

May 9, 2019

# Board of Governors



FAIRMONT STATE  
UNIVERSITY™



Fairmont State University  
Board of Governors

Board Action Item Approval

Date: 05/09/2019

Action Item: Approval of Agenda for May 9, 2019

1. Approve above action item as presented.
2. Approve above action with the following stipulation:
3. Table the above action item until \_\_\_\_\_  
(next Board of Governors' meeting)

  
\_\_\_\_\_  
FSU President

5/9/19  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
FSU Board of Governors' Chair

May 9, 2019  
\_\_\_\_\_  
Date

**AGENDA**  
FSU BOARD OF GOVERNORS' MEETING  
MAY 9, 2019, 9:00 A.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 APRIL 18, 2019**.....*Tab 1, Action Item*
  
- III. ACADEMIC AFFAIRS COMMITTEE** (Deborah Prezioso, Chair)
  - A. Program Reviews: Nursing ASN; History BA & BS; Mathematics BS; National Security and Intelligence BA; Political Science BA; Sociology BS.....*Tab 2, Action Item*
  - B. Focused Program Reviews: Music BA; Theater BA; Community Health Education BS.....*Action Item*
  
- IV. FINANCE COMMITTEE** (John Schirripa, Chair)
  - A. Financial Reports  
(Month Ending: March 31, 2019).....*Tab 3, Action Item*
  - B. Approval of 2% Pay Raise.....*Tab 4, Action Item*
  - C. Approval of Capital Projects.....*Tab 5, Action Item*
  - D. Approval of FY 2020 Auxiliary Projects.....*Tab 6, Action Item*
  
- V. NEW BUSINESS**
  
- VI. POSSIBLE EXECUTIVE SESSION** - Under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel and Property Issues
  
- VII. ADJOURNMENT**

**NEXT MEETING: JUNE 6, 2019, 9:00 A.M.**  
**LOCATION: BOARD ROOM, 3<sup>RD</sup> FLOOR FALCON CENTER**  
**1201 LOCUST AVENUE, FAIRMONT, WV**

# Tab 1



Fairmont State University  
Board of Governors

Board Action Item Approval

Date: 05/09/2019

**Action Item:** Approval of Minutes of April 18, 2019

1. Approve above action item as presented.

2. Approve above action with the following stipulation:

3. Table the above action item until \_\_\_\_\_  
(next Board of Governors' meeting)

\_\_\_\_\_  
FSU President

5/9/19

\_\_\_\_\_  
Date

\_\_\_\_\_  
FSU Board of Governors' Chair

May 9, 2019

\_\_\_\_\_  
Date



FAIRMONT STATE UNIVERSITY  
BOARD OF GOVERNORS  
**MEETING MINUTES**  
**APRIL 18, 2019**  
**BOARD ROOM, 3<sup>RD</sup> FLOOR FALCON CENTER**  
**1201 LOCUST AVENUE, FAIRMONT, WV**

**I. CALL TO ORDER**

A. Roll Call

Chair Dixie Yann convened a meeting of the Fairmont State University (FSU) Board of Governors on April 18, 2019, beginning at approximately 9:00 a.m. in the Board Room, 3<sup>rd</sup> Floor Falcon Center, at 1201 Locust Avenue, Fairmont, West Virginia.

At the request of Chair Yann, Serena Scully, Chief of Staff, conducted a roll call of the Board of Governors. Present for the meeting were board members Holly Fluharty, Dr. Mark Hart, Bailey McInturff, Deborah Prezioso, Kevin Rogers, Dr. Budd Sapp, John Schirripa and Dixie Yann. Jay Puccio participated by conference call. Dr. Chris Courtney and Frank Washenitz were absent.

Others present were President Martin and President's Executive Leadership Team members Cindy Curry, Lyndsey Dugan, Richard Harvey, Christa Kwiatkowski and Jacqueline Sikora. Stephanie DeGroot, Construction Manager; Gary Bennett, President of the Fairmont State Foundation; Julie Cryser, Future Foundation President; Chad Fowler, Director of Athletics; Pat Snively, Senior Associate Director of Athletics; Jessica Sharps, Executive Director of University Relations and Marketing; Alicia Kalka, Executive Director of Housing and Residence Life; Pam Stephens, Director of Charles Pointe; Susan Ross, Executive Director of Academic Programs; Amanda Metcalf, Interim Associate Dean of the School of Education; Anne Patterson, Interim Associate Dean of the School of Fine Arts; Julie Reneau, faculty; Taylor Masters, AIMSS program coordinator; Jared Tadlock, Digital Content Specialist; Joanie Raisovich, Director, Technology Commons; Michael Angelucci, WV House of Delegates; Linda Longstreth, WV House of Delegates; and Zachary Fancher, student. Members of local media were in attendance as well.

B. Public Comment

Kevin Rogers reported that Delegate Michael Angelucci and Delegate Linda Longstreth had signed up for public comment.

Mr. Angelucci and Mrs. Longstreth publically thank President Martin for all of her efforts and –commitment to higher education during the legislative session, and provided her with a plaque to recognize her efforts on behalf of Fairmont State University

C. Approval of Agenda

Deborah Prezioso made a motion to approve the agenda. Kevin Rogers seconded. The motion passed.

**II. APPROVAL OF MINUTES OF FEBRUARY 21, 2019 AND MARCH 4, 2019**

Dr. Budd Sapp made a motion to approve the minutes of February 21, 2019 and March 4, 2019. Dr. Mark Hart seconded. The motion passed.

**III. CHAIRMAN’S REPORT**

- A. Chair Yann thanked Bill Holmes for all of his efforts and wished him the best in his new endeavor as the new Marion County Magistrate.
- B. Chair Yann reminded everyone of commencement and the inauguration of President Martin, scheduled for May 11<sup>th</sup>.
- C. Chair Yann thanked everyone for all of their hard work and all of their efforts for the recent wonderful happenings on campus.

**IV. PRESIDENT’S REPORT**

- A. President Martin announced that the concrete canoe team won the regional competition and will now head to the National Concrete Canoe Competition for the 16<sup>th</sup> consecutive year.
- B. President Martin advised that around 200 students were welcomed to campus yesterday at orientation. As was initiated last year, schedules for students attending orientation were pre-printed so the students could spend more time with faculty during their orientation visit. She deferred the rest of her comments to members of the Executive Leadership Team.

**V. REPORTS AND PRESENTATIONS**

- A. Julie Reneau, Assistant Professor of Special Education provided the constituent report.

Dr. Reneau discussed the Autism Individualized Mentoring and Support Services (AIMSS) program. She discussed the great impact that the program has on students who are admitted into the program.

Dr. Reneau also discussed the number of students who are projected to be in the program over the next 5 years and the number of faculty/staff/and student workers who will be involved in the continued success of the program.

- B. Mr. Gary Bennett, President of the Fairmont State Foundation, advised that this is his last board meeting as the Foundation President. Mr. Bennett introduced Mrs. Julie Cryser, who will begin as the new Fairmont State Foundation President beginning Monday, April 21, 2019.

So far this year, compared to all of last year, the Foundation has increased the number of people who have given to Fairmont State by 40; increased the number of pledges from 2 to 13; and increased the number of funds from 7 to 14.

Endowments for the year have increased by \$2,012,000.

The Foundation is continuing to work on the Every Gift Matters campaign and a new mailing will be going out in early May – being mailed to 30,000 alumni.

- C. Construction Project Updates (Stephanie DeGroot)

Stephanie DeGroot, Construction Manager, advised that construction for Starbucks has been completed and the ribbon cutting was held on Monday.

They are gearing up for all of the summer projects, many which are infrastructure. There will be sidewalk and stair repair taking place over the summer.

We are currently in year 5 of the MS4 program. The DEP will be issuing new permits in August.

The annual stream cleanup took place last week and there was 20 tons of debris hauled out, along with 285 tires.

The Falcons Make it Shine event took place last week. The area of focus was Locust Avenue, from campus to Westside Market. Seven student organizations and multiple athletic teams took part in the event. There was 440 lbs. of litter on that stretch of roadway removed.

Mrs. DeGroot provided a parking study and discussed the results. There are a total of 2,474 parking spaces on main campus and almost 2,000 of those spaces are designated for students. During this semester, there were an average of 713 parking spaces available during peak class times.



President Martin thanked Stephanie for all of her efforts and outstanding leadership.

**VI. ACADEMIC AFFAIRS COMMITTEE (Deborah Prezioso, Chair)**

Mrs. Deborah Prezioso, Chair of the Academic Affairs Committee advised that the Academic Affairs Committee met on April 1<sup>st</sup>. She asked that Dr. Richard Harvey, Provost and Vice President for Academic Affairs, give an update.

Dr Harvey advised he did not have a report at this time.

**VII. ATHLETIC AFFAIRS COMMITTEE (Jay Puccio, Chair)**

Jay Puccio, Chair of the Athletic Affairs Committee asked that Chad Fowler, Athletic Director, give an update for the Athletic Affairs Committee.

This past weekend, the Acrobatics and Tumbling team won the Mountain East Conference event – the first ever event of its kind. They will now be traveling to Texas for a national competition.

The baseball and softball teams are currently still playing; they are both in line to be in their respective MEC tournaments. The tennis and golf teams are also still in season.

The swim team had two new honorary signees this past February – Simon and Rio Rohaly. Pat Snively worked with Team IMPACT, a national non-profit, to make the event possible.

The athletic department is in the initial stages of –of searching for a wrestling coach. The wrestling team will be the 17<sup>th</sup> team in fall 2019.

There is a current search taking place for a new women's basketball coach, following the retirement of Coach McDonald.

The 2<sup>nd</sup> Annual Falcon 5K takes place this Saturday on campus.

The 57<sup>th</sup> All Sports Reception is scheduled for May 2 and the 27<sup>th</sup> Annual MVB Golf Tournament is scheduled for May 17.

Over the next few months, the ground breaking will begin for the new turf as well as the update to the basketball court to add the new logo as well as Dan Cava's logo.

**VIII. BYLAWS COMMITTEE (Dixie Yann, Chair)**

Dixie Yann advised that the Bylaws Committee has not met.

**IX. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE (Kevin Rogers, Chair)**

Kevin Rogers, Chair of the Enrollment/Housing-Student Life Committee asked that Lyndsey Dugan, VP of University Relations, Recruitment and Marketing, give an update.

Mrs. Dugan gave an update on enrollment. Applications are up 21% from last year this time and admissions are up 12%.

The first large orientation took place on campus yesterday; there were about 200 students. There are 4-6 orientations a month planned throughout the summer, through August.

Housing is currently up .5% in occupancy compared to this time last year.

Mrs. Dugan provided a winter/spring recruit data review. Over the last few years, the attendance for the spring maroon and white day has declined. But, the SOAR events have seen nearly 500 students throughout all locations. There has been very little overlap with the students from the SOAR events and the maroon and white event; therefore we are excited that so many students are being reached.

A recruitment activity year-to-year chart was also provided. The recruitment staff has done more visits and hosted more events than ever before. The outreach has been doubled over the last year.

The 2019 spring and summer yield campaign has recently began. Faculty and staff will send handwritten notes to students and parents to provide a personal touch.

A brief retention communication plan was also provided. A new student success manager was recently hired and he will be leading the charge on multiple upcoming initiatives.

Holly Fluharty asked how the timeframes are determined for the communication plans for non-traditional students. Mrs. Dugan advised answered that the recruitment and marketing staff communicates with non-traditional students throughout the year. The communication plan presented exhibited plans for spring and summer outreach and that non-traditional and transfer students are known to make their decisions later and faster than traditional first-time freshman.

Dr. Mark Hart asked how we market to international students. Lyndsey advised that we now have an EPICS director (Dr. Amanda Stinemetz) and she is beginning to solidify many partnerships and will also be traveling over the summer to recruit new students.

**X. FINANCE COMMITTEE (John Schirripa, Chair)**

John Schirripa, Chair of the Finance Committee, asked Christa Kwiatkowski, CFO, to provide a brief update.

The Finance Committee met on April 3<sup>rd</sup> and reviewed the financial statements from January and February, along with other topics.

Christa advised the January and February financials have been provided in the board packet. In addition, a financial summary document that summarized the detailed information in the board packet was provided.

Deborah Prezioso made a motion to accept the following:

A. Financial Reports for periods ending January 31, 2019 and February 28, 2019.

Kevin Rogers seconded. The motion passed.

Christa advised that the metro rate – which is 1.5 times the instate tuition, will assist the recruiters in their next recruitment cycle, which will begin within the next few months. The metro rate will be offered to all surrounding states (Virginia, Maryland, Ohio, Pennsylvania, Kentucky and the District of Columbia, and will include the entire state, as opposed to other institutions that provide only certain counties.

Holly Fluharty made a motion to accept the following:

B. Implement Metro Rate for FY 2020-2021

Dr. Budd Sapp seconded. The motion passed.

The field turf project has an estimated cost of just under \$1,000,000 and is scheduled to begin very soon. The estimate includes not only the turf, but also fencing and security.

Dr. Mark Hart asked if there is a contingency in the budget. Mrs. Kwiatkowski advised the contingency is \$14,258.

Dr. Budd Sapp made a motion to accept the following:

C. Athletics Capital Purchase from Reserves

Dr. Mark Hart seconded. The motion passed.

John Schirripa requested that we hold the discussion of the estimated fee increases for executive session.

**XI. EXECUTIVE COMMITTEE (Dixie Yann, Chair)**

Dixie Yann reported that the Executive Committee has not met.

**XII. NEW BUSINESS**

Chair Yann discussed the bookstore policy and advised that the amendments are included in the new policy which is set to go out for 30-day comment.

Dr. Budd Sapp made a motion to accept the following:

A. Amendment to Bookstore Policy #54 for 30-Day Comment Period.

Dr. Mark Hart seconded. The motion passed.

Mrs. Sikora discussed the salary policy listed on the agenda to go out for 30-day comment. Mrs. Sikora advised that the policy was to standardize staff and faculty salary consistent with relevant factors. standardize staff salaries. The goal is to create a fair and uniform process by which salaries are established. The University will be using CUPA standards.

Dr. Budd Sapp inquired regarding the following: (1) Will the salaries of faculty members who are currently way above the CUPA standard rate be reduced? and (2) Were other institution's faculty guidelines referenced when creating the proposed policy?

In response, Mrs. Sikora advised that there are no current plans to reduce salaries as a result of this proposed policy. Mrs. Sikora also advised that the policies of other institutions were reviewed, and there are different methods used. However, there is no set requirement on how this policy should be addressed.

Dr. Sapp advised that WVU, Marshall and West Liberty currently have policies that allow the Provost to determine salaries, not HR. He mentioned that he did not see verbiage in the policy that says there will be collaboration between the Provost and HR.

President Martin pointed out to Dr. Sapp that this policy is intended to set hiring standards not for review of merit based raises. President Martin also advised that the use of CUPA standards is primarily to establish a fair and equitable salary compensation offer for incoming faculty and staff so that we do not create the salary disparities that have occurred at Fairmont State University throughout the years. Previously, a dean may have offered an incoming faculty member a salary that may have been greater than a current faculty member that has been at the institution for

years and has the same credentials. President Marton advised that a merit based policy will take place through the Provost's office, but the current proposed policy is about hiring not merit. She also shared that all faculty at Fairmont State University are above the CUPA minimum.

Chair Yann asked if there was a concern with the timeline of the comment period for the policy.

Dr. Budd Sapp made a motion to table the policy until the fall semester. There was no second for the motion.

Holly Fluharty made a motion to accept the following:

B. Salary Policy Draft for 30-Day Comment Period.

Dr. Mark Hart seconded. The motion passed. One opposed.

Kevin Rogers made a motion to accept the following:

C. Election of FSU Board of Governors Officers (effective 4/18/19 – 6/30/19).  
John Schirripa – Vice President  
Deborah Prezioso – Secretary

Dr. Budd Sapp seconded. The motion passed.

Dr. Budd Sapp advised as the BOG representative, he would like to give a general overview that had been recently shared with him. Dr. Sapp read a document regarding various topics that he asserted were faculty concerns.

### **XIII. POSSIBLE EXECUTIVE SESSION**

Deborah Prezioso 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.”

Dr. Mark Hart seconded. The motion passed.

Dr. Budd Sapp made a motion to rise from Executive Session. Deborah Prezioso seconded. The motion passed.



# Meeting Handouts

# Parking Study Report Spring 2019

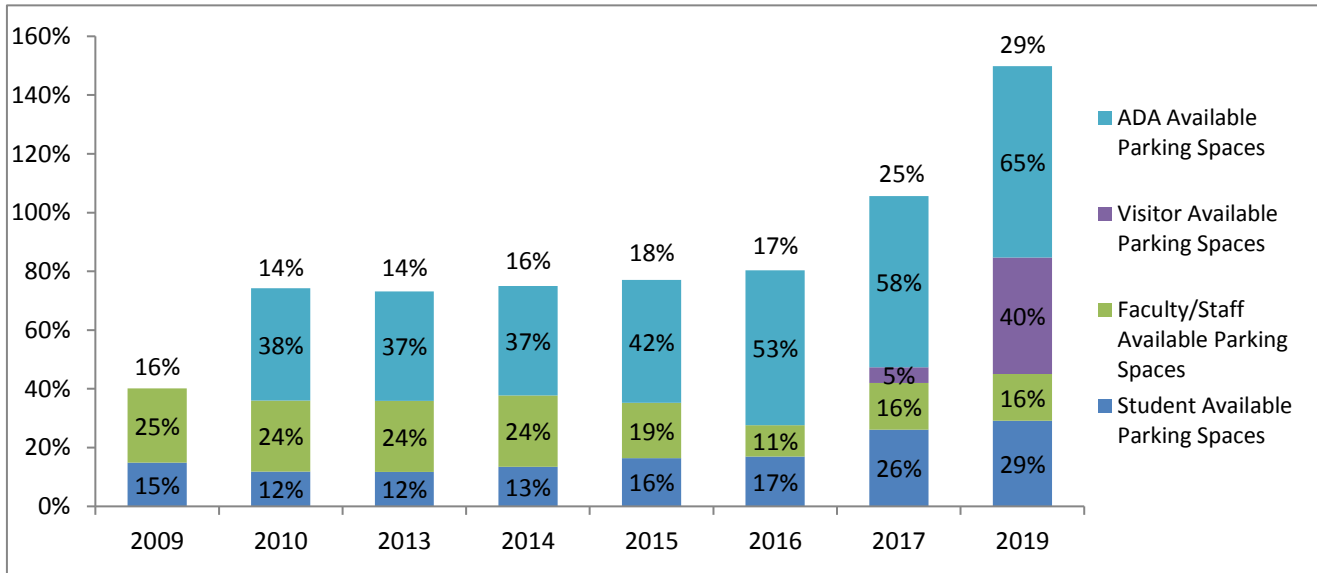
## Main Campus: Parking Space Classification

Classification	#	%
<b>Student</b>	<b>1993</b>	<b>80.6%</b>
<b>Faculty/Staff</b>	<b>340</b>	<b>13.7%</b>
<b>Visitor</b>	<b>58</b>	<b>2.3%</b>
<b>ADA</b>	<b>83</b>	<b>3.4%</b>
<b>TOTAL</b>	<b>2474</b>	<b>100%</b>



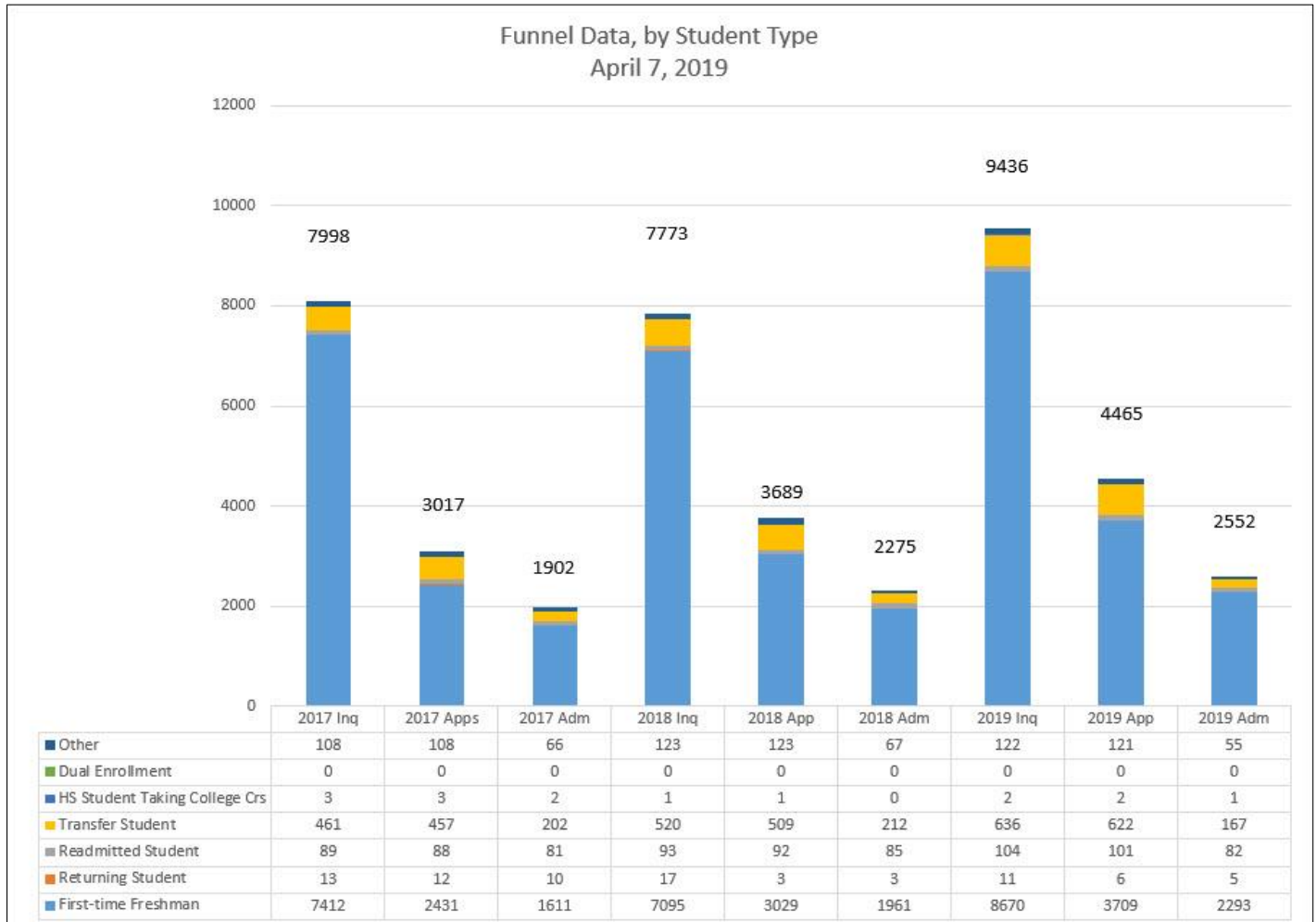
## Average Available Spaces (Monday thru Thursday, peak times)\*

Classification	2009	2010	2013	2014	2015	2016	2017	2019
<b>Student</b>	15%	12%	12%	13%	16%	17%	26%	29%
<b>Faculty/Staff</b>	25%	24%	24%	24%	19%	11%	16%	16%
<b>Visitor</b>	N/A	N/A	N/A	N/A	N/A	0%	5%	40%
<b>ADA</b>	N/A	38%	37%	37%	42%	53%	58%	65%
<b>Total Available Parking</b>	<b>16%</b>	<b>14%</b>	<b>14%</b>	<b>16%</b>	<b>18%</b>	<b>17%</b>	<b>25%</b>	<b>29%</b>
	<b>402</b>	<b>368</b>	<b>366</b>	<b>390</b>	<b>407</b>	<b>437</b>	<b>653</b>	<b>713</b>



\* Each annual study is comprised of four inspections conducted at peak times, Monday-Thursday. Inadequate amount of data was collected for 2011, 2012, & 2018; therefore it has not been included in this report.





Undergraduate	4/3/2017	4/8/2018	4/7/2019
Conversion Rate	38%	48%	48%
Admit Rate	64%	62%	57%
Yield Rate*	39%	36%	NYA

**Inquiries**

- Up 22% from last year
- Up 18% from two years ago

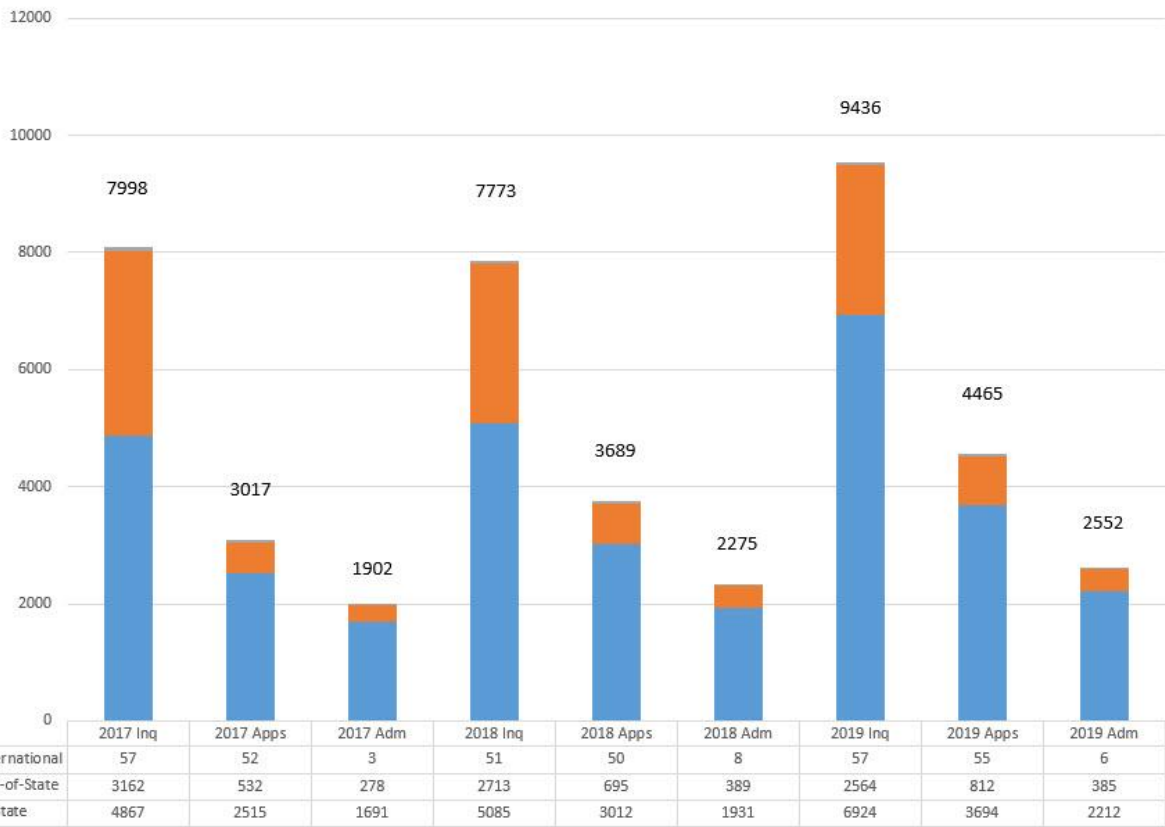
**Applications**

- Up 21% from last year
- Up 47% from two years ago

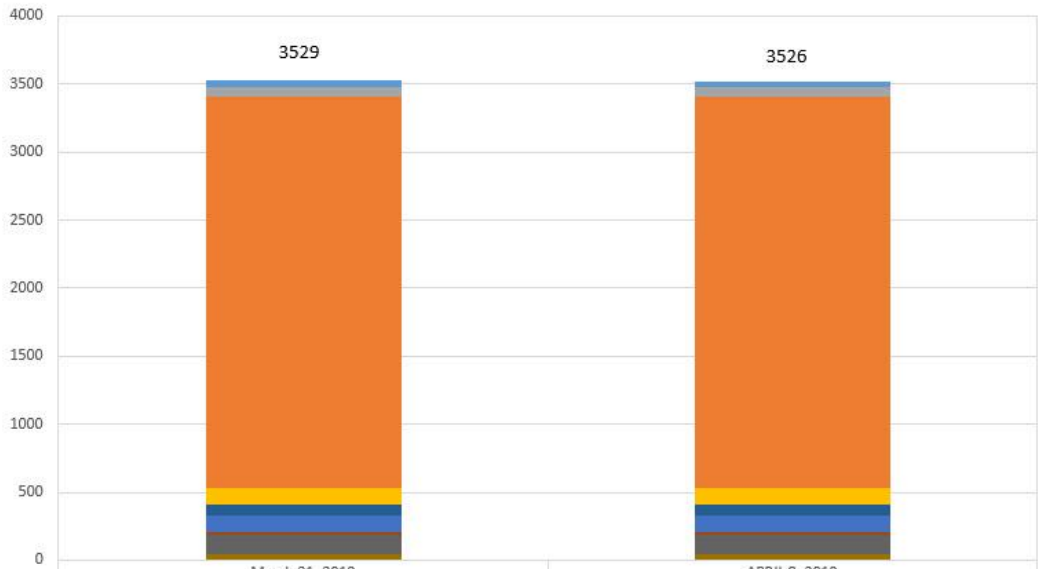
**Admissions**

- Up 12% from last year
- Up 32% from two years ago

Funnel Data, by Residency  
April 7, 2019



Spring 2019 Enrollment Monitoring



### Housing and Residence Life Summary

April 12, 2019

Housing assignments are slightly down for FY19:

- 83.1% occupied based on 1192 capacity (-0.8% compared to FY18)

Future assignments are up for FY20:

- 80.9% occupied based on 1192 capacity (+0.5% compared to FY19)
- 15 female students are waiting for assignments (adjusted percentage 82.1%; +1.7% compared to FY19)
  - 13 are Fairmont State and 2 are Pierpont

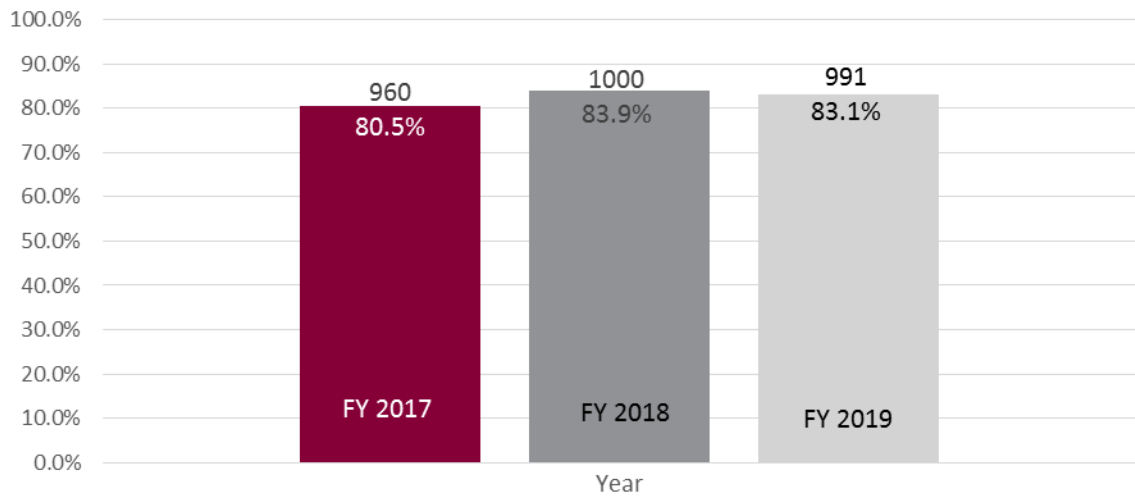
Housing Occupancy This Week in History for Current Term								
Year	Bryant Place	Morrow Hall	Pence Hall	Prichard Hall	University Terrace/ College Park	Total Occupancy	Total Capacity	Capacity Percentage
<b>FY17</b>	348	119	60	113	320	960	1192	80.5%
<b>FY18</b>	355	124	80	121	320	1000	1192	83.9%
<b>FY19</b>	357	122	74	125	313	991	1192	83.1%

Housing Occupancy Information for FY19							
Institution	Bryant Place	Morrow Hall	Pence Hall	Prichard Hall	University Terrace	Total	Configuration Percentage
Fairmont	304	98	61	106	290	859	86.7%
Pierpont	53	24	13	19	23	132	13.3%
<b>Total Occupancy</b>	<b>357</b>	<b>122</b>	<b>74</b>	<b>125</b>	<b>313</b>	<b>991</b>	

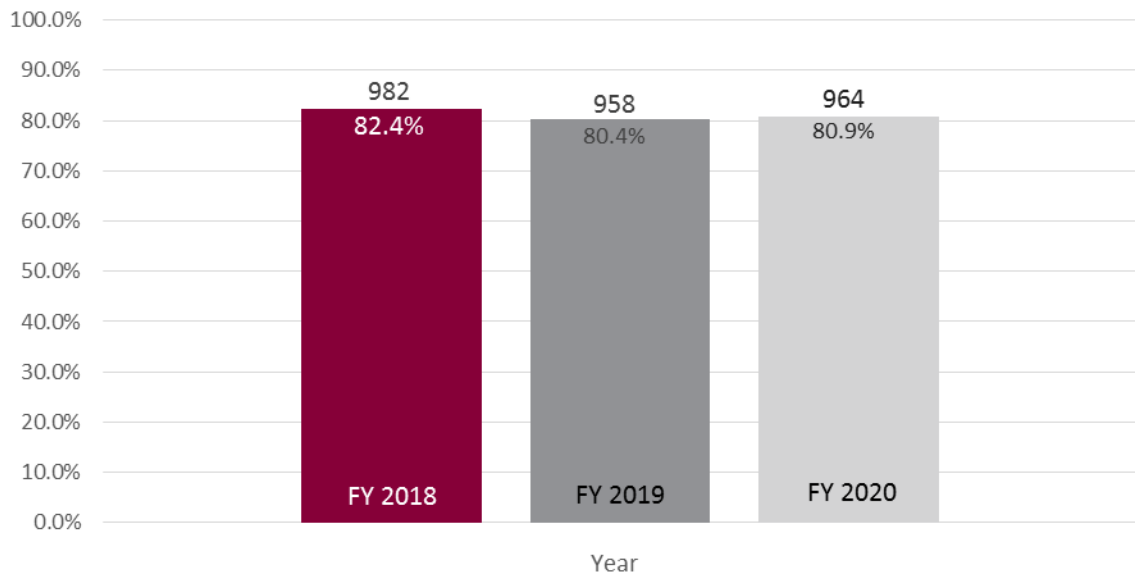
Future Term Occupancy This Week in History								
Year	Bryant Place	Morrow Hall	Pence Hall	Prichard Hall	University Terrace/ College Park	Total Occupancy	Total Capacity	Capacity Percentage
<b>FY18</b>	376	113	77	91	325	982	1192	82.4%
<b>FY19</b>	380	87	80	90	321	958	1192	80.4%
<b>FY20</b>	362	116	77	117	292	964	1192	80.9%

Fairmont VS Pierpont Future Term Occupancy This Week in History			
Year	Fairmont State	Pierpont	Total
<b>FY18</b>	857	125	982
<b>FY19</b>	836	122	958
<b>FY20</b>	872	92	964

### Occupancy This Week in History Over the Last 3 Years Based on 1192 Capacity

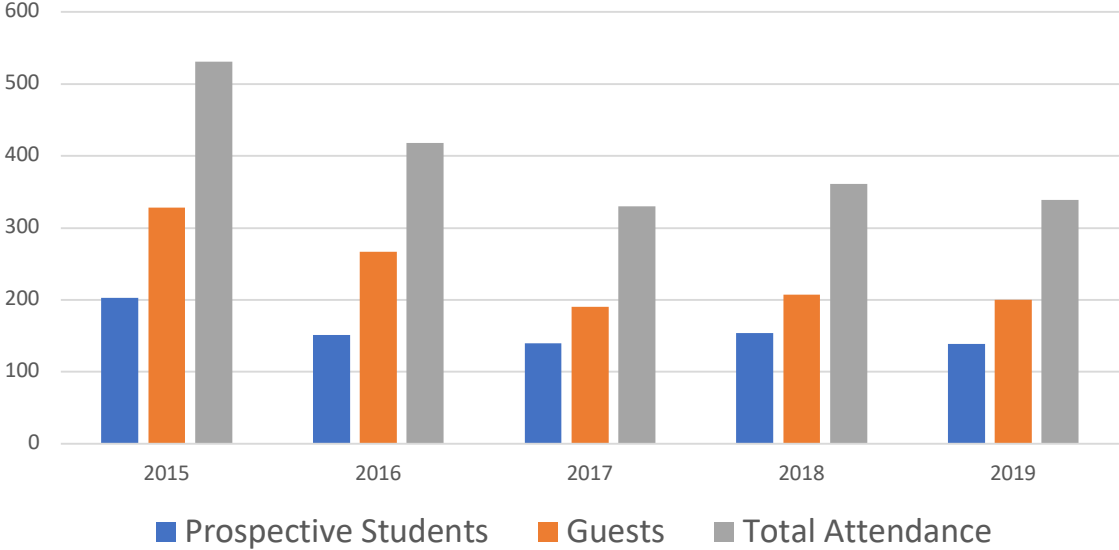


### Future Term Occupancy This Week in History

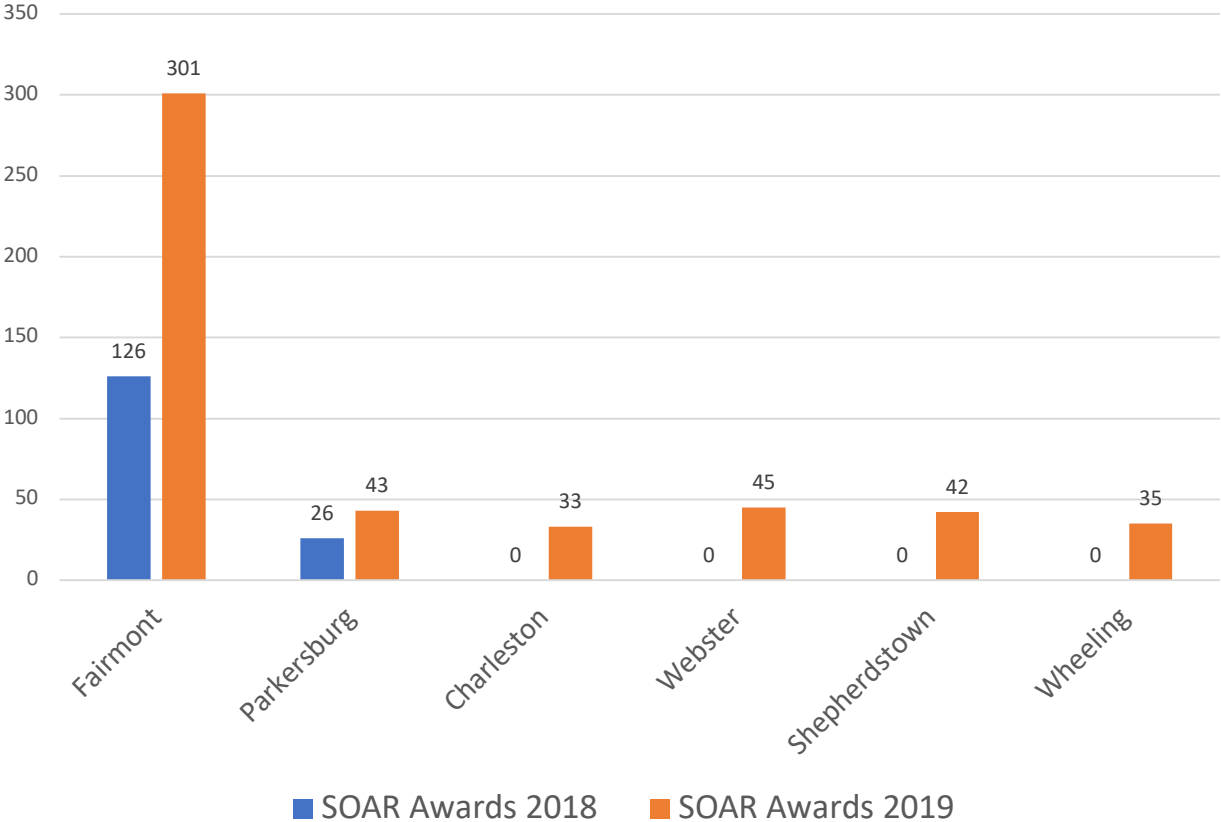


# Winter/Spring Recruit and Yield Events Data Review

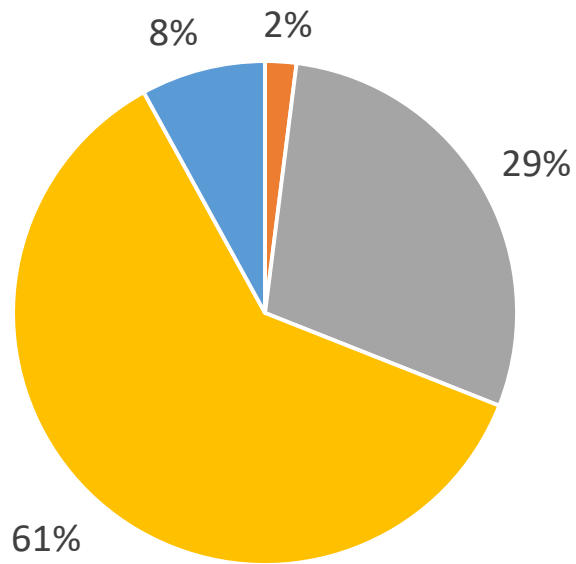
## Spring Maroon and White Day Attendance



## SOAR Award Attendance

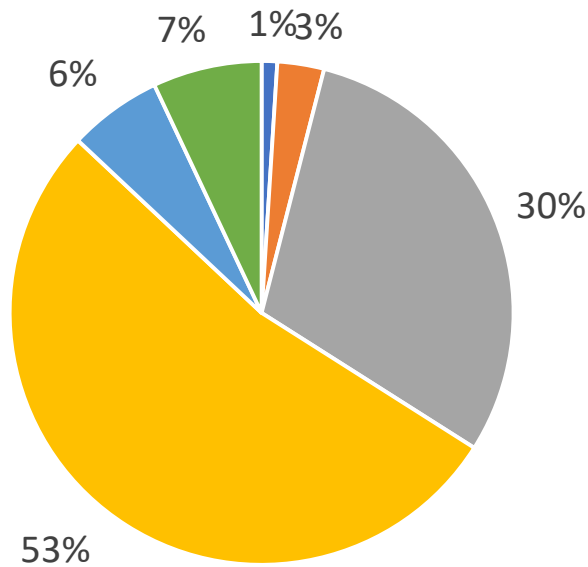


### Spring Maroon and White by grad date 2018



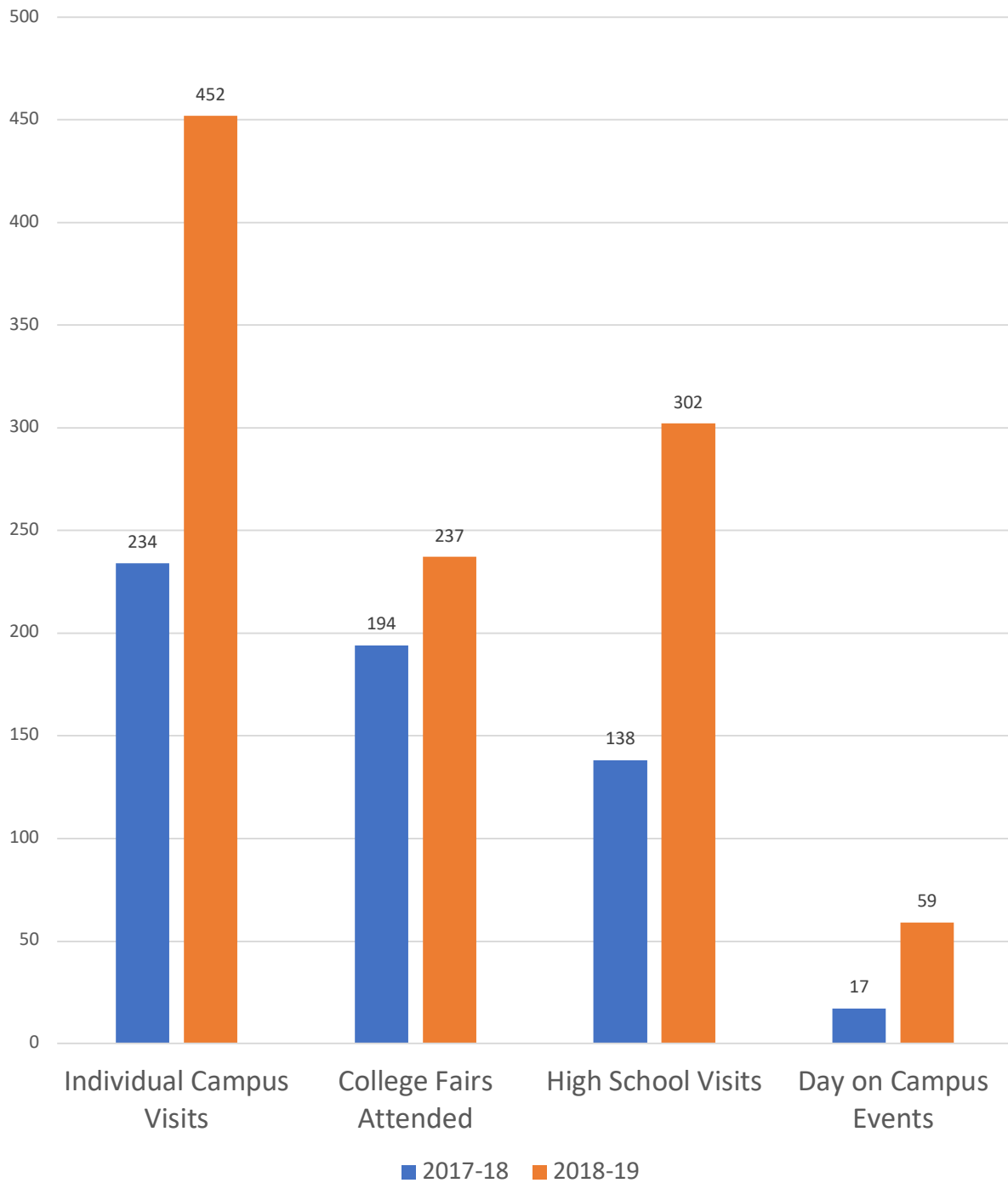
- HS Sophomore    ■ HS Junior
- HS Senior       ■ Non-Trad

### Spring Maroon and White by grad date 2019



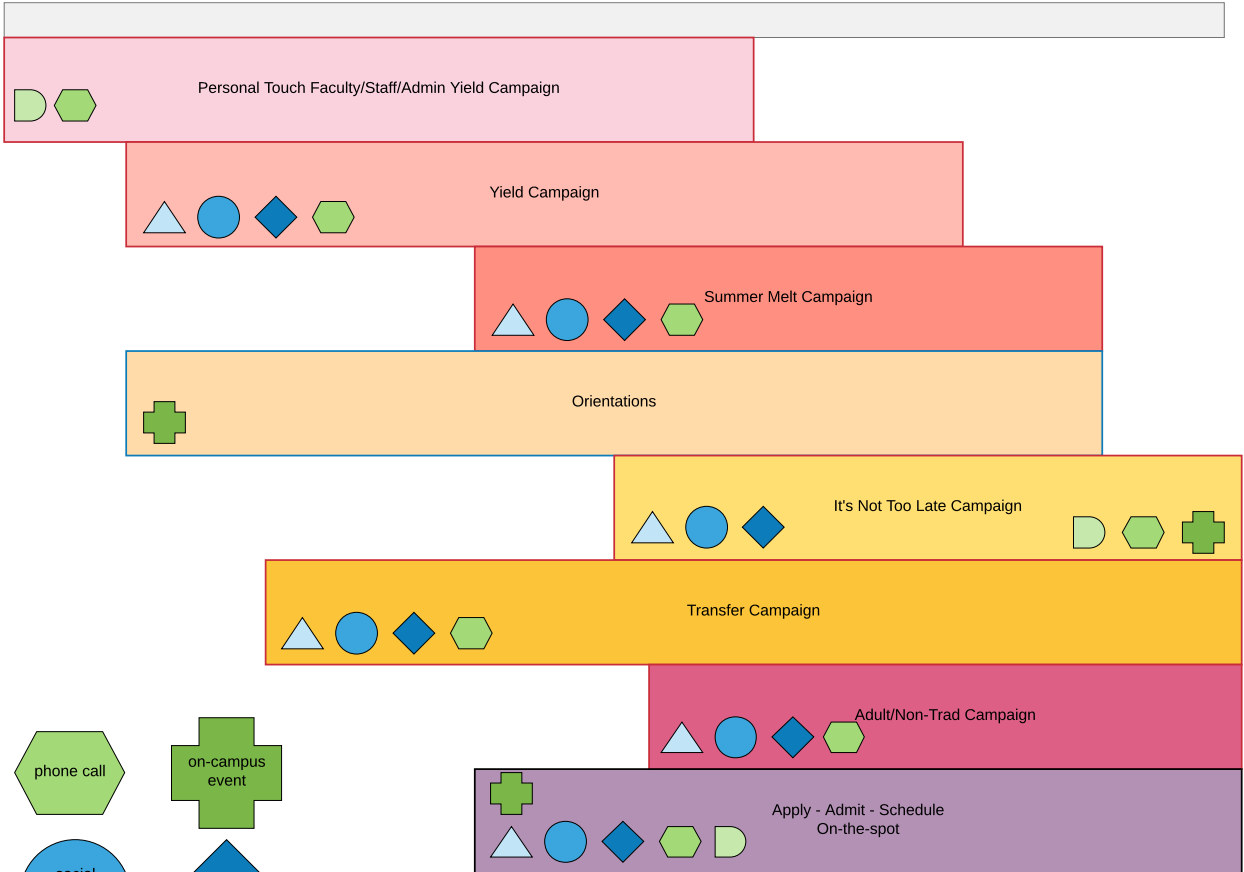
- HS Freshman    ■ HS Sophomore    ■ HS Junior
- HS Senior       ■ Non-Trad       ■ Transfer

## Recruitment Activity Year-to-Year



# 2019 Spring Summer Campaign Plan

4/1/19                      5/1/19                      6/1/19                      7/1/19                      8/1/19                      9/1/19



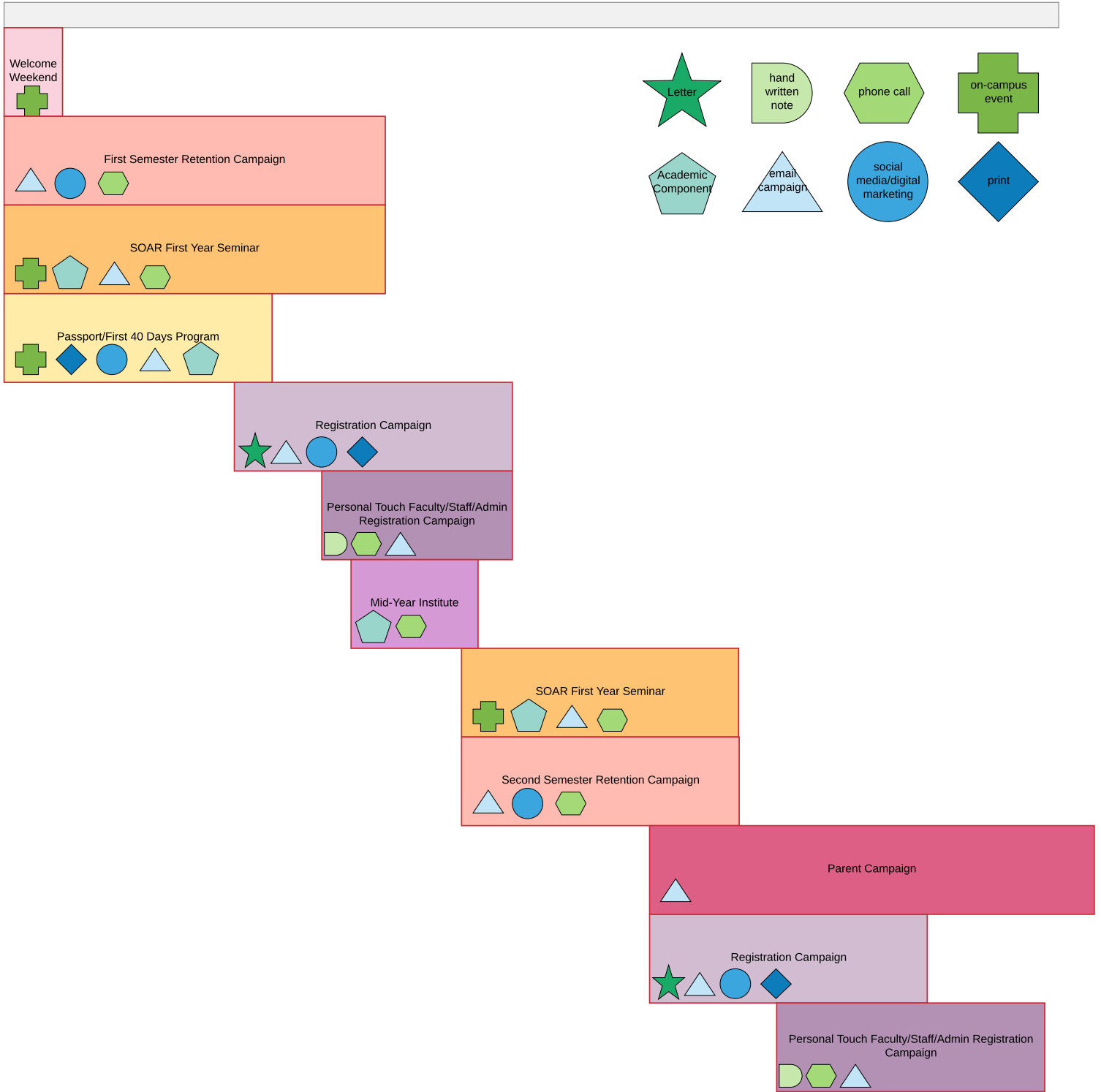
Legend for marketing channels:

- Handwritten note (Green rounded rectangle)
- Phone call (Green hexagon)
- On-campus event (Green cross)
- Email campaign (Light blue triangle)
- Social media/digital marketing (Blue circle)
- Print (Blue diamond)



# 2018-2019 Retention Communication Plan

8/1/18    9/1/18    10/1/18    11/1/18    12/1/18    1/1/19    2/1/19    3/1/19    4/1/19    5/1/19    6/1/19    7/1/19    8/1/19





**FAIRMONT STATE  
UNIVERSITY™**

**Administration and  
Fiscal Affairs**

**Financial Summary – As of February 28, 2019**

With 67% of the year completed, below is a summary of the Statement of Revenues, Expenses and Net Position for the Unrestricted (E&G and Fund Manager), Auxiliary and Restricted Funds:

<u>Unrestricted (Central E&amp;G and Fund Manager)</u>	<u>Budget</u>	<u>Actual</u>	<u>% Budget to Actual</u>
Operating Revenues	32,206,780	28,951,144	89.89%
Operating Expenses	46,874,678	27,142,478	57.90%
Other Rev/Exp/Transfers and Budget Adjustments	13,629,198	8,266,765	65.38%
Net Income	(1,038,700)	10,075,430	

Negative budget balance is expected to be covered by vacancy savings and approved use of carryover reserves. YTD Unrestricted balance is \$10,075,430, compared to the balance this time last year of \$8,293,570. We ended last year with a positive balance of \$686,807.

<u>Auxiliary</u>	<u>Budget</u>	<u>Actual</u>	<u>% Budget to Actual</u>
Operating Revenues	14,320,598	12,745,853	89.00%
Operating Expenses	8,689,823	6,176,430	71.08%
Other Rev/Exp/Transfers and Budget Adjustments	(5,630,775)	(2,525,940)	44.86%
Net Income	0	4,043,484	

YTD Auxiliary balance is \$4,043,484, compared to the balance this time last year of 3,899,684. Current budgeted reserve transfers is \$685,030. FY18 Actual reserve transfers were \$590,301.

<u>Restricted</u>	<u>Budget</u>	<u>Actual</u>	<u>% Budget to Actual</u>
Operating Revenues	32,190,997	24,678,359	76.66%
Operating Expenses	39,184,524	30,429,560	77.66%
Other Rev/Exp/Transfers and Budget Adjustments	6,962,582	6,585,994	94.59%
Net Income	(30,945)	834,793	

We received a new award in January of \$1,500 from HEPC for J-1 support. We also received \$27,500 in additional contributions for the TEP County Partnerships. In February, we received two additional awards from HEPC; a \$4,000 faculty development award and a \$3,750 award to support travel to NACADA.

# Tab 2



Fairmont State University  
Board of Governors

Board Action Item Approval

Date: 05/09/2019

**Action Item:** Approval of Program Review for Nursing ASN

1. Approve above action item as presented.

2. Approve above action with the following stipulation:

3. Table the above action item until \_\_\_\_\_  
(next Board of Governors' meeting)

  
\_\_\_\_\_  
FSU President

5/9/19  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
FSU Board of Governors' Chair

May 9, 2019  
\_\_\_\_\_  
Date

**Fairmont State University  
Board of Governors  
May 9, 2019**

- Item:** Approval of Program Reviews for the 2018-19 academic year
- Committee:** Academic Affairs
- Recommended Resolution:** Resolved, that the Fairmont State University Board of Governors receive and consider the program reviews outlined below.
- Staff Member:** Richard Harvey, Provost and Vice President of Academic Affairs
- Background:** HEPC Title 133, Series 10, "Policy Regarding Program Review" requires each Governing Board to review at least every five years all programs offered at the institution(s) of higher education under its jurisdiction and in the review to address the viability, adequacy, necessity, and consistency with mission of the programs at the institution.

**Programs under regular HEPC 5 year program review:**

Associate of Science in Nursing  
Bachelor of Science and Bachelor of Arts in History  
Bachelor of Science in Mathematics  
Bachelor of Arts in National Security and Intelligence  
Bachelor of Arts in Political Science  
Bachelor of Science in Sociology

**Programs under focused program review:**

Bachelor of Arts in Music  
Bachelor of Arts in Theater  
Bachelor of Science in Community Health Education

The executive summary of the HEPC program reviews appear in the agenda, and the full text of the review, along with pertinent appendices, is available for review at the Board of Governors web site, <https://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>.

## EXECUTIVE SUMMARY

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### **1.1: GENERAL INFORMATION**

#### **Program being reviewed:**

Associate of Science in Nursing (ASN) Degree Program

Continuing Accreditation Review

Date of Review: September 25-27, 2018

#### **Name, address, and telephone number of the governing organization:**

Fairmont State University

1201 Locust Avenue

Fairmont, WV 26554

Telephone: 304-367-4000

Website: <http://www.fairmontstate.edu/>

#### **Name, title of chief administrative officer of the governing organization:**

Dr. Mirta M. Martin, PhD

President

222 Hardway Building

Office number: 304-367-4151

#### **Regional accrediting body:**

The Higher Learning Commission (HLC), a Commission of the North Central Association of Colleges and Schools

Date of most recent regional accreditation:

2012-2013; continuing accreditation

Next visit: 2022-2023

**Name, address, and telephone number of the governing organization:**

School of Nursing (SON):

1201 Locust Avenue

Fairmont, WV 26554

2<sup>nd</sup> Floor Education Building and 1<sup>st</sup> Floor Colebank Hall

Nursing Office phone number: 304-367-4133

Nursing Office Fax number: 304-367-4268

SON website: <https://www.fairmontstate.edu/schoolofnursing/>

**Name and title of administrator of the unit in nursing:**

Mary Sharon Boni, PhD, MSN, BS, RN

Dean and Professor, School of Nursing

Director of Nursing

245 Education Building

Office phone: 304-367-4767

FAX- 304-367-4268

Email: [sboni@fairmontstate.edu](mailto:sboni@fairmontstate.edu)

**Name of State Regulatory Agency and Approval Status:**

West Virginia Board of Examiners for Registered Professional Nurses (WVBOERP)

90 MacCorkle Avenue, SW, Suite 203

South Charleston, WV 25303

Approval status: Annual Review: [Full Approval, March 24, 2017](#)

Site Visit: [Full Approval, June 12, 2015](#)

**Year nursing program was established:**

1964

**ACEN Accreditation History:**

Initial accreditation: 1970

Previous Review: 03/24/2011

Current Accreditation Status: Continuing Accreditation [Link to NLNAC Accreditation 2018](#)

**Nursing Program Type:**

Associate Degree

**Credits required for all programs:**

60 semester credits

**Length of program(s) and academic terms required:**

Four semesters for the Traditional ASN program track

Twelve months (3 semesters + 1 semester of pre-requisite courses) for the LPN-to-ASN program track

Six semesters for the Weekend ASN program track

Total Number of Credits for Entire Program all Options (Traditional, Weekend and LPN-to-ASN): 60

Total Number of Nursing Credits for all options: 41

Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice): 19

Transfer Credits (included in the credits above) based on the governing organization or state policies: 44

Up to 19 non-nursing/general education/elective/prerequisite credits can be transferred into the all program option.

Up to 30-31 nursing credits can be transferred into the program option with a 70 percent content match and a score of 800 or higher on corresponding standard examinations.

**Number of general education credits and/or nursing credits that may be transferred into the program/program option(s):**

All 19 support/general education credits may be transferred

Nursing courses may be transferred with a 70% match of content



Students must complete at least one semester (16 credits) at FSU

**Student totals by program type, and disaggregated by program option(s):**

Total ASN student: 249

Traditional ASN: 178

LPN-ASN: 38

Weekend: 33

**Faculty cohort:**

Full-time: 14

Part-time: 25

**The method of delivery and percentage of nursing credits delivered by distance education for all program options.**

Traditional and Weekend ASN program tracks are delivered face-to-face (38 credits) with the exception of 3 (one-hour) Nursing pharmacology classes taught through online delivery.

The LPN-to-ASN program track theory courses (34 credits) are taught synchronously online through BigBlueButton. Clinical (8 credits) is taught face-to-face. Students receive credit for NURS 1101 based on a current unencumbered LPN license. Total 41 nursing credits.

Program Options/Length: Traditional ASN/ 4 semesters

Name of Program Option: Traditional ASN

Method of Program Delivery:  Face-to-Face  Hybrid  Distance Education

Percentage of Nursing Credits: 41 out of 60 = 68%

Delivered by Distance Education:  0%  1–24%  25–49%  50–100%

Official Published Program of Study:  Full-time  Part-time  Both

Academic Term Type:  Semesters  Trimesters  Quarters

Length of Academic Term (in weeks): 16 weeks

Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): 4 semesters

Program Options/Length: Weekend ASN/ 6 semesters

Name of Program Option: Weekend ASN

Method of Program Delivery:  Face-to-Face  Hybrid  Distance Education

Percentage of Nursing Credits: 41 credits out of 60 = 68%

Delivered by Distance Education:  0%  1–24%  25–49%  50–100%  
Official Published Program of Study:  Full-time  Part-time  Both  
Academic Term Type:  Semesters  Trimesters  Quarters  
Length of Academic Term (in weeks): 16 weeks  
Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): 6 semesters

Program Options/Length: LPN-to-ASN/ 12 months/ 3 semesters  
Name of Program Option: LPN-to-ASN  
Method of Program Delivery:  Face-to-Face  Hybrid  Distance Education  
Percentage of Nursing Credits: 41 out of 60 credits = 68%  
Delivered by Distance Education:  0%  1–24%  25–49%  50–100%  
Official Published Program of Study:  Full-time  Part-time  Both  
Academic Term Type:  Semesters  Trimesters  Quarters  
Length of Academic Term (in weeks): 16 weeks  
Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): 4 semesters with pre-requisite coursework (23 pre-requisite courses including 7 credits awarded for LPN license and 13 general education course credits).

**All program locations delineated by location classification:**

Fairmont State University  
1201 locust Avenue- Education Building  
Fairmont, WV 26554

**The ACEN Accreditation Standards and Criteria used to prepare the Self-Study Report:**

2017

**HISTORY of the UNIVERSITY & NURSING EDUCATION UNIT**

Fairmont State College was established in 1865 as a private teacher training school. It became a state supported normal school in 1867 and was authorized to offer Bachelor of Arts and Bachelor of Science degrees in 1943. In 1974, a community college component was founded and it became independently accredited as Fairmont State Community and Technical College (FSC&TC). In 2001, the West Virginia Legislature mandated separation of community colleges within four-year institutions. Associate degree and certificate programs at Fairmont State College became part of the Community and Technical College. However, the associate degree programs in Nursing and Engineering Technology stayed with the four-year institution.

On April 7, 2004, Governor Bob Wise signed legislation allowing Fairmont State College to change its name to Fairmont State University. In 2006, the West Virginia Legislature approved a bill to allow FSU and FSC&TC to once again share accreditation. Therefore, on July 1, 2006, FSC&TC became a Division of FSU and in 2006, FSC&TC was renamed Pierpont Community & Technical College. On July 1, 2007, the West Virginia Legislature again required separate accreditations for FSU and Pierpont Community

and Technical College making these separate institutions, which share a 120-acre main campus and services. The associate degree programs in Nursing and Engineering Technology, again, stayed with FSU.

FSU is located approximately 90 miles south of Pittsburgh, Pennsylvania on the I-79 corridor in Fairmont, West Virginia. Fairmont is a small city of 17,500 people and is the county seat for Marion County. FSU has an approximate enrollment of 3,800 students and is the third largest university in West Virginia. The School of Nursing (SON) is one of six academic divisions within FSU. FSU has two colleges and four schools: College of Liberal Arts; College of Science and Technology; School of Business; School of Education, Health and Human Performance; School of Fine Arts; and the School of Nursing. FSU currently offers five master's programs, 93 bachelor programs and six associate degree programs. The SON offers the following majors: Bachelor of Science in Nursing (RN-to-BSN) and the Associate of Science Degree in Nursing (ASN and LPN-to-ASN).

FSU's Carnegie classification is "Baccalaureate Colleges - Diverse Fields", and is characterized as a medium sized four-year college, which is primarily nonresidential. Ninety-four percent of the student population is from West Virginia and ninety-one percent of the student population report race as "white". The average age of the student population is 23.

### **The FSU Associate of Science Degree Nursing Program**

The Associate of Science Degree Nursing Program was initiated in 1964 as a result of a community effort to establish a college based nursing program. National League for Nursing accreditation was sought and achieved in 1970 and continual accreditation has been maintained. Dr. Miller retired in 1983, and was replaced by Dr. Deborah M. Kisner. Dr. Kisner retired in 2005, and Dr. Mary Sharon Boni, the current dean and director, was hired in May 2006.

In 1985, a mandate from the Vice-Chancellor for Health Programs in West Virginia stipulated that four-year colleges within the state system must develop baccalaureate-nursing programs with an articulation for registered nurses. Thus, in 1989 the Department of Nursing established a RN-to-BSN Program.

In 2001, the West Virginia Legislature mandated separation of component community colleges within four-year institutions. Associate degree and certificate programs at Fairmont State College became part of the Community and Technical College. However, the associate degree programs in Nursing and Engineering Technology stayed with the four-year institution due to the strong articulation between the associate and baccalaureate degree programs.

In 2004, the Department of Nursing was renamed as the School of Nursing and Allied Health Administration, and it housed three majors: Allied Health Administration, the Bachelor of Science in Nursing, and the Associate of Science in Nursing. During the 2008 West Virginia Legislative Session, the Senate allotted supplemental appropriations for allied health expansion programs within the State. The ASN program received \$464,450 to develop simulation laboratories and to increase the student numbers in the ASN program. Since the number of newly admitted traditional students was already at 96 per year, the nursing faculty felt that those numbers could not be increased. After discussion, the faculty decided to explore the development of a non-traditional LPN-to-ASN track. A needs assessment was conducted with the LPNs in the State to determine their interest and needs in pursuing an ASN.

It was determined that most LPNs needed to work full-time and desired a program where they could attend classes in the evenings and on weekends. In 2009, the first LPN-to-ASN non-traditional cohort of 13 students was admitted and evening classes were conducted synchronously online through BigBlueButton with clinicals being conducted two days a month. The program currently admits 24 students each fall semester, but with the new legislative rule changes will admit 32-40 students in the fall 2018 ([WVBOERP Board Action Letter FSU 10/13/17](#) and [WVBOERP Title 19 legislation](#)).

In fall 2014, with the rollout of a new curriculum, the traditional ASN admission class size was changed to 48 students each fall and spring semester. The smaller classes allowed for more personalized student attention and permitted any student who had to be re-sequenced to enter the program the next semester as opposed to waiting a year.

In fall 2015, the Board of Governors approved moving the Allied Health Administration program to the School of Business and renaming nursing as the School of Nursing. After conducting a needs assessment, it was determined that there was a need for a part-time weekend ASN program track. In spring 2017, the first cohort of 13 students was admitted. The second cohort of up to 24 students will be accepted in fall 2018. This program is a mirror image of the traditional ASN, but divided into six semesters with summers off. ([WVBOERP approval 10/21/16](#) and [ACEN notification weekend program](#))

### **Student Population**

The student population in the ASN program mirrors the University's student population. Approximately 96 percent of the students are from West Virginia with an average age of 25, live off campus, and state their race as "White". Their lack of diversity matches the ethnic mix in north central West Virginia. Approximately 14 percent of the students in each class are males. The students reflect characteristics of Appalachia, such as lower socioeconomic status, limited geographic mobility, and first-generation college students. All students must meet the admission requirements of FSU and the ASN program. The majority of students in the ASN program are considered full-time students with the exception of the part-time weekend students. However, a few students from the traditional ASN or the LPN-to-ASN options may be enrolled with less than 12 credits per semester.

## **1.2: SUMMARY of STANDARDS and CRITERIA**

### **Summary: Standard 1 - Mission and Administrative Capacity**

The Fairmont State University School of Nursing ASN program's mission, philosophy and outcomes reflect the core values of FSU and are congruent with its mission and philosophy. The faculty and students participate in the shared governance of the University and the SON through representation on FSU Faculty Senate and its various committees, SON Faculty Committee, the Student Advocacy Committee and Student Government Association. The composition of the committees ensures representation by administration, faculty and students.

The Nursing Advisory Committee ensures relevancy to current industry standards, graduate and end-of-program student learning outcomes (EPSLO). The Nursing Advisory Committee has a large committee membership with representatives from clinical, health care, and community agencies where students

participate in clinical experiences or agencies that employ FSU graduates. The committee meets annually in November. This committee provides valuable feedback to enhance the educational experiences of the students.

The SON has a partnership with Woosong University from the Republic of South Korea. Students from Woosong enroll in the ASN program and then return to Woosong University to complete their BSN.

The Dean for the nursing program holds a Ph.D. in nursing and is an experienced nursing educator and administrator. She has the authority, responsibility, and resources for the development and administration of the program.

The policies of the SON are congruent with FSU except for areas justified by the purpose and outcomes of the nursing program. The SON offers web enhanced classes through Blackboard Learn (learning management system), online nursing pharmacology classes, and BigBlueButton online synchronous classes. All distance education courses are congruent with the mission of FSU.

### **Summary: Standard 2 - Faculty and Staff**

Qualified and credentialed faculty are sufficient within the SON to provide leadership and support toward the achievement of the EPSLO and the program outcomes. Full and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings. All full-time and part-time faculty are approved by FSU, WV State Higher Education Policy Commission (HEPC), and the West Virginia Board of Examiners for Registered Professional Nurses (WVBOERP).

The SON follows the West Virginia Nursing Code 19-1-2, with regard to the definitions and requirements for preceptors and the preceptorship clinical experiences. One full-time faculty member is assigned the role of the preceptorship coordinator for each cohort. Each preceptor is also provided with the current preceptorship guidelines which provide an overview of the preceptorship, as well as delineation of the responsibilities of the student, the preceptor, and the preceptorship coordinator.

All faculty maintain expertise in their areas of specialization through advanced certifications, professional practice and continuing education. Students and clinical personnel systematically evaluate full-time faculty's classroom and clinical performance on a semester basis. Faculty are evaluated annually through the FSU's Annual Faculty Review (AFR). Evidenced based teaching and practice are reflected through the faculty's participation in faculty development, research, professional presentations and continuing higher education.

The SON employs one twelve-month senior administrative assistant and one nine-month clinical program assistant to facilitate the SON's work. Orientation of new, full-time and part-time faculty occurs at the University and School levels. The University's general orientation program includes regular meetings comprised of new faculty, mentors, and a representative from administration. The focus of the orientation is to familiarize new faculty to policies and procedures of FSU. The SON also has an orientation and mentoring program for all new faculty full and part-time to their roles as nursing faculty. The orientation introduces and expands upon concepts of teaching, scholarship, service, and leadership.

Faculty engage in distance technology by utilizing Blackboard Learn to organize and enhance course delivery. The University provides ongoing education and training on Blackboard Learn.

### **Summary: Standard 3 - Students**

The nursing student population mirrors the FSU population with the exception that it is predominately female. Admission to the ASN program is selective and competitive. The student policies and services support the outcomes for the ASN program. Student policies are located in the FSU Catalog, FSU Student Handbook, and the SON ASN Handbook, which can be accessed via the website. During the program's orientation, the dean or course faculty orients first-semester students regarding the policies. Any changes in policy are communicated to the students in class and through Blackboard Learn Announcements. Policies, which differ from those of the University, are due to admission, progression criteria, standards of conduct, and clinical health agency requirements. Students have access to a variety of support services provided by qualified individuals in the areas of counseling, career placement, tutoring, health services and financial aid. Support Services surveys demonstrate that nursing students are generally well satisfied with the quality of support services of the University.

Students are oriented to Blackboard Learn during new student program orientation and at the beginning of each semester if any change in technology has occurred. The LPN-ASN students are informed of the technology requirements for BigBlueButton, prior to the start of the program. Students have access to technology training and support through the Information Technology Commons.

The University and SON comply with federal and state regulations. The FSU Financial Aid Office maintains comprehensive information regarding cost of attendance as well as loans, scholarships and grants accessible through the FSU website. Information provided to the public is monitored for accuracy and currency.

Electronic records of formal appeals have been kept since 2011-2012 by the dean of the SON on the secure W drive. Appeal processes follow the FSU and SON guidelines for grievances and appeals.

Orientation to technology is provided for the traditional, weekend, and LPN-to-ASN program tracks. FSU provides an orientation to Blackboard Learn and Felix during new Student Orientation for incoming students.

### **Summary: Standard 4 - Curriculum**

Ongoing review and planning of the curriculum is achieved through the ASN Curriculum Committee. FSU SON established the associate degree curriculum based on professional standards of nursing practice and FSU and SON mission statements. Professional standards of practice were adopted from a wide variety of esteemed nursing organizations. The SON's faculty have identified four major concepts on which to base the curriculum. These are human flourishing, nursing judgement, professional identity, and spirit of inquiry. There are also five sub-concepts that represent the SON's core values. These are patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and safety. To guide the approach to teaching and learning, the faculty adopted Malcolm Knowles's Theory of Andragogy for theory application and David Kolb's Theory of Experiential Learning for clinical application.

Curriculum organization, presentation, and learning activities for the traditional, weekend, and LPN-to-ASN program tracks are outcome driven. The EPSLO were revised as part of the new curricula designs. Each of the outcomes is designed to reflect current standards and contemporary practice. The EPSLO are

the same for all of the ASN program tracks, which allows students to take a different progression plan to reach the outcomes.

Concepts related to cultural, ethnic, and social diversity are an integral part of each nursing course and threaded throughout the curriculum. The curriculum's global perspective has been enhanced through the development of a partnership with Woosong University in Daejeon, South Korea.

A variety of methodologies are utilized throughout the curriculum to measure the achievement of the EPSLO such as: assessment grids, examination blueprints, a test resource plan, clinical and simulation evaluation tools, and other curriculum evaluation tools. Clinical evaluations are utilized in each track's clinical courses and are graded as satisfactory/unsatisfactory

The nursing curriculum complies with the policies of the University, WVBOERPN, ACEN, HLC, and HEPC for credit hours required to complete an associate degree program. The traditional ASN program track progression plan consists of four semesters, and the LPN-to-ASN program progression plan consists of three semesters. The weekend ASN program track is completed in six semesters. All program tracks require a total number of 60 credit hours consisting of 41 credit hours for nursing courses and 19 credit hours for general education courses.

Clinical experiences occur in a variety of settings including hospitals, physician offices, community health care agencies, schools, skills and simulation laboratories. Faculty select a range of teaching strategies to promote student academic and clinical achievement. Effective working relationships with Nursing Advisory Committee members contribute to curriculum currency and positive student learning outcomes. Written agreements between FSU SON and all clinical practice agencies utilized are current and renewed as specified within the contract. Contracted agencies are all accredited. Certificates of liability are maintained with each agency.

#### **Summary: Standard 5 - Resources**

The administration of FSU SON has sufficient fiscal, physical and learning resources to ensure the achievement of the EPSLO and program outcomes. Fairmont State is a state-supported institution and receives operating funds from student tuition, student fees, and appropriations of the State Legislature. Students and faculty have access to academic, recreational, and learning resources to facilitate the best learning and teaching experiences. Resources provide opportunities for professional growth advancement, improve teaching quality, and encourage lifelong learning; however, low nursing faculty salaries have presented difficulties in recruiting and retaining quality faculty.

#### **Summary: Standard 6 – Outcomes**

The SON's Systematic Plan for Program Evaluation (SPPE) provides a structured process for ongoing program assessment, planning, and evaluation of EPSLO and program outcomes. The SON traditional, weekend, and LPN-to-ASN program tracks have a current systematic plan of evaluation, which includes ACEN and WVBOERPN required elements. The plan was recently revised to focus on Standard 6 outcomes in alignment with ACEN Standards; however, a systematic method for evaluating the program's compliance with all standards exists. In addition to meeting ACEN and WVBOERPN assessment requirements, the plans in place are aligned with University assessment protocols and processes. Trending of the program outcome results direct the need for program and curriculum revisions.

HESI results indicate that graduate outcomes are being met. While minor fluctuations occur, overall and track-specific results remain at, near, or above the 850 benchmark.

NCLEX-RN results are consistently at or above the 80% pass rate for first time test takers for all program tracks and cohorts.

Even though the benchmark of 80% completion rate has not consistently been met, faculty believe that an 80% completion rate is attainable, most desirable, and aligned with FSU retention initiatives.

Despite data collection challenges, FSU nursing graduates do not have difficulty finding a nursing job, and the benchmark is consistently exceeded.

### **Analysis and Summary of Strengths and Areas Needing Improvement**

#### **Strengths:**

Nursing faculty are educationally and experientially qualified for their positions. Faculty's professional growth activities, scholarship, and research bring a depth of knowledge, which enhances the students' learning experiences and provides desirable professional role models.

Excellent relationships exist with communities of interest as evidenced by high attendance and active participation of members at the Nursing Advisory Committee meetings and strong partnerships with local, regional, state, and international agencies which enhance the student's learning opportunities.

NCLEX-RN first time pass rates have consistently exceeded the 80% program bench mark for each program track and cohort.

End of program evaluations demonstrate consistent satisfaction by graduates with regard to accomplishment of program outcomes.

Excellent classroom, laboratory and clinical facilities provide optimal learning environments.

There is positive support for the SON's program mission and outcomes by administration and university-wide faculty.

#### **Areas Needing Improvement**

The SON has experienced seven resignations of faculty since February 2018 and had one unfilled position from 2017. The major reason for faculty resignations has been low faculty salaries. Thus far the SON has been able to hire five faculty. Of the five faculty one has completed her MSN and the other four faculty are currently in MSN programs. All were hired into tenure track positions. With two resignations occurring in July, there is not time to post and hire for the positions prior to classes starting. One position is in the BSN program and one is in the ASN program. Faculty have volunteered to do overload to cover the positions for fall semester. Positions will be posted this fall.



The University is in a period of rapid change in administration and structure. Since January 2018, we have a new president, CFO, VPAA and Provost, Associate VP of University Relations and Marketing, VP of Student Affairs and Operations, CIO and VP for Institutional Effectiveness and Strategic Operations. Many of these changes were necessitated due to the financial situation of the University. The financial situation is slowly improving with strong incoming freshmen numbers for fall 2018.

## Executive Summary for Program Review

(not to be more than 2-3 pages)

### **Name and degree level of program:**

History, Bachelor of Arts

History, Bachelor of Science

### **External reviewer(s)**

Dr. Ashleigh Dean, Assistant Professor of History, Georgia College

Dr. Dani Anthony, Project Administrator, Enterprise Project, The Ohio State University

### **Synopses of significant findings, including findings of external reviewer(s)**

Both external reviewers hold PhDs in the field of History. Dr. Dean teaches at an institution of similar size and student population to Fairmont State University. Dr. Anthony works for an internal group that is attempting to streamline student, faculty, and business services at her university. Both Dr. Dean and Dr. Anthony expressed their view that the history program is fulfilling its mission within the university and is working to improve the overall quality of the university experience. Both reviewers noted how well the Bachelor of Science track was working alongside the traditional Bachelor of Arts track. In addition, both reviewers were pleased with the history program placement within the General Studies curriculum, noting that such a structure should bring in more history majors and minors. They also expressed their approval of the high enrollment numbers for upper-level history courses which suggests that students outside of the major are fulfilling electives through the program's course offerings.

There were some recommendations that both reviewers hoped that Fairmont State University would consider in improving the program. Noting that the university's mission statement expressed a commitment to "educating global citizen leaders", both reviewers wondered if adding faculty with expertise in Asian or non-diaspora African history would benefit the overall mission. Both reviewers were pleased to see that the university did not rely on too many adjunct instructors and hoped that consolidating those lines into a new faculty line would improve course offerings, the campus community, and introduce additional diverse thoughts, cultures, and worldviews. Dr. Dean applauded the success of the Bachelor of Science track but wondered if abolishing all foreign language instruction was serving the interests of the program and university. By having B.S. students take at least one foreign language or foreign culture course, it would prevent those students from being completely isolated within Anglophone studies and career options.

### **Plans for program improvement, including timeline**

The history program is currently considering several paths for improving course offerings to History B.A. and B.S. majors. Over the next two to three years, the program hopes to refine the course offerings by expanding some established upper-level courses into multiple independent courses. This will provide faculty with the ability to offer more specialized courses to students who might be beyond some of the general material. Faculty are also working to create additional courses that complement other programs, majors, and departments within the university. These courses are hoped to attract additional enrollments, majors, and minors.

The last program review called for hiring additional faculty with expertise in Latin America, Asia, or Africa. While a Latin American specialist was added, the History faculty believe that the university can do better to provide for the student body and campus community. With budget restrictions in mind, the History faculty agree with the external reviewers that adding an Asian (meaning Middle East, India, or East Asia) or African history specialist will not only allow the department to offer additional courses that are currently listed in the catalog, but also provide assistance to other programs and departments where international expertise is welcome. Additional faculty lines would also attract more majors and minors to the program. Unlike other universities in the country, we are not able to serve fully the interests and needs of students looking for non-Western history courses. This new faculty line would allow the program to be better equipped to fulfill its mission, for the university to fulfill its own, and for students to have access to a more diverse list of course offerings.

With the addition of HIST 2250 students in the major receive comprehensive instruction on writing and research methods. When those students are mixed with students outside of the major in upper-level courses, however, this can lead to an awkward classroom environment where some students understand the historical process and others do not. At some point in the future, the program might need to rethink how to organize the courses so that students who have taken HIST 2250 are not challenged in upper-level courses while not overburdening those students who have not taken the said course. Faculty suggest requiring HIST 2250 before the third year or requiring some upper-level courses to have a prerequisite of HIST 2250. At the very least, HIST 2250 should be required before a student can enroll in HIST 4498: Senior Seminar.

#### **Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished**

The greatest weakness from the last review was the lack of a writing-intensive course within the major. With the addition of HIST 2250, the program has succeeded in creating the writing-intensive course, but also educated history majors in the proper writing and research methods needed to effectively put their degrees to use outside of the university. Another weakness was the lack of more diverse area specialties (Latin America, Asia, Africa). The program, as mentioned, did add a faculty member with Latin American expertise, fulfilling one of those previous goals.

#### **Five-year trend data on graduates and majors enrolled**

The total enrollments of history majors suffered a decline in numbers over the past five years but has recovered. In 2013/2014 there were 41 total majors from the combined B.A. and B.S. tracks. This declined to 28, 32, and 31 over the 2014/2015, 2015/2016, and 2016/2017 years, respectively. The number is currently higher than it was in 2013/2014 with a total number of majors at 43 for the 2017/2018 reporting year. Just like the last review report, B.S. majors outnumber B.A. majors with an average enrollment greater than that of the B.A. majors. As was noted in the previous review, the total number of majors is likely higher than what data shows since Political Science, National Security and Intelligence, and Social Studies Education majors often add History as a second or third major near the end of their curriculum programs. Until such time as we are able to count all majors regardless of what is declared first, all data concerning majors and graduates must be seen as soft.

#### **Summary of assessment model and how results are used for program improvement**

History assessment focuses on student success in achieving the history program outcomes. The outcomes have six objectives: acquiring general historical knowledge, thinking critically and analyzing historical sources, communicating effectively in written and oral formats, understanding the values and worldviews of the past, incorporating a knowledge of geography into the historical idiom, and understanding how history is affected by society, economics, international relations, culture, the environment, and politics. The program utilized multiple assessment tools in its course offerings, with particular attention paid to exams that measure retention of knowledge and skills and writing assignments that encourage and guide critical thinking and analysis. The program continues to track outcomes and assessment in TaskStream with the goal of looking for potential improvement.

**Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)**

The History program is currently unable to effectively track its graduates. Part of the reason for this is that the program does not know exactly how many graduates come from the program for reasons already stated. Another reason is that resources limit the program from following up on these students after graduation. There is currently a survey given in HIST 4498 (Senior Seminar) that asks students how they might use their degree and the program is working to follow up with students who have answered that survey. Some preliminary attempts to track these students has resulted in statistically insignificant sample sizes, but those students responding have reported being employed fulltime, that they enjoyed their experience in the program, and that their overall GPAs were 2.75 and higher. Anecdotally, there is much stronger evidence that our students find careers related to the major. Many of our students pursue careers in education, public history, public service, or continue their educations through M.A. and Ph.D. programs or law school.

**Final recommendations approved by governing board**

# Executive Summary for Program Review

(not to be more than 2-3 pages)

## **Name and degree level of program**

Mathematics – Bachelor of Science Degree

Mathematics Education – Bachelor of Arts Degree

Mathematics (Comprehensive; grades 5-Adult) Certification

General Mathematics through Algebra I (grades 5-9) Certification

MAT (5-Adult) – Master of Arts in Teaching Degree

## **External reviewer(s)**

CAEP (Council for the Accreditation of Educator Preparation)

Note: Although not all mathematics students are Mathematics Education majors, programmatic assessment occurs in courses common to both degrees.

## **Synopses of significant findings, including findings of external reviewer(s)**

The recommendation of the 2014 State Program Review Committee was to continue the Mathematics Program. NCATE (National Council for Accreditation of Teacher Education) recognized the program with full accreditation through 2018. On July 1, 2013, NCATE merged with the Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP). Upon the creation of CAEP, the standards were rewritten. In 2017, CAEP recognized all three Mathematics Education programs as fully accredited for the next 5-7 years (minimally until 2023), depending on the date of our next CAEP on-site visit.

Our program design is supported by the Guide to Majors in the Mathematical Science from MAA-CUPM 2015 (Mathematical Association of America Committee on the Undergraduate Program in Mathematics) and the Conference Board of Mathematical Sciences Report MET II (Mathematical Education of Teachers Part II, 2012.) The program demonstrates a successful approach to sustainability, viability and assessment.

## **Plans for program improvement, including timeline**

The Mathematics Program intends to pursue improvements in program offerings for applied Mathematics courses and internship experiences to prepare the B.S. mathematics major for more varied employment opportunities.

In Fall 2014, the Mathematics program piloted co-requisite credit-bearing Mathematics courses in College Algebra, Fundamental Concepts of Mathematics, and Technical Mathematics. By Fall 2015, co-requisite offerings were at scale, meaning that all entering freshman who tested below the minimum test score for three entry level courses could take the credit-bearing course within the first year of enrollment. Since full implementation, the Mathematics program now teaches on average 400-500 more students per year than prior to the implementation of co-requisite courses.

Prior to 2015, these students were placed in remedial courses offered by Pierpont Community and Technical College. More adjunct faculty were needed in this review than in the previous review due to the development of co-requisite courses. The co-requisite model for remediation

was required to be offered by the WVHEPC and was instituted at Fairmont State University without the hiring of additional full-time faculty. Although 3 FEAP positions were created in the College of Science and Technology, there was still a large number of adjuncts needed to teach lower level courses. See pages 26-29 of this review for adjunct use and Appendix E on page 85.

### **Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished**

The previous Program Review in 2014 did not cite any weakness or deficiencies. The Mathematics Program was deemed essential to both the state and the region. See page 31 of this review for complete comments. CAEP evaluation of Mathematics Education did not find any weaknesses or deficiencies, but there was a request for updated information about historical elements in subsequent reviews for the General Mathematics through Algebra 1 (grades 5-9) program. (See Appendix D on page 78.)

### **Five-year trend data on graduates and majors enrolled**

Fairmont State Mathematics Program percentage of graduates in Mathematics/Mathematics Education is higher than the national average and is supplying the region and state with mathematics graduates. According to the National Center for Educational Statistics, in 2016-17 undergraduate mathematics degrees nationwide accounted for approximately .9% of the total number of Bachelor's degrees awarded. Mathematics Education degrees were .07%.

Data from the HEPC website indicates that from 2014-2017, the Fairmont State Mathematics Program's yearly average is 6 B.S. degrees in Mathematics and 3 B.A.E. degrees in Mathematics Education. Fairmont State's average number of Bachelor's degrees awarded was approximately 650 per year. The percentage of Fairmont State University B.S. in Mathematics and B.A.E. in Mathematics Education were .9% and .4% of the Fairmont State total, respectively. If Master of Arts in Teaching (Mathematics) and Mathematics 5-9 certified teachers were included in the education total, the Mathematics Education degree percentage would increase to .9% which is twelve times the national percentage for 2016-17.

All of the BS Mathematics completers are not represented in the data published on the WVHEPC website. Research of student transcripts shows that, for the Mathematics B.S., the average would increase to 1.1%. In addition, students use mathematics as a minor, but no data is currently collected on minors. Due to confidentiality of student records, student specific data is not included in this report. Substantiating evidence is available upon request.

During the past five years, the math program has averaged 17 mathematics majors per semester and 6 mathematics education majors. These is likely to be overlap in these two numbers. Further, a significant number of students do not declare mathematics as a major until they apply for graduation since many of our majors declare either computer science or mathematics education as their first major with the full intention of earning a double major.

### **Summary of assessment model and how results are used for program improvement**

The Mathematics program utilizes a departmental continuous improvement plan to meet institutional assessment needs. The continuous improvement plan consists of course assessment, programmatic assessment, and program modifications that are determined to be necessary by outcome assessments. The purpose of the Continuous Improvement Plan (CIP) is to

identify, track, and remediate programmatic weaknesses. The evaluation of competencies and program components leads to modifications of content, delivery, and other factors deemed instrumental in the pursuit of programmatic improvement.

The CIP occurs at three levels. These levels include:

- Assessment of Course Outcomes
- Assessment of Program Outcomes
- Program Modifications as determined necessary by the assessment practices.

Course Outcomes are linked to appropriate Program Outcomes through Taskstream. The Course Outcomes are assessed using various tools such as course exams, assignments, quizzes, projects, labs, etc. The program has established a benchmark for each program outcome to demonstrate competency in each outcome. If the students cannot demonstrate success, a plan of improvement is established for the assessment point. These continuous improvement plans are approved by a collaborative agreement of the program faculty. Every program course has clearly defined outcomes and assessment points to be evaluated. Specific course outcomes were chosen to use as the assessment points for each program outcome. A curriculum map has been developed to organize program assessment. (See examples in Appendix A on page 46.)

The CIP motivated the development of MATH 1561 (Introduction to Mathematical Reasoning), a new entry-level mathematics course designed for the Mathematics and Computer Science Programs. This course streamlines our course offerings by replacing two courses that were previously offered (MATH 1125 and MATH 1170). The content of MATH 1561 includes content requested by Computer Science, in response to changes in their required mathematics course offerings. As a result, this course enables students to more easily double major in Mathematics and Computer Science.

The Mathematics Support Program, which replaced what was formerly known as Developmental Education, has been at full scale since Fall 2015. HEPC has recognized Fairmont State as one of the leaders in the development of mathematics co-requisite courses in West Virginia.

**Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)**

Forty completers who received either a B.S., B.A.E., or Mathematics 5-9 certification in the past 5 years were surveyed. Of the 28 responses, 11 have either attended or are attending graduate school. Seven have already earned their degrees. Twenty-seven respondents are currently employed and one is not looking for work. Approximately 75% of the surveyed graduates are employed or attending graduate school in West Virginia.

Mathematics faculty are aware of information about many other graduates who did not respond to the survey and are not included in this report. Appendix C on page 68 contains detailed information about the graduates who did respond and many of their comments about the program.

**Final recommendations approved by governing board**

# **EXECUTIVE SUMMARY**

## **for**

# **PROGRAM REVIEW**

**Name and degree level of program:**

Bachelor of Arts in National Security and Intelligence

**External Reviewer(s):**

The Fairmont State University National Security and Intelligence Advisory Committee

**Synopses of significant findings, including findings of external review:**

The Bachelor of Arts Degree in National Security and Intelligence is a degree designed to provide students with the necessary background to pursue careers in national security and/or intelligence in government agencies and private enterprise.

Upper classman in the National Security and Intelligence Program compete for placement in the program's Open Source Intelligence Exchange (OSIX). OSIX is the laboratory and applied analytical research component of the National Security and Intelligence Program. The OSIX lab, a student-staffed intelligence center, assesses and leverages new and emerging information technologies in support of U.S. national security and law enforcement communities. Faculty advise and mentor students working at OSIX, setting strategic direction, overseeing day-to-day operations, and performing outreach to government and private sector stakeholders.

The following findings have been developed in coordination with the faculty and the National Security and Intelligence Advisory Committee:

1. Exceptional and caring faculty with real-world experience.
2. Faculty members devote a great deal of time advising and mentoring students. The National Security and Intelligence program has also been successful over the past five years retaining majors because of advisor involvement reviewing students GPA's, course schedules, and registration status.
3. Growing enrollment, retention and graduation rates.
4. The success of the OSIX laboratory in providing a real-time and useful product has established the Fairmont State University National Security and Intelligence as a preeminent program in the field. It has also enabled students to leverage their "one of a kind" experience into employment opportunities.
5. Accessible faculty members and low student to faculty ratio.



6. Low tuition costs.

7. The success rate of graduates being accepted into top law schools and graduate programs.

8. The success rate of graduates finding professional employment.

**Plans for program improvement, including timeline:**

The following plans for improvement have been developed in coordination with the faculty and the National Security and Intelligence Advisory Committee:

1. Continuing to increase enrollment, retention and graduation rates will be one of the major goals in the next five years. This will involve closely monitoring and early advising efforts.

2. Complete assessment data for the program and all individual courses will be collected within one year.

3. An employer satisfaction survey is being developed.

4. A graduate satisfaction survey has been initiated and will continue to be refined and administered.

5. All Political Science / National Security and Intelligence faculty members need to be paid a competitive salary commensurate with their experience and commitment to their students and exceptional growth of the academic programs.

**Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:**

There were not any recommendations from the previous five-year program review. Nevertheless, the program of study has been incrementally revised in recent years to reflect needs in the field (e.g. developing a National Security and Intelligence course for first year students), increase and diversify upper level course offerings, and increase recruitment and retention.

The political science and NSI programs produce a significant profit for the institution and additional salary support of the faculty is necessary in order to maintain the programs upward trajectories.

**Five-year trend data on graduates and majors enrolled:**

The National Security and Intelligence program has grown significantly because of the quality curriculum and staff. In the last ten years the number of majors has grown from 2 to 114, and in the last five years few programs have matched the continuous growth of the Political Science and NSI programs. The number of majors continues to increase, and this does not include the number of double majors as nearly all of the 89 Political Science majors are also double majors in National Security and Intelligence.

**TABLE 1  
NATIONAL SECURITY AND INTELLIGENCE  
MAJORS AND GRADUATES BY ACADEMIC YEAR  
(Available data)  
AY 2013-2014 to AY 2017-2018**

	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>	<b>AY 16-17</b>	<b>AY 17-18</b>
<b>MAJORS</b>	53	66	90	105	114
<b>GRADUATES</b>	7	8	8	21	12

*NOTE:* The above numbers do not reflect double majors. Nearly all of the 89 Political Science majors also double in National Security and Intelligence.

**Summary of assessment model and how results are used for program improvement:**

Assessment for the National Security and Intelligence program is based on student scores on written research papers, oral presentations, and examinations. Performance on all oral and written assignments has been well above the targeted goal.

The National Security and Intelligence program has made and continues to make great strides in the assessment area. The National Security and Intelligence program and Fairmont State University document assessment materials in Taskstream. This program provides an archive for program documentation, and a database for program analysis and improvement. A review of the program’s outcomes and assessments along with individual course outcomes and assessments have occurred over the past five years as part of the program’s assessment plans. This assessment process is now embedded in the program and will continue.

**Data on student placement:**

The data regarding placement of National Security and Intelligence majors graduating from Fairmont State University from 2013-2018 has been collected primarily through personal contacts between faculty members and their former students and resulting

requests for reference letters. This data indicates that nearly all of the graduates seek immediate employment upon graduation but some do enroll in graduate programs in national security, intelligence, political science, policy studies, public administration, or law school.

Our majors have been accepted into the following law schools and graduate programs: University of Chicago, Vanderbilt University, Boston University, William and Mary, Wake Forest, Emory University, Villanova University, University of Miami, University of Pittsburgh, Suffolk University, West Virginia University, Michigan State University, and Penn State.

Those who join the workforce have obtained employment with the Central Intelligence Agency, the Defense Intelligence Agency, United States Navy, United States Air Force, United States Army, the Federal Bureau of Investigation, out of state business firms, local government, and the Defense of Department.

**Final recommendations approved by governing board:**

# **EXECUTIVE SUMMARY**

## **for**

# **PROGRAM REVIEW**

**Name and degree level of program:**

Bachelor of Arts in Political Science

**External Reviewer(s):**

The Fairmont State University Political Science Advisory Committee

**Synopses of significant findings, including findings of external review:**

The Bachelor of Arts Degree in Political Science is a degree that is designed to provide students with an understanding of the political process in its many manifestations, including the structure of government institutions, the political behavior of individuals and groups, the study of political problems characteristic of modern societies, and a consideration of the interrelationships of institutions at different levels of government.

The following findings have been developed in coordination with the faculty and the Political Science Advisory Committee:

1. Exceptional and caring faculty with real-world experience.
2. Faculty members devote a great deal of time advising and mentoring students. The Political Science program has also been successful over the past five years retaining majors because of advisor involvement reviewing students GPA's, course schedules, and registration status.
3. Growing enrollment, retention and graduation rates.
4. Accessible faculty members and low student to faculty ratio.
5. Low tuition costs.
6. The success rate of graduates being accepted into top law schools and graduate programs.
7. The success rate of graduates finding professional employment.

### **Plans for program improvement, including timeline:**

The following plans for improvement have been developed in coordination with the faculty and the Political Science Advisory Committee:

1. Continuing to increase enrollment, retention and graduation rates will be one of the major goals in the next five years. This will involve closely monitoring and early advising efforts.
2. Complete assessment data for the program and all individual courses will be collected within one year.
3. An employer satisfaction survey is being developed.
4. A graduate satisfaction survey has been initiated and will continue to be refined and administered.
5. All Political Science / National Security and Intelligence faculty members need to be paid a competitive salary commensurate with their experience and commitment to their students and exceptional growth of the academic programs.

### **Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:**

There were not any recommendations from the previous five-year program review. Nevertheless, the program of study has been incrementally revised in recent years to reflect needs in the field, increase and diversify upper level course offerings, and increase recruitment and retention.

The political science and NSI programs produce a significant profit for the institution and additional salary support of the faculty is necessary in order to maintain the programs upward trajectories.

There is an ongoing concern about the off campus courses offered. Even though the University “owns” all of the political science courses, Pierpont Community and Technical College hire instructors to teach courses in the off campus branches. This is not coordinated with the College of Liberal Arts or the full-time faculty members. Furthermore, there are numerous sections of dual enrollment high school courses offered this year.

**Five-year trend data on graduates and majors enrolled:**

The political science program has grown significantly because of the quality curriculum and staff. In the last ten years the number of majors has grown from 13 to 89, and in the last five years few programs have matched the continuous growth of the Political Science and NSI programs. The number of majors continues to increase, and this does not include the number of double majors as nearly all of the 114 National Security and Intelligence majors are also double major in Political Science.

**TABLE 1  
POLITICAL SCIENCE  
MAJORS AND GRADUATES BY ACADEMIC YEAR  
(Available data)  
AY 2013-2014 to AY 2017-2018**

	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>	<b>AY 16-17</b>	<b>AY 17-18</b>
<b>MAJORS</b>	59	56	63	87	89
<b>GRADUATES</b>	20	10	11	19	18

*NOTE:* The above numbers do not reflect double majors. Nearly all of the 114 National Security and Intelligence majors also double major in Political Science.

**Summary of assessment model and how results are used for program improvement:**

Assessment for the Political Science program is based on student scores on written research papers, oral presentations, and examinations. Performance on all oral and written assignments has been well above the targeted goal.

The Political Science program has made and continues to make great strides in the assessment area. The Political Science program and Fairmont State University document assessment materials in Taskstream. This program provides an archive for program documentation, and a database for program analysis and improvement. A review of the program's outcomes and assessments along with individual course outcomes and assessments have occurred over the past five years as part of the program's assessment plans. This assessment process is now embedded in the program and will continue.

**Data on student placement:**

The data regarding placement of Political Science majors graduating from Fairmont State University from 2013-2018 has been collected primarily through personal contacts between faculty members and their former students and resulting requests for reference letters. This data indicates that well over half the graduates do not seek immediate employment upon graduation but go on to enroll in graduate programs in political science, policy studies, public administration, or law school.

Our majors have been accepted into the following law schools and graduate programs: University of Chicago, Vanderbilt University, Boston University, William and Mary, Wake Forest, Emory University, Villanova University, University of Miami, University of Pittsburgh, Suffolk University, West Virginia University, Michigan State University, and Penn State.

Those who join the workforce have obtained employment with the Central Intelligence Agency, the Defense Intelligence Agency, United States Navy, United States Air Force, United States Army, the Federal Bureau of Investigation, out of state business firms, local government, and the Defense of Department.

**Final recommendations approved by governing board:**

## Executive Summary for Program Review

(not to be more than 2-3 pages)

Name and degree level of program    Bachelors of Science in Sociology

External reviewer(s)    Rev. O. Richard Bowyer, MDiv, ThM

Synopses of significant findings, including findings of external reviewer(s)

The sociology major has served almost 7100 students over the last five years with 37 graduates. Our students have continued on in graduate programs in social work, counseling, and law. Others have found employment with the department of health and human services along with other state agencies. Annual reviews show that the program is meeting its established goals with an ongoing effort to improve the program. The external reviewer found the program to be academically sound and meeting the needs of both the student population and the local social service agencies that it serves.

Plans for program improvement, including timeline

Plans for improving the program center on two main interrelated areas of focus. The first of these areas relates to expanding training in the program related to human service as this has been found to be the primary area of focus for our students. This will be accomplished through the inclusion of introduction to social work and substance abuse courses into the elective curriculum along with the integration of additional material into current courses such as social problems and principles of race, class, and gender. In addition, the possibly of 4 +1 program agreements with select universities in counseling and social work is also being explored. The second area of focus relates to expanded internship opportunities. We are currently engaged in expanding our relationships with local agencies to cultivate additional internship placements. A grant proposal is in progress to create a series of campus event pipelines that would ultimately end with students working with the various agencies.

Spring 2019

1. Complete grant proposal related to local agency internship events
2. Finish piloting new courses (Intro to social work and Substance abuse)
3. Begin discussions of possible 4+1 programs.

Fall 2019

1. Obtain Faculty senate approval for the inclusion of the new courses.
2. Implement integration of new material into other major courses
3. Implement grant related agency practicum events (Contingent upon grant funding)

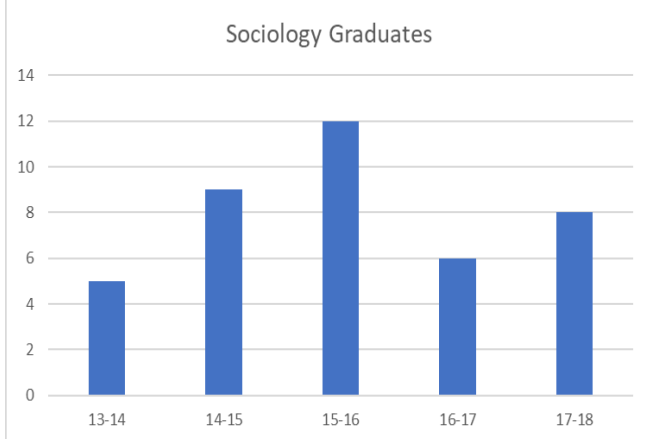
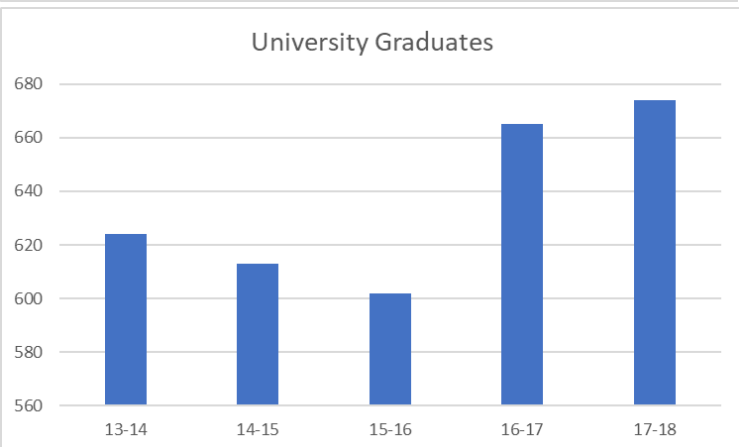
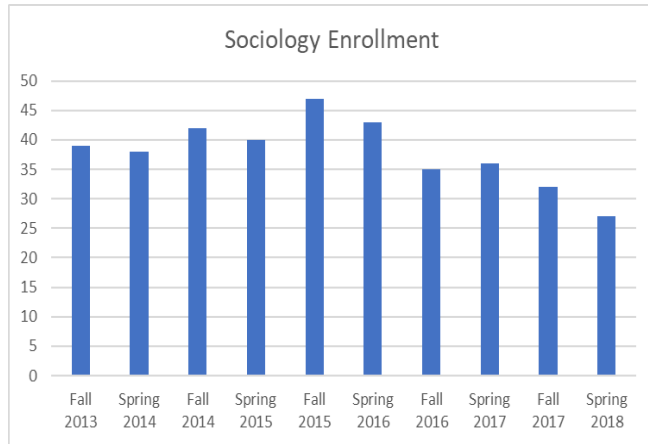
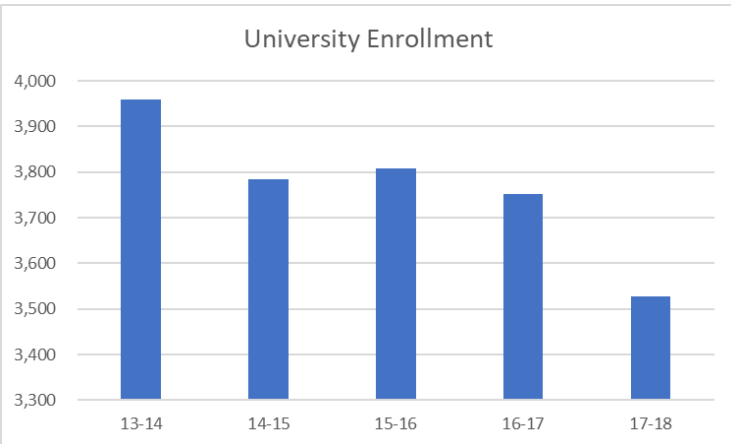


Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

The 2014 review was approved with “continuation of the program at current level of activity”. No deficiencies were identified. Revision of program requirements went into effect in the Fall of 2014. These revisions were focused on bringing the program into alignment with current best practices regarding research methodology and content. Practicum opportunities have continued to improve both in the local community and even within the university itself given the improved methodological and statistical training.

Five-year trend data on graduates and majors enrolled

The sociology enrollments have mostly fluctuated with university enrollments with some years improving upon this trend. This may be seen in the graphs below. The data for these graphs comes from the university common databases.



## Summary of assessment model and how results are used for program improvement

Student learning outcomes, assessment measures, and performance thresholds are recorded in the Fairmont State University's taskstream system. Each year data is evaluated in light of relative metrics in meetings of program faculty. These discussions examine progress toward goals and discuss necessary changes considering these findings along with current disciplinary standards. Recent discussions have centered on fine tuning recent major program changes along with further expanding service learning opportunities.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

Seven sociology majors responded to our requests for interview with all stating that they were gainfully employed or currently pursuing graduate work. Employed individuals primarily worked in social and human service fields that made use of the skills emphasized in the sociology major. Students were employed in positions such as case manager, criminal research specialist, and child protective service worker. Many students referenced the positive experiences they had with supportive faculty who reinforced practical applications of the training. Multiple students highlighted the benefits of the recommended practicum experiences with others indicating this should be expanded. One student did indicate that they felt the program was too repetitive when it came reinforcing the material.

Final recommendations approved by governing board

# Tab 3

**Fairmont State University**  
**Board of Governors**  
**May 9, 2019**

**Item:** March Financial Reports

**Committee:** Committee of the Whole

**Recommended Resolution:** Be it resolved, that the Board of Governors recognize and accept the March Unrestricted and Restricted reports.

**Staff Member:** Christa Kwiatkowski

**Background:** Summary of the reports submitted is attached.

**Fairmont State University**  
**Board of Governors**  
**March 2019**

**Unrestricted Central E&G and Unrestricted Fund Manager**

The unrestricted funds are resources of the institution which are expendable for any purpose in performing the primary objectives of the institution such as instruction, research, and public service.

Central E&G funds are the main operating budget of the institution. The sources of these revenues include tuition and fees, state appropriations, chargeback revenues from Pierpont, and other miscellaneous income. The funding supports academic units, student services, support services, information technology, library services, administration, and physical plant.

Fund Manager funds represent the funds assessed or earned by the academic schools or other departments that support costs specific to that department such as equipment and laboratory supplies.

**March 2019**

With 75% of the fiscal year completed, the Unrestricted Central E&G year to date operating revenues of \$25,939,480 represents 88.68% of the projected current budget. The year to date operating expenses of \$28,104,040 represents 64.89% of the projected current budget. The year to date non-operating revenues of \$9,064,808 represents 66.83% of the projected current budget. After adjusting for debt service, financial aid match and other transfers, the actual YTD balance at the end of February is a positive \$5,859,763. The primary contributor to this positive budget balance is the recognition of Spring tuition and fee revenues in full. Last year at this time, the actual YTD balance was \$4,960,013. Last year, we ended with a positive balance of \$383,447.

Fund Manager funds year to date operating revenues of \$3,265,391 represents 110.32% of the projected current budget. The year to date operating expenses of \$1,917,346 represents 57.96% of the projected current budget. After non-operating revenues and other transfers, the actual YTD balance at the end of February is a positive \$947,943. Last year at this time, the actual YTD balance was \$695,631. Last year, we ended with a positive balance of \$303,360.

**Auxiliary Funds**

Auxiliary enterprises are self-supporting activities conducted to primarily to provide facilities or services to students, faculty, and staff. Auxiliary activities include: operation of residence halls, public safety, Falcon Center, bookstore, dining, and intercollegiate athletics.

**March 2019**

With 75% of the fiscal year completed, the Auxiliary year to date operating revenues of \$12,313,506 represents 85.95% of the projected current budget. The year to date operating expenses of \$6,284,459 represents 72.54% of the projected current budget. After non-operating revenues, the debt service payments and other transfers, the actual YTD balance at the end of February is a positive \$3,503,108. Current budgeted transfers to reserves is \$718,141. Actual transfers to reserves for FY18 were \$590,301.

## **Restricted Funds**

The Restricted Fund group consists of those funds that are expendable for operating purposes by the University but are limited by grantors or an outside agency as to the specific purpose for which they may be expended. Restricted funds at FSU consist primarily of contracts and grants received from federal or state governments for financial aid, research, public service, or other restricted purpose.

### **March 2019**

With 75% of the fiscal year completed, the Restricted year to date operating revenues of \$25,608,285 represents 79.53% of the projected current budget. The year to date operating expenses of \$30,633,697 represents 78.16% of the projected current budget. After adjusting for Pell Grant revenues and other transfers, the actual YTD balance is a positive \$1,556,855. The positive balance is due to state aid revenues received but not yet disbursed.

We received a new award in March of \$5,000 from HEPC to support the 2019 FACT (Forensic and Analytical Chemistry Technology) camp. We also received \$3,665 in private donations to the FIRST LEGO League.

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

As of March 31, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
<b>OPERATING REVENUE</b>					
	Tuition and Fees	26,718,598	25,667,999	23,915,947	93.17
	Student Activity Support Revenue	463,228	393,334	304,989	77.54
	Faculty Services Revenue	0	0	6,442	
	State/Local Grants and Contracts	0	0	(370)	
	Operating Costs Revenue	1,588,279	1,587,181	863,197	54.39
	Support Services Revenue	1,555,255	1,529,091	768,517	50.26
	Other Operating Revenues	123,293	73,121	80,758	110.44
	<b>Total:</b>	<b>30,448,652</b>	<b>29,250,726</b>	<b>25,939,480</b>	<b>88.68</b>
<b>OPERATING EXPENSE</b>					
	Salaries	24,390,327	24,094,124	14,405,714	59.79
	Benefits	6,112,416	6,114,620	3,568,762	58.36
	Student financial aid-scholarships	3,783,802	3,783,802	4,020,196	106.25
	Utilities	1,360,676	1,360,676	1,073,242	78.88
	Supplies and Other Services	7,309,150	6,800,200	4,396,887	64.66
	Equipment Expense	686,102	605,759	342,222	56.49
	Fees retained by the Commission	185,560	185,560	0	0.00
	Assessment for Faculty Services	0	0	12,770	
	Assessment for Student Activity Costs	366,227	366,227	284,248	77.62
	<b>Total:</b>	<b>44,194,260</b>	<b>43,310,968</b>	<b>28,104,040</b>	<b>64.89</b>
<b>OPERATING INCOME / (LOSS)</b>		<b>(13,745,608)</b>	<b>(14,060,242)</b>	<b>(2,164,559)</b>	<b>15.39</b>
<b>NONOPERATING REVENUE (EXPENSE)</b>					
	State Appropriations	15,111,777	15,111,777	10,124,890	67.00
	Gifts	377,220	377,220	375,025	99.42
	E&G Capital & Debt Service Support Revenue	0	0	0	
	Investment Income	69,245	69,245	254,089	366.94
	Assessment for E&G Capital & Debt Service Costs	(1,994,319)	(1,994,319)	(1,689,196)	84.70
	<b>Total:</b>	<b>13,563,923</b>	<b>13,563,923</b>	<b>9,064,808</b>	<b>66.83</b>
<b>TRANSFERS &amp; OTHER</b>					
	Capital Expenditures	(47,400)	(197,864)	(359,206)	181.54
	Construction Expenditures	(584,500)	(584,500)	(392,878)	67.22
	Transfers for Debt Service	(64,863)	(64,863)	(32,348)	49.87
	Transfers for Financial Aid Match	(40,413)	(38,764)	0	0.00
	Indirect Cost Recoveries	602	602	0	0.00
	Transfers - Other	(7,550)	312,850	(256,054)	(81.85)
	<b>Total:</b>	<b>(744,124)</b>	<b>(572,539)</b>	<b>(1,040,486)</b>	<b>181.73</b>
<b>BUDGET BALANCE</b>		<b>(925,809)</b>	<b>(1,068,858)</b>	<b>5,859,763</b>	<b>(548.23)</b>
<b>Add: Estimated Unfilled Position Savings:</b>		<b>400,000</b>	<b>500,000</b>		
<b>Capitalized Expenses</b>		<b>584,500</b>	<b>584,500</b>		
<b>ADJUSTED BUDGET BALANCE</b>		<b>58,691</b>	<b>15,642</b>		
<b>* Add: UNRESTRICTED NET ASSETS - Beginning of Year</b>		<b>6,961,393</b>	<b>7,610,679</b>		
<b>Less: USE OF RESERVE</b>		<b>0</b>	<b>0</b>		
<b>Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year</b>		<b><u>7,020,084</u></b>	<b><u>7,626,321</u></b>		



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

As of March 31, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
<b>OPERATING REVENUE</b>	Tuition and Fees	2,490,635	2,856,937	3,140,326	109.92
	Other Operating Revenues	84,975	102,987	125,065	121.44
	<b>Total:</b>	<b>2,575,610</b>	<b>2,959,924</b>	<b>3,265,391</b>	<b>110.32</b>
<b>OPERATING EXPENSE</b>	Salaries	1,150,456	1,659,998	1,006,323	60.62
	Benefits	214,271	292,760	172,676	58.98
	Student financial aid-scholarships	27,440	27,440	15,177	55.31
	Utilities	4,500	4,500	1,223	27.18
	Supplies and Other Services	1,085,807	1,184,437	652,392	55.08
	Equipment Expense	152,329	139,056	69,555	50.02
	<b>Total:</b>	<b>2,634,803</b>	<b>3,308,193</b>	<b>1,917,346</b>	<b>57.96</b>
<b>OPERATING INCOME / (LOSS)</b>		<b>(59,193)</b>	<b>(348,269)</b>	<b>1,348,045</b>	<b>(387.07)</b>
<b>NONOPERATING REVENUE (EXPENSE)</b>	Gifts	500	17,083	17,151	100.40
	Interest on capital asset related debt	0	0	(82,403)	
	<b>Total:</b>	<b>500</b>	<b>17,083</b>	<b>(65,252)</b>	<b>(381.97)</b>
<b>TRANSFERS &amp; OTHER</b>	Capital Expenditures	(20,000)	(190,472)	(83,859)	44.03
	Construction Expenditures	0	(12,400)	0	0.00
	Indirect Cost Recoveries	65,643	69,299	33,469	48.30
	Transfers - Other	13,050	(310,994)	(284,460)	91.47
	<b>Total:</b>	<b>58,693</b>	<b>(444,568)</b>	<b>(334,850)</b>	75.32
<b>BUDGET BALANCE</b>		<b>0</b>	<b>(775,754)</b>	<b>947,943</b>	(122.20)
<b>Add: Estimated Unfilled Position Savings:</b>		<b>0</b>	<b>0</b>		
<b>ADJUSTED BUDGET BALANCE</b>		<b>0</b>	<b>(775,754)</b>		
<b>Add: UNRESTRICTED NET ASSETS - Beginning of Year</b>		<b>1,928,034</b>	<b>1,976,577</b>		
<b>Less: USE OF RESERVE</b>		<b>0</b>	<b>0</b>		
<b>Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year</b>		<b><u>1,928,034</u></b>	<b><u>1,200,823</u></b>		

Auxiliary  
Actual vs Budget Statement of Revenues and Expenses  
Board of Governors  
As of March 31, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
<b>OPERATING REVENUE</b>	Auxiliary Enterprise Revenue	8,927,583	8,944,801	7,817,255	87.39
	Auxiliary Fees & Debt Service Support Revenue	5,179,480	5,139,480	4,460,410	86.79
	Other Operating Revenues	242,535	242,535	35,841	14.78
	<b>Total:</b>	<b>14,349,598</b>	<b>14,326,816</b>	<b>12,313,506</b>	<b>85.95</b>
<b>OPERATING EXPENSE</b>	Salaries	2,847,427	2,837,469	1,891,124	66.65
	Benefits	635,676	620,010	323,292	52.14
	Student financial aid-scholarships	851,077	825,077	868,477	105.26
	Utilities	908,406	908,606	678,852	74.71
	Supplies and Other Services	3,340,610	3,388,210	2,499,697	73.78
	Equipment Expense	79,675	84,410	23,018	27.27
	Assessment for Auxiliary Fees & Debt Service	0	0	0	
	<b>Total:</b>	<b>8,662,871</b>	<b>8,663,782</b>	<b>6,284,459</b>	<b>72.54</b>
<b>NONOPERATING REVENUE (EXPENSE)</b>	Gifts	0	0	0	
	Interest on capital asset related debt	0	0	0	
	<b>Total:</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>TRANSFERS &amp; OTHER</b>	Capital Expenditures	(59,600)	(52,046)	(49,204)	94.54
	Transfers for Debt Service	(4,890,274)	(4,890,274)	(2,436,777)	49.83
	Transfers for Financial Aid Match	(3,425)	(3,425)	0	0.00
	Transfers for Capital Projects	0	0	(39,164)	
	Transfers to Plant Reserves	(733,428)	(718,141)	0	0.00
	Transfers - Other	0	0	(794)	
	<b>Total:</b>	<b>(5,686,727)</b>	<b>(5,663,886)</b>	<b>(2,525,940)</b>	<b>44.60</b>
<b>BUDGET BALANCE - Projected Transfer to Reserves</b>		<b>0</b>	<b>(852)</b>	<b>3,503,108</b>	
* <b>Add: NET ASSETS - Beginning of Year</b>		<b><u>7,542,464</u></b>	<b><u>7,530,263</u></b>		
<b>Equals: PROJECTED NET ASSETS - End of Year</b>		<b><u>7,542,464</u></b>	<b><u>7,529,411</u></b>		

\* Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2017 in the amount of \$1,081,994

\* 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**  
For Period Ending March 31, 2019

	<b>Approved Budget*</b>	<b>Current Budget</b>	<b>YTD Actual</b>	<b>YTD Actual to Current Budget</b>
<b>OPERATING REVENUE</b>				
Federal Grants and Contracts	22,976,687	23,805,514	17,182,537	72.18
State/Local Grants and Contracts	6,659,740	6,587,737	5,654,835	85.84
Private Grants and Contracts	1,722,871	1,788,289	2,756,644	154.15
Other Operating Revenue	5,075	18,122	14,269	78.74
<b>Total:</b>	<b>31,364,373</b>	<b>32,199,662</b>	<b>25,608,285</b>	<b>79.53</b>
<b>OPERATING EXPENSE</b>				
Salaries	178,196	661,495	323,221	48.86
Benefits	36,463	99,219	36,209	36.49
Student financial aid - scholarships	40,238,109	37,039,013	29,869,828	80.64
Supplies and Other Services	814,665	1,400,454	372,473	26.60
Equipment Expense	(6,634)	(6,991)	31,965	-457.22
<b>Total:</b>	<b>41,260,799</b>	<b>39,193,189</b>	<b>30,633,697</b>	<b>78.16</b>
<b>OPERATING INCOME/ (LOSS)</b>	<b>(9,896,426)</b>	<b>(6,993,527)</b>	<b>(5,025,411)</b>	<b>71.86</b>
<b>NONOPERATING REVENUE</b>				
Federal Pell Grant Revenues	10,000,000	7,000,000	6,650,180	95.00
Gifts	2,497	16,358	4,969	0.00
Investment Income	0	0	0	0.00
<b>Total:</b>	<b>10,002,497</b>	<b>7,016,358</b>	<b>6,655,149</b>	<b>94.85</b>
<b>TRANSFERS &amp; OTHER</b>				
Capital Expenditures	(43,343)	(63,343)	(52,413)	82.75
Construction Expenditures	0	0	0	
Transfers for Fin Aid Match	33,431	33,431	13,000	38.89
Indirect Cost Recoveries	(20,095)	(86,165)	(33,469)	38.84
Transfers - Other	62,301	62,301	0	0.00
<b>Total:</b>	<b>32,295</b>	<b>(53,776)</b>	<b>(72,883)</b>	<b>135.53</b>
<b>BUDGET BALANCE</b>	<b>138,366</b>	<b>(30,945)</b>	<b>1,556,855</b>	<b>-5031.00</b>
<b>Add: PROJECTED RESTRICTED NET ASSETS - Beginning of Year</b>	<b>18,551</b>	<b>18,551</b>		
<b>PROJECTED RESTRICTED NET ASSETS - End of Year</b>	<b><u>156,917</u></b>	<b><u>(12,394)</u></b>		

\*Approved budget is listed at the July budget due to no approvals being required for restricted funds.

# Tab 4

**Fairmont State University  
Board of Governors  
May 9, 2019**

**Item:** 2% Pay Raise Approval

**Committee:** Committee of the Whole

**Recommended Resolution:** Be it resolved, that the Board of Governors approve an across the board 2% raise for all employees.

**Staff Member:** Christa Kwiatkowski

**Background:** The WV Legislature appropriated an additional \$488,564 in funding to Fairmont State University for the fiscal year 2020 budget year. The increase was to support a 5% pay raise to state-funded employees. However, less than half of our employees are state-funded. To provide a 5% across the board pay raise to all employees, the annual cost to FSU would be \$1,385,468, leaving \$896,904 as unfunded. In order to ensure our financial stability and to not place this large of an unfunded expense on the backs of our students, we propose to provide a 2% across the board pay raise to all employees employed as of December 31, 2018. The cost of this pay raise is approximately \$527,390, leaving a shortage of \$38,826. The shortage will be supported by internal operations.

# Tab 5

**Fairmont State University  
Board of Governors  
May 9, 2019**

**Item:** FY 2020 E&G and Infrastructure Capital Projects Approval

**Committee:** Committee of the Whole

**Recommended Resolution:** Be it resolved, that the Board of Governors approves \$1,460,000 in funding for capital projects for FY 2020. Education & General Capital funds will be used in support of \$1,140,000 of these projects; Infrastructure funds will be used to support \$320,000 of these projects.

**Staff Member:** Christa Kwiatkowski

**Background:** The projection of E&G Capital Fee revenue in excess of debt service payments for fiscal year 2018 is \$1,214,737.

The projection of Infrastructure Fee revenue in excess of debt service payments for fiscal year 2018 is \$353,228.

Attached is a listing of capital project needs for the upcoming fiscal year that are necessary to the operation and maintenance of the physical plant of the institutions' shared facilities and grounds.

Please also note that Fairmont State University was awarded \$600,000 in proceeds from the refunding of the EAST bonds in FY2019. The projects funded are as follows:

Musick Library HVAC AHU #1 Replacement	\$200,000
Musick Library Elevator Upgrades	\$114,882
Hardway Hall Elevator Upgrades	\$100,000
Hunt Haught Hall HVAC	\$185,118

These projects must be completed by March 19, 2021.

**CAPITAL PROJECT PLAN  
FY 2020**

**E&G PRIORITY LIST**

<i>Priority</i>	<i>Building</i>	<i>Project</i>	<i>Amount</i>
1	Hardway Hall	Roof Renewal & Waterproofing	\$ 640,000.00
2	Hunt Haught Hall	Roof Renewal	\$ 500,000.00
			<b>\$ 1,140,000.00</b>

**2020 Capital Projects Descriptions**

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**E&G Projects**

**1 Hardway Hall Roof Renewal & Waterproofing**

Hardway Hall Roof warranty expired 2/21/2011. These systems are past their expected life and are due for replacement. The exterior envelope of this building including: brick, stone lintels, and terra cotta all need repaired, cleaned, and waterproofing applied to seal these materials as a necessary preventative measure.

**2 Hunt Haught Hall Roof Renewal**

Hunt Haught Hall Roof warranty expired 10/19/2013. These systems are past their expected life and require replacement.



**CAPITAL PROJECT PLAN  
FY 2020**

**INFRASTRUCTURE PRIORITY LIST**

<i>Priority</i>	<i>Building</i>	<i>Project</i>	<i>Amount</i>
1	Campus Wide	Landscaping	\$ 100,000.00
2	Campus Wide	Small Projects	\$ 20,000.00
3	Infrastructure	Paving	\$ 150,000.00
4	Infrastructure	Infrastructure & Utility Maintenance/Upgrades	\$ 50,000.00
			<b>\$ 320,000.00</b>

**2020 Capital Projects Descriptions**

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**Infrastructure Projects**

**1 Landscaping**

Provide miscellaneous landscaping and required equipment for campus. Roads & Grounds Services, Mowing, Clearing of Roadways, Purchase of Salt.

**2 Small Projects**

See #1 E&G Projects

**3 Paving**

Following the routine maintenance schedule, we need to continue with resurfacing of asphalt lots that are deteriorating. And address drainage issues with the slope of the asphalt.

**4 Infrastructure & Utility Maintenance Upgrades**

Routine maintenance and upgrades to campus infrastructure including sidewalks, steps, and utility lines.

# Tab 6

**Fairmont State University  
Board of Governors  
May 9, 2019**

**Item:** FY 2020 Auxiliary Projects Approval

**Committee:** Committee of the Whole

**Recommended Resolution:** Be it resolved, that the Board of Governors approves \$326,000 in Auxiliary funding for projects for FY 2020.

**Staff Member:** Christa Kwiatkowski

**Background:** Attached is a listing of project needs for the upcoming fiscal year that are necessary to the continued operation and maintenance of the auxiliary facilities. The request includes \$201,000 for the Falcon Center, \$60,000 for Housing and \$65,000 for Facilities (Parking Garage).

**CAPITAL PROJECT PLAN  
FY 2020**

**FALCON CENTER PRIORITY LIST**

<i>Priority</i>	<i>Building</i>	<i>Project</i>	<i>Amount</i>
1	Falcon Center	Miscellaneous Projects	\$ 36,000.00
2	Falcon Center	Kitchen Floor Replacement	\$ 15,000.00
3	Falcon Center	Fitness Equipment	\$ 24,000.00
4	Falcon Center	Custodial Equipment	\$ 30,000.00
5	Falcon Center	Rubber Floor Replacement - Gym 2	\$ 96,000.00
			<b>\$ 201,000.00</b>

**2020 Capital Projects Descriptions**

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**Falcon Center**

**1 Miscellaneous Projects**

Every year, some fitness equipment is upgraded/replaced; additional tables and chairs are purchased; furniture; etc.

**2 Kitchen Floor Replacement**

\$52,000 was budgeted for this project in FY19. After further investigation, we need to utilize a stronger, more resilient product for this project to ensure future support is sufficient and no further damage to below gym floor is sustained. We believe the total cost of the project could reach \$200,000. We will repurpose excess budgets from prior projects to fund the remainder of this project (\$33,000 from pool resurface (\$30,000 remains), \$50,000 from Conference Center furniture (\$16,720 remains) and \$50,000 from Security Cameras (\$8,000 remains)).

**CAPITAL PROJECT PLAN  
FY 2020**

**STUDENT HOUSING PRIORITY LIST**

<i>Priority</i>	<i>Building</i>	<i>Project</i>	<i>Amount</i>
1	Student Housing	Miscellaneous Projects	\$ 60,000.00
			<b>\$ 60,000.00</b>

**2020 Capital Projects Descriptions**

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**Housing Projects**

**1 Miscellaneous Projects**

Various purchases and projects for Student Housing

**CAPITAL PROJECT PLAN  
FY 2020**

**FACILITIES PRIORITY LIST**

<i>Priority</i>	<i>Building</i>	<i>Project</i>	<i>Amount</i>
1	Parking Garage	Maintenance	\$ 65,000.00
			<b>\$ 65,000.00</b>

**2020 Capital Projects Descriptions**

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**Facilities Projects**

**1 Parking Garage Maintenance**

The Parking Garage requires continuous caulking of floors in garage and upkeep including: pressure washing and painting.