilitate the education of students.
- Assess the effectiveness of partnerships using established criteria and revise efforts as necessary.

Action Step 3:

- Increase by 5 percent the professional development opportunities in their field of study for faculty.

Action Step 5:

- Implement year three of the plan to expand the cultural offerings delivered to the community by Fairmont State.
- Implement plan for print and electronic media organs to publicize campus events and accomplishments and begin distribution of this information to the larger community served by the institution.

Goal 2 -Year 4: 2009-10

Success Indicator Task: Compile an annual assessment report made up of submissions by each advisory committee to chart progress of that committee, to include problems, successes, and outstanding issues.

Action Step 2:

- Continue expansion of Fairmont State's philanthropic gifts, grants, and contracts.
- Assess the effectiveness of partnerships using established criteria and revise efforts as necessary.

Action Step 3:

- Increase by 5 percent the professional development opportunities in their field of study for faculty.

Action Step 5:

- Implement year four of the plan to expand the cultural offerings delivered to the community by Fairmont State.

Goal 2 -Year 5: 2010-11

Success Indicator Task: Compare annual assessment reports and make recommendations for future planning. Submit five-year report.

Action Step 2:

- Continue expansion of Fairmont State's philanthropic gifts, grants, and contracts.
- Assess the effectiveness of partnerships using established criteria and revise efforts as necessary.

Action Step 3:

- Increase by 5 percent the professional development opportunities in their field of study for faculty.

Action Step 5:

- Implement year five of the plan to expand the cultural offerings delivered to the community by Fairmont State.

Strategic Goal 3 Timeline: Expand and promote community education.

Goal 3 -Year 1: 2006-07

Success Indicator Task: Gather baseline data for community education participation and satisfaction.

Action Step 1:

- Establish contact person for community education courses, programs, and events.
- Create contact list for all community education services and personnel.
- Track all community education inquiries.
- Begin coordinating all community education programs through contact office.
- Convene community education and campus constituents to create procedures for community education services (ticketing, registration, facilities assignment, and personnel).

Action Step 2:

- Inventory community education offerings and their locations.
- Establish contacts in each county in the service region.
- Conduct needs analysis and surveys.
- Determine underserved locations.
- Develop new offerings in response to needs analysis.

Action Step 3:

- Establish consortium of community education providers.
- Develop orientation program for community education providers.

Action Step 4:

- Identify potential community organizations for partnerships in fostering community education awareness.
- Establish marketing and advertising plan.

Action Step 5:

- Create database of programs, activities, and events information.

Goal 3 -Year 2: 2007-08
Success Indicator Tasks: Track community education inquiries. Compare year two data to year one baseline data. Determine the strengths and weaknesses of program. Revise efforts as necessary.

Action Step 1:

- Convene community education and campus constituents to evaluate, revise and update procedures for community education services (ticketing, registration, facilities assignment, and personnel).

Action Step 2:

- Convene county contacts and community partners and other stakeholders to explore establishing offerings for targeted populations.
- Conduct needs analysis and surveys.
- Develop new offerings in response to needs analysis and input on targeted populations.
- Target an underserved area for community education programs.

Action Step 3:

- Provide community education providers with orientation.
- Evaluate needs in consortium of community education providers.
- Survey community education provider and participant satisfaction.
- Develop recognition program for community education providers.

Action Step 4:

- Convene county contacts and community partners and other stakeholders to explore establishing offerings for targeted populations.
- Assess marketing and advertising plan and adjust accordingly.
- Develop web site.
- Draft catalog.

Action Step 5:

- Update database of programs, activities, and events information.
- Track numbers in enrollment, class offerings, instructor retention, and event participation.

Goal 3 -Year 3: 2008-09
Success Indicator Tasks: Track community education inquiries. Track numbers in enrollment, offerings, instructor retention and satisfaction, and event participation and satisfaction. Compare data to participation goals. Determine the strengths and weaknesses of program. Revise efforts as necessary.

Action Step 1:

- Convene community education and campus constituents to evaluate, revise and update procedures for community education services (ticketing, registration, facilities assignment, and personnel).

Action Step 2:

- Convene county contacts and community partners and other stakeholders to explore the use of technology to develop interest groups and learning communities.
- Conduct needs analysis and surveys.
- Target an underserved area for community education programs.

Action Step 3:

- Provide community education providers with orientation.
- Make additions and adjustment in the consortium of community education providers.
- Recognize community education providers.

Action Step 4:

- Convene county contacts and community partners and other stakeholders to explore the use of technology to develop interest groups and learning communities.
- Evaluate the effectiveness of recent new offerings.
- Finalize and print catalog.
- Update web site.
- Assess marketing and advertising plan and adjust accordingly.

Action Step 5:

- Update database of programs, activities, and events information.
- Evaluate long-standing offerings.
- Develop a rotation of offerings.

Goal 3 -Year 4: 2009-10
Success Indicator Tasks: Track community education inquiries. Track numbers in enrollment, offerings, instructor retention and satisfaction, and event participation and satisfaction. Compare data to participation goals. Determine the strengths and weaknesses of program. Revise efforts as necessary.

Action Step 2:

- Convene county contacts and community partners and stakeholders.
- Report on findings related to use of technology to develop interest groups or learning communities.
- Conduct needs analysis and surveys.
- Target an underserved area.
- Develop new offerings or revise current offerings in response to needs analysis.

Action Step 3:

- Provide community education providers with orientation.
- Recognize community education providers.

Action Step 4:

- Convene county contacts and community partners and stakeholders.
- Distribute catalog.
- Assess marketing and advertising plan and adjust accordingly.
- Revise catalog and update web site.

Action Step 5:

- Update database of programs, activities, and events information.
- Evaluate response to community education offerings rotation.

Goal 3 -Year 5: 2010-11
Success Indicator Tasks: Track community education inquiries. Track numbers in enrollment, offerings, instructor retention and satisfaction, and event participation and satisfaction. Compare data to participation goals. Determine the strengths and weaknesses of program. Create final report including recommendations for future planning.

Action Step 2:

- Convene county contacts and community partners.
- Conduct needs analysis and surveys.
- Evaluate response to new offerings.
- Develop or revise offerings in response to needs analysis.

Action Step 3:

- Provide community education providers with orientation.
- Recognize community education providers.

Action Step 4:

- Convene county contacts and community partners.
- Distribute revised catalog.
- Assess marketing and advertising plan and adjust accordingly.
- Revise catalog and update web site.

Action Step 5:

- Update database of programs, activities, and events information.

Strategic Goal 4 Timeline: Develop select <u>graduate programs</u> with a focus on regional needs.

Goal 4 -Year 1: 2006-07

Action Step 1:

- Meet the funding goal stated in Action Step 1 for new faculty and graduate assistantships.
- Report on the financial viability and impact of graduate programs on the university's budget.

Action Step 2:

- Create a set of expectations for rigorous, meaningful graduate education.
- Require faculty development in teaching strategies and expectations for graduate education.
- Create coursework and program structures that are targeted toward specialized accreditation.

Action Step 3:

- Attend graduate education conferences.

Action Step 4:

- Explore the use of cohort groups and specific advisors/communication methods for working with adult graduate students.

Action Step 5:

- Begin offering one new graduate degree program or specialty (4 total) and one new post-baccalaureate certificate program (1 total).
- Graduate 20 students with master's degrees or post-baccalaureate certificates.

Goal 4 -Year 2: 2007-08

Action Step 1:

- Meet the funding goal stated in Action Step 1 for new faculty and graduate assistantships.
- Report on the financial viability and impact of graduate programs on the university's budget.

Action Step 2:

- Provide focused, intensive training in pedagogy, research and /or service for students serving as graduate assistants.

Action Step 3:

- Survey the working adult graduate students in order to improve curriculum, advising, services, and community.
- Develop a matrix of best practices including admissions, retention, degree completion, recruiting, advising, policies.
- Improve the quality of advising.

Action Step 4:

- Expand availability of support services.

Action Step 5:

- Graduate 40 students with master's degrees or post-baccalaureate certificates.

Goal 4 -Year 3: 2008-09

Action Step 1:

- Meet the funding goal stated in Action Step 1 for new faculty and graduate assistantships.
- Report on financial viability and impact of graduate programs on the university's budget.

Action Step 2:

- Obtain accreditation for the Master of Science in Criminal Justice program.

Action Step 3:

- Establish a mentoring program for graduate students.

Action Step 5:

- Perform an external needs assessment involving alumni, regional employers and potential students to identify desired graduate certificates and programs as described in Action Step 3.
- Begin offering one new graduate degree program or specialty (5 total) and one additional post-baccalaureate certificate program (2 total).
- Graduate 60 students with master's degrees or post-baccalaureate certificates.

Goal 4 -Year 4: 2009-10

Action Step 1:

- Meet the funding goal stated in Action Step 1 for new faculty and graduate assistantships.
- Report on financial viability and impact of graduate programs on the university's budget.

Action Step 2:

- Obtain accreditation for the Master of Business Administration program.

Action Step 3:

- Survey the working adult graduate students in order to improve curriculum, advising, services, and community as described in Action Step 4.

Action Step 5:

- Graduate 80 students with master's degrees or post-baccalaureate certificates.

Goal 4 -Year 5: 2010-11

Action Step 1:

- Meet the funding goal stated in Action Step 1 for new faculty and graduate assistantships.
- Report on the financial viability and impact of graduate programs on the university's budget.

Action Step 5:

- Perform an external needs assessment involving alumni, regional employers and potential students to identify desired graduate certificates and programs as described in Action Step 3.
- Begin offering one new graduate degree program or specialty (6 total) and one additional post-baccalaureate certificate program (3 total).
- Graduate 100+ students with master's degrees or post-baccalaureate certificates.
- Attain Southern Regional Education Board (SREB) classification.

Strategic Goal 5 Timeline: Create a <u>student life environment</u> that enhances participation in campus events.

Goal 5 -Year 1: 2006-07

Success Indicator Tasks: Gather baseline data on events participation. Survey participants as to how they were informed of the event. Revise efforts as necessary.

Action Step 1:

- Convene stakeholders from student life, community education, regional stewardship and academic affairs to create procedures for collection and distribution of information (Falcon Center screens, kiosks, e-mails, Facebook, residence halls, Columns) for all co-curricular activities and the publication of a comprehensive online calendar of events.
- Communicate information distribution and calendar publication procedures to people responsible for co-curricular events.
- Follow procedures to distribute information and create a comprehensive online calendar publicizing co-curricular events.
- Solicit input for reorganization and expansion of campus directory.
- Reorganize and update campus directory.

Action Step 2:

- Constitute a representative committee of faculty, students ,and staff members to develop a written statement of our institutional expectations for broad-based participation in co-curricular activities.
- Draft a written statement of our institutional expectations for broad-based participation in co-curricular activities for faculty, staff, and students.
- Work with stakeholders in student life, community education, regional stewardship, and academic affairs to create incentives and opportunities for co-curricular participation by coordinating existing activities (i.e. theatre attendance built into faculty holiday dinner).

Action Step 3:

- Create programming advisory council and add student representation to lectureship committee.
- Convene stakeholders from Student Life and Academic Affairs together with the programming advisory council and lectureship committee to solicit input for the criteria for selecting co-curricular events that enhance student life socially, intellectually, and culturally and to explore ways to use themes and expand discussion of co-curricular events.
- Convene entities associated with event programming and charge them to expand the capacity and impact of co-curricular events.
- Create vehicle for student input.

Goal 5 -Year 2: 2007-08

Success Indicator Tasks: Track online calendar visits; gather participation data; survey students, faculty, and staff regarding the effectiveness of the communication of expectations, the online calendar procedures, participation incentives, and reorganized campus directory. Revise efforts as necessary.

Action Step 1:

- Convene stakeholders from student life, community education, regional stewardship, and academic affairs to revise and update procedures for collection and distribution of information for all co-curricular events and the publication of a comprehensive calendar of events.
- Communicate procedure revisions to people responsible for co-curricular events.
- Collect and distribute co-curricular events information and revise online calendar.
- Evaluate reorganization of campus directory and revise as necessary.

Action Step 2:

- Coordinate the communication of expectations for broad-based participation in co-curricular activities to faculty, staff and students with "First Year Team," student life, student services, the Provost's office, deans, and chairs.
- Communicate the statement of institutional expectations for broad-based participation in co-curricular events in a variety of venues such as Freshmen Seminar, student and faculty handbooks, catalogs, and faculty/staff meetings.
- Coordinate faculty efforts to build appropriate co-curricular events into classes and to communicate institutional expectations for participation through course syllabi through the Provost's office in cooperation with deans and chairs.
- Investigate potential accountability measures and long-term documentation for student participation in co-curricular events (e.g. portfolios that satisfy requirements for a specific class, or requirements for a major, and/or requirements for achieving a liberal studies ability.)
- Investigate incentives and rewards for faculty, staff, and students for co-curricular participation.

Action Step 3:

- Create criteria for selection of co-curricular events that enhance student life socially, intellectually, and culturally.
- Communicate the selection criteria to faculty, staff, students, and community and solicit programming input.
- Monitor the strengths and weaknesses of co-curricular events and convene all entities associated with programming together for information exchange and planning.
- Evaluate effectiveness of vehicle for student input and revise efforts as necessary.

Goal 5 -Year 3: 2008-09

Success Indicator Tasks: Track online calendar visits; gather participation data; survey students, faculty, and staff regarding the effectiveness of the communication of expectations, the online calendar procedures, participation incentives, reorganized campus directory. Revise efforts as necessary.

Action Step 1:

- Collect and distribute co-curricular events information and revise online calendar.
- Evaluate reorganization of campus directory and revise as necessary.

Action Step 2:

- Communicate the statement of institutional expectations for broad-based participation in co-curricular activities in a variety of venues such as Freshmen Seminar, student and faculty handbooks, catalogs, and faculty/staff meetings.
- Evaluate procedures for communicating institutional expectations for participating in co-curricular activities.
- Coordinate faculty efforts to build appropriate co-curricular events into classes and to communicate institutional expectations for participation through course syllabi.
- Report findings on the potential accountability measures and long-term documentation for student participation in co-curricular events to the Presidents' Council.
- Recommend a plan of incentives and rewards for faculty, staff, and student participation in co-curricular events.

Action Step 3:

- Use selection criteria and input to inform choices in co-curricular event planning.
- Evaluate the effectiveness of the co-curricular event selection criteria and revise as necessary.
- Monitor the strengths and weaknesses of the expanded capacity and impact of co-curricular events and convene all entities associated with programming for information exchange and planning.
- Consitute group to explore ways to delivery campus events to student and community members who do not have access to the main campus.

Goal 5 -Year 4: 2009-10

Success Indicator Tasks: Track online calendar visits; gather participation data; survey students, faculty and staff regarding the effectiveness of the communication of expectations, the online calendar procedures, and participation incentives. Revise efforts as necessary.

Action Step 1:

- Collect and distribute co-curricular events information and revise online calendar.

Action Step 2:

- Stabilize procedures for communicating institutional expectations for participating in co-curricular activities.
- Create expectation for faculty efforts to build appropriate co-curricular events into classes and to communicate institutional expectations for participation through course syllabi.
- Implement a plan of incentives and rewards for faculty, staff, and student participation in co-curricular events.

Action Step 3:

- Compare findings on the expansion of capacity and impact of co-curricular events to findings related to the effectiveness of event selection criteria.
- Use findings and input to inform choices in co-curricular event planning.
- Present a plan to pilot the use of alternative delivery of campus events to student and community members who do not have access to the main campus.

Goal 5 -Year 5: 2010-11

Success Indicator Tasks: Track online calendar visits; analyze participation data; survey students, faculty and staff regarding the effectiveness of the communication of expectations, the online calendar procedures, and participation incentives. Make recommendations for future planning.

Action Step 1

- Collect and distribute co-curricular events information and revise online calendar.

Action Step 2:

- Follow procedures for communicating institutional expectations for participating in co-curricular activities.
- Highlight faculty efforts to build appropriate co-curricular events into classes and to communicate institutional expectations for participation.
- Evaluate the plan of incentives and rewards for faculty, staff, and student participation in co-curricular events and make recommendations for future use.

Action Step 3:

- Report on the use the selection criteria for co-curricular events and make recommendations for future use.
- Pilot the use of alternative delivery of campus events to student and community members who do not have access to the main campus.
- Report on the effectiveness of the expanded capacity and impact of co-curricular events and make recommendations for future use.

Strategic Goal 6 Timeline: Provide a comprehensive, integrated approach to the <u>First Year Experience</u> that encourages student success.

Goal 6 - Year 1: 2006-07

Action Step 1:

- Meet the goal stated in Action Step 1 for defining expectations in every contact with first-year students.
- Develop a philosophy for the first-year of college.
- Disseminate this philosophy and expectations to all first-year students.
- Adopt a set of academic expectations that have been agreed upon by the campus community.
- Communicate these expectations to all faculty and staff.
- Conduct faculty/staff surveys about students' knowledge of expectations.
- Implement financial aid counseling to all freshmen.
- Stress the importance of liberal studies in Freshman Seminar classes.

Action Step 2:

- Conduct open forums to gather student, faculty, staff input on the first-year.
- Conduct Student Engagement Surveys.
- Conduct programming through Residence Life.
- Conduct advisor evaluations.

Action Step 3:

- Establish a process to include faculty in new student orientation.
- Communicate changes to the entire campus community.

Action Step 4:

- Promote increased competence in critical thinking, ethical development, and lifelong pursuit of knowledge by implementing the Council for Advancement of Students in Higher Education guidelines.
- Provide assistance with "academic challenges" in the college catalog, web pages, program brochures, etc.

Action Step 5:

- Gather retention and graduation rates.
- Develop the first-year team as described in Action Step 5.
- Conduct monthly meetings of the first-year team.
- Conduct yearly evaluation of this strategic goal.

Goal 6 - Year 2: 2007-08

Action Step 1:

- Continue and improve the dissemination of philosophy and expectations to first-year students as described in Action Step 1.
- Emphasize to students that they are responsible for their own learning.
- Conduct surveys to determine effectiveness of Action Step 1.

Action Step 2:

- Conduct Student Engagement Survey.
- Implement Advisor Trac software.
- Improve the availability of online services.
- Provide services that accommodate students' abilities, backgrounds, interests, and experiences.
- Continue advisor evaluations.

Action Step 3:

- Complete all items from Action Step 3 relating to coordination of efforts among services.
- Involve all areas in decisions about the first year.
- Improve campus communications.
- Provide more orientation to new faculty and staff about the availability of services.
- Establish a forum to exchange conference information.

Action Step 4:

- Administer Strong Interest Inventory to students in Freshman Seminar class.
- Create and disseminate a document about diversity.
- Structure experiences in which students interact in an open and civil community with people from all backgrounds and interests.

Action Step 5:

- Gather retention and graduation rates.
- Conduct monthly meetings of the first-year team.
- Coordinate attendance of the first-year team to the First Year experience Conference and disseminate materials from that conference.
- Conduct yearly evaluation for this strategic goal.

Goal 6 - Year 3: 2008-09

Action Step 1:

- Continue and improve the dissemination of philosophy and expectations for the first-year students as described in Action Step 1.
- Conduct surveys to determine effectiveness of Action Step 1.
- Conduct Student Engagement Surveys.
- Gather retention and graduation rates.

Action Step 2:

- Institute a hotline for students.
- Ensure that the campus environment is inclusive and safe for all students.
- Continue advisor evaluations.
- Continue to improve online services.

Action Step 3:

- Provide faculty and staff development activities related to orientation and support services.
- Establish expectations for faculty participation in co-curricular and extra curricular events and incorporate into annual evaluations.

Action Step 4:

- Implement a siblings' weekend.
- Encourage the use of social justice/diversity items in philosophy statements for units across campus as well as in syllabi.
- Approach diversity with more intentionality in classes.

Action Step 5:

- Conduct open forums to gather information.
- Conduct yearly evaluation of this strategic goal.
- Gather retention and graduation data.
- Conduct monthly meetings of the first-year team.
- Identify offices responsible for arranging and disseminating data regarding the first year.

Goal 6 - Year 4: 2009-10

Action Step 1:

- Continue and improve the dissemination of philosophy and expectations for the first-year students as described in Action Step 1.
- Conduct surveys to determine effectiveness of Action Step 1.

Action Step 2:

- Conduct open forums to gather information.
- Continue to improve online services.
- Continue to conduct advisor evaluations.

Action Step 3:

- Continue to involve the entire campus in decisions about the first year.
- Continue to improve communications.
- Continue to provide training to faculty and staff, both new and continuing.

Action Step 4:

1. Establish learning goals for all courses as described in Action Step 4.
2. Establish parent newsletter and listserve as described in Action Step 4.
3. Establish mentoring system between alumni and students as described in Action Step 4.
4. Develop outdoor gathering places for interactions as described in Action Step 4.

Action Step 5:

- Gather retention and graduation rates.
- Conduct yearly evaluation of this strategic goal.
- Conduct monthly meetings of the first-year team.
- Coordinate first-year team efforts to coordinate speakers and staff development to include the first year perspective.

Goal 6 - Year 5: 2010-11

Action Step 1:

- Continue and improve the dissemination of philosophy and expectations for the first-year students as described in Action Step 1.
- Conduct surveys to determine effectiveness of Action Step 1.

Action Step 2:

- Conduct open forums to gather information.
- Continue to improve online services.
- Continue advisor evaluations.

Action Step 5:

- Continue and improve all action steps.
- Gather retention and graduation data.
- Conduct yearly evaluation of this strategic goal.
- Conduct monthly meetings of the first-year team.

Strategic Goal 7 Timeline: Develop, retain, and recruit high quality people who contribute to a satisfying and productive work environment.

Goal 7 - Year 1: 2006-07

Success Indicator Tasks:

- Establish a baseline measure of the percentage of employees who participate in some form of professional development opportunities each year.
- Establish a baseline measure of employee retention.
- Develop and administer a validated survey tool and an exit interview protocol to measure professional satisfaction, to include questions about opportunities for growth, adequacy of support services (professional development and training opportunities), degree to which job flexibility enhances satisfaction, degree to which proficiency in job related technology enhances satisfaction, degree to which job evaluations are tied to job expectations, degree to which pursuit of a shared mission results in a sense of community, degree to which pay is acceptable, etc.

Action Step 1:

- Starting in the spring of 2007, survey faculty and staff annually (see Success Indicator Action Step above) to determine areas of job satisfaction, job-related frustrations and employee-proposed solutions to reduce and eliminate frustrations.
- Initiate an ongoing process of exit interviews or surveys of all departing staff and faculty to assess factors contributing to satisfaction or dissatisfaction.
- Publish the survey results widely.

Action Step 2:

- Identify, and remodel if necessary, a faculty/staff gathering space.
- Use the space for information-sharing brown bag lunches, professional development, meetings, recognition ceremonies and other activities related to building community.
- Begin a tradition of celebrating group achievements in the gathering space, as well as individual accomplishments.
- Collaborate with the Center for Teaching Excellence to offer faculty and staff development activities that support community around a sense of shared mission.

Action Step 3:

- Finalize the Fairmont State Board of Governors policy on Employment Innovation that originally went out for public comment in December of 2006. The policy addresses job flexibility for classified staff members, faculty equivalents and 12-month faculty.
- Establish a working group to propose new policy regarding job flexibility. The final policy should address flexibility in work day/week as well as alternative job arrangements, for example reduced loads for faculty, or sharing a single job between more than one employee. Innovative job sharing solutions will make us more competitive in recruiting and retaining professional couples.

Action Step 4:

- Hire a staff member to organize, promote, and offer staff development activities (similar to the director of the Center for Teaching Excellence). Tie in with the umbrella group for teaching and learning proposed in Strategic Goal 1, Action Step 1.
- Establish a training and development lab where employees can go to work through tutorials, with help nearby.
- Create an information (technology) sharing brown bag lunch series, at least once a month. Through necessity many faculty and staff have discovered ways to work more efficiently (for example specific software tricks), but there exists no forum for disseminating these ideas other than random word of mouth.
- Work with Center for Teaching Excellence to expand and support faculty development initiatives.

Action Step 5:

- Identify a small, representative working group of technologically knowledgeable individuals (including the Chief Information Officer, staff, and faculty members) to make significant policy decisions about converting paper processes to fully digital processes. This group will publish a more detailed timeline by December, 2006.
    - o Format of forms (e.g., Word, Excel, HTML, PDF files etc.).
    - o Accessibility of forms/type of repository (e.g., open internet or on a password protected page).
    - o Use of digital signatures.
    - o Nature of forms tracking.
- Create initial centralized forms repository for selected forms and begin using it.
- Create a technology innovations recognition program which would provide a modest financial reward and public recognition to employees who make suggestions that result in more efficient work processes.
- Document user minutes involved with selected communication and information sharing processes on campus in an effort to reduce time spent by end-users.
- Plan for a single portal for all web-based job and teaching functions.
- Implement brown-bag lunches for technology training (see Action Step 4, above).

Goal 7 - Year 2: 2007-08
Success Indicator Tasks:

- Measure the percentage of employees who participate in some form of professional development opportunities each year.
- Measure employee retention.
- Measure professional satisfaction.

Action Step 1:

- Propose and implement actions (or refine existing action steps) based on survey results.

Action Step 2:

- Evaluate the effectiveness of the faculty/staff gathering space and the activities held in it, and adjust as needed.
- Continue to collaborate with the Center for Teaching Excellence to offer activities that support community around a sense of shared mission.

Action Step 3:

- Work with Human Resources to ascertain effects of BOG Policy on Employment Innovation and revisit policy if needed.
- Draft and pass a new Board of Governors policy that covers all faculty and staff and addresses (within state law) flexibility in work day/week as well as alternative job arrangements, for example reduced loads for faculty, or sharing a single job between more than one employee.

Action Step 4:

- Measure the number of staff members who have sought professional training or development, and adjust opportunities to meet supervisor and employee demands and to achieve a target of at least 65 percent participation this year.
- Expand and refine the information (technology) sharing brown bag lunch series, based on feedback from the first year.
- Provide leadership training opportunities for faculty and staff.

Action Step 5:

- Assess utility of pilot centralized forms repository, adjust as needed, and expand the repository to include working electronic versions at least 50 percent of all needed forms.
- Evaluate the value of existing forms and processes and combine, eliminate or streamline wherever possible.
- Evaluate the success of the technology innovations program and adjust as needed to improve productivity.
- Pilot and publicize 5 processes that use technology to reduce overall user-minutes. (E.g., Data entered into web-based forms automatically populates a secure database, with no re-typing or data compilation steps.)
- Implement a single portal for all web-based job and teaching functions.
- Design all proposed and new processes in a digital format directed at minimizing user minutes.

Goal 7 - Year 3: 2008-09
Success Indicator Tasks:

- Measure the percentage of employees who participate in some form of professional development opportunities each year.
- Measure employee retention.
- Measure professional satisfaction.

Action Step 1:

- Propose and implement actions (or refine existing action steps) based on survey results from previous year.

Action Step 2:

- Evaluate the effectiveness of the faculty/staff gathering space and the activities held in it, and adjust as needed.
- Continue to collaborate with the Center for Teaching Excellence to offer activities that support community around a sense of shared mission.

Action Step 3:

- Review effectiveness of Board of Governors policies on job flexibility and revise as needed.

Action Step 4:

- Continue to assess, refine and promote faculty and staff development opportunities with a target of at least 70 percent participation this year.

Action Step 5:

- Expand the centralized forms repository to include working electronic versions of all needed forms, and adjust as needed.
- Continue to combine, eliminate, and streamline existing forms and processes to improve productivity.
- Continue and publicize technology innovations program; adjust as needed to improve productivity and satisfaction.
- Evaluate success of implementing technology and other changes to reduce overall user-minutes in pilot processes. Adjust as needed and extend to include 50 percent of all campus processes.
- Evaluate success of single portal in increasing productivity and satisfaction.
- Design and begin to implement measures of productivity based on time spent on specified tasks.

Goal 7 - Year 4: 2009-10

Success Indicator Tasks:

- Measure the percentage of employees who participate in some form of professional development opportunities each year.
- Measure employee retention.
- Measure professional satisfaction.

Action Step 1:

- Propose and implement actions (or refine existing action steps) based on survey results from previous year.

Action Step 2:

- Continue to collaborate with the Center for Teaching Excellence to offer activities that support community around a sense of shared mission.

Action Step 3:

- Survey faculty and staff to assess need (and ideas) for additional ways to increase job flexibility.

Action Step 4:

- Continue to assess, refine and promote faculty and staff development opportunities, with a target of at least 75 percent participation this year.

Action Step 5:

- Finalize the examination and revision of all processes on campus to improve productivity and reduce overall user-minutes while maintaining or increasing satisfaction.
- Continue and publicize technology innovations program.
- Continue to measure and publicize increases in productivity based on time spent on specified tasks.

Goal 7 - Year 5: 2010-11

Success Indicator Tasks:

- Measure the percentage of employees who participate in some form of professional development opportunities each year.
- Measure employee retention.
- Measure professional satisfaction.

Action Step 1:

- Propose and implement actions (or refine existing action steps) based on survey results from previous year.

Action Step 2:

- Continue to collaborate with the Center for Teaching Excellence to offer activities that support community around a sense of shared mission.

Action Step 3:

- Survey faculty and staff to assess need (and ideas) for additional ways to increase job flexibility.

Action Step 4:

- Continue to assess, refine and promote faculty and staff development opportunities to reach the final target of at least 80 percent participation per year.

Action Step 5:

- Continue and publicize technology innovations program.
- Continue to measure and publicize increases in productivity based on time spent on specified tasks

STRATEGIC PLAN

Defining Our Future

Section Five – Strategic Plan Participants

FAIRMONT STATE

Fairmont State University
including
Pierpont Community and Technical College

Strategic Planning Process Participants

Membership on task forces and committees included faculty, staff and student representation. Open forums, stakeholders conferences and surveys were held throughout the 2005-2006 academic year to gather even broader input.

Strategic Task Forces for the seven strategic goal areas met and worked hard from October 2005 to May 2006.

Community Education

- Hines, Geneva   Chair
- Conner, Trish
- Fazalare, Amie
- Helwig, Maggie
- Losh, Ruby
- Smith, Kevin
- Stewart, Mary
- Weist, Ron

First Year Experience

- Rose, Maria   Chair
- Campbell, Ironda
- Fallon, Barbara
- Matthews, David
- Rosier, Tristan
- Schwer, Angela
- Shackelford, Tessa
- Shaver, Ann
- Stephens, Pam
- Stiles, Debbie

Graduate Education

- Harvey, Rick   Chair
- Hobbs, Thomas
- Jones, Gwen
- Long, Donna
- Mason, Phil
- Meighen, Mary
- Phillips, Diana
- Pyles, Marc
- Rohrbaugh, Clarence
- Ware, Michael

Human Capital

- Roof, Steve   Chair
- Biafore, Judy
- Dodd, Bobbi
- Graeber, Meagan
- Leach, Steve
- Losh, Ruby
- Nabers, Michelle
- Noone, Diana

Regional Service and Engagement

- Hutchins, Thelma   Chair
- Bradley, Dale
- Cherrey, Kera
- Fry, Sally
- Henderson, Bryan
- Lach, Peter
- Lawler, Nancy
- Mason, Phil
- Stilgenbaur, Ted
- Taylor, Jill

Student Life

- Snyder, Donna Chair
- Belmear, Michael
- Gockley, Dan
- Korcsmaros, Kim
- Livingston, Shane
- Rice, Tim
- Shrestha, Alice
- Yeager, Robin

Teaching and Learning

- Reneau, Paul Chair
- Groves, Victoria
- Hampton, Derwin
- Humbert, Roxann
- Kirby, Gale
- Lavorata, Chris
- McClure, Nancy
- Parks, Nancy
- Smith, Sharon

The Drafting Committee met from March 2006 to June 2006.

Drafting Committee

- Bacza, Jerry
- Harvey, Erica
- Kirk, Francene
- Rose, Maria

The Planning Steering Council met from May 2005 to April 2006, to guide the overall planning process.

Planning Steering Council
Facilitator: John Moore

- Ahwesh, Jean
- Bacza, Jerry
- Baker, Amy
- Baker, J. Robert
- Belmear, Michael
- Bestul, Mike
- Bolyard, Jean
- Bond, Martin
- Bradley, Dan
- Colebank, Allen
- Boni, Sharon
- Harvey, Erica
- Harvey, Rick
- Hensley, Sarah
- Hill, Suellen
- Hines, Geneva
- Hutchins, Thelma
- Jones, Bev
- Kirby, Jack
- Kirk, Fran
- Kisner, Deborah
- Lach, Peter
- Lavorata, Chris
- Lawrence, Larry
- Livingston, Shane
- Mallow, Buck
- Mason, Phil
- Meredith, Gig
- Montgomery, Blair
- Moore, Connie
- Newcome, Beth
- Patterson, Anne
- Porto, Rick
- Reneau, Paul
- Riesen, Joe
- Roof, Steve
- Rose, Maria
- Rosier, Tristan
- Schaupp, Becky
- Shields, Deanna
- Snyder, Donna
- Walker, Angela
- Woods, Sandra

Foundational Task Forces met from May 2005 to November 2005.

Enrollment Planning Foundational Task Force

- Rose, Maria Chair
- Belmear, Michael
- Bolyard, Jean
- Bradley, Dan
- Fallon, Barbara
- Hensley, Sarah
- Lavorata, Chris
- Leadman, Steve
- Oerly-Bennett, Sandra
- Mason, Phil
- Montgomery, Blair
- Patterson, Anne
- Reneau, Paul
- Snyder, Donna
- Stephens, Pamela

Environmental Scan Foundational Task Force

- Kirby, Jack Chair
- Ahwesh, Jean
- Baker, Amy
- Baker, J. Robert
- Burgher, Karl
- Harvey, Erica
- Harvey, Rick
- Hill, Suellen
- Kirk, Fran
- Riesen, Joe
- Rosier, Tristan
- Schaupp, Becky
- Walker, Angela

Governing Ideas Foundational Task Force

- Patterson, Anne Co-chair
- Bacza, Jerry Co-chair
- Bond, Martin
- Colebank, Allen
- Hines, Geneva
- Jones, Bev
- Kisner, Debby
- Livingston, Shane
- Meredith, Gig
- Woods, Sandra

Partnership Foundational Task Force

- Bradley, Dan Co-chair
- Montgomery, Blair Co-chair
- Bond, Martin
- Lach, Peter
- Lavorata, Chris
- Newcome, Beth
- Porto, Rick

STRATEGIC PLAN

Defining Our Future

Section Six – Findings
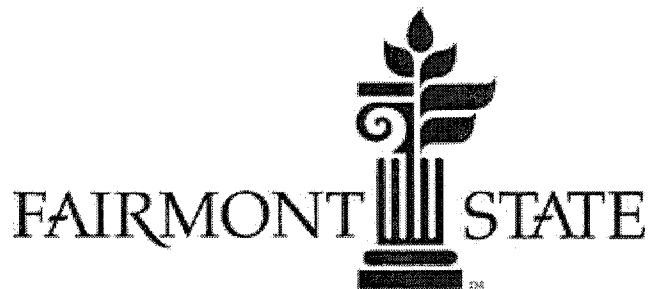
FAIRMONT STATE

**Fairmont State University
including
Pierpont Community and Technical College**

Goal 1: Findings

TEACHING AND LEARNING STRATEGIC TASK FORCE FINDINGS
from 3/30/06

ROLE AND PURPOSE:

Teaching and learning are the essence of higher education. Everything we do at Fairmont State should follow from this premise.

The purpose of the Task Force is to develop a strategic goal that will ensure that great teaching and high-level student learning are the norm and the expectation of all members of the Fairmont State community.

GOAL: Empower faculty and students to achieve high levels of teaching and learning.

Through the implementation of these three suggested action steps the Task Force feels that high level teaching will continue to be the norm at Fairmont State, and our graduates will be competitive upon either entry into the work force or the pursuit of additional studies. The suggested action steps are:

1. Facilities – The Task Force feels that giving students and teachers the best possible facilities/classrooms and equipment will facilitate maximum learning and potential.

2. Outcomes & Objectives based model – The Task Force believes that developing course objectives and outcomes will support student learning across the curriculum and also allow for more consistency across multi-section and multi-instructor courses.

Issues/Concerns

- Aid faculty in developing course objectives
- Aid faculty in designing assessments of course objectives
    - Consult with Liberal Studies Committee
    - Make students aware of objectives and desired outcomes of each course
3. Abilities – The Task Force believes that incorporating the following eight abilities (Communication, Analysis, Problem Solving, Value-Based Decision Making, Social Interaction, Global Worldview, Effective Citizenship, Aesthetic Engagement) across the curriculum will prepare FS graduates to achieve the graduate profile. All 8 of these abilities cannot be covered in one class; however 2 or 3 can be covered in every class allowing each ability to be covered maximally during a student's time at FS.

Issues/Concerns

- Aid in determining/understanding definition of abilities
- Consult with Liberal Studies Committee

ADDITIONAL ISSUES/CONCERNS

- Faculty and students need to be aware of institutional expectations of excellence.
    - Faculty are informed upon hire and upon each annual review.
    - Students are informed of expectations.
        - In Freshman Seminar course.
        - In each class at the beginning of each course each semester.
    - Promote culture of expectation of excellence.
    - Support of Center for Teaching Excellence in aiding faculty and departments in developing objectives, understanding abilities, etc.
    - Charge a committee to review and update the "Fairmont State Graduate Profile" and investigate the inclusion of a 7th point consisting of "Students will be prepared to meet the needs of the next step in their life."
- Institutional research staff member is needed to oversee assessment of current facilities and faculty satisfaction, as well as assessments of student development in the abilities.

Goal 2: Findings

COMMUNITY/REGIONAL PARTNERSHIP STRATEGIC TASK FORCE FINDINGS

Sources of Data:
The Strategic Planning Task Force on Community/Regional Partnership gathered data from a number of sources.

The Task Force talked with resource individuals on campus including Dale Bradley, (Workforce Development and Off-Campus Programs), Jack Kirby (who discussed the Environmental Scan), and Rich McCormick (Tech Prep Initiative and the Tech Prep Consortiums).

Task Force members participated in the open forums held on campus January 31 and February 2, obtaining valuable input from faculty and staff, and held another public forum on March 21, but did not have any participants.

The Task Force chair met with the Superintendent of Schools and Assistant Superintendent of Schools for Marion County and requested their input with regard to how well Fairmont State is meeting their needs.

Finally, the Task Force members developed a questionnaire, designed to go to a wide range of individuals, in order to gather information. The questionnaire was designed and posted on a web site, http://www.fscwv.edu/library/sptf.rse.questionnaire.htm, and was set up so that respondents could remain anonymous, if so desired. The questionnaire did ask if the respondents would be willing to serve on any advisory councils that might be established. Seventy-two respondents indicated that they were willing to participate. The major source of data came from this questionnaire, which asked the following five questions:

1. What would be your expectations from Fairmont State as a partner with the community?
2. In what ways do you think that Fairmont State understands or does not understand the community's issues and needs?
3. How can Fairmont State improve its role as a community partner or what other things might we do?
4. Please describe any barriers that may exist between Fairmont State and the greater community served by the institution.
5. What areas of community development and/or service would benefit most from further assistance from Fairmont State?

The questionnaire was distributed electronically, by email, to the following groups and/or individuals:

- Students of Fairmont State
- Faculty and Adjunct Faculty of Fairmont State
- Staff of Fairmont State
- I-79 Economic Development Council
- Nine Chambers of Commerce: Morgantown area; Harrison County; Lewis County; Marion County; Elkins-Randolph County; Buckhannon-Upshur County; Grafton-Taylor County; Kingwood-Preston County; and Doddridge-Salem area.

Narrative of Findings
The Task Force gathered the following data from the pubic forums and discussions with faculty and staff:

1. While faculty and staff are represented in various activities throughout the greater service area of the institution (churches, organizations, clubs, volunteer services), there is a need for Fairmont State personnel to give of their special skills and abilities, and for Fairmont State to be recognized as a source of persons who have specialized knowledge to share.
2. Fairmont State does not have any public roster of persons with specialized skills and knowledge who are willing to talk with a group, demonstrate certain skills, provide a program, etc. Fairmont State needs something comparable to the Speaker's Bureau seen at most institutions.
3. Visitors in Fairmont may not be aware that there is an institution of higher learning in the community. There are few signs and little indication of the institution's presence throughout the community. This is also true of other sites, where students have been unable to find the location of classes. Fairmont State needs to develop a system of signage for the entire service area, so that local residents are aware of the presence of the institution, whether classes being taught are dual enrollment, undergraduate, or graduate. In particular, the Caperton Center and the NAEC need to be advertised through better signage, so that citizens and visitors are made aware of Fairmont State's presence and impact on the entire service region.

4. Fairmont State needs to focus on sponsoring more events in the greater community. Fairmont State needs to be in and of the community, not the isolated "college on the hill." Outreach through cultural activities, through publications providing information about successes, events, and opportunities, and through institution-wide interaction with every facet of the region is essential.
5. Fairmont State should establish alliances with teachers and students in the local region and beyond. Many students are not adequately prepared for college and Fairmont State needs to involve itself in the local schools of the service area of the institutions.

The responses from the questionnaire generated very similar threads as those gathered from comments at the forums. While responses are still being received at the time this report is being written, the total useable responses to date were as follows:

- Students—106
- Faculty—24
- Staff—13
- Multiple roles (service agency, business/industry, public education, parent)—6
- Other (roles unknown)—14
- Total Responses: 157

While it is difficult to summarize all of the findings, these are the major themes that surfaced:

- Fairmont State needs to be more engaged with the community, throughout the region, and should partner with the region to insure continued economic development, should expand workforce education, and needs to network with business and industry, as well as assist with the rehabilitation of neighborhoods, etc.
- Fairmont State needs to place more emphasis on service learning, on involving students in outreach services to the underserved, not only on the main campus, but at the Caperton Center and other sites.
- Fairmont State should increase its involvement in assisting public education in the region in a myriad of ways including faculty and students helping in the schools, the provision of tutoring, providing assistance with grant writing, and making available access to educational resources.
- Fairmont State needs to open the main campus and Caperton Center to the community, to have events where the public is welcome, to provide some access at times to facilities, and to make the public feel welcome.
- Fairmont State needs to improve communications, which includes signage at all sites; the institution should increase publicity and make the community aware of what is available at Fairmont State; further, directions to all sites should be improved, and the college's web pages need to be revamped.
- Fairmont State needs to improve handicapped accessibility on campus and in all facilities.

The chair met with the Superintendent of Schools and the Assistant Superintendent of Schools of Marion County, and requested feedback on how well their needs were being met by Fairmont State. They discussed four ways that Fairmont State needs to improve:

- Fairmont State needs to provide students with more mathematics education and more pedagogy for teaching math; students apparently do not want to take the advanced math courses and come with credentials only to teach at the elementary level.
- Fairmont State needs to be producing students on the cutting edge of technology (there was acknowledgement that this area is improving).
- Fairmont State needs to make students aware of the content standards of West Virginia.
- Fairmont State is using too many adjuncts, creating an accountability variable.

Goal 3: Findings

COMMUNITY EDUCATION STRATEGIC TASK FORCE FINDINGS

Work on the Findings page for Community Education is still ongoing.

Goal 4: Findings

GRADUATE EDUCATION STRATEGIC TASK FORCE FINDINGS

- American graduate students are a population dominated by older, returning students. Today's typical graduate student is a woman in her thirties pursuing a degree on a part-time basis, with a full-time job and married, often with responsibility for children and likely to have some education debt. These working adults have many needs that can be easily met with an increased understanding of their role in the Fairmont State University (FSU) community. By understanding that working adults are deeply committed to their programs, make large sacrifices to pursue their education, and have different needs from their program and the university community, improved services can be provided from the Office of Graduate Studies and other administrative units, including a reassessment of policies, the creation of assistantships designed for working adults, and creative communication tools.

- Many academic units at FSU have expressed an interest in developing new graduate programs only to discover that sufficient qualified faculty members are not available. Once any new "niche" graduate programs have been identified, additional funding must be made available for the faculty positions needed to support the programs.

- The current budget for graduate assistantships permits the placement of only four graduate assistants per academic year. As the demand for graduate assistants increases across campus, additional graduate teaching assistants (GTAs) and graduate research assistants (GRAs) positions should be funded in order to derive all the positive benefits described in the findings below.

- The expansion of graduate programs and the improvement of their quality have the potential for significant impact on undergraduate education and research, both direct and indirect. Of immediate concern to undergraduate programs is the important role that GTAs can play in the instruction of undergraduates. Developing and maintaining an adequate supply of capable GTAs is vital to many of the departments on campus in carrying out their instructional programs. GTAs can guide stimulating discussion sections, run laboratory sessions, and, in some departments, undertake even higher levels of responsibility in the classroom. Instruction of this kind can only be beneficial if the GTAs are of high caliber and the student-to-GTA ratio is kept at an appropriate level, which dictates improving the ratio of graduate to undergraduate students as undergraduate enrollment increases.

- Somewhat less obvious but nonetheless important is the role that GRAs play in the research efforts of undergraduates. As involvement in research becomes increasingly important in many areas of undergraduate education, the interaction of GRAs with undergraduates in these areas takes on greater significance. In many research groups, graduate students play the role of unofficial mentor of undergraduate researchers. Student participation in faculty research will increase appreciably with the development of graduate programs, thus directly involving students in a collaborative relationship with faculty and other students. Many of the national studies on undergraduate retention have cited the importance of this type of student involvement in learning as being a critical factor in successful retention.

- To attract, retain, and graduate quality graduate students requires FSU to put into place best practices that begin with identifying the best students and end with the timely completion of their degrees. Even with the small number of graduate programs currently offered at FSU, the practices are quite varied and of uneven quality.

- The quality of graduate education rests largely within graduate programs themselves. Strong mentoring is the cornerstone for any graduate program; advising loads must be reasonable, and faculty should be rewarded for mentoring students well. Communication vehicles and services need to be improved (especially web sites), and money saving structures should not interfere with the quality of the curriculum and the graduate experience.

- Indeed, the presence of graduate students on campus and the availability of graduate courses that advanced undergraduates may participate in significantly raise the quality of the undergraduate experience. to maintain this interaction at a healthy level, FSU needs to increase the ration of graduate enrollment to undergraduate, and also strive to improve the quality of graduate students.

- In some sense, however, one of the most important effects of increasing both the numbers and quality of graduate enrollment is the potential effect on the recruitment of faculty. In certain fields, faculty members will only go where there are good graduate students and good graduate research programs. The success and reputation of a university rests on the quality of its faculty, and the ability to attract an outstanding faculty rests in turn on the potential for interaction with an eager, bright, vibrant graduate population. Faculty quality clearly has an enormous an beneficial impact on the educational experiences of undergraduates.

Goal 5: Findings

STUDENT LIFE STRATEGIC TASK FORCE FINDINGS
MARCH 27, 2006

Members: Michael Belmear, Dan Gockley, Kim Korcsmaros, Shane Livingston, Tim Rice, Alice Shrestha, Robin Yeager, and Donna Snyder, Chair.

The Student Life Task Force has met several times during the last several months. Discussions have centered on the fact that we feel it is very important for students to receive the full benefits of the entire college experience, not just what happens in the classroom. Some ways of doing this would be for students to take advantage of the various activities that are occurring on campus. By participating in more extracurricular activities, in which interaction with faculty and staff occurs, we feel it would help to better prepare students to be productive, well-rounded citizens.

Currently, attendance at extracurricular activities is low. We would like to find ways to increase attendance and encourage students to become more aware of what is going on around them and become more involved.
The Task Force understands that if students feel a connection to the university/community college and are engaged, they are more likely to remain in school and graduate. Extracurricular events also give students another opportunity to connect with faculty and staff.

We also believe that communication on campus should be improved. A central location for publication of events needs to be established and kept up to date. An online calendar showing all extracurricular events would be a good way to meet this objective. The Falcon Center could also be a good contact point for students through the bulletin boards and large screen. An up-to-date directory of faculty, staff, and administrative offices would also be very helpful to students, faculty, and staff.

Utilizing the SCT Luminis Platform of Banner could help us increase connections with and engagement of our students. This is an area of Banner that would allow students, faculty, and staff to find information on campus events and communicate with each other through e-mail, message boards, and chat rooms.
On January 24 we held a Student Forum in the Ballroom. Between 80 and 100 students attended the Forum. Some of their comments were:

- They often do not attend events because: it is difficult to return to campus to attend evening events; there should be better and earlier advertising for events (e-mails, large bulletin board, central area for weekly events, update the web site, Student Government's calendar needs to be more visible, difficult to find information, not encouraged to attend extracurricular events, need for more school spirit).
- Currently students attend and participate in: plays; photography art shows; concerts; speakers; clubs/organizations; sororities; fraternities.
- They would like to have more: parties (dances, themed parties, etc.); large concerts; social events; foreign language/multi-cultural events; radio station; student forums; family nights; food services improved and be less restrictive (vegetarians, vegans, allergies, etc.) and enhanced menus for weekends; an Organization Day to provide information on different clubs, activities, etc.; web site for all activities on campus.
- They currently learn about events through: posters; faculty/staff; e-mail; calendar; bulletin boards; teacher announcements; word of mouth.
- They would like: extra credit for attending some events; more faculty participation; a more comprehensive list of all organizations on the web site; online campus newspaper.
- Students feel connected: within their department but not outside; with faculty, through smaller classes.
- Students want to have more interaction with faculty/staff outside class.

Action Step 1: Increase student, faculty, and staff participation at extracurricular events and communicate this expectation to students through a variety of media such as catalog, student handbook, syllabi, freshmen orientation, etc.

We believe that student participation at extracurricular events should be increased. We can make students aware of the importance of participation through a variety of media such as the catalog, student handbook, syllabi, freshmen orientation, etc. Students need to know what is expected of them as far as participation at extracurricular events is concerned. They need to feel a connection with faculty outside of the classroom as well as in the classroom, and with other faculty and staff. We need to nurture a sense of belonging with all students.

Action Step 2: Create a comprehensive communication plan so students, faculty, and staff are more aware of the different activities occurring in the campus community so attendance at these events is increased.

Currently there is not one central location where students can learn of extracurricular events. We feel that an up-to-date, online calendar of all events would be a good place to start. If there is one central location, students will soon learn to go to that source and be well informed of campus activities. The Falcon Center would also be another contact point for students with use of the large screen and bulletin boards.

Action Step 3: Expand programming and delivery strategies for extracurricular events that appeal to a diverse student population (on-campus, off-campus, non-traditional, international, etc.).

Some of our students do not come to main campus and, therefore, do not participate in our activities because they are not aware of them. Creation of the online calendar should help to keep all students, on- and off-campus, informed. Some extracurricular events could be planned for off-campus areas, and we also need to make sure there are enough activities that appeal to traditional, as well as non-traditional students, and also international students, etc.

Action Step 4: Expand student services and activities to meet the changing needs of the student population (more flexible options in dining hall, services after 5 p.m. and on weekends, etc.).
Our student population is very different from students of the past. Students have many things vying for their attention: jobs, family and social responsibilities, plus academic responsibilities. We need to make sure we offer a variety of options to students in order to meet as many of their needs as possible.

Goal 6: Findings

FIRST YEAR EXPERIENCE STRATEGIC TASK FORCE FINDINGS

- It is important for an institution to have a philosophy/rationale for the first-year that is explicit, clear and easily understood, consistent with the institutional mission. It is also important that this philosophy be widely disseminated. While Fairmont State is working toward improving the first-year experience, at present it is probably most accurate to say that our philosophy for freshmen is our philosophy for students in general. We have no concrete, broadly disseminated, universally understood philosophy of the first-year experience.
- Even though Fairmont State has several initiatives started, there has often been a lack of coordination of these efforts.
- A coherent first-year experience is realized and maintained through effective partnerships among Academic Affairs, Student Affairs, and other administrative units. It is enhanced by ongoing faculty and staff development activities. Currently Fairmont Sate has multiple administrative structures that cooperate to administer and align first-year policies, practices, and programs.
- In and out of the classroom learning activities promote increased competence in critical thinking, ethical development, and the lifelong pursuit of knowledge. Based upon student reports, a very limited percentage of the first-year students engage in out-of-class activities. The highest percentage of participation included the professional organizations associated with the student's major, fitness facilities available in the new Falcon Center, and Intramural sports. Very few students engaged in sporting events, campus guest speakers, or freshman orientation.
- High-quality instruction in first-year classes and interaction between faculty and first-year students should be a high priority for faculty. Many faculty development activities are currently being coordinated through Fairmont State's Center for Teaching Excellence; this is certainly an improvement from the past, but Fairmont State still has room for improvement in this area.
- Institutions must clearly communicate expectations and provide appropriate support for educational success of first-year students. Currently, students seem to be unaware of any institutional mission at all, except for the notions of "giving out diplomas" and "earning money."
- Institutions must maintain curricular alignments with secondary schools and linkages with secondary school personnel, families, and other support sources.
- Services must be provided to all first-year students with respect to the students' abilities, backgrounds, interests, and experiences. Fairmont State adequately identifies student subpopulations, but we often have difficulty identifying all of their needs. Part of the problem stems from our growth. Services provided to students have not adjusted quickly enough to sufficiently handle the increasing needs of students.
- Institutions must ensure a campus environment that is inclusive and safe for all students.
- First-year students must have the opportunity to interact in an open and civil community with people from backgrounds and cultures different from their own and explore their own cultures and the cultures of others.
- The roles and purposes of first-year higher education programs must include knowledge acquisitions for personal growth, learning to prepare for future employment, learning to become engaged citizens, and learning to serve the public good.
- First-year students should be encouraged to examine their motivations and goals with regard to higher education and Fairmont State specifically.
- Assessment results are an integral part of institutional planning, resource allocation, decision-making, and ongoing improvement of programs and policies as they affect first-year students.

Goal 7: Findings

HUMAN CAPITAL STRATEGIC TASK FORCE FINDINGS

The Human Capital Task Force makes the following report to the Fairmont State Strategic Planning Steering Council.

Task Force members included: Steve Roof (chair), Bobbi Dodd, Judy Biafore, Steve Leach

Findings:

- The term Human "Capital" is offensive to many.
- The morale among staff and especially faculty is very low.
- The perception among faculty is that faculty numbers are declining while staff numbers are increasing. The perception among staff is the opposite.
- The sense of community among faculty and staff is low.
- Fairmont State is in the middle of a transition from a paper world to an electronic world.
- An important characteristic of Fairmont State is small class size. When asked to list the positive aspects of Fairmont State everyone contacted (students, faculty, staff) listed small class size as a top item.
- Based on national surveys three key criteria seem to be involved in determining employee job satisfaction irregardless of what type of job.
  1. Fair and equitable compensation.
  2. Flexibility in the job..
  3. An interesting job that provides opportunities to learn and grow.

Constraints:

- The level of state appropriations will at best remain constant.
- Allowable tuition increases will be limited.
- Student to faculty ratio will most likely increase over time (we will have more students with the same number or even a declining number of faculty).
- Staff to faculty ratio will most likely decrease over time (we will have fewer staff located in academic unit offices to support faculty).
- The current staff classification system inhibits the rapid retraining that is necessary in an electronic world.

Given the constraints in funding it seems unlikely that we will be able to directly address the first criteria involved in employee job satisfaction (fair and equitable compensation) by giving everyone a raise. It may be possible to increase the amount of dollars available for salary increases by redefining the way in which jobs are divided (work smarter not harder) or by reducing class sections by increasing class size. However this second approach is not recommended because it changes one of the key distinguishing features of Fairmont State, namely small class size. The potential for damaging seems to outweigh the savings that larger classes would provide.