

December 8, 2016

Board of Governors



AGENDA

FSU BOARD OF GOVERNORS' MEETING
DECEMBER 8, 2016, 3:00 P.M.
LOCATION: BOARD ROOM, FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV



- I. CALL TO ORDER**
 - A. Roll Call
 - B. Public Comment
 - C. Approval of Agenda*Action Item*
- II. APPROVAL OF MINUTES OF OCTOBER 20, 2016**.....*Tab 1 Action Item*
- III. CHAIRMAN'S REPORT**
- IV. PRESIDENT'S REPORT**
- V. REPORTS AND PRESENTATIONS**
 - A. Constituent Report
 - A. Foundation (RJ Gimbl)
 - B. Construction Project Updates (Tom Tucker)
- VI. CONSENT AGENDA**.....*Tab 2 Action Item*
 - A. Financial Reports (Months Ending: August 31, September 30, and October 31, 2016)
- VII. ACADEMIC AFFAIRS COMMITTEE** (Aaron Hawkins, Chair)
 - A. The 2016 Update and Report for the Institutional Compact.....*Tab 3 Action Item*
- VIII. ATHLETIC AFFAIRS COMMITTEE** (Frank Washenitz, Chair)
- IX. BY-LAWS COMMITTEE** (Dixie Yann, Chair)
- X. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE** (John Myers, Chair)
- XI. FINANCE COMMITTEE** (John Schirripa, Chair)
 - A. HVAC Replacement – Robert C. Byrd NAEC.....*Tab 4 Info Only*
 - B. Approval of Promise Beyond Scholarship Updates.....*Tab 5 Action Item*
 - C. Approval of University Terrace Change Order #6.....*Tab 6 Action Item*
- XII. STUDENT HOUSING COMMITTEE** (Aaron Hawkins, Chair)
- XIII. EXECUTIVE COMMITTEE** (Dixie Yann, Chair)
- XIV. POSSIBLE EXECUTIVE SESSION** - Under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel and Property Issues
- XV. ADJOURNMENT**

***NEXT MEETING: FEBRUARY 16, 2017, 9:00 A.M.,
LOCATION: BOARD ROOM, 3RD FLOOR FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV***

Tab 1



FAIRMONT STATE UNIVERSITY
BOARD OF GOVERNORS
MEETING MINUTES
OCTOBER 20, 2016
GASTON CAPERTON CENTER
501 WEST MAIN STREET, CLARKSBURG, WV

I. CALL TO ORDER

A. Roll Call

Chair Dixie Yann convened a meeting of the Fairmont State University (FSU) Board of Governors on October 20, 2016, beginning at approximately 9:00 a.m. at the Gaston Caperton Center in Clarksburg, West Virginia.

At the request of Chair Yann, Serena Scully conducted a roll call of the Board of Governors. Present for the meeting were board members Rachel Ball, Holly Fluharty, Aaron Hawkins, Bill Holmes, John Myers, Deborah Prezioso, Budd Sapp, John Schirripa, and Dixie Yann. Bryan Towns participated by conference call and Chris Courtney was present following the roll call. Frank Washenitz was absent.

Others present were President Rose and President's Council members Christina Lavorata, Ann Mazza, Tim Oxley, and Debbie Stiles. Tom Tucker, Assistant Vice President for Facilities; Stephanie Slaubaugh, Construction Manager; Carolyn Fletcher, Director of Accounting; Tim McNeely, Athletic Director; Chad Fowler, Assistant Athletic Director; Courtney Materazzi, Volleyball Coach, RJ Gimbl, President of the Fairmont State Foundation; and Ron Tucker, former BOG member, also attended.

B. Public Comment

Rachel Ball reported that no one had signed up for public comment.

C. Approval of Agenda

Budd Sapp made a motion to approve the agenda. John Schirripa seconded. The motion passed.

II. APPROVAL OF MINUTES OF AUGUST 18, 2016

Budd Sapp made a motion to approve the minutes of August 18, 2016. Aaron Hawkins seconded. The motion passed.

III. CHAIRMAN'S REPORT

- A. Chair Yann introduced new Board of Governors members, Deborah Prezioso and Bill Holmes.
- B. Chair Yann presented Ron Tucker with a plaque in recognition of his many years of service to the Board of Governors, four of which he served as Board Chair.
- C. The Chair reminded everyone of the next BOG meeting on December 8th at 3:00. Following the meeting will be the all boards social.

IV. PRESIDENT'S REPORT

- A. President Rose reported that while at the Capital earlier this week, Bob Leslie, Deputy Attorney General, was full of praise for all of Fairmont State's efforts involving flood relief in southern West Virginia. Fairmont State donated stoves, refrigerators, and other appliances that were taken out of College Park apartments. Fairmont State will also be donating additional appliances once the remainder of the apartments are torn down. This is just one of the many areas on campus that worked to help the flood victims.
- B. She also mentioned that the HLC visit seems to have gone very well. The final report should be received after the first of the year. In the closing session, many positive comments were made: it was evident that Fairmont State University has a clear history of teaching and learning; it was evident that the mission is alive and well; evidence of dedication to students; strong sense of community and family (at all locations), the library is a valued resource; support services are to be applauded; and the buildings and grounds are well maintained and clean.
- C. HEPC meets on November 18th.
- D. President Rose also mentioned the HOPE event that will take place on November 29th from 4-6 at the Shaw House, as well as the all boards social following the next board meeting on December 8th.

V. REPORTS AND PRESENTATIONS

- A. Constituent Report (Courtney Materazzi)

Courtney Materazzi, volleyball coach, provided an informative report regarding the volleyball team.

The volleyball team is currently 14-9; the overall GPA of the team is 3.5; team members are from various states – WV, OH, VA, MD, CO, FL; players are from a variety of majors: Engineering, Business, Criminal Justice; and mentioned that many of the team members are involved in various campus life areas.

B. Foundation (RJ Gimbl)

RJ Gimbl, President and CEO of the Fairmont State Foundation, reported that the 2016 annual fund is in progress with over \$42,000 received in gifts to date this calendar year. The total number of annual fund donors from 2015 has already been surpassed, with 102 donors being first time donors.

Mr. Gimbl stated that on the major gifts front they are currently working on closing two major gifts.

The Foundation has three pending grant requests for the Title III federal match and hopes to have a response to all three by mid-December.

The Foundation hosted a pre-game brunch before the September 10th football game for Victory Bell Society members, which had a great turnout and resulted in several new faces.

Mr. Gimbl reported that the NIP (Neighborhood Investment Program) allocation was received in the amount of \$25,000 – down from \$37,500 last year.

C. Constructor Project Updates (Tom Tucker and Stephanie Slaubaugh)

Stephanie Slaubaugh, Constructor Manager, gave an update on the various projects that are currently underway and have recently been completed on campus.

The University Terrace project is coming to an end. On October 28th and 31st, the fire marshal will be on campus. Students will be moving into building three on November 18th.

MS4 Program – the renewed permit was approved on September 9th by the DEP. They are still waiting on the final verification.

Weekly updates are available online at:

<http://www.fairmontstate.edu/adminfiscalaffairs/physical-plant/construction-projects>

VI. CONSENT AGENDA

John Schirripa moved to accept the following Consent Agenda:

- A. Financial Reports for periods ending June 29, 2016 and July 31, 2016

Budd Sapp seconded. The motion passed.

VII. ACADEMIC AFFAIRS COMMITTEE (Aaron Hawkins, Chair)

Mr. Aaron Hawkins, Chair of the Academic Affairs Committee asked that Dr. Christina Lavorata, Provost and Vice President for Academic Affairs, give a brief update.

Two academic advisors received national recognition a few weeks ago – Jennifer Jones and Dedra Cobb.

Dr. William Mark Hart was on campus yesterday and gave a lecture that was sponsored by the School of Business and School of Science and Technology. The lecture was well received and filled all three Falcon Center conference rooms.

Communication students participated in a mock debate last week which had around 80 guests in attendance.

Aaron Hawkins moved to approve the following:

A. Textbook Adoption Report

John Myers seconded. The motion passed.

VIII. ATHLETIC AFFAIRS COMMITTEE (Frank Washenitz, Chair)

Frank Washenitz, Chair of the Athletic Affairs Committee, was not in attendance. Tim McNeely, Athletic Director, gave an update for the Athletic Affairs Committee.

Mr. McNeely discussed fall sports coming to an end. The football team is currently number one in the conference.

Basketball tickets are now on sale. On December 3rd, the NCAA has chosen the match up with West Liberty as the showcase game of the week.

Athletic Facilities Master Plan has now been started. The RFI has been completed and the RFP will begin soon.

Budd Sapp announced two upcoming events. The FSU Athletic Association elimination dinner is on November 8th is at the field club. He also invited all Board members to the Faculty Senate meeting on November 8th at 3:00, with a social following that meeting.

IX. BY-LAWS COMMITTEE (Dixie Yann, Chair)

Dixie Yann reported that Mark Pallotta, Ron Tucker, and she previously made up the By-Laws committee. Deborah Prezioso and Bill Holmes have been placed on that committee and they plan to have a meeting soon.

X. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE (John Myers, Chair)

John Myers, Chair of the Enrollment/Housing-Student Life Committee, asked Interim Vice President of Student Services, Dr. Tim Oxley, to give an update.

Dr. Oxley supplied a handout which provided enrollment numbers for last year, this year, and the differences. The information shows positive growth when combining undergraduate and graduate students. Returning student numbers are very encouraging.

Information was also provided regarding demographics and county of residence for undergraduate students. The majority of our students come from three counties: Marion, Harrison, and Monongalia.

Our major market area out of state (as well as in state) is predicted to have either no increase or a decrease in student graduation over the next few years.

Dr. Oxley reported 91.8% housing occupancy, with 155 contracts already signed for fall 2017.

COMPACT Metrics for 2018 – the narrative plan will be presented to be approved at the December meeting.

There has been a vast improvement in students passing developmental courses.

Enrollment Recruitment Plan was also provided in the handout. John Myers discussed the importance of keeping the recruiters on the road.

XI. FINANCE COMMITTEE (John Schirripa, Chair)

John Schirripa, Chair of the Finance Committee, provided a brief update.

The Finance Committee met on October 4th. At that meeting, Stephanie Slaubaugh gave an update on construction projects, Debbie Stiles presented the June and July financial reports, and an audit update was given. An audit report will be provided at the next Board meeting in December.

XII. STUDENT HOUSING COMMITTEE (Aaron Hawkins, Chair)

Aaron Hawkins, Chair of the Student Housing Committee, thanked Stephanie and Tom for all of their hard work on the University Terrace project.

The remaining college park apartments will be removed soon.

Aaron Hawkins deferred the remainder of his discussion until Executive Session pursuant to §6-9A-4-2b of the West Virginia code.

XIII. EXECUTIVE COMMITTEE (Dixie Yann, Chair)

Dixie Yann reported that the executive committee met on September 15th and worked on the realignment of committees.

The next meeting of the Executive Session is tentatively scheduled for November 17th.

XIV. POSSIBLE EXECUTIVE SESSIONS

Aaron Hawkins made a motion to go into Executive Session “Under the Authority of West Virginia Code §6-9A-4 to discuss personnel matters as well as to discuss the purchase, sale or lease of property, advance construction planning, the investment of public funds or other matters involving commercial competition.”

John Myers seconded. The motion passed.

John Myers made a motion to rise from Executive Session. Chris Courtney seconded. The motion passed.

XV. ADJOURNMENT

Budd Sapp made a motion to adjourn the meeting. John Myers seconded. The motion passed.

_____ FSU Board of Governors’ Chair
Dixie Yann Date

_____ FSU Board of Governors’ Secretary
Aaron Hawkins Date

Tab 2

Fairmont State University
Board of Governors
Financial Report
For the period ending August 31, 2016

Unrestricted Central:

At the end of August, the Unrestricted Central Fund negative budget condition grew by \$20,339 over that reported for July. Salaries expense increased by \$25,649 due to entries and corrections that cross between periods 01 and 02 and 02 and 03. A decrease to Salaries expense entered in period 03 will reflect a net change of zero to this line item. Benefits expense estimates decreased by \$8,299 due to entries and correcting entries that cross fiscal periods, transfer of budget between positions with differing benefit rates, and a \$10,760 decrease to PEIA estimates due to vacancies, new hires, and coverage changes. The value for Support Services Revenue decreased by \$2,989 due to changes in the PEIA cost estimates.

Tuition and fee revenue is 50.24% of the budget estimate for the current year. Transfers of Student Activity Support Revenue are 33.84% of the annual estimate. Total Operating Revenue calculates to 42.18% of that anticipated for the current year. Non-Operating Revenue is 17.87% of the total annual anticipated. At the end of August, Operating Expenses are 12.23% of the budget estimate for the current year. The YTD Actual condition reflects a surplus of revenue over expense of \$9,583,995 at the end of this period.

Unrestricted Fund Manager:

During the month of August, the planned budget deficit condition for FY 2017 improved by \$9,803 to (\$921,973). This improvement is due a decrease in the PEIA cost estimates.

At the end of the period, the total revenue is 45.44% of that anticipated for the fiscal year. Operating expenses are 7.31% of that planned for the fiscal year. The YTD Actual condition reflects a surplus of revenue over expenses of \$713,521.

Auxiliary:

The anticipated transfer to reserve amount for the Athletic funds increased by \$2,558 due to a decrease in PEIA cost estimates. The anticipated transfer to reserve amount for the Housing fund decreased by \$9,806 due to an increase in the PEIA cost estimates.

The Operating Revenue is 35.09% of that estimated for FY 2017. Operating Expenses are 27.33% of the budget estimated for the year. The YTD Actual condition represented by the report at the end of August is \$2,648,682.

Restricted:

New grant activity of \$122,075 for August:
 \$122,075 WV Dept of Ed STARS grant

No change to the existing grant budgets.

Restricted revenue is 29.49% of the projection for the fiscal year. Non-Operating Revenue (Pell Grant) is 35.46% of the budget for FY 2017. Operating Expenses are 29.85% of the annual budget projection. The YTD Actual calculation at the end of August is \$412,363.

Following are the financial reports for the month of August 2016.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Central E&G

As of August 31, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|---|---|-------------------------|-------------------------|-------------------|---------------------------------|
| OPERATING REVENUE | Tuition and Fees | 24,120,664 | 24,120,664 | 12,118,648 | 50.24 |
| | Student Activity Support Revenue | 471,765 | 471,765 | 159,658 | 33.84 |
| | Faculty Services Revenue | 1,272,439 | 1,272,439 | 0 | 0.00 |
| | Operating Costs Revenue | 1,652,395 | 1,652,395 | 126,673 | 7.67 |
| | Support Services Revenue | 1,919,837 | 1,911,452 | 132,261 | 6.92 |
| | Other Operating Revenues | 323,137 | 323,137 | 12,693 | 3.93 |
| | Total: | 29,760,237 | 29,751,852 | 12,549,934 | 42.18 |
| OPERATING EXPENSE | Salaries | 23,978,766 | 23,994,376 | 1,407,336 | 5.87 |
| | Benefits | 5,783,010 | 5,658,562 | 404,027 | 7.14 |
| | Student financial aid-scholarships | 3,192,992 | 3,192,992 | 1,632,806 | 51.14 |
| | Utilities | 1,450,976 | 1,450,976 | 137,725 | 9.49 |
| | Supplies and Other Services | 6,637,569 | 6,640,028 | 1,493,323 | 22.49 |
| | Equipment Expense | 663,576 | 661,676 | 53,156 | 8.03 |
| | Fees retained by the Commission | 185,560 | 185,560 | 43,926 | 23.67 |
| | Assessment for Faculty Services | 946,574 | 946,574 | 0 | 0.00 |
| | Assessment for Support Services | 227,874 | 227,874 | 11,985 | 5.26 |
| | Assessment for Student Activity Costs | 349,764 | 349,764 | 125,374 | 35.85 |
| | Assessment for Operating Costs | 100,134 | 100,134 | 458 | 0.46 |
| | Total: | 43,516,794 | 43,408,516 | 5,310,115 | 12.23 |
| OPERATING INCOME / (LOSS) | | (13,756,557) | (13,656,664) | 7,239,818 | (53.01) |
| NONOPERATING REVENUE (EXPENSE) | State Appropriations | 15,277,769 | 15,277,769 | 3,055,554 | 20.00 |
| | Gifts | 0 | 3,000 | 3,000 | 100.00 |
| | Investment Income | 25,245 | 25,245 | (2,428) | (9.62) |
| | Assessment for E&G Capital & Debt Service Costs | (2,143,380) | (2,143,380) | (704,449) | 32.87 |
| | Total: | 13,159,634 | 13,162,634 | 2,351,677 | 17.87 |
| TRANSFERS & OTHER | Capital Expenditures | (90,384) | (90,384) | 0 | 0.00 |
| | Construction Expenditures | 0 | 0 | (7,500) | |
| | Transfers for Debt Service | (64,775) | (64,959) | 0 | 0.00 |
| | Transfers for Financial Aid Match | (81,239) | (81,239) | 0 | 0.00 |
| | Indirect Cost Recoveries | 825 | 2,262 | 0 | 0.00 |
| | Transfers - Other | (18,959) | (18,959) | 0 | 0.00 |
| | Total: | (254,533) | (253,279) | (7,500) | 2.96 |
| BUDGET BALANCE | | (851,456) | (747,309) | 9,583,995 | (1,282.47) |
| Add: Estimated Unfilled Position Savings: | | 1,000,000 | 0 | | |
| ADJUSTED BUDGET BALANCE | | 148,544 | (747,309) | 9,583,995 | |
| * Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year | | 7,126,814 | 7,126,814 | | |
| Less: USE OF RESERVE | | 0 | 0 | | |
| Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year | | <u>7,275,358</u> | <u>6,379,505</u> | | |

* Projected Unrestricted Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2016 in the amount of \$8,911,409
The projected value will be finalized after October 2016 with the conclusion of the FY 16 financial audit.

Unrestricted Net Asset Balance is 16.42% of the current budget total operating expense.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Fund Manager

As of August 31, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|---|------------------------------------|-----------------------|-----------------------|----------------|---------------------------------|
| OPERATING REVENUE | Tuition and Fees | 1,873,725 | 1,920,824 | 928,312 | 48.33 |
| | Other Operating Revenues | 141,625 | 141,625 | 8,934 | 6.31 |
| | Total: | 2,015,350 | 2,062,449 | 937,246 | 45.44 |
| OPERATING EXPENSE | Salaries | 911,424 | 826,168 | 33,237 | 4.02 |
| | Benefits | 112,016 | 106,579 | 4,225 | 3.96 |
| | Student financial aid-scholarships | 32,310 | 32,310 | 15,456 | 47.84 |
| | Utilities | 4,500 | 4,500 | 604 | 13.42 |
| | Supplies and Other Services | 1,920,763 | 1,869,084 | 103,303 | 5.53 |
| | Equipment Expense | 204,969 | 204,969 | 65,743 | 32.07 |
| | Total: | 3,185,982 | 3,043,610 | 222,568 | 7.31 |
| OPERATING INCOME / (LOSS) | | (1,170,632) | (981,161) | 714,678 | (72.84) |
| NONOPERATING REVENUE (EXPENSE) | Gifts | 500 | 500 | 0 | 0.00 |
| | Total: | 500 | 500 | 0 | 0.00 |
| TRANSFERS & OTHER | Capital Expenditures | (20,000) | (20,000) | (5,400) | 27.00 |
| | Indirect Cost Recoveries | 64,125 | 35,439 | 4,242 | 11.97 |
| | Transfers - Other | 43,250 | 43,250 | 0 | 0.00 |
| | Total: | 87,375 | 58,689 | (1,158) | (1.97) |
| BUDGET BALANCE | | (1,082,757) | (921,973) | 713,521 | (77.39) |
| Add: Estimated Unfilled Position Savings: | | 0 | 0 | | |
| ADJUSTED BUDGET BALANCE | | (1,082,757) | (921,973) | 713,521 | |
| Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year | | 1,894,768 | 1,894,768 | | |
| Less: USE OF RESERVE | | 0 | 0 | | |
| Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year | | <u>812,011</u> | <u>972,795</u> | | |

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of August 31, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|---|-------------------------|-------------------------|------------------|---------------------------------|
| OPERATING REVENUE | Auxiliary Enterprise Revenue | 8,883,109 | 8,893,761 | 3,177,219 | 35.72 |
| | Auxiliary Fees & Debt Service Support Revenue | 5,033,400 | 5,033,400 | 1,708,932 | 33.95 |
| | Other Operating Revenues | 235,339 | 235,339 | 82,800 | 35.18 |
| | Total: | 14,151,848 | 14,162,500 | 4,968,951 | 35.09 |
| OPERATING EXPENSE | Salaries | 2,752,807 | 2,743,640 | 415,180 | 15.13 |
| | Benefits | 629,516 | 607,842 | 85,445 | 14.06 |
| | Student financial aid-scholarships | 836,956 | 836,956 | 328,026 | 39.19 |
| | Utilities | 939,175 | 939,175 | 90,655 | 9.65 |
| | Supplies and Other Services | 3,161,578 | 3,182,274 | 1,321,269 | 41.52 |
| | Equipment Expense | 112,659 | 112,316 | 61,359 | 54.63 |
| | Total: | 8,432,691 | 8,422,203 | 2,301,934 | 27.33 |
| OPERATING INCOME / (LOSS) | | 5,719,157 | 5,740,297 | 2,667,017 | 46.46 |
| NONOPERATING REVENUE (EXPENSE) | Gifts | 0 | 2,647 | 1,664 | 62.86 |
| | Interest on capital asset related debt | (91,042) | (91,042) | (10,202) | 11.21 |
| | Total: | (91,042) | (88,395) | (8,538) | 9.66 |
| TRANSFERS & OTHER | Capital Expenditures | (135,523) | (135,523) | (9,797) | 7.23 |
| | Transfers for Debt Service | (4,885,273) | (4,885,273) | 0 | 0.00 |
| | Transfers for Financial Aid Match | (3,425) | (3,425) | 0 | 0.00 |
| | Total: | (5,024,221) | (5,024,221) | (9,797) | 0.19 |
| BUDGET BALANCE - Projected Transfer to Reserves | | 603,895 | 627,682 | 2,648,682 | |
| * Add: PROJECTED NET ASSETS - Beginning of Year | | <u>9,259,125</u> | <u>9,259,125</u> | | |
| Equals: PROJECTED NET ASSETS - End of Year | | <u>9,863,020</u> | <u>9,886,807</u> | | |

* Projected Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2016 in the amount of \$1,054,647
The projected value will be finalized after October 2016 with the conclusion of the FY 16 financial audit.

* Auxiliary Net Assets are required to support future repair and replacement costs. Planning activities continue to document a
20 year plan to support each auxiliary enterprise capital repair/replacement need.

FAIRMONT STATE UNIVERSITY
Actual vs Budget Statement of Revenues and Expenses
Current Restricted
As of August 31, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|--------------------------------------|----------------------------|---------------------------|-----------------------|---|
| OPERATING REVENUE | Federal Grants and Contracts | 22,802,166 | 22,802,166 | 7,381,807 | 32.37 |
| | State/Local Grants and Contracts | 7,191,217 | 7,313,292 | 1,103,679 | 15.09 |
| | Private Grants and Contracts | 1,843,122 | 1,843,122 | 936,189 | 50.79 |
| | Other Operating Revenue | 700 | 700 | 2,100 | 300.00 |
| | Total: | 31,837,204 | 31,959,279 | 9,423,776 | 29.49 |
| OPERATING EXPENSE | Salaries | 600,434 | 653,194 | 174,264 | 26.68 |
| | Benefits | 57,542 | 56,895 | 27,082 | 47.60 |
| | Student financial aid - scholarships | 40,238,176 | 40,238,176 | 12,004,972 | 29.83 |
| | Utilities | 0 | 0 | 0 | 0.00 |
| | Supplies and Other Services | 953,823 | 1,015,311 | 312,128 | 30.74 |
| | Equipment Expense | 8,356 | 8,356 | 12,182 | 145.78 |
| | Total: | 41,858,332 | 41,971,932 | 12,530,627 | 29.85 |
| OPERATING INCOME / (LOSS) | | (10,021,128) | (10,012,653) | (3,106,852) | 31.03 |
| NONOPERATING REVENUE | Federal Pell Grant Revenues | 10,000,000 | 10,000,000 | 3,546,228 | 35.46 |
| | (EXPENSE) | 0 | 0 | 0 | 0.00 |
| | Investment Income | 0 | 0 | 0 | |
| | Total: | 10,000,000 | 10,000,000 | 3,546,228 | 35.46 |
| TRANSFERS & OTHER | Capital Expenditures | (15,000) | (15,000) | (15,000) | 100.00 |
| | Construction Expenditures | (7,500) | (7,500) | (7,500) | 100.00 |
| | Transfers for Fin Aid Match | 84,664 | 84,664 | 0 | 0.00 |
| | Indirect Cost Recoveries | (29,226) | (37,701) | (4,513) | 11.97 |
| | Transfers - Other | | | 0 | 0.00 |
| | Total: | 32,938 | 24,463 | (27,013) | -110.42 |
| BUDGET BALANCE | | 11,810 | 11,810 | 412,363 | |
| Add: RESTRICTED NET ASSETS - Beginning of Year | | 531,290 | 531,290 | | |
| Equals: PROJECTED RESTRICTED NET ASSETS - End of Year | | <u>543,100</u> | <u>543,100</u> | | |

Fairmont State University
Board of Governors
Financial Report
For the period ending September 30, 2016

Unrestricted Central:

At the end of September, the Unrestricted Central Fund negative budget condition increased by \$27,087 over that reported for August. Salaries expense estimates decreased by \$25,174 due to entries and corrections that crossed between periods 02 and 03. The net change between the two fiscal periods is zero. Benefits expense estimates increased by \$60,881 due to entries and correcting entries that crossed fiscal periods, transfer of budget between positions with differing benefit rates, and an increase to PEIA estimates due to vacancies, new hires, and coverage changes. The estimate for Operating Cost Revenue and Support Services Revenue reflect a net increase of \$1,814 due to changes in the labor and operating budget values. Assessment for Support Services decreased as a result of a labor budget change for a Pierpont position.

Tuition and fee revenue is 50.51% of the budget estimate for the current year. Transfers of Student Activity Support Revenue are 40.58% of the annual estimate. Total Operating Revenue calculates to 43.51% of that anticipated for the current year. Non-Operating Revenue is 17.21% of the total annual anticipated. At the end of September, Operating Expenses are 21.19% of the budget estimate for the current year. The YTD Actual condition at the end of September exhibits a surplus of revenue over expenses of \$5,909,196.

Unrestricted Fund Manager:

During the month of September, the planned budget condition for FY 2017 improved by \$5,210 to (\$916,763). This improvement is due to a decrease in Supplies Expense resulting from a correcting entry for activity reported in the previous period.

At the end of the reporting period, the total revenue is 47.38% of that anticipated for the fiscal year. Operating expenses are 13.16% of that planned for the fiscal year. The YTD Actual condition reflects a surplus of revenue over expenses of \$517,945.

Auxiliary:

The anticipated transfer to reserve amount for the Auxiliary funds decreased by \$2,835. This net decrease in the transfer value is the direct result of PEIA cost estimates for Athletics, Falcon Center, and Housing and an increase in operating cost projections for the Feaster Center pool.

The Operating Revenue is 39.11% of that estimated for FY 2017. Operating Expenses are 26.53% of the budget estimated for the year. The YTD Actual condition represented by the report at the end of September is \$3,288,566.

Restricted:

No new grant activity was reported for September.

Existing grant activity:

\$29,173 Title III Carry-Over budget from year 3.

Restricted revenue is 40.18% of the projection for the fiscal year. Non-Operating Revenue (Pell Grant) is 36.16% of the budget for FY 2017. Operating Expenses are 34.16% of the annual budget projection. The YTD Actual calculation at the end of September is \$2,140,585.

Following are the financial reports for the month of September 2016.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Central E&G

As of September 30, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|---|---|-------------------------|-------------------------|-------------------|---------------------------------|
| OPERATING REVENUE | Tuition and Fees | 24,120,664 | 24,120,664 | 12,182,890 | 50.51 |
| | Student Activity Support Revenue | 471,765 | 471,765 | 191,444 | 40.58 |
| | Faculty Services Revenue | 1,272,439 | 1,272,439 | 0 | 0.00 |
| | Operating Costs Revenue | 1,652,395 | 1,654,229 | 318,905 | 19.28 |
| | Support Services Revenue | 1,919,837 | 1,911,432 | 260,148 | 13.61 |
| | Other Operating Revenues | 323,137 | 329,137 | (5,100) | (1.55) |
| | Total: | 29,760,237 | 29,759,665 | 12,948,287 | 43.51 |
| OPERATING EXPENSE | Salaries | 23,978,766 | 23,969,480 | 3,977,638 | 16.59 |
| | Benefits | 5,783,010 | 5,719,166 | 1,085,373 | 18.98 |
| | Student financial aid-scholarships | 3,192,992 | 3,192,992 | 1,624,089 | 50.86 |
| | Utilities | 1,450,976 | 1,450,976 | 264,009 | 18.20 |
| | Supplies and Other Services | 6,637,569 | 6,642,641 | 1,959,922 | 29.51 |
| | Equipment Expense | 663,576 | 665,063 | 78,401 | 11.79 |
| | Fees retained by the Commission | 185,560 | 185,560 | 43,926 | 23.67 |
| | Assessment for Faculty Services | 946,574 | 946,574 | 0 | 0.00 |
| | Assessment for Support Services | 227,874 | 224,917 | 21,031 | 9.35 |
| | Assessment for Student Activity Costs | 349,764 | 349,764 | 148,350 | 42.41 |
| | Assessment for Operating Costs | 100,134 | 96,283 | 1,859 | 1.93 |
| | Total: | 43,516,794 | 43,443,417 | 9,204,597 | 21.19 |
| OPERATING INCOME / (LOSS) | | (13,756,557) | (13,683,752) | 3,743,690 | (27.36) |
| NONOPERATING REVENUE (EXPENSE) | State Appropriations | 15,277,769 | 15,277,769 | 3,055,554 | 20.00 |
| | Gifts | 0 | 3,000 | 3,000 | 100.00 |
| | Investment Income | 25,245 | 25,245 | 3,755 | 14.87 |
| | Assessment for E&G Capital & Debt Service Costs | (2,143,380) | (2,143,380) | (797,466) | 37.21 |
| | Total: | 13,159,634 | 13,162,634 | 2,264,843 | 17.21 |
| TRANSFERS & OTHER | Capital Expenditures | (90,384) | (90,384) | (72,957) | 80.72 |
| | Construction Expenditures | 0 | 0 | (7,500) | |
| | Transfers for Debt Service | (64,775) | (64,959) | 0 | 0.00 |
| | Transfers for Financial Aid Match | (81,239) | (81,239) | (18,881) | 23.24 |
| | Indirect Cost Recoveries | 825 | 2,262 | 0 | 0.00 |
| | Transfers - Other | (18,959) | (18,959) | 0 | 0.00 |
| | Total: | (254,533) | (253,279) | (99,338) | 39.22 |
| BUDGET BALANCE | | (851,456) | (774,396) | 5,909,196 | (763.07) |
| Add: Estimated Unfilled Position Savings: | | 1,000,000 | 0 | | |
| ADJUSTED BUDGET BALANCE | | 148,544 | (774,396) | 5,909,196 | |
| * Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year | | 7,126,814 | 7,126,814 | | |
| Less: USE OF RESERVE | | 0 | 0 | | |
| Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year | | <u>7,275,358</u> | <u>6,352,418</u> | | |

* Projected Unrestricted Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2016 in the amount of \$8,911,409
The projected value will be finalized after October 2016 with the conclusion of the FY 16 financial audit.

Unrestricted Net Asset Balance is 16.40% of the current budget total operating expense.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Fund Manager

As of September 30, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|---|------------------------------------|-----------------------|-----------------------|-----------------|---------------------------------|
| OPERATING REVENUE | Tuition and Fees | 1,873,725 | 1,920,824 | 948,591 | 49.38 |
| | Other Operating Revenues | 141,625 | 141,625 | 28,502 | 20.12 |
| | Total: | 2,015,350 | 2,062,449 | 977,093 | 47.38 |
| OPERATING EXPENSE | Salaries | 911,424 | 826,069 | 115,455 | 13.98 |
| | Benefits | 112,016 | 106,677 | 16,300 | 15.28 |
| | Student financial aid-scholarships | 32,310 | 32,310 | 19,656 | 60.84 |
| | Utilities | 4,500 | 4,500 | 906 | 20.14 |
| | Supplies and Other Services | 1,920,763 | 1,863,875 | 164,719 | 8.84 |
| | Equipment Expense | 204,969 | 204,969 | 82,968 | 40.48 |
| | Total: | 3,185,982 | 3,038,400 | 400,005 | 13.16 |
| OPERATING INCOME / (LOSS) | | (1,170,632) | (975,951) | 577,088 | (59.13) |
| NONOPERATING REVENUE (EXPENSE) | Gifts | 500 | 500 | 350 | 70.00 |
| | Total: | 500 | 500 | 350 | 70.00 |
| TRANSFERS & OTHER | Capital Expenditures | (20,000) | (20,000) | (67,639) | 338.20 |
| | Indirect Cost Recoveries | 64,125 | 35,439 | 8,145 | 22.98 |
| | Transfers - Other | 43,250 | 43,250 | 0 | 0.00 |
| | Total: | 87,375 | 58,689 | (59,494) | (101.37) |
| BUDGET BALANCE | | (1,082,757) | (916,763) | 517,945 | (56.50) |
| Add: Estimated Unfilled Position Savings: | | 0 | 0 | | |
| ADJUSTED BUDGET BALANCE | | (1,082,757) | (916,763) | 517,945 | |
| Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year | | 1,894,768 | 1,894,768 | | |
| Less: USE OF RESERVE | | 0 | 0 | | |
| Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year | | <u>812,011</u> | <u>978,005</u> | | |

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of September 30, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|---|-------------------------|-------------------------|------------------|---------------------------------|
| OPERATING REVENUE | Auxiliary Enterprise Revenue | 8,883,109 | 8,893,761 | 3,411,616 | 38.36 |
| | Auxiliary Fees & Debt Service Support Revenue | 5,033,400 | 5,033,400 | 2,064,835 | 41.02 |
| | Other Operating Revenues | 235,339 | 235,339 | 62,842 | 26.70 |
| | Total: | 14,151,848 | 14,162,500 | 5,539,293 | 39.11 |
| OPERATING EXPENSE | Salaries | 2,752,807 | 2,743,640 | 721,853 | 26.31 |
| | Benefits | 629,516 | 604,884 | 144,240 | 23.85 |
| | Student financial aid-scholarships | 836,956 | 836,956 | 351,824 | 42.04 |
| | Utilities | 939,175 | 939,175 | 153,869 | 16.38 |
| | Supplies and Other Services | 3,161,578 | 3,188,067 | 790,273 | 24.79 |
| | Equipment Expense | 112,659 | 112,316 | 72,756 | 64.78 |
| | Total: | 8,432,691 | 8,425,038 | 2,234,814 | 26.53 |
| OPERATING INCOME / (LOSS) | | 5,719,157 | 5,737,462 | 3,304,480 | 57.59 |
| NONOPERATING REVENUE (EXPENSE) | Gifts | 0 | 2,647 | 1,664 | 62.86 |
| | Interest on capital asset related debt | (91,042) | (91,042) | (10,202) | 11.21 |
| | Total: | (91,042) | (88,395) | (8,538) | 9.66 |
| TRANSFERS & OTHER | Capital Expenditures | (135,523) | (135,523) | (7,376) | 5.44 |
| | Transfers for Debt Service | (4,885,273) | (4,885,273) | 0 | 0.00 |
| | Transfers for Financial Aid Match | (3,425) | (3,425) | 0 | 0.00 |
| | Total: | (5,024,221) | (5,024,221) | (7,376) | 0.15 |
| BUDGET BALANCE - Projected Transfer to Reserves | | 603,895 | 624,847 | 3,288,566 | |
| * Add: PROJECTED NET ASSETS - Beginning of Year | | <u>9,259,125</u> | <u>9,259,125</u> | | |
| Equals: PROJECTED NET ASSETS - End of Year | | <u>9,863,020</u> | <u>9,883,972</u> | | |

* Projected Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2016 in the amount of \$1,054,647
The projected value will be finalized after October 2016 with the conclusion of the FY 16 financial audit.

* Auxiliary Net Assets are required to support future repair and replacement costs. Planning activities continue to document a 20 year plan to support each auxiliary enterprise capital repair/replacement need.

FAIRMONT STATE UNIVERSITY
Actual vs Budget Statement of Revenues and Expenses
Current Restricted
As of September 30, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|--------------------------------------|----------------------------|---------------------------|-----------------------|---|
| OPERATING REVENUE | Federal Grants and Contracts | 22,802,166 | 23,136,504 | 9,109,542 | 39.37 |
| | State/Local Grants and Contracts | 7,191,217 | 7,313,292 | 2,836,287 | 38.78 |
| | Private Grants and Contracts | 1,843,122 | 1,843,122 | 1,026,845 | 55.71 |
| | Other Operating Revenue | 700 | 700 | 2,100 | 300.00 |
| | Total: | 31,837,204 | 32,293,617 | 12,974,775 | 40.18 |
| OPERATING EXPENSE | Salaries | 600,434 | 845,150 | 232,321 | 27.49 |
| | Benefits | 57,542 | 108,411 | 37,199 | 34.31 |
| | Student financial aid - scholarships | 40,238,176 | 40,238,176 | 13,854,440 | 34.43 |
| | Utilities | 0 | 0 | 0 | 0.00 |
| | Supplies and Other Services | 953,823 | 1,070,062 | 290,693 | 27.17 |
| | Equipment Expense | 8,356 | 4,769 | 23,463 | 491.94 |
| | Total: | 41,858,332 | 42,266,568 | 14,438,116 | 34.16 |
| | | (10,021,128) | (9,972,950) | (1,463,341) | 14.67 |
| NONOPERATING REVENUE | Federal Pell Grant Revenues | 10,000,000 | 10,000,000 | 3,611,210 | 36.11 |
| | Gifts | 0 | 0 | 5,000 | 0.00 |
| | Investment Income | 0 | 0 | 0 | |
| | Total: | 10,000,000 | 10,000,000 | 3,616,210 | 36.16 |
| TRANSFERS & OTHER | Capital Expenditures | (15,000) | (15,000) | (15,000) | 100.00 |
| | Construction Expenditures | (7,500) | (7,500) | (7,500) | 100.00 |
| | Transfers for Fin Aid Match | 84,664 | 84,664 | 18,881 | 22.30 |
| | Indirect Cost Recoveries | (29,226) | (77,403) | (8,665) | 11.20 |
| | Transfers - Other | 0 | 0 | 0 | 0.00 |
| | Total: | 32,938 | (15,239) | (12,284) | 80.61 |
| BUDGET BALANCE | | 11,810 | 11,810 | 2,140,585 | |
| Add: RESTRICTED NET ASSETS - Beginning of Year | | 531,290 | 531,290 | | |
| Equals: PROJECTED RESTRICTED NET ASSETS - End of Year | | <u>543,100</u> | <u>543,100</u> | | |

Fairmont State University
Board of Governors
Financial Report
For the period ending October 31, 2016

Unrestricted Central:

At the end of October, the Unrestricted Central Fund budget condition improved by \$6,021 over that reported for September. The labor budget values include an increase of \$16,009 to be offset in November. The adjustment is due to positions whose funding shifted from grant funds to unrestricted E&G funds. We reserved unrestricted dollars in our FY 2017 budget plan in support of this known activity. Additional savings of \$4,429 to the labor estimates resulted from percentage rate changes on split-funded positions. PEIA cost estimates decreased by \$21,345 due to vacancies, new hires, and coverage changes. Support Services Revenue decreased by \$3,744 due to the reported changes in labor and benefit estimates.

Tuition and fee revenue is 50.52% of the budget estimate for the current year. Transfers of Student Activity Support Revenue are 47.65% of the annual estimate. Total Operating Revenue calculates to 45.01% of that anticipated for the current year. Non-Operating Revenue is 41.08% of the total annual anticipated. At the end of October, Operating Expenses are 28.31% of the budget estimate for the current year. The YTD Actual condition at the end of October is \$6,371,382, portraying a surplus of revenue over expenses.

Unrestricted Fund Manager:

During the month of October, the planned budget condition for FY 2017 declined by \$4,423 to (\$921,185). This waning is largely due to a change in percentage rates on a split-funded position. The remaining balance of \$34 is tied to grant-related activity.

At the end of the period, the total revenue is 48.00% of that anticipated for the fiscal year. Operating expenses are 19.24% of that planned for the fiscal year. The YTD Actual condition reflects a surplus of revenue over expenses of \$340,961.

Auxiliary:

The anticipated transfer to reserve amount for the Auxiliary funds decreased by \$19,357. This net decrease in the transfer value is the direct result of an \$18,108 increase in PEIA cost estimates and \$1,249 in labor and expense estimates.

The Operating Revenue is 43.19% of that estimated for FY 2017. Operating Expenses are 37.65% of the budget estimated for the year. The YTD Actual condition represented by the report at the end of October is \$1,733,938.

Restricted:

New grant activity:

\$ 10,000 WVDE Mountain State Invitational

Existing grant activity:

\$399,188 Title III- Year 5

68,200 Dept of Education & Arts Professional Development Schools Grant

\$467,388

No information is currently available for the October time period.

Restricted revenue is 43.34% of the projection for the fiscal year. Non-Operating Revenue (Pell Grant) is 36.31% of the budget for FY 2017. Operating Expenses are 42.12% of the annual budget projection. The YTD Actual calculation at the end of September is (\$204,203).

Following are the financial reports for the month of October 2016.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Central E&G

As of October 31, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|---|---|-------------------------|-------------------------|-------------------|---------------------------------|
| OPERATING REVENUE | | | | | |
| | Tuition and Fees | 24,120,664 | 24,120,664 | 12,186,460 | 50.52 |
| | Student Activity Support Revenue | 471,765 | 471,765 | 224,787 | 47.65 |
| | Faculty Services Revenue | 1,272,439 | 1,272,439 | 0 | 0.00 |
| | Operating Costs Revenue | 1,652,395 | 1,600,296 | 445,102 | 27.81 |
| | Support Services Revenue | 1,919,837 | 1,961,620 | 462,909 | 23.60 |
| | Other Operating Revenues | 323,137 | 329,137 | 73,814 | 22.43 |
| | Total: | 29,760,237 | 29,755,921 | 13,393,073 | 45.01 |
| OPERATING EXPENSE | | | | | |
| | Salaries | 23,978,766 | 24,021,360 | 5,765,053 | 24.00 |
| | Benefits | 5,783,010 | 5,715,386 | 1,545,191 | 27.04 |
| | Student financial aid-scholarships | 3,192,992 | 3,192,992 | 1,632,794 | 51.14 |
| | Utilities | 1,450,976 | 1,450,976 | 412,326 | 28.42 |
| | Supplies and Other Services | 6,637,569 | 6,586,210 | 2,529,534 | 38.41 |
| | Equipment Expense | 663,576 | 663,629 | 97,596 | 14.71 |
| | Fees retained by the Commission | 185,560 | 185,560 | 87,851 | 47.34 |
| | Assessment for Faculty Services | 946,574 | 946,574 | 0 | 0.00 |
| | Assessment for Support Services | 227,874 | 224,917 | 44,789 | 19.91 |
| | Assessment for Student Activity Costs | 349,764 | 349,764 | 173,856 | 49.71 |
| | Assessment for Operating Costs | 100,134 | 96,283 | 7,535 | 7.83 |
| | Total: | 43,516,794 | 43,433,652 | 12,296,524 | 28.31 |
| OPERATING INCOME / (LOSS) | | (13,756,557) | (13,677,731) | 1,096,549 | (8.02) |
| NONOPERATING REVENUE (EXPENSE) | | | | | |
| | State Appropriations | 15,277,769 | 15,277,769 | 6,416,663 | 42.00 |
| | Gifts | 0 | 3,000 | 3,000 | 100.00 |
| | Investment Income | 25,245 | 25,245 | 19,764 | 78.29 |
| | Interest on capital asset related debt | 0 | 0 | 32,458 | - |
| | Assessment for E&G Capital & Debt Service Costs | (2,143,380) | (2,143,380) | (1,065,256) | 49.70 |
| | Total: | 13,159,634 | 13,162,634 | 5,406,630 | 41.08 |
| TRANSFERS & OTHER | | | | | |
| | Capital Expenditures | (90,384) | (90,384) | (72,957) | 80.72 |
| | Construction Expenditures | 0 | 0 | (7,500) | - |
| | Transfers for Debt Service | (64,775) | (64,959) | (32,458) | 49.97 |
| | Transfers for Financial Aid Match | (81,239) | (81,239) | (18,881) | 23.24 |
| | Indirect Cost Recoveries | 825 | 2,262 | 0 | 0.00 |
| | Transfers - Other | (18,959) | (18,959) | 0 | 0.00 |
| | Total: | (254,533) | (253,279) | (131,796) | 52.04 |
| BUDGET BALANCE | | (851,456) | (768,376) | 6,371,382 | (829.20) |
| Add: Estimated Unfilled Position Savings: | | 1,000,000 | 0 | | |
| ADJUSTED BUDGET BALANCE | | 148,544 | (768,376) | 6,371,382 | |
| * Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year | | 7,126,814 | 7,126,814 | | |
| Less: USE OF RESERVE | | 0 | 0 | | |
| Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year | | <u>7,275,358</u> | <u>6,358,438</u> | | |

* Projected Unrestricted Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2016 in the amount of \$8,911,409
The projected value will be finalized after October 2016 with the conclusion of the FY 16 financial audit.

Unrestricted Net Asset Balance is 16.41% of the current budget total operating expense.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Fund Manager

As of October 31, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|---|------------------------------------|-----------------------|-----------------------|-----------------|---------------------------------|
| OPERATING REVENUE | Tuition and Fees | 1,873,725 | 1,920,824 | 959,172 | 49.94 |
| | Other Operating Revenues | 141,625 | 141,625 | 30,727 | 21.70 |
| | Total: | 2,015,350 | 2,062,449 | 989,899 | 48.00 |
| OPERATING EXPENSE | Salaries | 911,424 | 829,921 | 173,217 | 20.87 |
| | Benefits | 112,016 | 109,630 | 26,845 | 24.49 |
| | Student financial aid-scholarships | 32,310 | 32,310 | 21,756 | 67.34 |
| | Utilities | 4,500 | 4,500 | 1,208 | 26.85 |
| | Supplies and Other Services | 1,920,763 | 1,901,196 | 232,723 | 12.24 |
| | Equipment Expense | 204,969 | 204,969 | 137,204 | 66.94 |
| | Total: | 3,185,982 | 3,082,526 | 592,954 | 19.24 |
| OPERATING INCOME / (LOSS) | | (1,170,632) | (1,020,077) | 396,945 | (38.91) |
| NONOPERATING REVENUE (EXPENSE) | Gifts | 500 | 500 | 550 | 110.00 |
| | Total: | 500 | 500 | 550 | 110.00 |
| TRANSFERS & OTHER | Capital Expenditures | (20,000) | (20,000) | (67,639) | 338.20 |
| | Indirect Cost Recoveries | 64,125 | 75,141 | 11,104 | 14.78 |
| | Transfers - Other | 43,250 | 43,250 | 0 | 0.00 |
| | Total: | 87,375 | 98,391 | (56,535) | (57.46) |
| BUDGET BALANCE | | (1,082,757) | (921,185) | 340,961 | (37.01) |
| Add: Estimated Unfilled Position Savings: | | 0 | 0 | | |
| ADJUSTED BUDGET BALANCE | | (1,082,757) | (921,185) | 340,961 | |
| Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year | | 1,894,768 | 1,894,768 | | |
| Less: USE OF RESERVE | | 0 | 0 | | |
| Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year | | <u>812,011</u> | <u>973,583</u> | | |

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of October 31, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|---|-------------------------|-------------------------|--------------------|---------------------------------|
| OPERATING REVENUE | Auxiliary Enterprise Revenue | 8,883,109 | 8,893,761 | 3,610,769 | 40.60 |
| | Auxiliary Fees & Debt Service Support Revenue | 5,033,400 | 5,033,400 | 2,415,958 | 48.00 |
| | Other Operating Revenues | 235,339 | 235,339 | 89,451 | 38.01 |
| | Total: | 14,151,848 | 14,162,500 | 6,116,178 | 43.19 |
| OPERATING EXPENSE | Salaries | 2,752,807 | 2,743,676 | 900,740 | 32.83 |
| | Benefits | 629,516 | 622,996 | 175,462 | 28.16 |
| | Student financial aid-scholarships | 836,956 | 836,956 | 356,417 | 42.58 |
| | Utilities | 939,175 | 939,175 | 248,855 | 26.50 |
| | Supplies and Other Services | 3,161,578 | 3,189,275 | 1,405,215 | 44.06 |
| | Equipment Expense | 112,659 | 112,316 | 92,930 | 82.74 |
| | Total: | 8,432,691 | 8,444,394 | 3,179,619 | 37.65 |
| OPERATING INCOME / (LOSS) | | 5,719,157 | 5,718,106 | 2,936,558 | 51.36 |
| NONOPERATING REVENUE (EXPENSE) | Gifts | 0 | 2,647 | 1,664 | 62.86 |
| | Interest on capital asset related debt | (91,042) | (91,042) | (17,003) | 18.68 |
| | Total: | (91,042) | (88,395) | (15,339) | 17.35 |
| TRANSFERS & OTHER | Capital Expenditures | (135,523) | (135,523) | (7,376) | 5.44 |
| | Construction Expenditures | 0 | 0 | (1,482) | |
| | Transfers for Debt Service | (4,885,273) | (4,885,273) | (1,178,423) | 24.12 |
| | Transfers for Financial Aid Match | (3,425) | (3,425) | 0 | 0.00 |
| | Total: | (5,024,221) | (5,024,221) | (1,187,282) | 23.63 |
| BUDGET BALANCE - Projected Transfer to Reserves | | 603,895 | 605,490 | 1,733,938 | |
| * Add: PROJECTED NET ASSETS - Beginning of Year | | <u>9,259,125</u> | <u>9,259,125</u> | | |
| Equals: PROJECTED NET ASSETS - End of Year | | <u>9,863,020</u> | <u>9,864,615</u> | | |

* Projected Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2016 in the amount of \$1,054,647
The projected value will be finalized after October 2016 with the conclusion of the FY 16 financial audit.

* Auxiliary Net Assets are required to support future repair and replacement costs. Planning activities continue to document a 20 year plan to support each auxiliary enterprise capital repair/replacement need.

FAIRMONT STATE UNIVERSITY
 Actual vs Budget Statement of Revenues and Expenses
 Current Restricted
 As of October 31, 2016

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|--------------------------------------|-----------------------|-----------------------|-------------------|---------------------------------|
| OPERATING REVENUE | Federal Grants and Contracts | 22,802,166 | 23,535,692 | 9,505,309 | 40.39 |
| | State/Local Grants and Contracts | 7,191,217 | 7,313,292 | 3,607,294 | 49.33 |
| | Private Grants and Contracts | 1,843,122 | 1,921,322 | 1,085,826 | 56.51 |
| | Other Operating Revenue | 700 | 700 | 3,450 | 492.86 |
| | Total: | 31,837,204 | 32,771,005 | 14,201,879 | 43.34 |
| OPERATING EXPENSE | Salaries | 600,434 | 1,010,537 | 294,341 | 29.13 |
| | Benefits | 57,542 | 109,914 | 43,963 | 40.00 |
| | Student financial aid - scholarships | 40,238,176 | 40,238,176 | 17,221,800 | 42.80 |
| | Utilities | 0 | 0 | 0 | 0.00 |
| | Supplies and Other Services | 953,823 | 1,154,265 | 337,354 | 29.23 |
| | Equipment Expense | 8,356 | 213,564 | 98,229 | 45.99 |
| | Total: | 41,858,332 | 42,726,456 | 17,995,687 | 42.12 |
| | | (10,021,128) | (9,955,450) | (3,793,808) | 38.11 |
| NONOPERATING REVENUE | Federal Pell Grant Revenues | 10,000,000 | 10,000,000 | 3,625,838 | 36.26 |
| | Gifts | 0 | 0 | 5,000 | 0.00 |
| | Investment Income | 0 | 0 | 0 | |
| | Total: | 10,000,000 | 10,000,000 | 3,630,838 | 36.31 |
| TRANSFERS & OTHER | Capital Expenditures | (15,000) | (32,500) | (32,500) | 100.00 |
| | Construction Expenditures | (7,500) | (7,500) | (7,500) | 100.00 |
| | Transfers for Fin Aid Match | 84,664 | 84,664 | 18,881 | 22.30 |
| | Indirect Cost Recoveries | (29,226) | (77,403) | (20,114) | 25.99 |
| | Transfers - Other | | | 0 | 0.00 |
| | Total: | 32,938 | (32,739) | (41,233) | 125.94 |
| BUDGET BALANCE | | 11,810 | 11,810 | (204,203) | |
| Add: RESTRICTED NET ASSETS - Beginning of Year | | 531,290 | 531,290 | | |
| Equals: PROJECTED RESTRICTED NET ASSETS - End of Year | | <u>543,100</u> | <u>543,100</u> | | |

Summary of budget changes for August, September, and October 2016

Unrestricted Central E&G:

Fluctuations in the revenue and expense estimates during the months of August, September, and October resulted in a weakening of the net budget condition by \$41,405. Salary and benefits cost estimates reflect a net increase of \$12,024. A correcting entry in the November time period will offset \$16,009 of this increase as the budget reserved for positions associated with the Title III grant is applied. The unrestricted fund dollars in support of these positions was reserved in a placeholder account and approved as part of the FY 2017 budget plan. The remaining net savings to the labor budget of \$3,985 is associated with the transfer of budget within the labor accounts and percentage rate changes on split-funded position. Operating Cost Revenue increased by \$1,834 due to an operating budget adjustment of \$6,000 in the Information Technology area. The expense budget adjustment was offset by a refund from a vendor/contract. The PEIA cost estimate increased by \$31,269 due to vacancies, new hires, and coverage changes. Changes to the PEIA cost estimates also resulted in a decrease of \$6,753 to the projection for Support Services Revenue and \$6,807 to the Assessment for Support Services.

Unrestricted Fund Manager:

The budget condition at the end of October improved by \$10,590 over that reported at the end of July. Estimates for salaries and benefits costs increased by \$4,423 over the three month period. This increase resulted from percentage rate changes on split-funded positions. PEIA cost estimates decreased by \$9,804 and the estimate for Supplies and Other Services was reduced by \$5,209 by a correcting entry to offset an increase reported during the July time period.

Auxiliary (Transfer to Reserve):

All modifications to the budget of the auxiliary enterprise units resulting in a true change to the original budget plan are off-set by an adjustment to the estimate for the transfers to reserve for capital improvements. Over the three month period, the anticipated transfer to reserve for the auxiliary units decreased by \$29,440. This decrease is the net result of an increase to the PEIA cost estimates of \$24,996, a \$2,558 decrease to benefit cost estimates resulting from a correcting entry to offset an increase reported during the July time period, and the addition of a \$7,002 operating budget related to the Feaster Center pool expenses.

Restricted Fund:

The August and October time periods show the addition of two new grants, the WV Department of Education STARS (Strategies to Accelerate Ritchie Students) grant and the WVDE Mountain State Invitational (LEGO League competition) grant for \$122,075 and \$10,000, respectively. During the month of September, existing grant budgets were updated to reflect a total of \$496,561. These updates included the Title III grant for years three and five and the Department of Education & Arts Professional Development Schools grant.

Tab 3

Fairmont State University
Board of Governors
December 8, 2016

Item: The 2016 Update and Report for the Institutional Compact

Committee: Academic Affairs/Admissions Committee

Recommended Resolution: Resolved, that the Fairmont State University Board of Governors approve the 2016 Update and Report for the Institutional Compact submitted to the Higher Education Policy Commission (HEPC) on December 1, 2016 pending approval of the institutional Board of Governors.

Action: Approval

Staff Member: Dr. Tim Oxley

Background: Fairmont State University is required by the HEPC to submit 2016 updates on Compact Metrics and Comprehensive Plan Strategies and initiatives for the Institutional Compact with the HEPC's master plan, *Leading the Way: Access. Success. Impact*, which covers a five-year period from 2012-13 through 2017-18. Updates were submitted to HEPC's Division of Policy and Planning pending approval of the Board of Governors.

The attached document provides identification of Plans and Strategies Fairmont State University will pursue in good faith as a partner to the Compact process and a description of progress made thus far on the Plans and Strategies.

For readability, the attached document does not reflect the format as submitted to HEPC which was a single fillable form for each plan or strategy. The 2016 Institutional Compact Update provides the verbatim narrative as it was submitted to HEPC.

Leading the Way – Access. Success. Impact.
2016 INSTITUTIONAL COMPACT UPDATE

COMPACT METRIC UPDATE:

Summary of Enrollment Trends:

Fall Headcount and Annualized FTE for 2015-2016 modestly increased from the 2014-2015 reporting period. Though modest, any increase in a time of institutional competitiveness, reduced high school graduates, and declining percentage of high school graduates seeking college admission is perceived as an accomplishment. Fall headcount for In-State students nominally dropped; the increase in Out-of-State students more than compensated for the decrease.

The Fall Low-Income Student Headcount for 2015-2016 of 1625 is a decrease of 118 students from the prior year. The 1903 figured reported in the 2015 Update was an error. This metric was recalculated for the 2014-2015 year and should have been reported as 1743. Both numbers represent an increasing decline in the number of Fall Low-Income Student Headcount moving away from the 2018 Target as approved by the Board of Governors. More research will need to be conducted to support anecdotal reasons for the decline. Prevalent thoughts for the decline include the cost of attendance, reluctance to incur debt to attend, and the improved job market in the North Central West Virginia region, particularly in the oil and gas industry. Even though this industry has tempered its labor growth, the 2015-2016 figure would be reflective of a continued call for employment, particularly among allied companies serving the oil and gas industry. These anecdotal causes for drop in low-income enrollment may also have impacted the enrollment of adult students. Fall Adult (25+) Headcount also dipped by 103 students from the prior year to a reported 873. This metric is also moving away from the 2018 target set at 1,370.

A positive metric for the 2015-2016 report period is the increase in Fall First-Time Freshmen Headcount. The increase of 133 First-Time Freshmen represents a 19.3% increase over the prior year. This metric has exceeded the Fall 2018 goal of 774.

Current practices are being evaluated for the best strategies for achieving enrollment targets, including planned revisions to the Promise Beyond Scholarship Program. The Promise Beyond provides Promise Scholarship recipients with the difference in the Promise award of \$4,750 and full tuition – currently \$2,200 per recipient. First offered in the 2013-2014 academic year to 192 Promise Scholarship recipients, the program grew to 474 recipients in 2015-2016 with a total payout of \$848,425 with a flat award of \$1,870 per recipient in this period. This initiative has been successful in drawing Promise Scholars to FSU. Promise Beyond offers support to low-income promise scholars by providing additional support toward full tuition. During the 2015-2016 academic year, over 37% of total Promise Scholarship recipients at FSU also received Pell Grant awards. Using this statistic, it is evident that the Promise Beyond is also positively impacting low-income students.

Summary of Developmental Education Trends:

As reported elsewhere in the Compact Update, FSU initiated a co-requisite format for its math and English Developmental Education program in the fall 2012 term. The Accelerated Learning Program model was fully employed with the fall 2015 term for English, and the Math Support Program previously replaced all developmental and remedial math courses.

As a result, and beginning with the 2013 Cohort, Student Passing Developmental Math Courses have exceeded the 2018 Target and continues to grow. The 2014 Cohort, the last cohort for report data, shows a 79.6% pass rate. During the 2015-2016 academic year, approximately 700 students were served in a math pathway toward passage of College Algebra or Fundamental Concepts of Mathematics. Passage rates of students in the co-requisite pathway courses are passing at rates equal to or higher than those who were able to enroll directly in one of these two courses. The 2014 Cohort reflects an 81.8% pass rate for Students Passing College-Level Course who were required to enroll in a co-requisite math course. These numbers more than doubled from the 2013 cohort, and far exceeds the 2018 Target established for the 2016 cohort of 45%.

Similar results are being experienced for students taking English co-requisite courses. Students passing English co-requisite courses increased by nearly 5% from the 2013 cohort to the 2014 cohort – a total pass rate of 88.5%. This rate also exceed the 2018 target of 75%.

Summary of Retention Trends:

The 2014 cohort indicates an increase in the retention rate of full-time, first-time freshmen of 72.8%. This rate reflects an increase of 1.4%. Though modest, it is moving closer to the 2018 Target of 75%. Part-time, first-time freshmen increased by 1.2% from the year prior, with all remaining retention rates across the enrollment categories remaining relatively flat or declining. The most significant dip in retention rates were among transfer students. The 2014 cohort indicates a reduction in the retention rate of nearly 2% (1.8%) from the 2013 cohort. Underrepresented Racial/Ethnic group total for the 2014 cohort also dropped by 1.6% from the prior year. No reason is currently apparent for these drops, though efforts are continuing with employing best practices in retention efforts as reported elsewhere in the Compact Update.

Summary of Progress Toward Degree Trends:

Progress Toward Degree has once again shown a modest increase between the 2013 and 2014 cohorts. Overall, the First-time Freshmen earning 30 hours ticked upward by 0.2% from the year prior, though significant gains were made in the Out-of-state subgroup posting an increase of 3.8%. In-state progress was flat at 37.1%.

Anecdotally, supported by enrollment data from the Fall 2016, there is an indication students are enrolling in more hours each term. With the “15 to Finish” initiative and several strategic initiatives being actuated, it is expected that FSU will continue to see gains in this metric.

Summary of Graduation Rates Trends:

FSU’s Four-year Graduation Rates for First-time Freshmen increased by 2.1% from the 2011 cohort to the 2012 cohort. Though a more modest increase than between the 2010 and 2011 cohort, the current rate exceeded the 2018 Target of 18%. The most significant increase was observed in the Out-of-State 2012 cohort increased by 6.8% from the prior year. Low-Income First-Time Freshmen, and Underrepresented Racial/Ethnic groups all posted increases over prior year with the largest gain being the latter with an increase of 5.2%. Returning Adults and Transfer students posted a 3.4% and 1.9% drop, respectively.

Six-year Graduation Rates for First-Time Freshmen and Low-Income First-Time Freshmen remained relatively flat from the prior year. Returning Adults posted a 9.9% reduction in the Six-year graduation rate from the year prior, with Transfer Students also falling by 5%. Since the 2010 cohort report, there seems to be some fluctuation in the Six-year rates across the subgroups. More in-depth analysis of these trends need to be conducted.

However, retention efforts that have been put into place continue to grow. It is hopeful these and other efforts as reported elsewhere in the Compact Update can, and will, help improve retention rates across the board. With activities and strategies being pursued regarding developmental education, peer mentoring, and learning support being deployed, these subgroups should continue to see modest increases in completion rates.

Summary of Degrees Awarded Trends:

Review of the Degrees Awarded data indicates an increase between 2014-2015 and 2015-2016 academic years for bachelor's degrees awarded. Bachelor's degrees awarded increased in 2015-2016 by 67 over the prior year. This increase represents a percentage increase of 11.2%. Master's degrees awarded declined by a factor of 8, for a percentage decrease of approximately 9%. The number of associated degrees awarded for the 2015-2016 academic term was also a reduction by 5 from the prior year. This represents a decrease of 5.6% over the prior year. Overall, total degrees awarded increased by 54 from 2014-2015 to 2015-2016. This total represents an increase of nearly 7%, approaching the 2018 target of 828. The declining enrollments in Master degree programs through the 2014-2015 year is a major factor contributing to this decline, however more recent data shows an increase in graduate program enrollment, though modest. Increased attention to marketing and recruitment in the graduate programs are targeted toward reversing this decline.

STEM field degrees awarded have been trending upward with an increase reported during the 2015-2016 year of 26 for a total 2015-2016 award of 200. Of these 26, 21 were in the bachelor's category. As with the increase in the 2014-2015 academic year, this increase can largely be attributed to concerted efforts within the STEM programs to more aggressively market their programs. STEM Education still posted a decrease from the prior year of 3 degrees awarded, but these numbers are after a recalculation of the metric data for each years back to 2011-2012. IT staff reexamined the definition for STEM Education and ran a recalculation. The numbers provided in the metric update reflect these new totals.

Health fields also has remained relatively steady with fluctuations in the data following expected trends. Both STEM degrees and Health degrees awarded have already exceeded the 2018 Targets as established.

Summary of Student Loan Default Rate Trends:

FSU's Three-Year Federal Student Loan Default Rate exhibited no change from 2012 to 2013. The rate, 14.2%, is good in that the rate did not increase, but it also did not decrease. The rate has been trending down since the 2010 cohort rate of 18.2%. The 2018 Target goal for the 2015 cohort is 12%.

Financial Aid and Scholarship staff have increased programming for financial aid literacy throughout campus. Efforts have also been targeted toward residence hall programming in partnership with the Office of Residence Life. These efforts, with continued availability of financial aid counselors at on-campus recruitment events, in addition to general availability throughout the term to all students, are increasing awareness, accountability, and responsibility of federal student loan borrowers.

COMPACT Metrics

| ACCESS | | | | | | Formal 2018 Target |
|---|-------------|-------------|-------------|-------------|-------------|-------------------------------|
| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | |
| Fall Head Count | 4,618 | 4,452 | 4,230 | 4,011 | 4,025 | 4,757 |
| Annualized FTE | 4,148 | 4,053 | 3,822 | 3,571 | 3,606 | 4,272 |
| Fall First-Time Freshman Headcount | 751 | 740 | 749 | 689 | 822 | 774 |
| Fall Low-Income Student Headcount | 2,112 | 1,975 | 1,840 | 1,743 | 1,626 | 2,175 |
| Fall Underrepresented Racial/Ethnic | 351 | 371 | 394 | 404 | 403 | 362 |
| Fall Adult (25+) Headcount | 1,330 | 1,216 | 1,068 | 980 | 873 | 1,370 |
| SUCCESS | | | | | | |
| | 2010 Cohort | 2011 Cohort | 2012 Cohort | 2013 Cohort | 2014 Cohort | 2018 Cohort |
| Students Passing Developmental Courses | | | | | | |
| Math | 68.2% | 68.4% | 75.2% | 76.1% | 79.6% | 74.0% |
| English | 69.8% | 79.7% | 73.2% | 83.6% | 88.5% | 75.0% |
| Developmental Students Passing College-Level Courses | | | | | | |
| Math | 28.1% | 31.2% | 24.1% | 34.4% | 81.8% | 45.0% |
| English | 52.4% | 56.9% | 58.8% | 62.9% | 83.6% | 65.0% |
| Retention | | | | | | |
| Full-Time, First-Time Freshmen | 72.8% | 72.6% | 71.0% | 71.4% | 72.8% | 75.0% |
| Part-Time, First-Time Freshmen | 55.6% | 53.3% | 50.0% | 44.4% | 55.6% | 57.0% |
| Low-Income First-Time Freshmen | 71.3% | 67.2% | 63.1% | 66.7% | 65.7% | 73.0% |
| Returning Adults | 52.8% | 61.8% | 55.2% | 64.6% | 64.6% | 60.0% |
| Transfer Students | 75.7% | 78.7% | 77.4% | 74.1% | 72.3% | 80.0% |
| Underrepresented Racial/Ethnic | 63.6% | 65.7% | 60.3% | 56.7% | 55.1% | 66.0% |
| Progress Toward Degree | | | | | | |
| First-Time Freshmen Earning 30 Hrs. | 33.0% | 36.6% | 33.5% | 35.4% | 35.6% | 40.0% |
| Four-Year Graduation Rate | | | | | | |
| | 2008 Cohort | 2009 Cohort | 2010 Cohort | 2011 Cohort | 2012 Cohort | 2014 Cohort |
| First-Time Freshmen | 14.5% | 13.7% | 12.5% | 16.6% | 18.7% | 18.0% |
| Low-Income – First-Time Freshmen | 10.8% | 8.2% | 10.5% | 9.4% | 11.8% | 15.0% |
| Returning Adults | 33.7% | 43.3% | 38.4% | 36.7% | 33.3% | 38.0% |
| Transfer Students | 38.3% | 37.9% | 40.9% | 42.7% | 40.8% | 42.0% |
| Underrepresented Racial/Ethnic | 20.0% | 11.9% | 4.2% | 5.9% | 11.1% | 15.0% |
| Six-Year Graduation Rate | | | | | | |
| | 2006 Cohort | 2007 Cohort | 2008 Cohort | 2009 Cohort | 2010 Cohort | 2012 Cohort |
| First-Time Freshmen | 38.0% | 37.6% | 34.1% | 33.8% | 33.1% | 40.0% |
| Low-Income – First-Time Freshmen | 33.0% | 33.3% | 28.0% | 24.3% | 25.4% | 34.0% |
| Returning Adults | 38.6% | 46.3% | 37.0% | 51.5% | 41.4% | 40.0% |
| Transfer Students | 46.3% | 51.1% | 48.3% | 44.1% | 49.1% | 51.0% |
| Underrepresented Racial/Ethnic | 5.3% | 17.4% | 40.0% | 28.4% | 19.4% | 25.0% |
| IMPACT | | | | | | |
| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2018 Target |
| Degrees Awarded | 804 | 847 | 814 | 773 | 827 | 828 |
| STEM Degrees | 178 | 162 | 159 | 174 | 200 | 183 |
| STEM Education Degrees | 22 | 21 | 14 | 13 | 10 | 5 |
| Health degrees | 122 | 162 | 164 | 140 | 148 | 140 |

COMPREHENSIVE PLAN STRATEGY UPDATES:

Academic Quality Plan - A

This strategy focuses on the design and delivery of a program assessment structure, process and annual time-line with benchmarks and key dates. These elements are designed to ensure ongoing assessment of, and for, student learning, focusing on evidence that programs use evidence to support program design and delivery, and that programs are effective for students. The program assessment focus on key components relative to ensuring that graduates are knowledgeable and competent in their chosen disciplines, and also are proficient in General Studies Attributes adopted by Fairmont State University (parallel to the HEPC General Education skills).

Activity 1

FSU has continued to focus efforts on developing and refining institutional structures and processes to support improvement of our students' educational experiences through ongoing assessment of academic programs and annual peer review of program assessment reports, with an emphasis during the 2015-2016 academic year on:

- Development of a standardized rubric to replace the simple matrix used for program review in the first institutional assessment cycle, used by peer reviewers (members of the Critical Friends Group) to evaluate the assessment progress made by individual programs.
- Development of an assessment plan for the General Studies program and beginning assessment of student learning outcomes in General Studies. In preparation for implementing an assessment plan for the General Studies program, the General Studies committee revised (and simplified) the student learning outcomes for that program. A schedule for assessing General Studies outcomes has been produced, and the first phase occurred Spring 2016.
- Development of a governance plan for an "Institutional Assessment Council," to replace the Critical Friends Group with a more formalized structure (per HLC recommendation), and designation of Assessment Coordinators (for each academic unit), Taskstream Mentors, and Program Assessment Points of Contact, to further strengthen connections between academic units and assessment support personnel.

During the 2015-2016 academic year, a committed group of faculty volunteers, organized in 2014 as the "Critical Friends Group," continued the work of supporting and reviewing academic program assessment efforts, under the direction of the Interim Vice President for Institutional Assessment and Effectiveness (VPIAE) with assistance from a faculty member ("convener"). FSU renegotiated its contract with Taskstream, the web-based assessment management platform used to document all course and program assessment, and continued to fund a half-time appointment of a Taskstream support specialist to assist faculty. The institution supported the professional development of the VPIAE through funding for travel to the annual HLC conference and the annual IU-PUI Assessment Institute. FSU also purchased access to current issues of "Assessment Update," one of the most widely circulated journals on assessment trends and practices in higher education.

Faculty from every academic unit (department, school, college) have collaborated with Critical Friends Group members, the VPIAE, and the campus Taskstream support specialist on all aspects of program assessment and the review of assessment reports. Deans, Associate Deans, and Department Chairs have collaborated with Critical Friends Group members and the VPIAE in communicating information regarding assessment and review processes and timelines to their faculty, as well as in supporting two annual "assessment days," during the week of professional development activities preceding each semester. The goal of the assessment days is to create space in the academic year calendar for faculty to engage in the collaborative aspects of academic program assessment.

Academic Quality Plan – B

This strategy will build on the foundational work of the Critical Friends Group serving as a structure for the ongoing work of continuous improvement in assessment of learning at Fairmont State University. This strategy to strengthen academic quality will focus in particular on: (1) course level teaching, learning and assessment; and (2) linking and mapping course level activity more coherently with program level learning goals and outcomes. Implementation of this activity will include collaboration with the Faculty Development Committee of the FSU Faculty Senate. The Faculty Development Committee provides key campus leadership to efforts to support faculty in engaging in best practices in pedagogy.

Activity 1:

Part of this strategy involves providing professional development related to assessment in order to strengthen academic quality. Efforts this past year have focused on further developing a process and structure to deliver the most meaningful professional development related to assessment. When the Critical Friends Group was first formed it consisted of representatives from each college or school who would help their respective college or school with using Taskstream or general assessment issues. A newly developed structure now involves an "Assessment Coordinator" for each academic unit and "Taskstream Mentors." The coordinators and mentors work with faculty to identify what types of professional development is needed and whether a workshop approach or one-on-one mentoring would be a more effective mode of delivery. This model has strengthened the connections between the academic units and the assessment support personnel.

Activity 2:

FSU has continued development of the program assessment structure and process for review. As also mentioned in Strategy A, a new governance plan for the "Institutional Assessment Council" (replacing Critical Friends Group as a more formalized entity) has been developed. Also, Assessment Coordinators for each academic unit, Taskstream Mentors, and Program Assessment Points of Contact have been designated.

The matrix previously used for program assessment has now been replaced with a more comprehensive rubric. The previous matrix served as a checklist where reviewers would indicate if items (such as mission statement, program goals, program outcomes, etc.) were either "present" or "absent." The new rubric provides for a more detailed review process where reviewers can now indicate if items are "absent," "emerging," "target," or "exemplary."

To show the level of detail in the new rubric, an excerpt from the "Program Goals" section follows as an example:

Program Goals: Is the program clear about its goals for improvement? Do the goals address recruitment and retention?

Absent: Program goals are absent.

Emerging: Program goals are stated but it is unclear how the goals will improve the program or goals have been confused with program outcomes.

Target: Program goals are clearly articulated and reflect the needs as determined by the program and includes either recruitment or retention goals.

Exemplary: Program goals are clearly articulated, a reflection of the identified needs of the program, and include recruitment and retention goals.

Reviewers also have a place where they can make comments for each rubric element.

The rubric was used last year, the second year of program reviews, and revisions continued to be made to the rubric in order to develop the most effective instrument for the review process.

The Critical Friends Group spent a considerable amount of time creating and revising the assessment rubric. As mentioned previously, Taskstream is used to facilitate the assessment process.

Faculty and academic leadership from all units have collaborated with the Critical Friends Group and the VPIAE on these activities.

Career Pathways Plan

This strategy will focus on the review, redesign (as needed) and implementation of Fairmont State University's "Programs of Distinction" initiative. This initiative has been used in the past as a way to support and highlight leading academic programs as emblematic of the University's programs.

Programs of Distinction provide evidence of exemplary academic structures and elements, and are identified as establishing high standards for program rigor, and academic and professional achievement. Such programs identified in the past were those that served to differentiate the University in our regional higher education market and among peer and competitor universities. Two programs at Fairmont State University have carried that distinction previously:

1) Bachelor of Science in Accounting; and 2) Bachelor of Science in Occupational Safety.

In recent years the initiative has been less visible and strategically promoted. With a renewed emphasis on supporting career pathways, the initiative has significant and immediate potential as a promising practice to support career and professional pathways for students.

Activity 1:

The "Programs of Distinction" strategy has been discussed in the Deans' Council; however, activity toward renewing this initiative is currently on hold due to the need to streamline our efforts toward more strategic and higher impact initiatives.

In an era of waning financial resources--due to decreased state appropriations, budget rescissions, and flat enrollment--Fairmont State has made concerted efforts to identify opportunities to leverage additional efficiencies in order to reduce pressures on the budget. As a result, the Vice President for Institutional Assessment and Effectiveness (VPIAE) position was merged with the Vice President for Student Services. The VPIAE spent much of Spring 2016 working to make this a smooth transition for the institution as well as preparing for the Higher Learning Commission's Year 4 comprehensive evaluation and site visit. Therefore, some lower priorities requiring leadership and oversight from the VPIAE were, out of necessity, put on hold. Part of this transition involved the creation of the Office of Assessment and Planning (OAP) in July 2016. The OAP is staffed by two professional-level positions: (1) Director of Institutional Assessment and Effectiveness; and (2) Director of Planning and Grants. Both positions report to the Vice President for Student Services and will collaborate with each other and respective campus groups and committees to promote good research, best practice, professional development, and collaboration for assessment and planning toward a continuous improvement culture within the University. The OAP will have primary responsibility for coordinating the collection, analysis, interpretation and application of all relevant institutional data and the preparation of documentation and reports for use in assessment, and institutional strategic planning and decision-making; facilitating professional development of faculty and staff in areas related to assessment and institutional effectiveness; and, to enhance and manage the University's capabilities to conduct and implement strategic planning and grant procurement, implementation and administration in support of the University's strategic vision and initiatives. In addition to the reduction of one vice presidential level position, this model allowed the institution to adjust the duties and responsibilities of two existing employees to fill these roles. This model affords overall modest budget savings with expectations for improved productivity in the areas of greatest need.

The merger of the VPIAE and the VP for Student Services positions and subsequent creation of the Office of Assessment and Planning staffed by two director-level positions resulted in budget savings for the institution.

Significant collaboration occurred between the former VPIAE and former VP for Student Services during the transitional period.

Critical Regional Issues Plan

Programming and initiatives to promote responsible citizenship and the common good have been central to the University's mission. The University attempts to ensure that that commitment pervades how it educates students and how it engages in the world. The University's academic programs are built on intellectual and professional investments in educating people who have the knowledge, skills and habits of mind necessary for responsible, participatory citizenship. This is true for citizenship in communities as they exist, and with how they are changing in a changing world.

As a core element of its continued commitment to engagement and being a resource in critical regional issues, the University will intensify its efforts to take advantage of the "center" concept, with the models

above as starting points for organizing and sustaining this work. These strategic efforts will include interfaces with academic programming, engagement activities by faculty, students and professional staff, and with relevant entities outside the University. The effort will also include initiatives to identify resources to enhance, and where appropriate the work and impact of the centers.

Activity 1:

As originally planned, this activity will focus on creating a "Center Directors Network." This team of people representing each of the centers will: create a collective voice and perspective for the work, needs, and challenges of the centers; identify and prioritize opportunities to engage the University in the region; capitalize on opportunities that the centers can create for students, faculty and professional staff on campus; and, identify network strategies and structures for bringing regional and community entities to the campus for on-campus engagement. We have made an intentional decision not to build this network at this time. Due to lack of funding and personnel resources, more than half of the functioning Centers at the time of the initial Compact are now defunct. In order to have a more strategic approach, we need to re-evaluate the existing Centers to examine their missions, their work toward accomplishing their missions, their place within the University, their reporting structure, and other aspects. This information will better inform how the Centers can effectively collaborate to help the University address critical regional issues.

Assessment of these Centers will fall within a newly established three-year cycle for institutional program review, which provides a standardized process of self-assessment using predetermined criteria, standards, and/or metrics to evaluate, assess, and reflect upon effectiveness. This self-assessment will help to set forth plans for improvement, guide strategic planning, and inform budget allocation. The Council for the Advancement of Standards in Higher Education (CAS) standards of professional practices have been adopted as the default standards for units, sub-units, or programs to use in their program review self-study process. In instances where there are no CAS standards for program review and self-assessment, units will determine standards, criteria, or assessment measures prior to engaging in the process. Units within the Office of Student Services, the Academic Advising Center, and the Office of Retention completed self-studies during the past academic year. Among other campus programs, the following Centers will complete a self-study in the 2016-2017 academic year: the Falcon Center; the Academy for the Arts; and the Frank and Jane Gabor West Virginia Folklife Center. The Caperton Center and the University Business Center are scheduled for the third year of the program review assessment cycle (2017-2018 AY). These assessment data will better facilitate decision making and resource allocation, as well as provide direction for how the Centers can cooperate toward addressing critical regional issues.

Personnel resources have been expended in developing the 3-year assessment cycle and in completing the self-study process. The most recent CAS standards were purchased.

This assessment cycle requires collaborations across campus with all of the non-academic units.

Collaborative Access Plan

As a result of the preliminary analyses and planning, the Campus Collaborative for Recruitment and Retention proposed a set of initial action steps and strategies to support the efforts in recruitment, enrollment and retention. The full range of activities address and support multiple touch points in the student experience continuum.

The strategy focuses on steps related to research design, data collection and analysis that can support efforts at continuous improvement in the student services and academic touch points that support students. The elements identified will serve to improve the data generated in these activities and practices, create better coherency and consistency in data collection strategies, and thus improve the practices themselves. This strategy at its full implementation will inform most if not all of the touch point components of a student's recruitment, admission, orientation, initial registration, and transition into college.

Activity 1:

Past assessment efforts have targeted the academic programs and the relationship to student outcomes. During 2015-2016, under the direction and supervision of the VPIAE, FSU made its first attempt at assessing non-academic units or programs that support student learning and development. Incorporating the standards of professional practice developed by the Council for the Advancement of Standards of Higher Education (CAS), units within the Office of Student Services, Academic Advising Center, and Office of Retention participated in a self-study of their operations using program review and evaluation approaches. This marks the beginning of a comprehensive evaluation process that includes academic support, institutional support, and auxiliary operating units and emphasizes quality assurance and continuing practices of improvement in services. To this end, a program review assessment schedule has been developed to assure all non-academic institutional units and programs undergo a rigorous assessment and program review during a three-year cycle.

The work of the Campus Collaborative for Recruitment and Retention (CCRR) continued in 2015-2016; however the larger group of nearly 50 representatives from across campus met less frequently toward the end of the year. Plans are underway to reconvene the group as a "think tank" to continue the effective cross-campus collaboration and synergy that the group inspired.

Additionally, more than 70 copies of *The Undergraduate Experience: Focusing Institutions on What Matters Most* (Felten, et.al., 2016) were distributed to senior administrators, deans, members of CCRR, and other thought leaders. Leading up to the 2017-2018 academic year, the Office of Assessment and Planning will facilitate a series of campus conversations surrounding the six core themes in this book: "Learning Matters;" "Relationships Matter;" "Expectations Matter;" "Alignment Matters;" "Improvement Matters;" and "Leadership Matters." The entire campus community will be invited to participate in conversations surrounding these core themes by signing up to be a part of a small discussion group. These efforts are designed to refocus all members of the campus on best practices to serve our students.

In addition the commitment of time and effort of faculty and staff on CCRR and the staff who completed the first round of CAS standards self-studies, the VPIAE purchased copies of *The Undergraduate Experience* (Felten, et. al., 2016).

CCRR has been a successful venue for cross-campus collaboration for the past few years. The actuation of the assessment cycle for the non-academic units will require considerable collaboration. The campus-wide book discussions will foster engagement and collaboration at all levels.

The campus conversations surrounding the six core themes in *The Undergraduate Experience* are also designed to provide participants with a variety of opportunities to collaborate and discuss vital issues on our campus. Following this thoughtful, reflective discussion and analysis among campus constituents,

the Fairmont State community will be poised to contribute to the development of a five-year strategic plan for AY 2018-2019 through AY 2022-2023.

Financial Aid Plan

Adequate financial aid for students is recognized as a key component in allowing students to select an institution based upon academic fit and to be successful at their chosen schools. Fairmont State University seeks to develop a plan that can be articulated in a manner that allows all areas of campus to work together to insure that to the extent possible, qualified students are able to attend FSU. Financial aid packaging policies need to triangulate the awarding of scholarships, grants, loans and employment opportunities for both potential and returning students in an effort to maximize success, regardless of economic background.

Early awareness is very beneficial in allowing students and families the ability to make informed decisions about college options. Fairmont State University will work to develop partnerships with high schools and junior high schools in order to ensure that students have a level of awareness about the costs of attending higher education and information about the various forms of assistance available to them. Outreach to local civic and social organizations will be done in order to talk with adults who might be interested in beginning/returning pursuit of degree or who have children interested in attending. Clear communications with potential and returning students about financial aid policies and procedures is essential in establishing expectations of recipients with hopes of maintaining eligibility impacting retention.

Activity 1:

During the 2015-2016 AY, a detailed, written financial aid packaging policy was developed to address all economic backgrounds. As a result of a more equitable and strategic packaging policy, students at all levels of their academic career now have a better opportunity to maximize on grants, work opportunities through federal work-study, scholarships, and loans. To ensure effectiveness, the new packaging policy is reviewed and modified as needed.

A plan has been established for Foundation scholarships to be awarded directly by the Financial Aid staff (with the exception of departmental scholarships) with no application required by the student. This plan is now in place for 2016-2017. Financial Aid developed a scholarship report that identifies all criteria for all Foundation scholarships. Now, eligible students are easily identified and awarded based on the criteria. Awarding was done prior to award packages being sent to first-time freshmen and upper-class students. Financial Aid worked collaboratively with the academic departments to ensure early awarding of departmental scholarships. Award packages were mailed to first-time freshmen beginning mid-March and upper-class students' award packages were completed mid-April. Careful consideration has been taken to not award scholarships to just a small number of students but to increase the number of students receiving the scholarships in order to reduce loan indebtedness. We will be able to assess the students at the end of the 2016-2017 AY to determine if the scholarship assistance made an impact on the loan indebtedness.

Neighborhood Investment Program funds were awarded prior to award packages being sent to students. Students were identified through the system based on the awarding criteria. The number of students who have been awarded for the 2016-2017 AY increased by 23 percent from the number of students

awarded in 2015-2016. Previously, students had to self-identify to the Financial Aid Office. By changing the awarding practice, more students can benefit from NIP.

Scholarships are monitored on a monthly basis with the assistance of Admissions and Recruiting to assure that students are maximizing on the awards. If a student decides not to accept the scholarship award, he/she is contacted by Admissions and Recruiting in order to assist the student with making their final decision on enrolling at FSU. Funds that are not accepted by students are redistributed on a monthly basis to other eligible students. The increased communication with the student has had a positive effect on awarding scholarships in a timelier, more effective manner.

Current staff in the Office of Financial Aid and Scholarships is fulfilling these initiatives.

The Director of Financial Aid and Scholarships worked closely with the Fairmont State Foundation's President and Chief Financial Officer regarding Foundation and Neighborhood Investment Program scholarships.

Financial Aid staff worked with academic units to ensure timely awarding of departmental scholarships.

Financial Aid staff collaborated with the Office of Admissions and Recruiting on initiatives related to early awareness.

Outreach was conducted by the Assistant Director of Admissions and Recruitment with the assistance of the Director of Financial Aid to all WV high schools to set up high school visits for students who are currently seniors and below. The Office of Financial Aid and Scholarships participated in four high school visits to the campus during 2015-2016. The students that participated in the visits ranged from 8th grade to 12th grade. In addition, the Financial Aid staff participated in seven high school information and FAFSA completion nights for current high school seniors and their families. The rate of attendance is increasing.

The Fairmont State Foundation is a vital partner in helping FSU to provide scholarship support to students. In the 2015-2016 fiscal year, the Foundation received \$2.39 million in gifts and donations, of which \$1.27 million was designated to create eight new endowed scholarships and six new impact scholarships. The remainder added to existing scholarships or supported FSU programs. As of June 30, 2016, the Foundation had 192 endowments and 42 impact scholarships.

COMPACT STRATEGIES UPDATES:

Degrees Awarded Strategy

In the past, the majority of efforts at marketing, recruiting and admission of new students in STEM fields have occurred at the program and college/school levels. There is a limited degree of coordination across these entities, and that happens through the Office of Admissions and Recruitment for undergraduate programs, and the Graduate Council and Office of Graduate Studies for graduate programs. These offices work with University Communications on marketing and recruiting strategies.

In addition to the above structures, once students are admitted, STEM programming and support tends to be unit-specific, without a coherent, campus-wide plan for how to support STEM curricular and

extracurricular programming. There are multiple examples of excellent programming, but they are often times isolated from each other and lack institutional energy and support that can be achieved if they share a common presence and purpose.

The activities that follow will describe plans to initiate cross-programmatic efforts to create better institutional coherency and strategy to support program level recruiting, admission, and programming in STEM.

Activity 1:

Planning and implementation of the STEM Marketing and Recruiting Team was postponed last year due to the search for a new dean in the College of Science and Technology (Sci-Tech). During Spring 2016, the interim dean was chosen as the successful candidate. Additionally, this activity was identified as a lower priority due to the existing number of successful activities geared toward increasing STEM majors at FSU.

In addition to the work of the Office of Admissions and Recruiting, which includes targeted ACT name buys for STEM programs, Sci-Tech engaged in a number of recruiting trips throughout the state during 2015-2016. A Science & Technology Exploration Day was held both semesters and each brought 25 prospective students and their families to campus. More than ten orientations were held from April to August 2016, and 1,006 students in Sci-Tech majors registered for Fall 2016. The College launched an Ambassadors program in Spring 2016 where upper-division Sci-Tech majors volunteer to assist with orientations, exploration days, and other campus visitation. Scholarships are offered for all Sci-Tech applicants of the McClain Scholarship (25 scholarships in the amount of \$1,500 each).

Outreach efforts introduce middle and high school students to FSU and to STEM programs. Examples of 2015-2016 efforts include the following: Science Bowl (more than 100 high school students from RESA VII counties); North Central WV Math, Science, Energy, and Engineering Fair (89 students); WV State Science Fair (58 high school students state-wide); robotics camps (more than 50 students); FIRST Lego League Robotics Tournaments (more than 1,000 students); VEX Robotics Competition (400 students); NASA S.P.A.C.E. Day (general community outreach); and the 2015 Sci-Tech Challenge (149 high school students).

A new position was created, Sci-Tech Advisor and Outreach Coordinator, to help with recruitment, orientations, outreach events, and semester break and summer advising for all Sci-Tech students. This position was filled in July 2016.

Activity 2:

A special STEM emphasis has not been added to the Passport and First-Year Seminar pilots to date. However, many efforts are ongoing to support STEM majors.

FSU received a 5-year Title III Strengthening Institutions grant from the U.S. Department of Education in 2012. A key component of this project was the development of a student peer mentoring program in Sci-Tech. The peer mentors (20 in Fall 2015 and 18 in Spring 2016) support students in some of the most difficult STEM courses on campus. The Title III grant also supports the redesign of courses to be more collaborative, experiential and technology-rich. A number of STEM courses with high DFW rates have been redesigned with the hope of improving student success in these courses.

There are several active clubs in which STEM students can engage. These include the award-winning Concrete Canoe team, Baja Buggy, Chemistry Club, SPACE, RockSat, Safety Club, and the Solar Army. FSU is leading the way in the state in the Solar Army initiative. Through these clubs and through other research opportunities, students have the opportunity to engage with faculty mentors outside of the classroom setting.

The recruiting and outreach efforts require an investment of financial resources and personnel. The Title III grant supports the peer mentoring program, but as the program is institutionalized, the College is beginning to provide stipends for the mentors.

Despite not having a formal "STEM Marketing and Recruiting Team", the College of Science and Technology is collaborating effectively with the Office of Admissions and Recruiting and the Office of University Communications.

The outreach efforts involve significant collaboration with external groups. Sci-Tech faculty participate in various ways in the outreach, recruiting, and co-curricular activities.

The Office of University Communications has contracted with Mountain Craft Productions to create a series of videos to promote the programs and activities of the College of Science and Technology. The video series, which is being shared throughout the fall 2016 semester through FSU social media, includes the following:

- Falcon Spotlight: College of Science and Technology –an overview of the programs in the College and interview with Dr. Don Trisel
- #FSUmoment –highlighting a project in the Design III class taught by Philip Freeman featuring student interviews and an interview with Freeman
- Solar Panels—highlighting the new solar panels installed on campus with an interview with Dr. Don Trisel
- Solar Army—an interview with Dr. Erica Harvey and her students about FSU being the statewide leader in the Solar Army initiative
- Chemistry—an interview with Dr. Erica Harvey about the benefits of FSU’s Chemistry program.

The videos are being distributed through the University’s Fairmont State Media Channel on YouTube, as well as through social media platforms such as Facebook and Instagram. The videos are also being made available to the College of Science and Technology for use on their web pages and College social media.

Developmental Education Strategy

Through an associated grant From the HEPC, FSU was able to host campus-based professional development to support faculty design and development of new curricula in both the “Pathways” plan for developmental Mathematics and the “Accelerated Learning” plan for developmental English.

The University initiated implementation of these plans in 2013-14 with redesigned coursework and through redesigned supporting documentation and procedures. Student services and academic programming support now begin with the admissions process and continue through the completion of matriculation related to the specific courses. Students are supported through orientation, first-term registration, and subsequent matriculation. Professionals support in this process includes admissions counselors, orientation staff and counselors, and Advising Center and faculty advisors.

Now that implementation is ongoing, academic leadership and associated faculty and staff will map out a process for engaging in program assessment to track the success of the models at the institutional (program) level. While assessment has been ongoing at the course level, and within academic programs, the University is now at a point where it can begin to assess the impact of the two plans relative to institution-wide enrollment, retention and graduation data.

Activity 1:

FSU began the transition from prerequisite to co-requisite developmental writing classes in fall 2012, piloting an Accelerated Learning Program adapting the City College of Baltimore ALP model with a single section. We achieved a full scaling of the program in 2015-2016. Our version of ALP consisted of a one credit hour of supplemental instruction in a separate lab course. This proved to be a difficult fit in terms of registration, work load, and faculty development, and we have switched to a variable credit course version this semester (Fall 2016), although that should not substantially change the content of the accelerated material nor the experience of the student.

The primary goal of the ALP is to increase pass rates in the gateway writing class, with secondary goal of increasing first-year retention.

For 2014-2015, of the 207 students taking developmental writing, 130 passed the gateway course (ENGL 1104) in the first year, while 169 returned the following semester, yielding a 62% passing rate and an 81% retention rate.

For 2015-2016, of the 381 students taking developmental writing, 290 passed the gateway course in the first year, while 315 returned the following semester, yielding a 76% passing rate and an 82% retention rate.

These numbers suggest that ALP may have caused only a tiny gain in first year retention but a significant increase in pass rates in the gateway writing class.

This strategy addresses several target populations that are heavily represented in developmental education: low income, adult learner, and underrepresented minority.

Activity 2:

The Math Support Program has replaced all previous developmental and remedial math models at Fairmont State. Currently, all incoming students are placed in credit-bearing courses that are part of the recommended pathway for their intended majors. Students who do not meet the benchmark scores for direct entrance into gateway courses are provided with either an accelerated foundational algebra course or co-requisite support courses taken with their desired lecture courses.

The program is operating completely at scale and served approximately 700 students in the 2015-16 academic year. Pass rates for support students in College Algebra and Fundamental Concepts of Mathematics are the same or higher than those of their counterparts. Furthermore, retention rates for students taking support courses are higher than the university's reported average.

There are still systematic registration issues; however, those are being addressed with a recently-approved curriculum proposal. Beginning in Fall 2017, students should be able to self-register and take classes that have integrated support, as appropriate.

During the time covered by this report (2015-2016), no additional resources were employed for faculty development, but eight faculty members received overload pay for the additional contact hours associated with the Accelerated Learning Program in English.

Full-time personnel dedicated solely to math support courses include the coordinator and assistant coordinator, who both also teach full-time course loads, as well a full-time instructor. There are also adjuncts, peer mentors, graduate assistants, and part-time faculty from other departments that have taught these courses.

The administration has been extremely supportive of this program – classrooms have been updated, new supplies have been purchased, and additional faculty have been hired, despite budget difficulties. The large number of students taking these courses, coupled with a math support fee that was approved for these courses, keeps the program sustainable. This is a valuable commodity for the students, faculty, and university as a whole.

The math support faculty work closely with all other members of the math department regarding curriculum and other policy decisions. Close collaborations also exist with the academic advising office, the registrar's office, and orientation or recruitment teams. Furthermore, because math is a requirement within every major on campus, math support personnel must communicate frequently with members from every department.

Changes in how math remediation is delivered are occurring throughout the state and the nation. As a result, external collaborations with other institutions have occurred via conferences hosted by both HEPC and Complete College America.

The Math Support Program is providing an invaluable service to the Fairmont State community. In the past academic year, all courses were filled at or beyond capacity. The culture across campus seems to be shifting – students and faculty are beginning to view these courses as supportive, respectful, and meaningful, rather than punitive or wasteful. Math courses no longer need to be seen as a barrier to students graduating on time in the field they set out to pursue.

Enrollment Strategy

FSU's Campus Collaborative for Recruitment and Retention (CCRR) focused on the continuum of student "touch points" from the first inquiry by a high school student who could potentially come to FSU through declaration of a major as an enrolled student. The committee work has involved over fifty faculty and staff from units across Student Services and Academic Affairs.

A major design component that emerged from the CCRR work revolved around structuring a "First-Year Experience" for Fairmont State Students. This design work included several major components including the review and implementation of Appreciative Advising, and the development of an "Ambassador" program in colleges and schools to create a cadre of current students to support recruitment and retention efforts. (Multiple initiatives and strategies reviewed and endorsed by CCRR are cited across the LTW Compact strategies and plans.) Students who represent under-served or under-represented groups are

specifically identified as warranted in the group's membership (e.g. Math and Science Education majors, male Elementary Education majors, first generation college students, etc.). Ambassadors interact with: prospective students during individual family visits; group major Exploration Days; and, Campus Visitation Days.

Activity 1:

During the 2014-15 academic year, Fairmont State University introduced Appreciative Advising to faculty and staff members across campus with a series of book study discussions centering on *The Appreciative Advising Revolution*. These discussions were followed by a campus visit and workshop in Spring 2015 led by the book's co-author and Appreciative Advising co-founder, Dr. Jennifer Bloom.

To build on the momentum of these well-received activities and to provide practical tips for implementing each of the six phases of Appreciative Advising, the Fairmont Advising Network (FAN) highlighted one phase at each of its campus-wide meetings during the 2015-16 academic year. Presentations during the FAN meetings offered Top 10 tips to implement each phase, and each session also included a focus on advising specific student populations.

Evaluation of FAN sessions indicated that the topics, information provided, and discussions were "excellent" and "very informative."

One of the significant advantages of implementing Appreciative Advising is that it does not preclude the use of other advising models, theories, and concepts. In fact, it provides a framework that supports the use of multiple advising techniques and practices.

By focusing on creating intentionally collaborative advising sessions, asking positive and open-ended questions, and concentrating on each student individually, academic advising becomes highly personalized and student-centered. As a result, a next step necessitates integrating various other methods, processes, and procedures into the Appreciative Advising model to enhance interactions with students.

One such method includes adding a strengths-based emphasis to advising sessions and when collaborating with others. Going forward, the campus-wide emphasis on Appreciative Advising will morph as each department or advisor begins to incorporate supplementary program-specific theories, practices, and techniques to the Appreciative Advising framework.

Activity 2:

The Ambassador program continued throughout 2015-2016 in the School of Education, Health and Human Performance (SOEHHP) and in the College of Liberal Arts (COLA). The program originated in SOEHHP in the Spring 2014, and COLA launched their program in Spring 2015. COLA has 16 Ambassadors; program faculty have selected two students from each major. Ambassadors participate in all New Student Orientations, Campus Visitation Days, other recruiting events, welcome back events, and student registration.

Beginning in Spring 2016, the College of Science and Technology also initiated an Ambassador program. During the spring semester, eight upper-level students volunteered to serve as ambassadors. Spring campus visitation day, Maroon and White Day, was the first time the student ambassadors represented

the College of Science and Technology. The program was met with early success, and a number parents emailed or commented about how impressed they were by the ambassadors. The program has grown from eight ambassadors in Spring 2016 to 20 in Fall 2016, and the plan is to expand in order to have at least two students representing each of the 18 programs in Sci-Tech. The ambassadors also assisted with exploration days and orientations.

Appreciative Advising is a highly inclusive model that can be used with all students. It is essentially formalizing the process of being curious about other individuals, asking questions that elicit thoughtful narrative, and focusing on others during interactions. FAN sessions during the 2015-16 academic year also offered strategies for advising distinctive student populations such as first-generation college students, veterans, international students, non-traditional students, students with disabilities, and athletes.

During the 2015-16 academic year, most of the resources necessary to promote Appreciative Advising were personnel based. Training for facilitators included regional and national conference attendance and the certification of an Appreciative Advisor within the College of Liberal Arts.

Funds from the Adult Learner Access and Success Grant earmarked to promote Appreciative Advising were used to finance an off-campus, full-day retreat facilitated by Kelli Jo McNemar, of WV Campus Compact. Academic advisors and front-line personnel were trained on how to use Gallup's StrengthsFinder when advising and assisting students.

Costs related to the Ambassador programs are minimal. Existing personnel facilitate the program and the student ambassadors volunteer their time. T-shirts or polo shirts are purchased for the students to wear at events.

The philosophy undergirding Appreciative Advising and FAN activities is that everyone on campus who has contact with students can affect student learning, development, and success. Therefore, all campus personnel are encouraged to adopt the Appreciative Advising tenets.

Across campus, various offices and departments have collaborated to increase their knowledge and use of Appreciative Advising-related methods and techniques. Faculty Development Week training sessions within the School of Education, Health & Human Performance and the College of Liberal Arts were conducted in Fall 2015. Some of these interactions were also formalized through such entities as the Campus Collaborative for Recruitment and Retention (CCRR), while others took place during casual conversations.

FSU's implementation of Appreciative Advising was also presented to members of the WV Association of Academic Administrators as an exemplary practice to personalize the college-going experience for all student populations.

The six phases of Appreciative Advising are Disarm, Discover, Dream, Design, Deliver, and Don't Settle. These phases allow students to feel welcomed and significant, to dream, but also to devise a realistic and adjustable plan as they are integrated into the campus culture and navigate their way toward their futures.

Faculty Scholarship Strategy

This strategy focuses on two approaches to enhance contributions of faculty scholarship. The strategy attempts to strike a balance between supporting skilled and experienced researchers as well as faculty and staff who may be less experienced, or who have not engaged in research recently. Some elements of the strategy will create opportunities for researchers to engage in strategic research opportunities that inform and support institutional practices related to student enrollment, retention, and academic success. The strategy will also include an effort to use the Boyer model of scholarship to generate a campus conversation about the nature and meaning of faculty research at Fairmont State, how faculty can and do apply their research skills, and how the University can engage in faculty development and capacity to enhance contributions to scholarship by faculty with a range of skills and experience.

Activity 1:

The Campus Collaborative for Recruitment and Retention (CCRR) previously established a Research Subcommittee, which includes eight faculty members. The work of this subcommittee continued in the 2015-2016 AY. The "Entering Freshmen Survey" was administered to students during Welcome Weekend (Fall 2015). The survey asked about the students' experiences with FSU prior to enrolling, why they selected FSU, what types of outreach events they attended, and other factors that impacted their decision to attend FSU. The "End-of-Semester Survey" was again conducted and analyzed this year. This survey asked about classroom instruction, advising, and the institution in general. The results of these surveys are analyzed and shared with various groups on campus and made available to others as needed. The work of this subcommittee provides valuable, insightful data to inform decisions related to institutional marketing, branding, recruiting, and retention. The CCRR has successfully engaged faculty in a way that highlights their expertise and models the roles of faculty scholars at FSU.

The work of the research subcommittee has inspired other types of institutional research. Recognizing a weakness in the level of institutional data with respect to graduate success, FSU conducted its first "First Destination Survey" for the Class of 2016 during Spring 2016 commencement practice. The Career Development Center took the lead in administering and analyzing this data. A total of 339 surveys were collected. Plans are to implement a follow-up survey to the Class of 2016 within 12-15 months of the first destination survey. The Career Development Center has assumed responsibility for collecting and maintaining graduate and employment data for use in institutional planning and decision making.

Activity 2:

This activity was intended to focus on capacity-building efforts relative to faculty levels of interest, background knowledge and skills, and related experiences to engage in forms of scholarship that can provide a basis for defining research and scholarship at Fairmont State University. The initial plan was to facilitate a faculty book study focused on the work of Ernest Boyer in *Scholarship Reconsidered* (1990) and subsequent institutional strategies and structures used by other Universities similar to Fairmont State.

Aside from previous discussions within the Graduate Council regarding the definition and expectation of scholarship for graduate faculty status, no progress has been made on this activity. As noted elsewhere in the report, 2015-2016 was a year of significant transition, and, while noteworthy progress has been made on many initiatives, activities needed to be prioritized in order to streamline our efforts toward higher impact initiatives that are directly supporting student recruitment and retention.

While progress was not made on this specific initiative, faculty scholarship continues to be promoted and rewarded at FSU. For instance, the Provost provides funding for a variety of faculty development opportunities and sabbaticals for faculty research. The Faculty Development Committee presents a number of annual awards to recognize faculty achievement, innovation, and scholarship.

Existing personnel resources have supported progress of the CCRR Research Subcommittee.

In addition to the Research Subcommittee, leadership and faculty across campus have supported the implementation of the various surveys.

First Year Retention Strategy

The First Year Retention strategy initiatives were created by the Campus Collaborative for Recruitment and Retention (CCRR), a work group comprised of professionals from Student Services, and faculty, academic administrators and staff. All applicable areas of Student Services are represented on the CCRR as are each of the academic units either by faculty, department chairs, associate deans and/or deans. Faculty members from fifteen academic departments participate in CCRR. Academic representatives also included staff from the University's Advising Center.

CCRR has recommended action steps that will have an impact on retention, enrollment and success toward graduation. Two of these action steps related to first year retention include:

- 1) Redesign and implementation of a first-year seminar for all students to provide support in the transition into FSU and the college experience;
- 2) A Passport Program for first-year students to provide information access, mentoring and need-specific support activities, and opportunities to create and engage in peer activities and learning communities.

Both activities include design elements that will interface with campus-wide offices and services, academic units, community partnerships and engagement/service components.

Activity 1:

FSU's First Year Experience (FYE) includes two central components: 1) a First-Year Seminar course for students transitioning into the University; and 2) a linked Passport Program comprised of activities, events and programs that support students as they transition through the first year of their academic and student life experiences. The two FYE components have been implemented in such a way that they complement each other and reinforce the critical intersection between the academic experience and broader University student life experience. Specifically, the Seminar is designed to map to three of the established FYE goals and outcomes (abbreviated here): acquire tools for academic success; establish a sense of identity; and develop a sense of belonging.

The 2015 limited pilot, launched in August 2015, comprised eight existing courses from across the academic units. 311 total students from varying academic paths and with varying class ranks participated in the combined pilot. Challenges noted at the conclusion of the 2015 term were addressed in depth during the Spring 2016 semester via committee (an off-shoot of the Campus Collaborative for Recruitment and Retention). A far more rigorous and detailed process, including an invitation to potential professors, along with a day of preparation in the early summer, significantly impacted the

second attempt at the revitalized initiative. With a much more strategic, thoughtful, and consistent approach, 12 professionals (some faculty, some master's degree-holding staff members) launched the 2016 build, which comprised two distinct yet similar versions of the FYE course.

The more traditional version, named the FYE Success Seminar includes content related to student transition and development, complete with a consistent syllabus, textbook, and grading rubric. Each professor is beholden to the FYE outcomes and to integrating certain classroom pieces that bring those outcomes to life (such as icebreakers and team-builders). The same is true also of the other type of FYE course, named the FSU Summit Course. The Summit Course label is applied to existing courses in various disciplines where in the professor agrees to adopt and integrate the FYE outcomes and practices, all the while maintaining delivery of the subject-specific content at-hand. In Fall 2016, seven faculty members taught Summit Courses, while five staff members (four of whom were team-teaching in pairs) taught a total of three Success Seminars. 369 students were enrolled in these courses combined.

Activity 2:

The Passport Program is designed to map to all five of the established FYE goals and outcomes (abbreviated here): acquire tools for academic success; establish a sense of identity; develop a sense of belonging; demonstrate responsible citizenship; and prepare to live responsibly, with a global perspective.

Following the Fall 2015 pilot effort, many thoughtful and strategic adjustments were made to the Passport Program structure. The Spring 2016 term was dedicated to addressing identified issues, such as ease-of-use for students. The Retention Office took steps to eliminate technological interfaces like RedCap and TaskStream which appeared cumbersome, as indicated notably by involved faculty, to the unique activity-tracking process. An entirely new system involving a standard and easy-to-access webform on the Retention web page has revolutionized both the Passport activity selection process and the follow-up reflection component. In summary, Retention staff collaborate across campus to build a menu of activities hosted by various entities, faculty and staff. The menu is then published on the Retention web page, alongside a submission form through which the student is prompted to submit a Passport Action Plan. The Plan is received by the Retention Office, where total expected attendance per activity can be tracked and from where the faculty can be sent only those submissions made by their students. With regard to ensuring that students are impacted by the activities in a meaningful way that addresses the assigned outcome, a new reflection process was implemented. The FYE Seminar Committee (comprised mostly of faculty) met and decided on a set of reflection questions every student would be asked to answer. Retention staff used the established questions to build a webform by which students submit to the Retention Office their meaningful reflections about each selected activity. The Retention Office receives the reflections, uses those to track broadly student progress toward or beyond the minimum requirement, and then sends them to the appropriate faculty member(s) for review/grading/point assignment.

At the conclusion of the 2015 semester, just one student had completed the minimum number of required activities, with 20 students having participated in some form. As of November 14, 2016, 142 of the Fall 2016 cohort have participated by completing one or more activity with 15 students completing the minimum number of activities thus far (final totals of all those who completed the minimum requirement will be available in mid-December 2016).

Many of the prior challenges were mitigated in the 2016 effort. Chiefly, the Passport was more directly and consistently integrated into both First-Year Success Seminars AND Summit Courses. In year one, 311

total students were introduced via eight courses, while in year two, 369 total students were introduced via 17 courses. Faculty offering these courses connected points or grades to Passport participation and were better-able to utilize the new system than the last to receive and score reflections the students submitted. In addition, the Retention Office advertised better for the Passport (via Welcome Weekend; in regular weekly email blasts on campus; etc.) to drive up interest.

All of the above populations are served, as the two types of Seminar courses span the gap, demographically and otherwise, and the Passport was open to all incoming students and was embedded in a variety of FYE courses across the University. Much more student demographic information will be available this year than last, given the increased faculty effort to infuse the program into the classroom. A number of different degree areas are served by the pilots and no certain fields have been targeted or avoided. However, the steering committee's desire to tailor FYE courses to certain majors/academic paths (such as STEM, Business, and Fine Arts) is now easily achievable via the Summit Course model. Also, math is one focus of the Passport, with activities based in financial management and financial math being intentionally featured.

For the Seminar, primarily only human resources were expended to launch this limited pilot, other than for limited dollars spent on refreshments and some materials during the early summer preparatory meeting. Staff members who taught the more traditional Success Seminars utilized normally paid working hours in a team-teaching manner in order to provide the classes, each of which was offered only two days per week. Similarly, human resources were expended to launch the Passport endeavor. Limited financial resources were also used, totaling just under \$1,000.00 for materials and for prize incentives.

Cross-campus collaborations continue to prove critical to the evolution of these efforts. Retention Office staff continue to collaborate with the broader Campus Collaborative for Recruitment & Retention (and/or its sub-committee(s), including piloting faculty and student constituents and the FYE Seminar committee). Additionally, outreach to staff/faculty who could host Passport activities has been expanded. The increased number of involved faculty in 2016 has been a sizable difference-maker in increasing campus community buy-in – a crucial component to long-term initiative growth and expansion.

A segment of the sub-committee which headed the Seminar redesign are meeting presently to draft an assessment for use at the end of term in evaluating both FYE course versions. Because the 2015 pilot was so limited and experienced so many unforeseen challenges, 2016 data will be relied upon as foundational.

The initial pilot for the Passport program was also limited, and assessments were not conducted at a student level. However, in December 2016, an assessment will be issued for all those who participated. The data will be informative, particularly as it is paired with data from the evaluative Passport component being strategically added by faculty to the FYE course assessments.

Graduate Student Success Strategy

Development, adoption and revision of assessment structures for graduate programs continues as an ongoing process. As new programs have been developed and implemented, the original Graduate Studies goals and outcomes have been modified to reflect the expanding nature of graduate education at the University which consists of five different master degree programs, the most recent being its Master of Architecture program. Growth and increasing complexity creates for the Graduate Council and the colleges and schools a need to continuously review assessment processes that ensure sound academic

integrity and responsive administrative and governance structures at the University level to support Graduate Studies. The strategy will focus on efforts to improve success for graduate students:

- 1) Provide supports through assessment of learning and program assessment that promote high quality academic experiences; and,
- 2) Provide governance structures that balance institutional administrative needs with respect for the autonomy and different intellectual needs of programs.
- 3) Review Graduate Studies goals and outcomes, engage in strategic planning and professional development to support program and instructional design of graduate programs.

Activity 1:

To assure program quality and academic integrity, Graduate Council adopted a mission statement, a set of common goals, and common outcomes for all graduate programs. Each graduate degree program, in addition to assuring these common goals and outcomes, has defined specific programmatic goals and outcomes. Taskstream has been adopted by the institution as the campus-wide tool to support assessment of all programs. Each graduate degree programs has uploaded into Taskstream all program goals and outcomes along with assessment measures and satisfactory and ideal performance standards. Taskstream provides a central campus-wide tool for housing all assessment data throughout the complete assessment cycle. Assessment of each goal and each outcome includes findings for each measure, recommendations, and plans of action for the next assessment cycle. Repeating iterations of the assessment cycle allow longitudinal assessment for each measure along with assessment of the effectiveness of actions taken as a result of previous findings and recommendations.

All graduate programs, with the exception of the Master of Architecture, have completed one or more assessment cycles with detailed findings, recommendations and plans for action to enhance or improve student learning. The Master of Architecture is the newest graduate program, starting in 2014, and has limited enrollment, making statistically significant assessment findings difficult at best. As program enrollments grow, better data will be available for assessment purposes.

The graduate faculty continue to refine their efforts as they acquire more experience with, and understanding of, assessment processes, enhancing the effectiveness of programs and contributing to student success.

Activity 2:

The focus of efforts for this activity is to improve graduate student success by providing governance structures that balance institutional administrative needs with respect for the autonomy and different intellectual needs of programs. There has been an ongoing process to refine the governance of Graduate Studies to assure the best stewardship of graduate programming and to improve the experiences that promote success for our graduate students.

To this end, the governance policy was updated in September 2015. This latest revision focused on the structure of Graduate Council to assure the best representation from all relevant constituents. Among other membership updates, Graduate Council approved adding two graduate students to the Graduate Council membership. Two graduate students began serving on Graduate Council beginning with the fall semester 2016.

In January 2016 (updated again in September 2016), Graduate Council revisited the policies governing graduate faculty status with a goal of assuring that graduate faculty possess the appropriate terminal degree and/or professional qualifications and further that they maintain current scholarship and professional activities. The result was a policy that stipulated full and provisional graduate faculty status along with a five-year review process to assure continued scholarship and professional activity. The first graduate faculty review cycle began with the Fall semester 2016.

As Graduate Studies programs, governing policies and academic procedures have developed and been refined, it was apparent that there was a need to develop a Graduate Studies catalog, rather than the previous reliance on a Graduate Bulletin and various other policies and procedures codified in multiple locations and documents. The first Graduate Studies catalog was approved in March 2016 and published late for the 2015-2016 academic year. Over the summer 2016, the catalog was updated and published for the 2016-2017 academic year. In building and assembling the first catalog, many academic policies were reviewed and updated and now provide clear communication to graduate students, enhancing their likelihood of success.

Activity 3:

This activity focuses on the best possible intellectual stewardship of graduate programming and providing academic and professional experiences that enhance graduate student success, to include the following:

- Review and analysis of the values articulated in the University's mission and goals and how they are reflected in Graduate Studies goals and outcomes;
- Engaging in planning and strategic decision making within Graduate Council and the academic programs to strengthen articulation, mapping and integration of the Graduate Studies goals and outcomes into individual program goals and outcomes;
- Design of a professional development agenda to support program design, instructional design and program assessment design consistent with Graduate Studies and individual program articulation of goals and outcomes.

Accomplishing the purpose of this activity has been an iterative process of improvement as outcomes and goals have been revisited and updated for every graduate program. This is, in part, a result of Graduate Council. However, the engagement of program faculty in the assessment process has resulted in many of the updates to program goals and outcomes.

To engage all graduate faculty and to improve their understanding of the larger Graduate Studies mission, goals and outcomes and how the program goals and outcomes should, and do, blend with these overarching strategies, Graduate Studies held a full graduate faculty meeting during the spring semester 2016. This meeting of the full graduate faculty was well received and allowed communication across disciplines and improved understanding of the full value of Graduate Studies, its mission, goals and outcomes. As such, Graduate Council has resolved to have an annual meeting of the full graduate faculty each academic year, with the next meeting scheduled for April 2017.

As previously mentioned, Taskstream has been purchased to support institutional assessment processes, including Graduate Studies.

As previously reported, the primary mechanism on campus for supporting Graduate Studies is the Graduate Council. This governance group is currently convened by the Associate Provost, who serves as the Director of Graduate Studies. The Graduate Council's membership includes academic leaders from units with graduate programs, graduate faculty, at large members, graduate students and the Provost as an ex officio member.

The assessment process is supported by a campus-wide group of faculty and academic leaders known as the Critical Friends Group. This group of forty colleagues who support University assessment efforts includes five members who are also on the Graduate Council. The group also includes twelve members who have graduate faculty status.

The leadership and graduate faculty in each degree program assure the program goals and outcomes are consistent with the overarching Graduate Studies goals and outcomes while, at the same time, maintain the goals and outcomes of their specific discipline and accrediting bodies. They also assure the continuity of the assessment process and implementation of recommended actions based on assessment findings.

Members of the Graduate Council represent multiple academic units and faculty supporting the graduate degree programs and concentrations. Students now provide valuable input into the decision making process with the addition of two graduate students as members. The Graduate Council is supported by the Provost and Associate Provost, who also serves as the Director of Graduate Studies. This work requires, and benefits from, intersections of disciplinary and intellectual perspectives, relying heavily on collaboration across academic units and administrative offices.

Beginning with the spring semester 2016, Graduate Council convenes an annual meeting of the full graduate faculty to communicate the overarching agenda and to engage full faculty participation in developing a unity of mission and purpose for Graduate Studies and all graduate programs.

Within each graduate program review, external reviewers are asked to participate to assure a critical analysis and review from one or more professionals outside of the program and, in most instances, from another peer institution.

Graduation Rates Strategy

FSU's College of Science & Technology and the School of Business are collaborators in the design, piloting and implementation of a project to help students succeed in high-risk courses, such as Physics, Chemistry, Accounting and Economics, by enhancing the teaching and learning experience. Curricula are being revitalized to include collaborative and experiential learning, supplemented by student peer mentoring programs and new instructional technology. An investment of nearly \$2 million through a Title III grant is funding a number of updates and additions to the College of Science & Technology and the School of Business to promote experiential and collaborative learning and provide a technology-rich environment. As successful enhancements and teaching and learning experiences are identified, given resource availability, these approaches will be expanded to other academic units on campus. In addition to the focus in high-risk courses in the two academic units identified above, graduation rates among first-generation students, low-income students, and students from extremely rural areas are likely to have an adverse impact on completion. These same characteristics are also likely among FSU's veteran population. FSU has initiated and is continuing strategic work to provide enhanced support to veterans as a specific population.

Activity 1:

FSU has just completed Year 4 of the five-year Title III Strengthening Institutions Program grant funded through the U.S. Department of Education. The College of Science and Technology continued developing and piloting the Title III project throughout 2015-2016. In Fall 2015, Sci-Tech had 20 student peer mentors who supported 11 courses in six subject areas. In Spring 2016, 18 peer mentors supported the same courses. The STEM Learning Coordinator (funded by the Title III grant) supervises the peer mentoring program, assists faculty with course redesign and technology use, and conducts faculty development. The STEM Learning Coordinator developed and offered a semester-long course design workshop, conducted two book discussion groups, and provided, with assistance from the Business Learning Coordinator, a new faculty orientation. All of these faculty development opportunities were opened to any interested faculty.

During 2015-2016, redesigned Chemistry courses were piloted through the Title III project. The percentage of students completing the redesigned courses with a C or higher was 75%, compared to the 2011 baseline of 68%.

84% of students enrolled in redesigned Chemistry courses piloted in Fall 2015 persisted to Spring 2016. (Another 2% of the students graduated.)

Activity 2:

The School of Business has also continued with the implementation of the Title III project. In Fall 2015 and Spring 2016, eight Business student peer mentors supported 10 courses. The Business Learning Coordinator (funded by the Title III grant) supervises the peer mentoring program, assists faculty with course redesign and technology use, and conducts faculty development. Collaborative group study spaces were created in Jaynes Hall which have helped to create an environment within the School of Business where students gather and create informal study groups.

During 2015-2016, redesigned Business Information Systems courses were piloted through the Title III project. The percentage of students completing these courses with a C or higher was 83%, compared to the 2011 baseline of 64%.

Regarding retention, 94% of students enrolled in redesigned Business Information Systems courses piloted in Fall 2015 persisted to Spring 2016.

Activity 3:

The Veteran Services Office continues efforts to support student veterans in obtaining their degrees. The office has been more proactive and intentional in promoting the Veteran Services Lounge as place where veterans can come in and find other veterans who can help with their studies. A faculty member, who is a veteran, was appointed as the advisor to the Student Veteran Organizations. He comes to the lounge daily to assist veterans with their studies. Also, other veterans who are farther along in their studies help the newer veterans acclimate to academic life.

The Student Veterans Organization and the Student Veterans Office are working with the local VFW to create a fund for student veterans who need financial help while they are attending FSU. Every semester, a fundraising event is planned to support this cause.

In response to an identified need to increase social activities for student veterans, several new activities have been implemented. One was the 1st Annual Veterans Welcome Back Barbecue. Over 70 veterans and their families attended and were served lunch, played games, and were allowed to use the local pool free of charge. It was a great success and helped to bond our older student veterans with the newer ones. The second was a day hiking trip and picnic. Around 30 veterans and their families met at a local park and went on a 5-mile hike together and then shared a lunch. The results of these activities suggest that when the student veterans are provided a place or activity they will become closer and can form a supportive network to help each other. Finally, we linked with Guitars for Vets, a non-profit group that provides guitars and lessons to veterans, to provide our veterans with disabilities a place where they can learn to play the guitar free of charge and also bond with older veterans in the community. Some of the veterans who joined this endeavor stated it was a great help to them and that they plan to help other veterans learn to play guitar.

In an effort to honor FSU's student veterans as well as veterans in the surrounding community, the Class of 2016 teamed up with the Fairmont State Foundation, the Veteran Services Office, and Student Veterans Organization to raise money for a veterans' monument on FSU's campus. The monument consists of two benches stating the monument was a project of the Class of 2016 and a flag for each of the branches of service and the American flag.

Initiatives related to the Title III project are funded by a \$2 million five-year grant (2012-2017). As the project is being institutionalized, the University has started to absorb some of the operating costs of the program, including a percentage of the personnel costs for the STEM Learning Coordinator and the Business Learning Coordinator. Also, some of the student peer mentors are now paid through the institution instead of through the grant.

In addition to existing operating budgets, fundraising efforts supported some of the Veteran Services initiatives.

The Title III project continues successful collaboration throughout the College of Science and Technology and the School of Business, as well as with the Office of Information Technology and the Fairmont State Foundation to achieve project goals.

Veteran Services collaborates with the local VFW and other external groups, as noted above. The Fairmont State Foundation and Student Government helped with the Class of 2016 monument project.

Progress Toward Degree Strategy

This strategy will focus on efforts to create an institution-wide emphasis on the relationships between (1) retention, progress toward degree completion, and student success in general and (2) the impact of specific initiatives meant to enhance retention with retention serving as an indicator of progress toward degree.

FSU has focused increased attention and resources on analyses and use of institutional data, program assessment and assessment of learning, and implementing strategies to support students in negotiating the academic and student life challenges of college. Activity 1 below will describe an effort to create better strategies at the institutional level for using institutional data to understand the correlations between macro-level metrics on retention, enrollment, and graduation (persistence), specific initiatives to ensure

student success, and which initiatives are most likely to best position students for success (progression). Activity 2, the FSU Writing Center, provides an example of a specific initiative focused on providing students with a support service intended to enhance their chances for academic success. (Other related initiatives are described elsewhere in this report.)

Activity 1:

FSU does not currently have an institutional research office or staff dedicated entirely to that function. Institutional research functions have been vested in the Office of Information Technology, with specific oversight granted to the Associate VP for Information Technology/Director of Administrative Systems, who is supported by an Application/Institutional Research Specialist. These two individuals, along with the VP/Chief Information Officer, the VP for Student Services, and the Director of Institutional Assessment and Effectiveness compose the Institutional Research Committee that now meets regularly to further define what types of data are collected, what data need to be collected on a regular basis, and how those data can more effectively be analyzed to benefit achievement of enrollment, retention, and graduation targets. A Moodle site dedicated to institutional research has been created to enhance collaboration among campus constituencies and to provide decision makers with access to a repository of information.

A Freshman Survey was again administered (Fall 2015) to determine why entering students selected FSU. This survey asked students about activities in which they engaged prior to attending FSU, how they found out about FSU, why they chose FSU, and what impacted their decision to attend. This information has been extremely useful in determining the most effective recruitment activities and the best use of available resources for recruitment purposes. An End-Of-Semester Survey was also administered as an attempt to determine the level of satisfaction with the students' experience at FSU with faculty, advising and other services, course availability and overall educational experience. This information is shared with all academic and non-academic units to determine areas of improvement and best practices.

The National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) were administered in Spring 2016. The results will help us identify areas of concern as well as best practices. As part of our institutional assessment plan, the NSSE and FSSE will be administered every three years.

An Institutional Exit Survey was implemented in 2015 to be administered to students who withdraw from FSU. This survey is designed to provide information that could be helpful in supporting and retaining students at Fairmont State. Also, surveys are now administered when students withdraw from a course. The Retention Office is cataloging the factors identified in students' decisions to withdraw and are working to develop intervention strategies.

Activity 2:

In 2015-2016, 1,074 students used the Writing Center, up 45 students from the previous year, so that we continue to slowly expand our profile on campus. While 44% of those students identified as Freshman, 26% identified as Seniors, suggesting that our goal of providing academic support throughout the college experience is also showing some success. We also appear to be continuing to provide writing assistance in a wide area of fields. Although 46% of tutoring sessions worked on writing in English courses, over twenty other course prefixes appear in the tutor session reports, including Education, Business, Engineering Technology, Psychology, and Political Science.

We also appear to be having an effect on retention numbers. During 2014-2015, 91% of students who used the Writing Center returned the following semester. During 2015-2016, that number fell to 86%, but that remains a huge percentage compared the University's overall retention numbers. 2016-2017 will be the Center's fourth year of operation, making it too early to consider our completion percentages.

In addition to tracking registration and graduation data, we administer a questionnaire to faculty whose students have used our services. This instrument has a couple of items specific to course and content, but it also includes an overall 5-point scale rating of the student's improvement as a writer. Unfortunately, low reporting numbers make the results somewhat unreliable. Of the 110 students upon whom faculty reported, 80 (73%) earned a 3 or better and 30 (27%) earned a 5.

All five of the target populations listed above are addressed by the Writing Center, as are the Health and STEM areas because the Center includes tutoring in technical and scientific writing. While only 9% of the sessions during 2015-2016 were concerned with such writing, the same high retention percentages apply to those students as well.

Significant time and effort of the IR Committee, the Research Subcommittee of the Campus Collaborative for Recruitment and Retention (responsible for the Freshman Survey and End-of-Semester Survey), the Retention Office staff, and others have been expended toward Activity 1. Expenses related to administering the NSSE and FSSE were incurred.

The Writing Center has an annual budget of \$25,000 and includes a Director, a Graduate Research Assistant, and 12 undergraduate peer tutors. We are using a former classroom and a single faculty office and have a range of technology and applications specific to our work, including Skype cameras, text-voice software, and a web/social media presence.

In addition to the collaborations described above for institutional research activities on campus (Activity 1), various student services (Advising Center, Office of Retention, Counseling Services, etc.) promote and support the work of the Writing Center.

Student Loan Default Rate Strategy

Student loan default can adversely impact a student's credit for many years. It is imperative that students understand the rights and responsibilities that are intrinsic with educational debt. This awareness starts when the student initially takes out the first loan, continues during the enrollment period and extends through the repayment period. Students need to be aware of the total amount borrowed, what the projected monthly payments will be and what their potential earnings may be based upon Bureau of Labor statistics for intended occupations. The focus of this strategy will be regular outreach to students while they are enrolled.

Federally required entrance counseling is done by new borrowers through an online website developed by Department of Education. This information is very important but needs to be reinforced during the student's period of enrollment. Informed borrowers will be less likely to default on student loans.

Activity 1:

During the 2015-2016 AY, the Office of Financial Aid and Scholarships collaborated with Residence Life to plan a series of Financial Literacy sessions to be conducted in the residence halls. These sessions will be implemented throughout the 2016-2017 AY. A different financial aid topic will be covered each month in the residence halls in order to educate and assist students with financial aid. Loan debt was covered during the September 2016 event, in which 35 out of 1100 students participated. A noted challenge early in the implementation is getting the students to engage in the event. The event was marketed, the resident advisors encouraged participation, and financial aid staff were represented in all five residence halls.

Each student who borrowed a federal student loan(s) during the 2015-2016 AY received a letter in April 2016. The letter was mailed to the student's permanent address on file and stated the amount of loan that they borrowed during the 2015-2016 AY as well as information on how to access the National Student Loan Data System to obtain their overall loan indebtedness.

Beginning with the Fall 2016 semester, each student who appeals their financial aid satisfactory academic progress status and is approved will be placed on a contract for the fall semester. The contract includes completing two financial literacy courses through Inceptia's Financial Avenue product. The courses include "College and Money" as well as "Loan Guidance." As one component of the appeal contract, the student is required to complete the courses in order to continue their contract for the Spring 2017 semester.

All of these programs are new to the FSU community and to the students. We anticipate an increase in participation in the events, as well as a reduction of default rates as students gain more knowledge and understanding of student loans.

Activity 2:

Students are provided access to information about budgeting and student loan indebtedness. During orientation sessions, students receive an Estimated Costs Worksheet that breaks down the costs of different room and board options and other expenses. This worksheet helps students anticipate and plan for all related educational expenses. Financial Aid counselors are on hand to answer questions and assist the students in planning their educational budget.

The Office of Financial Aid held three First-Year Experience Passport activities in 2015-2016 related to financial literacy and budgeting: "Where Is All My Money Going? Budgeting Do's and Don't's," "Do You Know Your Credit Score? Do You Know That You Have a Credit Score?," and "Don't Overcharge! Know Your Credit Card Limits & Banking Options." Students have remarked that the information gained in these Passport activities was very helpful as many students had never been told this kind of real world information before.

The Retention Office also provides financial literacy information during Welcome Weekend. For the past two years, students participate in a game show called ThinkFast facilitated by a company, TJohnE Entertainment. The pop-culture themed showed is customized to share with students information about Financial Aid and Financial Literacy.

These are a few examples of ways students are reminded of their responsibilities and the impact of student loan debt.

One new Financial Aid Counselor has been hired.

The Office of Financial Aid and Scholarships has collaborated with Housing and Residence Life, the Registrar's Office, Admissions and Recruiting, and the Retention Office on these initiatives.

Tab 4

**Fairmont State University
Board of Governors
December 8, 2016**

Information Item: \$150,000 for HVAC Unit Replacements and Energy Efficiency at the Robert C. Byrd National Aerospace Education Center (NAEC)

Committee: Committee of the Whole

Staff Member: Debbie Stiles

Background: In FY 2012 Pierpont and FSU began a long term plan to address needed infrastructure improvements at the Robert C. Byrd National Aerospace Education Center. The majority of these improvements have gradually been completed over the past four years. One of the needed infrastructure improvements was the replacement of all HVAC Units at the facility.

At the time this plan was begun, Pierpont identified the replacement of these HVAC Units as a High Priority Capital Project need to the WV Council for Community & Technical College Education and requested funding to assist in addressing these costs. The WVC Council approved providing Pierpont \$150,000 in cost share funds toward the replacement of HVAC Units at the NAEC. These funds were delayed in coming to the institution until the majority of the HVAC replacement activity had been completed and have now been provided to Pierpont.

There are three HVAC Units associated with specialized limited use lab areas at the NAEC that were identified as lower priority than other HVAC Units due to their limited use and therefore have yet to be replaced.

With the securing of this \$150,000 Physical Plant will now move forward with the replacement of these three HVAC Units. Any funds remaining after replacement of the three Units (initial estimate is \$130,000 to \$140,000 for the three replacement units) will be used in energy efficiency upgrades at the NAEC.

Tab 5

**Fairmont State University
Board of Governors
December 8, 2016**

Item: Promise Beyond Scholarship

Committee: Finance Committee

Recommended Resolution: Be it resolved, that the Board of Governors approve the following item.

Staff Member: Debbie Stiles

Background: Beginning with FY 2013-2014, Fairmont State University began offering a *Promise Beyond Scholarship* to all Promise Scholarship recipients who applied and enrolled in Fairmont State University. The Promise Beyond Scholarship supported the difference between the amount of the state-wide Promise Scholarship Award, presently \$4,750.00, and the full tuition charged to the student for full-time study.

From the inaugural year until the current FY, the number of *Promise Beyond* recipients has grown from 192 to 558 – nearly a 300% increase in four years. The total amount paid during the inaugural year was \$194,436. It is anticipated the 2016-2017 total amount paid will be approximately \$1,112,254.00.

The success of the *Promise Beyond Scholarship* has unquestionably brought many students to FSU who otherwise might not have enrolled. It is a successful program, but that success has come as an extraordinary high cost to the institutional revenue. By 2021-2022, using current parameters, it is projected that 822 Promise Beyond scholars could be possible with a total of \$3,214,941 in potential cost.

This proposal recommends a scaling of the *Promise Beyond Scholarship* award based on the recipients GPA and ACT scores. The proposed scale is as follows:

| GPA | ACT | Award |
|------------|------------|--------------|
| 3.00 | 22-25 | \$ 2,000.00 |
| 3.00 | 26-29 | \$ 2,500.00 |
| 3.00 | 30+ | \$ 3,000.00 |

This scaled approach will enable the institution to still be competitive among other West Virginia institutions awarding additional dollars to Promise Scholarship recipients, but it tempers the financial liability projected from its current success. It is estimated, at the end of the phase-out period of the static award (presently \$2,200.00), a scaled award could have an accumulated savings of \$1.6 million over a five year period.

This scaled approach to the awarding of the *Promise Beyond Scholarship* is set to begin with the recruiting efforts for the 2018-2019 academic year (fiscal year 2019). An annual review of the impact of this new approach on recruiting and retention efforts and the finances of the institution is to be conducted.

| Promise Beyond - Historical Perspective | | | | | |
|--|--------------------------|------------------|--------------------------|---------------------|------------------|
| Fiscal Year | Amount of Promise Beyond | No. Participants | Total Pledged Obligation | Total Amount Paid * | Percent of Total |
| 2013-2014 | \$ 1,074.00 | 192 | \$ 206,208.00 | \$ 194,436.00 | 94.29% |
| 2014-2015 | \$ 1,556.00 | 325 | \$ 505,700.00 | \$ 481,487.00 | 95.21% |
| 2015-2016 | \$ 1,870.00 | 474 | \$ 886,380.00 | \$ 848,425.00 | 95.72% |
| 2016-2017 | \$ 2,200.00 | 558 | \$ 1,227,600.00 | \$ 1,112,254.00 | 90.60% |

| Promise Beyond - Total Projected Liability @ 5% Tuition Increase Per Year | | | | | |
|--|--------------------------|------------------|--------------------------|-------------------|------------------|
| Fiscal Year | Amount of Promise Beyond | No. Participants | Total Pledged Obligation | Total Amount Paid | Percent of Total |
| 2017-2018 | \$ 2,448.00 | 658 | \$ 1,610,784.00 | \$ 1,530,244.80 | 95.00% |
| 2018-2019 | \$ 2,912.00 | 728 | \$ 2,119,062.40 | \$ 2,013,109.28 | 95.00% |
| 2019-2020 | \$ 3,295.00 | 773 | \$ 2,547,051.48 | \$ 2,419,698.90 | 95.00% |
| 2020-2021 | \$ 3,697.00 | 802 | \$ 2,966,669.67 | \$ 2,818,336.18 | 95.00% |
| 2021-2022 | \$ 4,119.00 | 822 | \$ 3,384,148.21 | \$ 3,214,940.80 | 95.00% |
| 2022-2023 | \$ 4,562.00 | 834 | \$ 3,435,396.34 | \$ 3,263,626.52 | 95.00% |

| First-Time Freshman (FTF) 2017-2018 Estimates | | | | | |
|--|--------------------------|------------------|--------------------------|-------------------|------------------|
| Class | Amount of Promise Beyond | No. Participants | Total Pledged Obligation | Total Amount Paid | Percent of Total |
| FTF | \$ 2,448.00 | 289 | \$ 707,472.00 | \$ 672,098.40 | 95.00% |
| Retained | \$ 2,448.00 | 369 | \$ 903,312.00 | \$ 858,146.40 | 95.00% |
| Total | | 658 | \$ 1,610,784.00 | \$ 1,530,244.80 | 95.00% |

Promise Beyond Assumptions Using Sliding Scale:

- (1) Assuming flat projection of 300 FTF Promise Beyond eligible students
 - (2) Assuming 65% retention rate for retained students from FTF through graduation
 - (3) Assuming a 95% "payout" liability of total pledged obligation
 - (4) Assuming a constant \$4750 award from the State's Promise Scholarship
 - (5) Amount of recipients eligible for each tier of scale remains constant
- (*) - 2016-2017 includes amount expected to be paid for Spring 2017

| 2018-2019 FTF Projections with Sliding Award | | | | | |
|--|------------------|------|-------|-------------|----------------------|
| | FTF Participants | GPA | ACT | Award | TOTAL |
| | 234 | 3.00 | 22-25 | \$ 2,000.00 | \$ 468,000.00 |
| | 57 | 3.00 | 26-29 | \$ 2,500.00 | \$ 142,500.00 |
| | 9 | 3.00 | 30+ | \$ 3,000.00 | \$ 27,000.00 |
| | 300 | | | | \$ 637,500.00 |

| 2018-2019 Retained Student Projections with Sliding Award | | | | | |
|---|-----------------------|------|-------|-------------|-------|
| | Retained Participants | GPA | ACT | Award | TOTAL |
| | | 3.00 | 22-25 | \$ 2,000.00 | \$ - |
| | | 3.00 | 26-29 | \$ 2,500.00 | \$ - |
| | | 3.00 | 30+ | \$ 3,000.00 | \$ - |
| | 0 | | | | |

| 2018-2019 Retained Student Projections Current Award | | | | | |
|--|-----------------------|--|--|-------------|-----------------|
| | Retained Participants | | | Award | TOTAL |
| | 428 | | | \$ 2,912.00 | \$ 1,246,336.00 |

| 2018-2019 TOTAL Projected Liability with Sliding Award Phase-In | | | | | |
|---|--------------------|--|--|--|------------------------|
| | Total Participants | | | | TOTAL |
| | 728 | | | | \$ 1,883,836.00 |
| Total Projected Liability @ 95% Payout | | | | | \$ 1,789,644.20 |

| | |
|--|------------------------|
| Total Projected Liability without sliding award @ 95% | \$ 2,013,109.28 |
| Total Projected Savings for Year 1 of Phase-In | \$ 223,465.08 |

| 2019-2020 FTF Projections with Sliding Award | | | | | |
|--|------------------|------|-------|-------------|----------------------|
| | FTF Participants | GPA | ACT | Award | TOTAL |
| | 234 | 3.00 | 22-25 | \$ 2,000.00 | \$ 468,000.00 |
| | 57 | 3.00 | 26-29 | \$ 2,500.00 | \$ 142,500.00 |
| | 9 | 3.00 | 30+ | \$ 3,000.00 | \$ 27,000.00 |
| | 300 | | | | \$ 637,500.00 |

| 2019-2020 Retained Student Projections with Sliding Award | | | | | |
|---|-----------------------|------|-------|-------------|----------------------|
| | Retained Participants | GPA | ACT | Award | TOTAL |
| | 152 | 3.00 | 22-25 | \$ 2,000.00 | \$ 304,200.00 |
| | 37 | 3.00 | 26-29 | \$ 2,500.00 | \$ 92,625.00 |
| | 6 | 3.00 | 30+ | \$ 3,000.00 | \$ 17,550.00 |
| | 195 | | | | \$ 414,375.00 |

| 2019-2020 Retained Student Projections Current Award | | | | | |
|--|-----------------------|--|--|-------------|---------------|
| | Retained Participants | | | Award | TOTAL |
| | 278 | | | \$ 3,295.00 | \$ 916,010.00 |

| 2019-2020 TOTAL Projected Liability with Sliding Award Phase-In | | | | | |
|---|--------------------|--|--|--|------------------------|
| | Total Participants | | | | TOTAL |
| | 773 | | | | \$ 1,967,885.00 |
| Total Projected Liability @ 95% Payout | | | | | \$ 1,869,490.75 |

| | |
|--|------------------------|
| Total Projected Liability WITHOUT sliding award @ 95% | \$ 2,419,698.90 |
| Total Projected Savings for Year 2 of Phase-In | \$ 550,208.15 |

| 2020-2021 FTF Projections with Sliding Award | | | | | |
|--|------------------|------|-------|-------------|----------------------|
| | FTF Participants | GPA | ACT | Award | TOTAL |
| | 234 | 3.00 | 22-25 | \$ 2,000.00 | \$ 468,000.00 |
| | 57 | 3.00 | 26-29 | \$ 2,500.00 | \$ 142,500.00 |
| | 9 | 3.00 | 30+ | \$ 3,000.00 | \$ 27,000.00 |
| | 300 | | | | \$ 637,500.00 |

| 2020-2021 Retained Student Projections with Sliding Award | | | | | |
|---|-----------------------|------|-------|-------------|----------------------|
| | Retained Participants | GPA | ACT | Award | TOTAL |
| | 251 | 3.00 | 22-25 | \$ 2,000.00 | \$ 502,320.00 |
| | 61 | 3.00 | 26-29 | \$ 2,500.00 | \$ 152,950.00 |
| | 10 | 3.00 | 30+ | \$ 3,000.00 | \$ 28,980.00 |
| | 322 | | | | \$ 684,250.00 |

| 2020-2021 Retained Student Projections Current Award | | | | | |
|--|-----------------------|--|--|-------------|---------------|
| | Retained Participants | | | Award | TOTAL |
| | 180 | | | \$ 3,697.00 | \$ 665,460.00 |

| 2020-2021 TOTAL Projected Liability with Sliding Award Phase-In | | | | | |
|---|--------------------|--|--|--|------------------------|
| | Total Participants | | | | TOTAL |
| | 802 | | | | \$ 1,987,210.00 |
| Total Projected Liability @ 95% Payout | | | | | \$ 1,887,849.50 |

| | |
|--|------------------------|
| Total Projected Liability WITHOUT sliding award @ 95% | \$ 2,818,336.18 |
| Total Projected Savings for Year 3 of Phase-In | \$ 930,486.68 |

| 2021-2022 FTF Projections with Sliding Award | | | | | |
|--|------------------|------|-------|-------------|----------------------|
| | FTF Participants | GPA | ACT | Award | TOTAL |
| | 234 | 3.00 | 22-25 | \$ 2,000.00 | \$ 468,000.00 |
| | 57 | 3.00 | 26-29 | \$ 2,500.00 | \$ 142,500.00 |
| | 9 | 3.00 | 30+ | \$ 3,000.00 | \$ 27,000.00 |
| | 300 | | | | \$ 637,500.00 |

| 2021-2022 Retained Student Projections with Sliding Award | | | | | |
|---|-----------------------|------|-------|-------------|----------------------|
| | Retained Participants | GPA | ACT | Award | TOTAL |
| | 315 | 3.00 | 22-25 | \$ 2,000.00 | \$ 630,240.00 |
| | 77 | 3.00 | 26-29 | \$ 2,500.00 | \$ 191,900.00 |
| | 12 | 3.00 | 30+ | \$ 3,000.00 | \$ 36,360.00 |
| | 404 | | | | \$ 858,500.00 |

| 2021-2022 Retained Student Projections Current Award | | | | | |
|--|-----------------------|--|--|-------------|---------------|
| | Retained Participants | | | Award | TOTAL |
| | 118 | | | \$ 4,119.00 | \$ 486,042.00 |

| 2021-2022 TOTAL Projected Liability with Sliding Award Phase-In | | | | | |
|---|--------------------|--|--|--|------------------------|
| | Total Participants | | | | TOTAL |
| | 822 | | | | \$ 1,982,042.00 |
| Total Projected Liability @ 95% Payout | | | | | \$ 1,882,939.90 |

| | |
|--|------------------------|
| Total Projected Liability WITHOUT sliding award @ 95% | \$ 3,214,940.80 |
| Total Projected Savings for Year 4 of Phase-In | \$ 1,332,000.90 |

| 2022-2023 FTF Projections with Sliding Award | | | | | |
|--|------------------|------|-------|-------------|----------------------|
| | FTF Participants | GPA | ACT | Award | TOTAL |
| | 234 | 3.00 | 22-25 | \$ 2,000.00 | \$ 468,000.00 |
| | 57 | 3.00 | 26-29 | \$ 2,500.00 | \$ 142,500.00 |
| | 9 | 3.00 | 30+ | \$ 3,000.00 | \$ 27,000.00 |
| | 300 | | | | \$ 637,500.00 |

| 2022-2023 Retained Student Projections with Sliding Award | | | | | |
|---|-----------------------|------|-------|-------------|------------------------|
| | Retained Participants | GPA | ACT | Award | TOTAL |
| | 417 | 3.00 | 22-25 | \$ 2,000.00 | \$ 833,040.00 |
| | 101 | 3.00 | 26-29 | \$ 2,500.00 | \$ 253,650.00 |
| | 16 | 3.00 | 30+ | \$ 3,000.00 | \$ 48,060.00 |
| | 534 | | | | \$ 1,134,750.00 |

| 2022-2023 Retained Student Projections Current Award | | | | | |
|--|-----------------------|--|--|-------------|-------|
| | Retained Participants | | | Award | TOTAL |
| | 0 | | | \$ 4,562.00 | \$ - |

| 2022-2023 TOTAL Projected Liability with Sliding Award Phase-In | | | | | |
|---|--------------------|--|--|--|------------------------|
| | Total Participants | | | | TOTAL |
| | 834 | | | | \$ 1,772,250.00 |
| Total Projected Liability @ 95% Payout | | | | | \$ 1,683,637.50 |

| | |
|--|------------------------|
| Total Projected Liability WITHOUT sliding award @ 95% | \$ 3,263,626.52 |
| Total Projected Savings for Year 5 of Phase-In | \$ 1,579,989.02 |

| Promise Beyond - Total Projected Savings with Sliding Scale @ 95% Payout | | | | |
|---|---------------------------------------|--|--------------------------|------------------------|
| Fiscal Year | Projected Liability with Static Award | Projected Liability with Sliding Scale | Projected Annual Savings | Accumulated Savings |
| 2018-2019 | \$ 2,013,109.28 | \$ 1,789,644.20 | \$ 223,465.08 | \$ 223,465.08 |
| 2019-2020 | \$ 2,419,698.90 | \$ 1,869,490.75 | \$ 550,208.15 | \$ 773,673.23 |
| 2020-2021 | \$ 2,818,336.18 | \$ 1,887,849.50 | \$ 930,486.68 | \$ 1,704,159.91 |
| 2021-2022 | \$ 3,214,940.80 | \$ 1,882,939.90 | \$ 1,332,000.90 | \$ 3,036,160.81 |
| 2022-2023 | \$ 3,263,626.52 | \$ 1,683,637.50 | \$ 1,579,989.02 | \$ 4,616,149.83 |

Tab 6