

April 14, 2016

Board of Governors



AGENDA
FSU BOARD OF GOVERNORS' MEETING
APRIL 14, 2016, 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. Approve Agenda.....*Action Item*

- II. APPROVAL OF MINUTES OF FEBRUARY 18, 2016.....***Tab 1 Action Item*

- III. CHAIRMAN’S REPORT**

- IV. PRESIDENT’S REPORT**

- V. REPORTS AND PRESENTATIONS**
 - A. Constituent Reports (Joey Simmons, Student Report)
 - B. Foundation (RJ Gimbl)
 - C. Construction Project Updates (Tom Tucker and Stephanie Slaubaugh)

- VI. CONSENT AGENDA**
 - A. Financial Report for Periods Ending December 31, 2015, January 31, 2016, and February 29, 2016.....*Tab 2 Action Item*

- VII. ACADEMIC AFFAIRS COMMITTEE (John Myers, Chair)**
 - A. Approval of the following Program Reviews: Master of Education, Bachelor of Arts in Communication Arts, Bachelor of Arts in Spanish, Bachelor of Arts in Theatre Arts, Bachelor of Science in Allied Health Administration, Bachelor of Science in Community Health Education, Bachelor of Science in Exercise Science, and Bachelor of Science in Psychology.*Tab 3 Action Item*

- VIII. ATHLETIC AFFAIRS COMMITTEE (Frank Washenitz, Chair)**

- IX. BY-LAWS COMMITTEE (Ron Tucker, Chair)**

- X. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE (Dixie Yann, Chair)**

- XI. FINANCE COMMITTEE (Mark Pallotta and John Schirripa, Co-Chairs)**
 - A. Approval of Bryant Place – Network Upgrade Project.....*Tab 4 Action Item*
 - B. Approval of 2016 – 2017 Tuition & Fees and the Room & Board Fees.....*Tab 5 Action Item*
 - C. Approval of 30-Day Comment Period for Board of Governors’ Policy #16 (Tuition and Fee Policy)*Tab 6 Action Item*
 - D. Approval of Enrollment Options for High School Students.....*Tab 7 Action Item*

- XII. STUDENT HOUSING COMMITTEE (Aaron Hawkins, Chair)**

- XIII. EXECUTIVE COMMITTEE (Mark Pallotta, Chair)**

- XIV. POSSIBLE EXECUTIVE SESSION - Under the Authority of West Virginia Code §6-9A-4 to Discuss Property Issues**

- XV. ADJOURNMENT**

NEXT MEETING DATE: MAY 12, 2016, 9:00 A.M.,
LOCATION: BOARD ROOM, FALCON CENTER 1201 LOCUST AVENUE, FAIRMONT, WV

Tab 1



FAIRMONT STATE UNIVERSITY
BOARD OF GOVERNORS
MEETING MINUTES
FEBRUARY 18, 2016
BOARD ROOM, 3RD FLOOR FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

I. CALL TO ORDER

A. Roll Call

Chairman Mark Pallotta convened a meeting of the Fairmont State University (FSU) Board of Governors on February 18, 2016, beginning at approximately 9:00 a.m. in the Board Room, 3rd Floor Falcon Center, 1201 Locust Avenue, Fairmont, West Virginia.

At the request of Chairman Pallotta, Judy Biafore conducted a roll call of the Board of Governors. Present for the meeting were board members Holly Fluharty, Kelly Humphreys, John Myers, Mark Pallotta, Ron Tucker, Budd Sapp, John Schirripa, Bryan Towns, Frank Washenitz, and Dixie Yann. Aaron Hawkins participated by conference call and Chris Courtney was present following the roll call.

Others present were President Rose and President's Council members Christina Lavorata, Ann Mazza, Tim Oxley, John Lympny, and Debbie Stiles. Tom Tucker, Assistant Vice President for Facilities, Rick Harvey, Dean for the School of Business, RJ Gimbl, President of the Fairmont State Foundation, Alisha Kalka, Residence Hall Director, and Sherry Mitchell, WV Advisory Council of Classified Employees Representative, also attended.

B. Public Comment

Frank Washenitz reported that no one had signed up for public comment.

C. Approval of Agenda

Ron Tucker made a motion to approve the agenda. Dixie Yann seconded. The motion passed.

II. APPROVAL OF MINUTES OF DECEMBER 17, 2015

Bryan Towns made a motion to approve the minutes of December 17, 2015, and John Schirripa seconded. The motion passed.

III. CHAIRMAN'S REPORT

- A. Chairman Pallotta stated that Spring Break for FSU is only a little over three weeks away.
- B. Chairman Pallotta extended congratulations to board member, Kelly Humphreys, who was recently accepted into the West Virginia University School of Medicine, and to men's basketball team member, Shamgod Wells, who will be honored by Capital One as part of their Academic All District Team. He also said that many athletes are on the Dean's List and President's List. Tim McNeely, Athletic Director, said there were over 100 athletes on those lists this past semester.
- C. He also said that FSU's women's basketball team plays West Virginia State this day (February 18, 2016) at 5:30 p.m. the men's basketball team plays at 7:30 p.m. They will play again on Saturday and then have only one home game left which they will play next Thursday, February 25th.
- D. Chairman Pallotta stated that the Mountain East Tournament starts March 3rd and in conjunction with that, there will be a reception hosted by the Fairmont State Foundation and the Alumni Association on Friday, March 4th at the Celsius Lounge in Charleston.
- E. He said that Fairmont State accounting students are once again providing IRS Volunteer Income Tax Assistance in Fairmont and the surrounding area. This program offers free basic tax preparation to eligible taxpayers and provides students with hands-on experience about income tax preparation.
- F. Chairman Pallotta said the Board appreciates the constituent reports that they have been receiving the past several meetings. It's good to hear about the University through the comments of Classified Staff, Students, and Faculty. He thanked all who have arranged for those reports.

IV. PRESIDENT'S REPORT

- A. President Rose thanked Tom Tucker and the Physical Plant employees for the excellent care the facilities got during the inclement weather.
- B. She stated that enrollment is above this same time last year and that in-state application admits are above this time last year
- C. President Rose said that the Mercer Study is being reviewed here and then it must go back to the HEPC (Higher Education Policy Commission) and the (West Virginia) Legislature.

Right now there are twenty-five classes of employees and it will be taken down to twelve classes with a new minimum, mid, and maximum salary for each category.

- D. She also reported that the OASIS Project is on hold awaiting Legislative rulings on changing to bi-weekly pays.
- E. President Rose also stated that The Legislative session closes on March 12th (2016), Spring Break is March 14th (2016), and Graduation is May 14th (2016).

V. REPORTS AND PRESENTATIONS

- A. Constituent Reports (Dr. Joseph Kremer, Assistant Professor of Finance)

For this meeting, Dr. Joseph Kremer, Assistant Professor of Finance, gave the report for Faculty. This was an overview of how he prepares to teach his classes and promotes student learning as well as attend various campus committee meetings including Faculty Senate.

- B. Foundation (RJ Gimbl)

RJ Gimbl, President and CEO, of the Fairmont State Foundation, reported that 2.1 million dollars plus had been received this fiscal year in gifts and pledges. He stated that this is a 1.6 million dollar increase from last year and this does not count the one million dollar gift from Brickstreet. He said they are 166 thousand dollars ahead of last year.

He said that the annual fund and unrestricted gifts received a little over 60 thousand dollars at the end of 2015. He said this involved about 195 donors. Mr. Gimbl said the participation numbers need to go up.

They have started the Class Gift Campaign and it has been spearheaded by student government students. They are asking for donations of \$20.16 and plan to have a Veteran's Square with flags, flag poles, and seating behind the Falcon Center (near the turnaround area).

Mr. Gimbl stated that they will do a mailing to approximately thirty thousand Alumni in April to increase the Annual Fund and that they will initiate Fund Falcon Fridays throughout the year to encourage giving.

Since the last BOG Meeting, Mr. Gimbl said they received two major gifts of cash for twenty-five thousand dollars each.

He said that they are working on campus-wide collaboration and that he attended Faculty Development Week recently to reach out to faculty for their participation and they have also been working with Athletics and doing mailings.

Mr. Gimbl announced that the Foundation Finance Committee has approved a tiered awarding structure for endowed scholarships beginning FY 2017. That amounts to a \$150,000 increase in scholarship awards.

He introduced staff members Jessica Sell, Director of Development, and Robert Redman, Data Base Coordinator.

He said they are teaming up with the Alumni Center to sponsor an alumni event at the Mountain East Basketball Tournament.

C. Construction Project Updates (Tom Tucker)

Tom Tucker, Assistant Vice President for Facilities, gave an update on the various projects that are currently underway on campus. Weekly updates are available online at: <http://www.fairmontstate.edu/adminfiscalaffairs/physical-plant/construction>.

VI. CONSENT AGENDA

Budd Sapp moved to accept the following Consent Agenda:

A. Financial Report for Period ending November 30, 2015

John Myers seconded. The motion passed.

VII. ACADEMIC AFFAIRS COMMITTEE (John Myers, Chair)

There were no items to bring forth by the Academic Affairs Committee to be voted on by the Board. John Myers, Chair of that committee, reported that he had recently attended the Dean's Meeting and the main topic of discussion was retention (of students).

He said at the meeting, he emphasized the importance of faculty involvement in recruitment and also conveyed that planning for the next ten years is important since as time changes, changes also occur in curriculum. Mr. Myers indicated the Deans understood and are taking a look at where the cuts can be made.

He said program reviews would be brought before them at the next BOG Meeting for approval.

Mr. Myers asked Dr. Christina Lavorata, Provost and Vice President for Academic Affairs to provide an update.

Provost Lavorata reported that there were two searches currently in progress for the Dean of the School of Education and the Dean of the College of Science and Technology. Also, the Faculty Development Committee will have a luncheon in April for those who have been promoted or have won advising and teaching awards.

She also said that there will be Program Reviews presented to the Board in April for their approval and that students are currently being interviewed for the McClain Scholarship.

VIII. ATHLETIC AFFAIRS COMMITTEE (Frank Washenitz, Chair)

Frank Washenitz, Chair of the Athletic Affairs Committee, asked that Tim McNeely, Athletic Director, give an update for the Athletic Affairs Committee.

Mr. McNeely stated that one third of all FSU's athletes were on the Dean's List or President's List this past semester and that the Mountain East Conference announced their fall Academic Honor Roll for fall sports and FSU had 52 athletes on that list.

He said that Swimming continues to be a highlight of the winter and spring sports. The Swim Team competed in the Bluegrass Mountain Conference Championships and set three team records.

Mr. McNeely stated that Women's basketball is coming to a close for the regular season. Men's basketball is ranked second in the conference and seventh place in the national rankings. Post Regional play will have eight teams to compete in that tournament. Right now the FSU men's team is seventh in the national rankings. There is a possibility that FSU would host the first round of the men's regional basketball tournament. The women's basketball team is currently in fifth place in the Mountain East Conference.

Mr. McNeely stated that the attendance was a little over 3,400 in Joe Retton Arena when the men's basketball team played West Liberty recently. He thanked the Physical Plant, Security, and IT (Information Technology) for helping with the logistics.

He said they continue to monitor their budget and are prepared to be conservative and responsible pending any upcoming budget cuts. They are also closely monitoring insurance coverage and studying the effects of whether to provide primary coverage for athletes in the future.

Mr. McNeely asked Chad Fowler, Assistant Athletic Director, to provide information on the initiative with the FS Foundation to increase giving to sports programs other than football and basketball. Athletes from the 1970's and 1980's are being contacted. The teams, including tennis and baseball are contacting their own alumni after going through old yearbooks.

He said then, the staff at the Foundation mark them as athletes in the database. Swimming athletes have also been involved in this initiative.

IX. FINANCE COMMITTEE (Mark Pallotta, Chair) (*Item XI. on the Agenda*)

Because of time constraints, Mark Pallotta, Co-Chair of the Finance Committee, asked Kelly Shafer of Suttle & Stalnaker, PLLC, to review their recent Independent Audit Report of Fairmont State University ahead of the other Committee reports.

Ron Tucker made a motion to approve the following:

- A. Approval of Independent Auditor's Report by Suttle & Stalnaker of Fairmont State University's Financial Statements for the Year Ending June 30, 2015

Chris Courtney seconded. The motion passed.

(Please note: the remainder of the Finance Committee agenda items are listed below under Item XII.)

X. BY-LAWS COMMITTEE (Ron Tucker, Chair) (*Item IX. on the Agenda*)

Ron Tucker, Chair of the By-Laws Committee, reported progress for the revisions to the BOG Operating Procedures. He said that he had gotten information to Mark Pallotta and Dixie Yann concerning other institution's bylaws-namely Shepherd, West Virginia University, and West Virginia State.

He stated that since these by-laws will effect other committees of the Board , he will supply copies for other Committee Chairs so that they may also review. He also discovered that some of the institutions have procedures that encompass two pages, whereas FSU's BOG Operating Procedures is more detailed and covers several pages.

Mr. Tucker stated that if there are changes to be made, they will have to be put out for public comment before they (BOG) can adopt any changes at the June Meeting.

Chairman Pallotta stated that they could discuss any changes at the next Executive Committee Meeting that will be scheduled for early April.

XI. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE (Dixie Yann, Chair) (*Item X. on the Agenda*)

Dixie Yann, Chair of the Enrollment/Housing-Student Life Committee provided a written report to the Board and samples of two postcards that will be mailed out. She stated that selective mailings have been done instead of mass mailings.

She reported that undergraduate enrollment is up by spring headcount is up 4.47% with 151 additional enrolled. And 211 entering freshmen and transfer students started this spring 2016.

Ms. Yann also stated that Spring Maroon and White Day, which is a campus visitation day, is April 2nd and that first time freshmen enrollment is up 15% over the same time last year; applications are up 19.6%; and admits are up by 21.9%.

She also commented on the FS Foundation that there were additional monies waiting to be awarded for scholarships and that they were working with Financial Aid to try and identify eligible recipients as early as possible.

Ms. Yann also said that College Goal Sunday will be held February 21st at the Caperton Center in Clarksburg.

She also said that the spring occupancy rate for Residence Life is at 90% and for fall 2016 it currently 37% and running 4% ahead of this time last year. She congratulated all those who are responsible for the positive numbers.

The following written report was provided:

**FSU BOARD OF GOVERNORS
ENROLLMENT/HOUSING/STUDENT LIFE COMMITTEE SUMMARY REPORT
February 18, 2016**

Enrollment/Retention Activity Spring 2016

- Spring 2016 headcount enrollment (undergraduate) is running ahead of last spring by 4.47% (an additional 151 students)
- 211 students who started in Spring 2016 were entering freshmen and transfer students
- There will be a "Majors Market" on April 5th co-sponsored by Career Development Center, Advising and Retention Office; opportunity for current students to learn about specific programs, career options, and other related activities; geared to students who have not yet declared a major and those considering other programs

Admissions/Recruitment Activities for Fall 2016:

- Spring Maroon and White Day (campus visitation event) will be held on April 2nd; 80 registrants to date and primary mailing just occurred this week
- 35 interviews for McClain Presidential Scholarship are scheduled for this week and next; 3 recipients will be selected
- First-time freshmen Inquiries are up 15% over same time last year; applications are up 19.6%; admits are up 21.9%
- Orientation events will begin in April during which time students will schedule for Fall 2016

Financial Aid/Scholarship Activity:

- FSU Foundation has increased the dollars available for scholarships in several areas; Financial Aid is working with departments to identify eligible students for consideration as early as possible
- Award letters for entering freshmen will begin to go out in mid-March; returning students will receive notification beginning in mid-April
- In conjunction with Admissions Office, Financial Aid will host "College Goal Sunday" on February 20th at Caperton Center; staff will provide assistance to students/families in completion of FAFSA. Similar event will be on main campus for current students during the following week

Residence Life Update:

- Spring Occupancy rate is currently 90%.
- Fall 2016 Occupancy rate is currently 37%; running ahead of same time last year by 4%
- 50 students have applied for 18 Resident Assistant positions; interviews will be held in March

Other Student Services related activities:

Career Development Center hosted FSU Career Fair on February 16th; 81 employers were present and 256 students participated

XII. FINANCE COMMITTEE – Cont'd (Mark Pallotta and John Schirripa, Co-Chairs) (*Item XI. on the Agenda*)

John Myers then made a motion to approve the following:

- B. Approval of Jaynes Hall Pedestrian Bridge Project

Ron Tucker seconded. The motion passed.

Budd Sapp made a motion to approve the following:

- C. Approval of University Terrace Semi-Suites and Meal Plans.

Dixie Yann seconded. The motion passed.

When Executive Session ended (please see item XV below), Aaron Hawkins made a motion to approve the following:

- D. Approval of University Terrace Change Order #4

John Schirripa seconded. The motion passed.

XIII. STUDENT HOUSING COMMITTEE (Aaron Hawkins, Chair) (*Item XII. on the Agenda*)

Aaron Hawkins, Chair of the Student Housing Committee, deferred until Executive Session due to issues related to advance construction planning and pursuant to §6-9A-4-2b of the West Virginia Code.

XIV. EXECUTIVE COMMITTEE (Mark Pallotta, Chair) (*Item XIII. on the Agenda*)

Chairman Pallotta stated the Executive Committee had met on January 13, (2016) and they plan to meet again in early April.

XV. POSSIBLE EXECUTIVE SESSION (*Item XIV. on the Agenda*)

Ron Tucker made a motion to go into Executive Session “Under the Authority of West Virginia Code §6-9A-4 to discuss property issues.

Budd Sapp seconded. The motion passed.

Ron Tucker made a motion to rise from Executive Session. Dixie Yann seconded. The motion passed.

After reconvening, Aaron Hawkins made a motion to approve the Finance Committee Item D. University Terrace Change Order #4 from XII. above.

John Schirripa seconded. The motion passed.

Tab 2

Fairmont State University
Board of Governors
Financial Report
For the period ending December 31, 2015

Unrestricted Central:

At the end of December, the Unrestricted Central Fund budget condition improved by \$103,608 over that reported at the end of November. This improvement is directly related to the mid-year adjustments resulting from the reduction in state appropriation and tuition revenue being less than projected. The mandated 4% reduction to the state appropriation resulted in a decrease of \$626,728 to our non-operating revenue budget. Comparison of tuition and fee revenue to the same period last year suggested a budget decrease of \$197,596 to our projections. The voluntary budget reductions resulted in wage and benefit budget savings of \$885,639, Supplies Expense decrease of \$109,343, and Equipment Expense decrease of \$8,735. A budget savings of approximately \$42,482 will be reversed in future accounting periods as this savings in Supplies Expense is shifted to labor costs for a new faculty position. Budget increases associated with PEIA cost estimates total \$19,496.

Chargeback commitments associated with the labor and expense budget reductions resulted in a decrease in Support Services Revenue of \$86,397 and a loss in Operating Costs revenue of \$12,374.

Tuition and fee revenue is 49.42% of the budget estimate for the current year. Student Activity Support Revenue is at 50.13% of the fiscal projection. Total Operating Revenue calculates to 46.80% of that anticipated for the current year. Non-Operating Revenue is 42.45% of the total annual anticipated. At the end of December, Operating Expenses are at 45.15% of the budget estimate for the current year. The YTD Actual condition at the end of December is (\$256,063).

Unrestricted Fund Manager:

During the month of December, the planned budget deficit condition for FY 2016 is (\$465,814). This is an increase of \$98,895 to the deficit condition reported for November. This deficit budget condition results from an increase in wage and benefit expense of \$56,437 due to the shifting of labor obligations from the Central E&G fund to the Fund Manager funds. An additional labor budget increase of approximately \$42,482 will be reversed in future accounting periods as the coding on a new faculty position is corrected to reflect support from the Central E&G funds.

At the end of the period, the total revenue is 53.38% of that anticipated for the fiscal year. Operating expenses are 30.76% of that planned for the fiscal year. The YTD Actual condition reflects a surplus of revenue over expenses of \$297,113.

Auxiliary:

The budget for Auxiliary Fee revenue for the Falcon Center was reduced by \$12,217 as actual revenue lagged behind the projections for the semester. This reduction was offset by a reduction to labor costs for the current fiscal year. The actual revenue postings for the Special Equity Fee were not meeting projections for the current semester; therefore the Auxiliary Fee revenue budget was reduced by \$52,255. This revenue budget reduction was offset by an equal modification to the Transfer to Reserve for the Special Equity Fee fund. Transfers to Reserve increased by \$3,338 due to the difference in cost estimates between anticipated labor costs and the transfer from the operating budget accounts.

The Operating Revenue is 49.38% of that estimated for FY 2016. Operating Expenses are 71.56% of that estimated for the year. The YTD Actual condition at the end of December is (1,105,140).

Restricted:

New grant activity for December:

\$ 2,000.00 Reasoning Minds (private agency) in support of Spring 2016 Regional Math Field Day
\$12,706.21 NASA Space Grant for 2016 Research Awards for Faculty & Students

Existing Grant Budgets:

\$20,000.00 Fairmont Regional Medical Center support for Falcon Center Day Camp
\$ 2,149.50 First LEGO League Competition Fees-Collected from participants

Restricted revenues have reached 49.99% of the total projected for the fiscal year. Non-Operating Revenue (Pell Grant) is at 37.04% of the budget for FY 2016. Operating Expenses are 41.68% of the annual budget projection. The YTD Actual at the end of December is \$2,215,761.

Following are the financial reports for the month of December 2015.

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

As of December 31, 2015

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Tuition and Fees	23,116,461	22,918,865	11,327,066	49.42
	Student Activity Support Revenue	471,765	471,765	236,506	50.13
	Faculty Services Revenue	1,272,439	1,272,439	22,021	1.73
	Operating Costs Revenue	1,597,901	1,583,338	777,883	49.13
	Support Services Revenue	2,035,390	1,946,428	765,213	39.31
	Other Operating Revenues	225,293	321,851	214,988	66.80
	Total:	28,719,248	28,514,685	13,343,677	46.80
OPERATING EXPENSE					
	Salaries	24,572,578	23,883,305	10,126,777	42.40
	Benefits	5,923,148	5,818,810	2,487,158	42.74
	Student financial aid-scholarships	2,613,428	2,613,428	1,578,186	60.39
	Utilities	1,451,176	1,451,176	637,525	43.93
	Supplies and Other Services	6,029,871	6,081,004	3,811,804	62.68
	Equipment Expense	837,331	732,669	169,866	23.18
	Fees retained by the Commission	185,560	185,560	42,968	23.16
	Assessment for Faculty Services	987,218	987,218	20,533	2.08
	Assessment for Support Services	256,737	258,360	80,651	31.22
	Assessment for Student Activity Costs	349,764	349,764	182,689	52.23
	Assessment for Operating Costs	100,134	100,134	32,416	32.37
	Total:	43,306,945	42,461,427	19,170,575	45.15
OPERATING INCOME / (LOSS)		(14,587,698)	(13,946,742)	(5,826,898)	41.78
NONOPERATING REVENUE (EXPENSE)					
	State Appropriations	15,668,202	15,041,474	6,580,644	43.75
	Gifts	0	28,000	9,211	32.90
	Investment Income	25,245	25,245	12,659	50.14
	Assessment for E&G Capital & Debt Service Costs	(2,143,380)	(2,143,380)	(1,105,287)	51.57
	Total:	13,550,067	12,951,339	5,497,227	42.45
TRANSFERS & OTHER					
	Capital Expenditures	(84,438)	(79,489)	(7,690)	9.67
	Transfers for Debt Service	(64,986)	(64,775)	(32,368)	49.97
	Transfers for Financial Aid Match	(81,239)	(81,239)	0	0.00
	Indirect Cost Recoveries	1,740	825	1,123	136.13
	Transfers - Other	(37,150)	(12,150)	112,543	(926.27)
	Total:	(266,073)	(236,829)	73,608	(31.08)
BUDGET BALANCE		(1,303,703)	(1,232,231)	(256,063)	
Add: Estimated Unfilled Position Savings:		1,000,000	957,278		
ADJUSTED BUDGET BALANCE		(303,703)	(274,953)		
* Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year		10,199,025	9,462,879		
Less: USE OF RESERVE		0	0		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>9,895,322</u>	<u>9,187,926</u>		

* Projected Unrestricted Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2015 in the amount of \$8,389,298

Unrestricted Net Asset Balance is 22.29% of the current budget total operating expense.

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

As of December 31, 2015

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	1,839,169	1,789,169	952,163	53.22
	Other Operating Revenues	143,252	146,025	80,794	55.33
	Total:	1,982,421	1,935,195	1,032,957	53.38
OPERATING EXPENSE	Salaries	617,482	828,817	281,817	34.00
	Benefits	63,007	99,287	35,652	35.91
	Student financial aid-scholarships	16,436	32,110	19,786	61.62
	Utilities	4,500	4,500	1,510	33.56
	Supplies and Other Services	1,497,332	1,270,617	322,101	25.35
	Equipment Expense	223,834	217,496	93,693	43.08
	Total:	2,422,590	2,452,827	754,560	30.76
OPERATING INCOME / (LOSS)		(440,169)	(517,633)	278,397	(53.78)
NONOPERATING REVENUE (EXPENSE)	Gifts	1,000	1,750	1,130	64.57
	Total:	1,000	1,750	1,130	64.57
TRANSFERS & OTHER	Indirect Cost Recoveries	28,000	12,918	17,586	136.13
	Transfers - Other	37,150	37,150	0	0.00
	Total:	65,150	50,068	17,586	35.12
BUDGET BALANCE		(374,019)	(465,814)	297,113	
Add: Estimated Unfilled Position Savings:		0	74,516		
ADJUSTED BUDGET BALANCE		(374,019)	(391,298)		
Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year		721,145	1,359,754		
Less: USE OF RESERVE		0	0		
** Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>347,126</u>	<u>968,456</u>		

** Unrestricted Net Asset Balance is 55.44% of the current budget total operating expense.

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of December 31, 2015

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Auxiliary Enterprise Revenue	7,666,155	7,656,654	3,621,805	47.30
	Auxiliary Fees & Debt Service Support Revenue	5,057,393	4,986,158	2,610,034	52.35
	Other Operating Revenues	235,339	243,666	132,054	54.19
	Total:	12,958,887	12,886,478	6,363,893	49.38
OPERATING EXPENSE	Salaries	2,622,579	2,695,127	1,226,877	45.52
	Benefits	584,389	616,586	236,016	38.28
	Student financial aid-scholarships	675,802	675,802	224,757	33.26
	Utilities	883,268	883,268	317,449	35.94
	Supplies and Other Services	3,258,715	3,201,628	3,736,706	116.71
	Equipment Expense	76,945	74,885	88,400	118.05
	Total:	8,101,698	8,147,296	5,830,205	71.56
OPERATING INCOME / (LOSS)		4,857,189	4,739,182	533,688	11.26
NONOPERATING REVENUE (EXPENSE)	Gifts	0	2,773	2,773	100.00
	Interest on capital asset related debt	(91,042)	(91,042)	(23,804)	26.15
	Total:	(91,042)	(88,269)	(21,031)	23.83
TRANSFERS & OTHER	Capital Expenditures	(132,300)	(73,483)	(39,313)	53.50
	Transfers for Debt Service	(3,160,221)	(3,158,922)	(1,578,485)	49.97
	Transfers for Financial Aid Match	(3,425)	(3,425)	0	0.00
	Transfers - Other	(22,963)	(25,000)	0	0.00
	Total:	(3,318,909)	(3,260,830)	(1,617,798)	49.61
BUDGET BALANCE - Projected Transfer to Reserves		1,447,239	1,390,083	(1,105,140)	
* Add: PROJECTED NET ASSETS - Beginning of Year		<u>11,256,910</u>	<u>8,327,688</u>		
Equals: PROJECTED NET ASSETS - End of Year		<u>12,704,149</u>	<u>9,717,771</u>		

* Projected Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2015 in the amount of \$995,589

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

FAIRMONT STATE UNIVERSITY
Actual vs Budget Statement of Revenues and Expenses
Current Restricted
As of December 31, 2015

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Federal Grants and Contracts	22,865,521	23,558,023	9,672,865	41.06
	State/Local Grants and Contracts	6,922,054	6,963,260	5,618,232	80.68
	Private Grants and Contracts	1,850,217	1,946,867	938,646	48.21
	Other Operating Revenue	27	27	50	183.35
	Total:	31,637,820	32,468,177	16,229,793	49.99
OPERATING EXPENSE					
	Salaries	597,822	878,378	361,900	41.20
	Benefits	53,382	114,715	44,804	39.06
	Student financial aid - scholarships	40,220,000	40,240,000	16,856,003	41.89
	Utilities	0	0	0	0.00
	Supplies and Other Services	774,799	1,105,366	320,161	28.96
	Equipment Expense	41,969	123,404	116,028	94.02
	Total:	41,687,972	42,461,863	17,698,896	41.68
OPERATING INCOME / (LOSS)		(10,050,152)	(9,993,686)	(1,469,102)	14.70
NONOPERATING REVENUE (EXPENSE)					
	Federal Pell Grant Revenues	10,000,000	10,000,000	3,703,615	37.04
	Gifts	0	0	0	0.00
	Investment Income	0	0	0	0.00
	Total:	10,000,000	10,000,000	3,703,615	37.04
TRANSFERS & OTHER					
	Capital Expenditures	(2,950)	(25,562)	0	0.00
	Transfers for Fin Aid Match	84,664	84,664	(44)	-0.05
	Indirect Cost Recoveries	(13,743)	(47,597)	(18,709)	39.31
	Transfers - Other	0	0	0	0.00
	Total:	67,971	11,505	(18,752)	-162.99
BUDGET BALANCE		17,819	17,819	2,215,761	
* Add: RESTRICTED NET ASSETS - Beginning of Year		584,982	584,982		
** Equals: PROJECTED RESTRICTED NET ASSETS - End of Year		<u>602,801</u>	<u>602,801</u>		
*** Approved Budget adjusted for FWS Student Labor/Benefits					

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

Unrestricted Central:

At the end of January, the Unrestricted Central Fund budget condition improved by \$11,866 over that reported at the end of December. Wage and benefit costs increased by \$29,439 as an entry made during December is corrected. The posting showed all of the cost associated with a Fund Manager fund, when in fact, a portion of the cost was to remain with the Central Fund. The remaining labor budget increase of approximately \$13,043 will be reflected on the February statements. A budget savings of \$158 in benefit costs resulted from transfers between/among positions with differing benefit calculations. The reports show a decrease in PEIA costs of \$49,740 due to vacancies, new hires, and changes in coverage.

Chargeback commitments associated with the changes in PEIA cost estimates resulted in a decrease in Support Services Revenue of \$5,136 and an increase of \$3,458 in Assessment for Support Services due to a change in PEIA costs for PCTC.

Tuition and fee revenue is 96.06% of the budget estimate for the current year. Student Activity Support Revenue is at 84.32% of the fiscal projection. Total Operating Revenue calculates to 85.82% of that anticipated for the current year. Non-Operating Revenue is 67.67% of the total annual anticipated. At the end of January, Operating Expenses are at 54.88% of the budget estimate for the current year. The YTD Actual condition at the end of January is \$10,379,251.

Unrestricted Fund Manager:

During the month of January, the planned budget deficit condition for FY 2016 is (\$429,992). This is an improvement of \$35,822 over that reported in December. A correcting entry of \$29,416 to a position's funding from a Fund Manager Fund to the Central Fund was responsible for the majority of this budget savings. One final entry to correct this error will be included in the February reports. This entry will reflect an estimated savings of \$13,000 to the Fund Manager Funds. PEIA cost estimates increased by \$9,804 with coverage activating for a newly hired employee. A cost decrease of \$16,209 is reflected under Supplies Expense as the operating expense budget associated with the Library Borrower's Fee is reduced to the level of cash available.

At the end of the period, the total revenue is 97.98% of that anticipated for the fiscal year. Operating expenses are 36.59% of that planned for the fiscal year. The YTD Actual condition reflects a surplus of revenue over expenses of \$1,087,842.

Auxiliary:

Budget transfers between account types - labor, operating, and equipment - had no impact on the bottom line of the financial reports. Managers are encouraged to request transfers among account code lines and between expense classifications to redirect budget dollars against actual expense activity.

The Operating Revenue is 82.60% of that estimated for FY 2016. Operating Expenses are 99.09% of that estimated for the year. The YTD Actual condition at the end of January is \$868,868.

Restricted:

New grant activity of \$409,987.50 for January:

- \$370,000.00 Governor's Honor Academy 2016 WV Dept of Education & Arts
- \$ 14,987.50 Rural Health Initiative to develop courses to enhance student interest in rural healthcare centers
- \$ 25,000.00 WV Robotics Alliance from WV Dept of Education & Arts for Robotics Training & Tournament
- \$ 436.50 WV Robotics Alliance Support/Foundation Donations

Existing Grant Budgets:

- \$ 2,472,71 First Lego League/Foundation
- \$ 10,000.00 NASA Educational Resource Center - Supplement for buyout for Todd Ensign for Robotics work.

Restricted revenues have reached 76.53% of the total projected for the fiscal year. Non-Operating Revenue (Pell Grant) is at 70.16% of the budget for FY 2016. Operating Expenses are 70.51% of the annual budget projection. The YTD Actual at the end of January is \$1,925,876.

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

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

As of January 31, 2016

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Tuition and Fees	23,116,461	22,918,865	21,923,370	95.66
	Student Activity Support Revenue	471,765	471,765	397,773	84.32
	Faculty Services Revenue	1,272,439	1,272,439	22,021	1.73
	Operating Costs Revenue	1,597,901	1,583,338	919,212	58.06
	Support Services Revenue	2,035,390	1,941,292	912,739	47.02
	Other Operating Revenues	225,293	321,851	52,125	16.20
	Total:	28,719,248	28,509,549	24,227,240	84.98
OPERATING EXPENSE					
	Salaries	24,572,578	23,883,690	11,873,837	49.72
	Benefits	5,923,148	5,772,614	2,954,198	51.18
	Student financial aid-scholarships	2,613,428	2,613,428	2,883,511	110.33
	Utilities	1,451,176	1,451,176	758,226	52.25
	Supplies and Other Services	6,029,871	6,105,855	4,494,731	73.61
	Equipment Expense	837,331	733,169	227,489	31.03
	Fees retained by the Commission	185,560	185,560	85,937	46.31
	Assessment for Faculty Services	987,218	987,218	20,533	2.08
	Assessment for Support Services	256,737	261,818	97,579	37.27
	Assessment for Student Activity Costs	349,764	349,764	302,953	86.62
	Assessment for Operating Costs	100,134	100,134	44,297	44.24
	Total:	43,306,945	42,444,425	23,743,291	55.94
OPERATING INCOME / (LOSS)		(14,587,698)	(13,934,876)	483,949	(3.47)
NONOPERATING REVENUE (EXPENSE)					
	State Appropriations	15,668,202	15,041,474	10,497,695	69.79
	Gifts	0	28,000	9,211	32.90
	Investment Income	25,245	25,245	15,754	62.40
	Assessment for E&G Capital & Debt Service Costs	(2,143,380)	(2,143,380)	(1,759,207)	82.08
	Total:	13,550,067	12,951,339	8,763,453	67.66
TRANSFERS & OTHER					
	Capital Expenditures	(84,438)	(79,489)	(7,690)	9.67
	Transfers for Debt Service	(64,986)	(64,775)	(32,368)	49.97
	Transfers for Financial Aid Match	(81,239)	(81,239)	0	0.00
	Indirect Cost Recoveries	1,740	825	1,123	136.13
	Transfers - Other	(37,150)	(12,150)	82,943	(682.65)
	Total:	(266,073)	(236,829)	44,008	(18.58)
BUDGET BALANCE		(1,303,703)	(1,220,365)	9,291,409	
Add: Estimated Unfilled Position Savings:		1,000,000	853,609		
ADJUSTED BUDGET BALANCE		(303,703)	(366,756)		
* Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year		10,199,025	9,462,879		
Less: USE OF RESERVE		0	0		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>9,895,322</u>	<u>9,096,123</u>		

* Projected Unrestricted Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2015 in the amount of \$8,389,298

Unrestricted Net Asset Balance is 22.29% of the current budget total operating expense.

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

As of January 31, 2016

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	1,839,169	1,829,673	1,849,464	101.08
	Other Operating Revenues	143,252	146,025	86,393	59.16
	Total:	1,982,421	1,975,699	1,935,858	97.98
OPERATING EXPENSE	Salaries	617,482	878,676	314,344	35.77
	Benefits	63,007	115,716	41,560	35.92
	Student financial aid-scholarships	16,436	32,110	23,986	74.70
	Utilities	4,500	4,500	1,510	33.56
	Supplies and Other Services	1,497,332	1,229,412	400,553	32.58
	Equipment Expense	223,834	197,096	117,227	59.48
	Total:	2,422,590	2,457,509	899,180	36.59
OPERATING INCOME / (LOSS)		(440,169)	(481,811)	1,036,678	(215.16)
NONOPERATING REVENUE (EXPENSE)	Gifts	1,000	1,750	1,280	73.14
	Total:	1,000	1,750	1,280	73.14
TRANSFERS & OTHER	Indirect Cost Recoveries	28,000	12,918	20,284	157.02
	Transfers - Other	37,150	37,150	29,600	79.68
	Total:	65,150	50,068	49,884	99.63
BUDGET BALANCE		(374,019)	(429,992)	1,087,842	
Add: Estimated Unfilled Position Savings:		0	48,505		
ADJUSTED BUDGET BALANCE		(374,019)	(381,487)		
Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year		721,145	1,359,754		
Less: USE OF RESERVE		0	0		
** Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>347,126</u>	<u>978,267</u>		

** Unrestricted Net Asset Balance is 55.33% of the current budget total operating expense.

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

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Auxiliary Enterprise Revenue	7,666,155	7,656,654	6,214,228	81.16
	Auxiliary Fees & Debt Service Support Revenue	5,057,393	4,986,158	4,288,173	86.00
	Other Operating Revenues	235,339	243,666	141,541	58.09
	Total:	12,958,887	12,886,478	10,643,942	82.60
OPERATING EXPENSE	Salaries	2,622,579	2,693,221	1,416,702	52.60
	Benefits	584,389	616,436	279,715	45.38
	Student financial aid-scholarships	675,802	675,802	534,158	79.04
	Utilities	883,268	885,868	395,881	44.69
	Supplies and Other Services	3,258,715	3,215,085	5,405,496	168.13
	Equipment Expense	76,945	114,885	94,401	82.17
	Total:	8,101,698	8,201,297	8,126,352	99.09
OPERATING INCOME / (LOSS)		4,857,189	4,685,181	2,517,590	53.74
NONOPERATING REVENUE (EXPENSE)	Gifts	0	2,773	2,773	100.00
	Interest on capital asset related debt	(91,042)	(91,042)	(27,204)	29.88
	Total:	(91,042)	(88,269)	(24,431)	27.68
TRANSFERS & OTHER	Capital Expenditures	(132,300)	(19,483)	(45,806)	235.11
	Construction Expenditures	0	0	(1,578,485)	
	Transfers for Debt Service	(3,160,221)	(3,158,922)	0	0.00
	Transfers for Financial Aid Match	(3,425)	(3,425)	0	0.00
	Transfers - Other	(22,963)	(25,000)	0	0.00
	Total:	(3,318,909)	(3,206,830)	(1,624,290)	50.65
BUDGET BALANCE - Projected Transfer to Reserves		1,447,239	1,390,082	868,868	
* Add: PROJECTED NET ASSETS - Beginning of Year		<u>11,256,910</u>	<u>8,327,688</u>		
Equals: PROJECTED NET ASSETS - End of Year		<u>12,704,149</u>	<u>9,717,770</u>		

* Projected Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2015 in the amount of \$995,589

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

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

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Federal Grants and Contracts	22,865,521	23,568,023	17,913,279	76.01
	State/Local Grants and Contracts	6,922,054	7,348,248	5,618,384	76.46
	Private Grants and Contracts	1,850,217	1,974,339	1,638,321	82.98
	Other Operating Revenue	27	464	487	104.90
	Total:	31,637,820	32,891,074	25,170,471	76.53
OPERATING EXPENSE					
	Salaries	597,822	915,548	394,381	43.08
	Benefits	53,382	117,996	52,200	44.24
	Student financial aid - scholarships	40,220,000	40,246,000	29,324,267	72.86
	Utilities	0	0	0	0.00
	Supplies and Other Services	774,799	1,480,432	346,209	23.39
	Equipment Expense	41,969	123,404	121,687	98.61
	Total:	41,687,972	42,883,380	30,238,745	70.51
OPERATING INCOME / (LOSS)		(10,050,152)	(9,992,307)	(5,068,274)	50.72
NONOPERATING REVENUE (EXPENSE)					
	Federal Pell Grant Revenues	10,000,000	10,000,000	7,015,772	70.16
	Gifts	0	0	0	0.00
	Investment Income	0	0	0	
	Total:	10,000,000	10,000,000	7,015,772	70.16
TRANSFERS & OTHER					
	Capital Expenditures	(2,950)	(25,562)	0	0.00
	Transfers for Fin Aid Match	84,664	84,664	(44)	-0.05
	Indirect Cost Recoveries	(13,743)	(48,976)	(21,579)	44.06
	Transfers - Other		0	0	0.00
	Total:	67,971	10,126	(21,622)	-213.53
BUDGET BALANCE		17,819	17,819	1,925,876	
* Add: RESTRICTED NET ASSETS - Beginning of Year		584,982	584,982		
** Equals: PROJECTED RESTRICTED NET ASSETS - End of Year		<u>602,801</u>	<u>602,801</u>		
*** Approved Budget adjusted for FWS Student Labor/Benefits					

Fairmont State University
Board of Governors
Financial Report
For the period ending February 29, 2016

Unrestricted Central:

At the end of February, the Unrestricted Central Fund budget condition declined by \$150,931 over that reported at the end of January. Tuition and Fee Revenue decreased by \$69,962 due to lower enrollments in the Graduate Programs. The operating budget reductions were reported in the December financial statements. Wage and benefit costs increased by \$13,043 as the final correcting entry was completed for the funding source for a split-funded position. An additional increase of \$7,694 to an adjunct faculty position will be reversed in March. PEIA cost estimates increased by \$78,084 due to vacancies, new hires, and changes in health care coverage. This activity resulted in an increase of \$12,094 to Support Services Revenue. The budget for supplies decreased by \$7,000 as a result of a transfer in operating budget for Univ/PCTC IT costs. This was accompanied by a decrease of \$1,253 to Operating Cost Revenue.

Tuition and fee revenue is 95.51% of the budget estimate for the current year. Student Activity Support Revenue is at 88.83% of the fiscal projection. Total Operating Revenue calculates to 86.12% of that anticipated for the current year. Non-Operating Revenue is 62.26% of the total annual anticipated. At the end of February, Operating Expenses are at 62.85% of the budget estimate for the current year. The YTD Actual condition at the end of February is \$5,816,354.

Unrestricted Fund Manager:

During the month of February, the planned budget deficit condition for FY 2016 is (\$416,949). This is an improvement of \$13,043 over that reported in January. The final correcting entry of \$13,043 to a position's funding from a Fund Manager Fund to the Central Fund was responsible for this budget savings.

At the end of the period, the total revenue is 95.92%% of that anticipated for the fiscal year. Operating expenses are 45.10% of that planned for the fiscal year. The YTD Actual condition reflects a surplus of revenue over expenses of \$868,732.

Auxiliary:

Budget transfers between account types - labor, operating, and equipment - had no impact on the bottom line of the financial reports. Increases to the expense budget values were off-set by equal increases to the revenue budgets. A decrease to the estimates for PEIA costs resulted in an increase to the Transfer to Reserves of \$9,804.

The Operating Revenue is 89.44% of that estimated for FY 2016. Operating Expenses are 99.75% of that estimated for the year. The YTD Actual condition at the end of February is \$1,687,220.

Restricted:

New grant activity of \$20,080.72 for February:

\$ 1,553.43 Secure Community Network for OSIX

\$18,527.29 WV Robotics Alliance Support, private funding from Foundation donations

Existing Grant Budgets:

 \$ 4,293.79 NASA Space Grant for Individual research projects

Restricted revenues have reached 78.53% of the total projected for the fiscal year. Non-Operating Revenue (Pell Grant) is at 70.62% of the budget for FY 2016. Operating Expenses are 71.11% of the annual budget projection. The YTD Actual at the end of February is \$2,339,238.

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

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

As of February 29, 2016

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Tuition and Fees	23,116,461	22,848,903	21,823,160	95.51
	Student Activity Support Revenue	471,765	471,765	419,091	88.83
	Faculty Services Revenue	1,272,439	1,272,439	22,021	1.73
	Operating Costs Revenue	1,597,901	1,582,085	1,067,666	67.48
	Support Services Revenue	2,035,390	1,953,386	1,061,306	54.33
	Other Operating Revenues	225,293	321,851	109,405	33.99
	Total:	28,719,248	28,450,429	24,502,648	86.12
OPERATING EXPENSE					
	Salaries	24,572,578	23,902,095	13,762,498	57.58
	Benefits	5,923,148	5,854,802	3,386,156	57.84
	Student financial aid-scholarships	2,613,428	2,613,428	2,928,308	112.05
	Utilities	1,451,176	1,451,176	925,222	63.76
	Supplies and Other Services	6,029,871	6,097,326	4,866,525	79.81
	Equipment Expense	837,331	722,020	227,925	31.57
	Fees retained by the Commission	185,560	185,560	128,905	69.47
	Assessment for Faculty Services	987,218	987,218	20,533	2.08
	Assessment for Support Services	256,737	261,818	112,241	42.87
	Assessment for Student Activity Costs	349,764	349,764	318,523	91.07
	Assessment for Operating Costs	100,134	100,134	52,177	52.11
	Total:	43,306,945	42,525,340	26,729,013	62.85
OPERATING INCOME / (LOSS)		(14,587,698)	(14,074,911)	(2,226,365)	15.82
NONOPERATING REVENUE (EXPENSE)					
	State Appropriations	15,668,202	15,041,474	9,870,967	65.62
	Gifts	0	28,000	9,211	32.90
	Investment Income	25,245	25,245	21,446	84.95
	Assessment for E&G Capital & Debt Service Costs	(2,143,380)	(2,143,380)	(1,838,107)	85.76
	Total:	13,550,067	12,951,339	8,063,518	62.26
TRANSFERS & OTHER					
	Capital Expenditures	(84,438)	(90,384)	(42,785)	47.34
	Transfers for Debt Service	(64,986)	(64,775)	(32,368)	49.97
	Transfers for Financial Aid Match	(81,239)	(81,239)	(29,890)	36.79
	Indirect Cost Recoveries	1,740	825	1,300	157.67
	Transfers - Other	(37,150)	(12,150)	82,943	(682.65)
	Total:	(266,073)	(247,724)	(20,799)	8.40
BUDGET BALANCE		(1,303,703)	(1,371,296)	5,816,354	
Add: Estimated Unfilled Position Savings:		1,000,000	1,054,835		
ADJUSTED BUDGET BALANCE		(303,703)	(316,461)		
* Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year		10,199,025	9,462,879		
Less: USE OF RESERVE		0	0		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>9,895,322</u>	<u>9,146,418</u>		

* Projected Unrestricted Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2015 in the amount of \$8,389,298

Unrestricted Net Asset Balance is 22.25% of the current budget total operating expense.

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

As of February 29, 2016

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	1,839,169	1,868,673	1,841,604	98.55
	Other Operating Revenues	143,252	150,319	95,096	63.26
	Total:	1,982,421	2,018,992	1,936,700	95.92
OPERATING EXPENSE	Salaries	617,482	870,774	403,985	46.39
	Benefits	63,007	112,793	55,574	49.27
	Student financial aid-scholarships	16,436	32,110	23,986	74.70
	Utilities	4,500	4,500	2,416	53.70
	Supplies and Other Services	1,497,332	1,270,488	513,289	40.40
	Equipment Expense	223,834	197,096	122,663	62.24
	Total:	2,422,590	2,487,760	1,121,914	45.10
OPERATING INCOME / (LOSS)		(440,169)	(468,768)	814,786	(173.81)
NONOPERATING REVENUE (EXPENSE)	Gifts	1,000	1,750	1,280	73.14
	Total:	1,000	1,750	1,280	73.14
TRANSFERS & OTHER	Indirect Cost Recoveries	28,000	12,918	23,065	178.55
	Transfers - Other	37,150	37,150	29,600	79.68
	Total:	65,150	50,068	52,665	105.19
BUDGET BALANCE		(374,019)	(416,949)	868,732	
Add: Estimated Unfilled Position Savings:		0	35,639		
ADJUSTED BUDGET BALANCE		(374,019)	(381,310)		
Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year		721,145	1,359,754		
Less: USE OF RESERVE		0	0		
** Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>347,126</u>	<u>978,444</u>		

** Unrestricted Net Asset Balance is 54.66% of the current budget total operating expense.

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of February 29, 2016

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Auxiliary Enterprise Revenue	7,666,155	7,674,959	6,829,570	88.99
	Auxiliary Fees & Debt Service Support Revenue	5,057,393	4,986,158	4,547,193	91.20
	Other Operating Revenues	235,339	243,666	165,366	67.87
	Total:	12,958,887	12,904,783	11,542,129	89.44
OPERATING EXPENSE	Salaries	2,622,579	2,693,721	1,654,746	61.43
	Benefits	584,389	606,686	323,928	53.39
	Student financial aid-scholarships	675,802	675,802	542,951	80.34
	Utilities	883,268	885,868	506,601	57.19
	Supplies and Other Services	3,258,715	3,238,835	5,071,571	156.59
	Equipment Expense	76,945	114,885	95,246	82.91
	Total:	8,101,698	8,215,797	8,195,043	99.75
OPERATING INCOME / (LOSS)		4,857,189	4,688,986	3,347,086	71.38
NONOPERATING REVENUE (EXPENSE)	Gifts	0	8,773	2,773	31.61
	Interest on capital asset related debt	(91,042)	(91,042)	(30,605)	33.62
	Total:	(91,042)	(82,269)	(27,832)	33.83
TRANSFERS & OTHER	Capital Expenditures	(132,300)	(19,483)	(53,551)	274.86
	Construction Expenditures	0	0	(1,578,485)	
	Transfers for Debt Service	(3,160,221)	(3,158,922)	0	0.00
	Transfers for Financial Aid Match	(3,425)	(3,425)	0	0.00
	Transfers - Other	(22,963)	(25,000)	0	0.00
	Total:	(3,318,909)	(3,206,830)	(1,632,035)	50.89
BUDGET BALANCE - Projected Transfer to Reserves		1,447,239	1,399,887	1,687,220	
* Add: PROJECTED NET ASSETS - Beginning of Year		<u>11,256,910</u>	<u>8,327,688</u>		
Equals: PROJECTED NET ASSETS - End of Year		<u>12,704,149</u>	<u>9,727,575</u>		

* Projected Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2015 in the amount of \$995,589

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

FAIRMONT STATE UNIVERSITY
 Actual vs Budget Statement of Revenues and Expenses
 Current Restricted
 As of February 29, 2016

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Federal Grants and Contracts	22,865,521	23,568,023	18,141,604	76.98
	State/Local Grants and Contracts	6,922,054	7,348,248	5,938,804	80.82
	Private Grants and Contracts	1,850,217	1,994,420	1,765,398	88.52
	Other Operating Revenue	27	4,758	2,838	59.64
	Total:	31,637,820	32,915,448	25,848,644	78.53
OPERATING EXPENSE	Salaries	597,822	916,348	451,133	49.23
	Benefits	53,382	118,057	59,674	50.55
	Student financial aid - scholarships	40,220,000	40,246,000	29,487,839	73.27
	Utilities	0	0	0	0.00
	Supplies and Other Services	774,799	1,503,505	414,687	27.58
	Equipment Expense	41,969	123,404	98,737	80.01
	Total:	41,687,972	42,907,315	30,512,070	71.11
OPERATING INCOME / (LOSS)		(10,050,152)	(9,991,866)	(4,663,426)	46.67
NONOPERATING REVENUE (EXPENSE)	Federal Pell Grant Revenues	10,000,000	10,000,000	7,061,545	70.62
	Gifts	0	0	0	0.00
	Investment Income	0	0	0	
	Total:	10,000,000	10,000,000	7,061,545	70.62
TRANSFERS & OTHER	Capital Expenditures	(2,950)	(25,562)	(64,190)	251.11
	Transfers for Fin Aid Match	84,664	84,664	29,847	35.25
	Indirect Cost Recoveries	(13,743)	(49,416)	(24,538)	49.65
	Transfers - Other		0	0	0.00
	Total:	67,971	9,686	(58,881)	-607.92
BUDGET BALANCE		17,819	17,819	2,339,238	
* Add: RESTRICTED NET ASSETS - Beginning of Year		584,982	584,982		
** Equals: PROJECTED RESTRICTED NET ASSETS - End of Year		<u>602,801</u>	<u>602,801</u>		
*** Approved Budget adjusted for FWS Student Labor/Benefits					

Tab 3

ITEM: Approval of Program Review Recommendations

RECOMMENDED RESOLUTION: Resolved, that the Fairmont State University Board of Governors approve the degree program reviews Master of Education, Bachelor of Arts in Communication Arts, Bachelor of Arts in Spanish, Bachelor of Arts in Theatre Arts, Bachelor of Science in Allied Health Administration, Bachelor of Science in Community Health Education, Bachelor of Science in Exercise Science, and Bachelor of Science in Psychology.

STAFF MEMBERS: Christina Lavorata, Provost and Vice President for Academic Affairs, Academic Deans, Department Chairs

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.

Master of Education

Recommendation: *Continuation of the program at the current level of activity.*

The executive summary of the program review appears 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, <http://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>

Bachelor of Arts in Communication Arts

Recommendation: *Continuation of the program with a report due in one year on an assessment and recruitment plan.*

The executive summary of the program review appears 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, <http://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>

Bachelor of Arts in Spanish

Recommendation: *Continuation of the program with corrective action and a report due in one year on enrollment and graduation rates.*

The executive summary of the program review appears 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, <http://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>

Bachelor of Arts in Theatre Arts

Recommendation: *Continuation of the program with corrective action and a report due in one year on enrollment and graduation rates.*

The executive summary of the program review appears 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, <http://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>

Bachelor of Science in Allied Health Administration

Recommendation: *Identify areas of opportunity for further development.*

The executive summary of the program review appears 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, <http://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>

Bachelor of Science in Community Health Education

Recommendation: *Continuation of the program at the current level of activity.*

The executive summary of the program review appears 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, <http://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>

Bachelor of Science in Exercise Science

Recommendation: *Continuation of the program at the current level of activity.*

The executive summary of the program review appears 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, <http://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>

Fairmont State University
Board of Governors
April 14, 2016

Bachelor of Science in Psychology

Recommendation: *Continuation of the program at the current level of activity.*

The executive summary of the program review appears 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, <http://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>

Executive Summary for Program Review

(not to be more than 2-3 pages)

Name and degree level of program

Masters of Education M.Ed.

External reviewer(s)

John Head Ed. D. Associate Vice President for Enrollment Management
University of West Georgia

Synopses of significant findings, including findings of external reviewer(s) & plans for program improvement, including timeline

The off-campus reviewer had two major points that he felt needed to be investigated/examined. These were 1 – Graduate Faculty Scholarship Expectations: If there are graduate faculty who do not engage in research or publication, it would at least prove beneficial to list engagement or activities in the discipline through professional organizations, consulting or other activities to demonstrate an understanding of current trends, research and best practices. 2 – Admission to Graduate Work: The criteria listed for admission to graduate studies indicates that official transcripts are required from the college or university that issued the baccalaureate degree. There is no mention of official transcripts being required from all institutions that the student has attended. Best practices in admissions and financial aid normally require that a student submit an official transcript from all institutions they have attended. The reason for such a request include; identifying any student conduct violations that may have occurred at a previous institution, other than the degree granting institution, and identifying previous patterns of student success in coursework. Each institution has their own rules about what they will show on their transcript in relation to work attempted and earned at prior institutions, so getting an official transcript from all institutions attended is strongly encouraged.

Responses to the External Reviewers Major Concerns:

Graduate Faculty Scholarship: The SOEHHP recognizes that some of our faculty are lacking in the scholarly expectations of teaching in graduate programs. The Graduate Council has approved a new policy of what the scholarly expectations are for attainment and renewal for Graduate Faculty status. This implementation by the Graduate Council should address this concern from the off-campus reviewer.

Admission to Graduate Work: The SOEHHP accepts and understands the recommendation that official transcripts be provided from all schools attended by the applicant prior to admission. The SOEHHP graduate faculty will review this recommendation from the reviewer and discuss its implementation. It will also be suggested that this be considered by the Graduate Council for consideration for all graduate programs.

Internal/On-Campus Reviewers Recommended changes and improvements:

The professionals who support this program are making every effort, particularly given the limitations of resources (both human and fiscal) to adhere to and honor the academic and intellectual expectations of their professional discipline.

Recommendation 1: Provide information on the academic institutions where faculty received their terminal degrees in the Graduate Faculty Profile Table on pages 6-8.

Recommendation 2: Establish and monitor graduate faculty guidelines including faculty evaluations of students. It is suggested that graduate faculty be advised that an overall course GPA closer to 3.0 rather than 4.0 is appropriate.

Recommendation 3: There are a number of minor but important formatting errors and inconsistencies that should be corrected.

A table addressing Recommendation #1 was placed in the Addendum Report.

Response to Recommendation #2: In speaking with the Graduate Faculty of the SOEHHP, we believe that though it appears that there are a large proportion of A's this is also a reflection of the fact that most students who pursue graduate degrees are highly motivated to excel and it is reflected in their coursework. However, the Graduate Faculty will begin discussions on graduate course grading and to review the rigor of their assessments.

Recommendation number 3 was addressed by correcting the formatting errors etc. within the report.

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

The SOEHHP's participation in this self-study process, in addition to our annual process of collecting and analyzing program and course data, has revealed the potential for the School to become more focused in our mission. This self-study has demonstrated that the graduate programs reviewed for this report are in good standing, have the potential for growth, and are achieving their primary goals. Data from student surveys and focused discussions with faculty reveal the following general perspectives:

Strengths:

- There is general satisfaction with the availability of course offerings. Interactions with faculty and graduates reveal they feel that the overall quality of the graduate of the programs and the quality of instructors teaching within graduate programs is high.
- The majority of SOEHHP graduate programs offer professionals the opportunity to earn a graduate degree through an asynchronous online program, while having a high quality educational experience.

- Courses, practicum experiences, and research requirements are perceived as relevant to intended and current careers and professional/personal goals of students.
- The content of coursework immediately helped them in their position.

Areas for Improvement:

- While the online delivery platform has created significant access for students, it limits the ability of faculty to develop and maintain personal one-on-one relationships with students. This limitation is being addressed by programs developing and holding program-specific orientation weekend meetings that bring graduate students to campus to network with peers, gain information to support matriculation, and have an opportunity to meet their faculty. However, this strategy is unaccounted for in faculty work load.
- While a strategy for assessing student dispositions has been developed and piloted in the graduate programs leading to certification, it is difficult to evaluate candidates' professional dispositions in online programs.

Five-year trend data on graduates and majors enrolled

Application, Enrollment and Graduation Data

CONCENTRATION	ACAD YEAR	Applications	Accepted	Rejected	Graduates
Online Learning	2009-2010	1	0	1	1
	2010-2011	10	10	0	3
	2011-2012	7	7	0	2
	2012-2013	6	5	1	3
	2013-2014	6	5	1	3
Professional Studies	2009-2010	6	6	0	25
	2010-2011	18	18	0	10
	2011-2012	9	9	0	17
	2012-2013	21	21	0	17
	2013-2014	12	12	0	13
Digital Media, Literacies, Learning	2011-2012	9	8	1	
	2012-2013	4	4	0	3
	2013-2014	7	7	0	3
Exercise Sci, Fit & Wellness	2011-2012	9	9	0	
	2012-2013	9	9	0	7
	2013-2014	10	9	1	8

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

A survey was performed within the Digital Media and the Exercise Science emphasis. These results are presented below. The Professional Studies emphasis is a “general” graduate degree which allows for students to take a wide variety of courses based on their interest area. Due to this a survey was not conducted within this emphasis area.

Findings from the Digital Media survey are presented below.

What are the strengths of the Digital Media program?

- The information presented in the Digital Media program is vital for the future of education. As educators, it is important that we keep pace with how our students are learning and customize our approach to what best engages them.
- Real-world, valuable skills are acquired! I feel as if I'm learning material that plays a vital role in education and being part of a global society.
- The professors are, above and beyond, this program's greatest strength. They have been great about challenging their students' perceptions about education. I also believe that the online format of the program is a strength.
- Most of the teachers give immediate feedback and don't overwhelm us with a massive amount of assignments.
- The strengths of the program are the variety of courses.

What suggestions would you make for improving the Digital Media program?

- Currently, I have no suggestions.
- In addition to chat rooms and discussions, maybe the possibilities of class virtual meetings. These meetings may provide the support that some students need to feel a sense of community. Also, maybe there should be surveys administered throughout each semester which ask for suggestions/comments in each course, instead of waiting to the end of the semester for feedback.
- My only suggestion would relate to interaction between students. I think it might be interesting to create a project with another student using online collaboration tools. Working with others on projects from a distance is a reality of many workplaces, and should be a skill taught in schools.
- No response to this particular question.
- At this point, I cannot think of any improvements that need to be made.

Survey results from the Exercise Science emphasis are presented below.

How would you assess the future employment prospects of this degree program?

Strong, High Demand __3__

Moderate need __3__

Decreasing need ____

Not sure ____

When comparing yourself to others with similar education and experience, do you

Consider yourself:

More Qualified 2

About same 4

Less qualified ____

Not sure ____

Are you satisfied with the education that you received at FSU? Yes 6 No

4) What do you consider the strengths of the Exercise Science Program?

The Professors were certainly the main strength to our program. The hands on knowledge was exceptionally beneficial, along with the creativity that each professor brought from each back round.

The smaller class sizes can give each student more of an ability to receive personal attention from their professors, which could lead to a more quality education. I believe the research projects required for the program are a huge benefit to our major. The conferences that are available to qualified students are a great way to learn more and get to know others in the field of E.S.

Hands on approach style of learning. All instructors truly care about each student not just learning but UNDERSTANDING.

Hands on experience – I loved exercise science class, would love to have it for longer than 1 semester.

The excellent teachers made the program.

The instructors. I felt as though Dr. Reneau and Dr. Ryan were always willing to take the time to better explain whatever we didn't understand. There were times we got a little behind in where we should be in class because they knew it was important to better understand the foundation of the information and being capable of building on that knowledge

5) What do you consider the weaknesses of the Exercise Science Program?

If I would have to pick a weakness of the program, I would say not being able to take more classes per semester/ summer. I would have loved to finish the program within a year, or a little longer. I believe the curriculum at the time could have been completed a bit quicker than 2 years

The internship programs for this major are broad. For example, one person could be monitoring heart rates on a treadmill and gaining experience and another can be wiping down gym equipment in a facility. Some are gaining useful knowledge while others are just taking up space for the hours. We have a hospital right next door and yet we don't have very many interns there.

There is only so much you can do with this major...I know it's been said over and over but if you are not able get a doctorate in E.S. or go to a Physical Therapy school, you are pretty much stuck. Personal training and waiting for someone to retire from their position in Cardiac Rehab, in this area, are practically your only options. E.S. is very limited in the work environment if you want to be financially successful.

To be honest if it wasn't for coaching I am not sure what I would do with this degree.

I don't consider it a weakness of the University, just a weakness in general from our field I would suggest getting more involved with places to do an internship. Give a variety of options of what the student can do. I know the area of Fairmont is limited, the students just need to see what they will be able to do with a M.S Education Exercise Science degree.

Based on these results the faculty of these M.Ed. emphases feel that the current curriculums for these programs are achieving their objectives and goals. No suggestions for curriculum changes are recommended at this time. The faculty do agree with the findings of the external reviewer and have begun discussions on transcript requirements for admittance to graduate programs, and also feel that the scholarship expectations of graduate faculty has been addressed by the new expectations being put forth by the Graduate Council.

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

A majority of the Graduates of the Digital Media emphasis are employed as teachers in the area school systems.

Graduates of the Exercise Science emphasis are currently:

2 pursuing Ph.D.'s

1 Enrolled in a joint Occupation Therapy/Physical Therapy degree program

1 Collegiate Swim Coach

1 Medical Sales Representative

1 Working in Corporate Wellness (pursuing Ph.D. program)

Final recommendations approved by governing board

Executive Summary for Program Review of Bachelor of Arts in Communication Arts

Name and degree level of program: Bachelor of Arts in Communication Arts

External Reviewer:

Barbara F. Sims, HHD
Professor Emeritus in Communications
Retired Director of Forensics
Alderson Broaddus University
P.O. Box 2175
Elkins, WV 26241
bfssims@gmail.com
304-614-0614

Synopses of significant findings including findings of external reviewer:

The external reviewer reported the following strengths, weaknesses and recommendations as we move forward with the continued improvement of the Communication Arts program. The findings align with what the faculty has determined over the course of our ongoing program evaluation and improvement process.

Strengths

1. Strong, energetic, passionate faculty
2. A supportive Dean
3. A new program that uniquely combines classical, traditional and new research along with seven tracks to enhance employment options
4. Cooperation from other departments
5. A variety of courses for general studies students
6. Numerous co and extracurricular activities for students
7. A new student service organization and honorary
8. A clear willingness to listen to feedback and make changes
9. A slight improvement in technology
10. The beginnings of an assessment plan
11. List of qualified adjuncts

Weaknesses

1. Low enrollment of incoming freshman
2. Low graduation rate
3. Fall retention fluctuates. Spring retention was not given.
4. Technology
5. Sufficient, permanent, full-time faculty
6. Incomplete assessment plan
7. Insufficient tools for adjuncts
8. Scholarships

Recommendations

1. Rewrite catalog program description to highlight the classical, traditional and new research as well as the tracks. Clarify your unique identity.

2. Increase permanent, full-time faculty
3. Establish a plan to increase enrollment in the major
4. Establish a complete assessment plan that includes the time-lines, assessment tools, and a complete explanation of the process, including plans to use the assessment findings
5. Analyze the “why” of the low graduation rates to determine if additional plans need to be put in place to increase the rate
6. Increase technology
7. Increase tools for adjuncts
8. Seek scholarship support

Plans for program improvement including timeline:

We continue to focus a great deal of energy on improving assessment including a process for collecting artifacts in Taskstream. We are currently building assessments within Taskstream. These include the evaluation of the internship portfolio and also a revision of the rubric for critiquing speeches in the Neely Persuasive Speaking Contest. We also plan to continue working to collect assessment data from our three service courses.

Our program improvement plans also include a continued increase in the level of technology integration, creation of additional tools for adjuncts to improve uniformity in service course offerings, an evaluation of our program descriptions and continued efforts to improve recruiting and retention.

Work on many of these issues is already underway. Several courses are now integrating digital storytelling into the curriculum and a partnership with the local cable access channel has been established and an assignment and assessment bank for adjuncts is being compiled.

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

The following weaknesses were reported in the 2011 Program Review:

1. Lack of resources (personnel, outdated facilities/technology)
2. Curriculum designed to center around performances (main thrust is public speaking). This is outdated curriculum
3. Little/no social science research background for students
4. Lack of clarity of goals for majors/unsure what to do with the degree
5. No comprehensive assessment of departmental outcomes
6. Outcome goals not communicated to constituents

Our faculty worked together in considering these weaknesses and developed a plan to address them. The following chart includes the suggestions/goals offered in the 2011 review and how the Communication Arts program has addressed them. All the changes we made were a part of a program revision. We are proud of the changes we have made. The Communication Arts program is now focused and up to date for our students.

COMPREHENSIVE CURRICULUM ASSESSMENT	A curriculum proposal was submitted in 2012, proposing modifying the current Communication program to a more interdisciplinary program to be called Communication Arts. The proposal was approved and was implemented in the 2013-2014 academic year
ADDITION OF RESEARCH COURSE	COMM 2213 Introduction to Communication Theory and Research
ADDITION OF CORNERSTONE COURSE	COMM 2250 Sophomore Seminar
RESTRUCTURE OF INTRO TO HUMAN COMMUNICATION COURSE	The course structure of this class has remained the same
IMPLEMENTATION OF FOUNDATIONS COURSE	COMM 2250 Sophomore Seminar
INCORPORATE INTERNSHIP/SERVICE LEARNING COMPONENT	COMM 4496 Communication in Practice: Internship
ENHANCE CURRICULUM WITH A MEDIA/SOCIAL MEDIA COMPONENT	COMM 4420 Contemporary Storytelling JOUR 3350 Participatory Journalism <i>This course is now part of the courses required for a Communication Arts major</i>

Five year trend data on graduates and majors enrolled:

ACADEMIC YEAR	MAJORS	GRADUATES
2010-2011	32	7
2011-2012	34	2
2012-2013	37	4
2013-2014	50	10
2014-2015	34	6

The number of majors in the Communication Arts program has remained stable over the past five years. The number of graduates had a down turn in academic years 2011-2012 and 2012-2013. In the years since then, our graduation numbers have rebounded.

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

Our assessment relies on direct measures including course level assessments and a senior portfolio review. The faculty has been meeting regularly to discuss how we can use these and other assessments to further improve the program. This past fall semester was the first for the senior portfolio review process. Each Communication Arts faculty member evaluated the presenting students. Those evaluations are now being analyzed to see how this assessment instrument and the program itself can be improved.

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

Our students do not typically go on to pursue graduate degrees in Communication. Our graduates do go on to work in fields in which they utilize the skills and knowledge gained during their undergraduate education. We currently have recent graduates working in public relations, radio and television and for non profit organizations.

Executive Summary for Program Review

Name and degree level of program: Bachelor of Arts in Spanish

External reviewer: Dr. Stasie C. Harrington
Faculty Associate & Spanish 226 Coordinator
University of Wisconsin-Madison
1144 Van Hise Hall
Madison, WI 53706-1557

Synopses of significant findings, including findings of external reviewers:

In her review, Dr. Harrington offered a number of trenchant observations about our baccalaureate program in Spanish that will be useful to our faculty as we move ahead with the program.

- Dr. Harrington noted that the program's web page needs to be updated to reflect the different options and student-centered activities available for current, prospective students as well as alumni.
- Dr. Harrington urged us to update the catalog description of the program to highlight both native, bilingual, and heritage speakers.
- Dr. Harrington remarked that the data distortion issue reported in the 2011 review (related to the fact that enrollment data does not account for double majors and Spanish Education majors) is still an unresolved issue. Though she commended faculty for actively working toward increasing enrollment, she reiterated that missing data is needed to gain a real picture of enrollment in the Spanish Program.
- The Spanish Program should state specific resources it needs or plans to request from the university in its strategic plan.
- Dr. Harrington also mentioned the expansion of course offerings in line with MLA recommendations that language & literature departments include course offerings in cultural studies, language for specific purposes, and heritage speakers. She recommended that faculty offer courses through interdisciplinary collaboration, utilizing FSU's Instructor Exchange Program. She also stated that Language Across the Curriculum models increase enrollment and awareness about language and literature programs
- Dr. Harrington observed that assessment plans put in place at the end of the period included in the 2011 review have continued in spite of Spanish faculty turnover experienced between 2011 and 2014.
 - She recommended that the program consider the use of performance-based portfolio assessments for all Spanish courses as well as progress indicators such as NCSSFL-ACTFL Can-Do Statements in the interpersonal, interpretive and presentational modes.

Plans for program improvement, including timeline:

- Spring 2016
 - Revise the catalog description of the Spanish Program
 - Update website to increase recruitment efforts
 - Rewrite Program mission and vision statements
 - Devise common speaking and writing rubrics for all Spanish courses
 - Work with the Registrar to determine data collecting to reflect total enrollment in the Spanish program including double majors, minors, and Spanish Education majors
 - Establish several student-centered opportunities for students to practice Spanish skills and promote cultural awareness and community building
- Fall 2016
 - Implement portfolios in all Spanish classes
 - Incorporate Can-Do Statements in self-assessment instrument
 - Increase the pool of adjuncts
- Spring 2017
 - Redesign special purpose courses using interdisciplinary collaboration
 - Continue to improve learning portfolio contents
- Fall of 2017 through Spring of 2020
 - Continue revising strategies for continuous improvement of enrollment, course offerings, and student and alumni-centered opportunities for career growth and community building

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished: No weaknesses or deficiencies were noted in the approval of the previous review. We have continued to work on more accurate data for the program and are working to track Spanish Education majors. We continue to try to increase the number of majors and graduates.

Five-year trend data on graduates and majors enrolled: The number of majors has remained relatively static likely because of the unexpected resignation of faculty two years in a row. The number of applicants to the program remains at least double and sometimes as much as five times those enrolled; we need to do more to convert these applicants to admitted and enrolled students. Our graduation rates improved in 2012-13. The regression in subsequent years may also be due to faculty turnover. We expect more stability now that Dr. Bircann-Barkey has joined the faculty and is recruiting students as minors and majors.

Summary of assessment model and how results are used for program improvement: The assessment program for the B.A. in Spanish is designed to turn on three approaches: learning portfolios, can-do statements, and rubrics. With the turnover in faculty, much of this work has not been saved.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees): Of the graduates we were able to contact, two are teaching or employed by educational institutions. Two live abroad in Spain. The study of Spanish language and cultures equipped all four for the situations they are in now.

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

Bachelor of Arts in Theatre Arts

External reviewer

James Dylan Held, Professor Emeritus and Part-Time Lecturer of World Theatre & Drama
School of Theatre and Dance
West Virginia University
One Fine Arts Drive
PO Box 6111
Morgantown, WV 26506-6111

Synopses of significant findings, including findings of external reviewer

Mr. Held's complete review document is in Appendix A. His Overview, Summary Statement, and Recommendations for the Program follow, verbatim.

1. Strengths

A small but dedicated faculty with expertise in enough areas to serve the BA theater major and minor and theater education degree.

A good staff that adequately supports the fine arts area in essential functions.

Though a small program, still FSU's theater program is well supported by and needed in the community on and off campus, as is testified to by the loyal audiences that come to plays and even participate in the town & gown production program.

Strong BA programs that successfully produce graduates that easily make the transition to graduate programs in and out of state.

A very strong minor in theater.

2. Recommendations for Short-Term Improvement

Investments in the facility, specifically bringing the Wallman Hall Theater up to standard in terms of comfort, lighting, sound and general technical support. The stage and backstage areas need attention to insure the safety of faculty and students working in the spaces.

Improvements to the department's web site to enhance visibility, showcase productions by posting good production photos, information and pictures of each faculty member and their specialties, and complete information about each degree program and minor.

Consider a required minor in a field appropriate to accompany theater in order to insure that all

graduates have salable skills in two areas of expertise.

3. Primary Future Issues

Likely the most urgent issue is recruitment of more students. Without a significant increase in enrollment of theater majors, there seems little to no likelihood of adding needed faculty or technical staff positions, though these positions would go a long way in addressing deficiencies in being able to build professional-level costumes and scenery and provide sufficient expertise in lighting and sound while more equitably dividing the production design/tech duties that are now focused in two individuals.

Inadequate and outmoded facility [see below].

4. Suggestions for Long-Term Development

With significant enrollment of additional majors, new faculty lines would be important, but it seems to me that the most urgent need is for full-time staff support in the costume and scene

shops to materially help supervise students working in these areas and relieve the design/tech

faculty from doing too many jobs.

The chair's [coordinator's] load is much too heavy, but in a small department, he or she would be expected to teach more than in a large department. An additional faculty line taking about

half the load off the chair [coordinator] would be a significant benefit to the whole program,

allowing the chair [coordinator] more time to administer, to provide vision and to interact more with the community, fund-raising, etc.

Wallman Hall is an extremely awkwardly designed building for the arts and especially for theater, so a long-range goal would logically aim for a total replacement, if the program grows and attracts more students. The hard reality here is that it will be difficult to attract large numbers of new students without a fine facility! So, short-term improvements to the existing facility is all the more urgent.

Plans for program improvement, including timeline

We continue to focus our energies on improving our assessment work. The faculty have had several great conversations each semester during Faculty Development Week. These have helped us recognize weaknesses in student writing, and in their ability to synthesize what they learn in the classroom with their production work. We will continue these conversations, focusing on revising our program goals and working more diligently to connect student classroom learning to their production experiences. Additionally, we continue to collect data and artifacts and to file them in

Taskstream.

We continue to expand our recruiting efforts, as our teaching loads and production responsibilities allow. We have found that contact with recruits in their schools and at state theatre festivals yields

the greatest results. This effort does require time away from campus.

We have launched the "Raise the Curtain" fundraising campaign to enable urgently required improvements to the fly system and backstage areas of Wallman Hall Theatre. A timeline for the completion of these is difficult to determine due to economic uncertainties.

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

1. Development of a mission statement.

This has been accomplished.

2. Curriculum reform.

This is an ongoing problem for us as we juggle class load, production, assessment, recruitment, service, and professional development responsibilities. Additionally, the reviewer recommended that we "explore the possibility of securing the services of an external

facilitator to help guide [us] through this difficult process.” Time and budgetary constraints have prevented us from doing so.

3. Design/Tech faculty workload.

We did hire a full-time technical assistant to relieve Troy Snyder’s overwhelming work load.

When that individual left we were unable to hire another due to budget reductions.

4. Source of funding for productions.

The reviewer recommended that productions not be funded exclusively by student activity monies, but by a combination of these with institutional monies. This recommendation has not been implemented.

5. Expand professional development opportunities for the faculty.

The ongoing production schedule and limited staffing does not allow time for faculty professional development in the field, so this has not been accomplished.

6. Infrastructure improvements.

We have started a campaign to raise the necessary funds.

Six-year* trend data on graduates and majors enrolled

The number of students graduating with a BA in Theatre has doubled. The total number of graduates from 2010 through 2015 was 32; the number in the previous five year period was 14. The number of majors enrolled has increased from 7 in 2004-09 to 30 in 2010-15.

*The coordinator of the Department of Communication and Theatre Arts did not submit the program review in 2015, as was required.

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

Our assessment of the Theatre Arts program relies on three direct measures: course-level assessments, a mid-program review, and THEA 4438, Senior Comprehensive Project. We meet several times a year to discuss the data collected from these measures, and have implemented several improvements in both course-level assessments and the assessment instrument for the senior project. Additionally, we are planning to implement a graduate portfolio review.

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

Eight of our graduates are carving out a career in the field, most are in West Virginia, one is in Los Angeles and another in Minneapolis. Additionally, one has earned a graduate degree in Theatre, five are currently pursuing a graduate degree in Theatre or another field, and two are planning to enroll in a graduate program in the fall. The remainder of our graduates are working in business or service industries, utilizing the analytical, collaborative, and problem solving skills they have developed as Theatre Arts Majors.

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

Allied Health Administration

Bachelor of Science degree

This is a 2+2 degree program

External reviewer(s): Dr. M. Bridget Nettleton, SUNY Empire State College.

Dr. Nettleton was chosen as an external reviewer to evaluate the curriculum from a health care perspective.

Dr. Gina Fantasia, School of Business, FSU.

Dr. Fantasia was chosen as an external reviewer to evaluate the program as a management and leadership baccalaureate degree program from Fairmont State University. She reviewed and compared requirements and outcomes of the Allied Health Administration program with Fairmont State University's business and informational technology baccalaureate degree programs. She reviewed the program to determine relevance, currency and completeness of the program and requirements

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

The Bachelor of Science Degree in Allied Health Administration is designed for students with Associate Degrees in health career programs. It is a comprehensive program designed to provide career mobility for health care professionals who wish to assume a role in health care administration or pursue graduate education.

An additional goal of the program is to provide career advancement for those who are already employed in health care organizations. The unique nature of this 2 + 2 program makes it a natural career ladder opportunity for students who wish to progress beyond the opportunities available to the associate degree graduate in education and employment.

The curriculum is directed toward the achievement of the program outcomes related to knowledge development, communication skills, consideration of policy elements, enhancing leadership and management skills, development of critical thinking skills, embracing life-long learning and developing professional responsibility and accountability within a legal and ethical framework. The program includes a mix of general studies courses and a core curriculum which includes accounting, management, problem solving, information systems, statistics and allied health courses.

A majority of the business and general studies courses for the program are offered online and at off-campus locations which increase the accessibility of the program for nontraditional and employed students. Three of the four Allied Health Administration courses are online courses

which provide more schedule flexibility for the students. The fourth course, Legal and Medical Ethics, is offered one evening a week, face-to-face due to the need for class discussions and presentations of the course content.

Minimal financial resources are required for this program. Three adjunct faculty members teach a total of 13 credits in required Allied Health Administration courses. The required core business courses are taught by faculty members in the School of Business as existing courses. General Studies courses are taught by a variety of faculty members in the various schools and colleges within the University.

The AHA program meets the following Strategic Goals of the University:

- Empower faculty, staff, and students to achieve high levels of teaching and learning at the undergraduate level. This goal is accomplished by degree completion through a flexible 2+2 program. During the practicum experience, students integrate experiential learning as a way to foster greater faculty and student involvement within their academic areas. This program offers alternative course and program delivery methods to provide program flexibility and access.
- Cultivate and strengthen the educational, economic, and cultural well-being of our region. This goal is accomplished by providing degree completion opportunities. Through the practicum experience, students are provided the opportunity to participate in job shadowing and an internship in leadership and management which provides for business and community engagement.

The external reviewers and the Advisory Council endorse the Allied Health Administration program as a program which provides professional opportunities and educational advancement for students. They concur that the curriculum provides a foundation in leadership and management theory, general studies, and experiential learning which allow graduates to accomplish the program outcomes. The reviewers agree that resources are needed in order to revise the curriculum to ensure currency of the information and marketing of the program.

Plans for program improvement, including timeline:

In order for this program to grow, two things are needed. One is the need for a full-time faculty coordinator to oversee the program. When a program is run with just adjuncts, it is difficult to have the attention to assessment, quality program review, and consistency that are needed for a program to be regularly reviewed and updated. The second item, is the need to broaden this program to include two entry options: a straight four year BS which would include a concentration in the sciences and health courses and the 2 + 2 degree. This would permit students who have a science or health care academic preparation, but not a specific associate degree in a health related field, to receive the BS degree. An example, would be a student who was majoring in the ASN, but did not complete the ASN, this would allow the student to apply his/her nursing credits toward the AHA degree and thus graduate without losing many credits. Another consideration would be to transfer this major to the School of Business, since 21 of the required core credits are taught by the School of Business faculty members. The last recommendation would be to discontinue the program if resources are not available to secure a full-time program coordinator.

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

The major weakness identified five years ago persists today. The lack of a program director program does not allow for the recruiting and assessment efforts which are needed to make this a quality and productive program.

Many students do not declare AHA as their major until their last semester in the program. This makes it difficult to adequately advise students.

Five-year trend data on graduates and majors enrolled:

Graduation Rates:

Year of Graduation	Number of Graduates
2010-2011	10
2011-2012	11
2012-2013	12
2013-2014	21
2014-2015	12

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

The Allied Health Administration program employs multiple assessment processes in order to assure that the graduate outcomes are accomplished. At the beginning of the capstone course, ALLH 4401, students analyze where they are with respect to having accomplished the program outcomes. The students then develop their practicum experience to address any outcomes not already accomplished. At the end of the program, the students then write a comprehensive paper stating how the practicum outcomes were accomplished. Since students come with varied academic and work experience, this allows each student to design their practicum experience to assure that they will accomplish the graduate outcomes. Preceptors, with input from the instructor, also rate students with how well they have accomplished the graduate outcomes. Preceptors have consistently rated the students as an advanced beginner or higher on each of the six outcomes.

The Graduate and Employer Surveys consistently rate graduates as being competent or proficient at meeting the program outcomes. Graduate and Employer Survey response rates remain very low for the past five years even though two requests are sent one year after graduation. Results that

have been received indicate that graduates are employed in their areas of study and that the employers are satisfied with the graduates' academic preparation. Previously employers had rated the graduates' use of effective written and verbal communications as "Novice" and COMM 2202 and BISM 1100 had been added to the curriculum. Results from employers over the past five years have consistently rated the graduates' use of communication as competent or proficient. Employer comments include, "...impressed with overall preparation, application, and task and objective completion", "hired several AHA graduates and they were all well prepared", "graduate is deliberate in her job tasks", and "...she contributes a proactive direction that facilitates maximum efficiency of her department." No negative comments concerning graduates' preparation were received.

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

Approximately 40% of graduates reported on their exit or graduate surveys that they were working in positions that required the BS degree.

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

Community Health Education, Bachelors of Science, undergraduate

External reviewer(s)

The Community Health Education program was reviewed by Dr. Adrienne Payne-Andrews, PhD. She is an independent consultant in health, wellness, and fitness. Her comments follow:

“It is the opinion of this reviewer that the Community Health Education curriculum at Fairmont State University is strong. Courses align with mission of the program and taken together address key areas of responsibility for community health education specialists. Course descriptions clearly identify student outcomes and describe knowledge, skills and experiences that will be gained. In addition, the curriculum provides a variety of learning experiences from the classroom to hands-on opportunities to work with community agencies.”

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

The Health Science program was revised to a Community Health Education program in the Spring 2013 semester (Curriculum Proposal #12-13-33). The Health Science program was not aligned with national standards, nor did it have a clearly defined focus. The Community Health Education program and new courses are aligned directly with nationally vetted standards. A Community Health Education degree allows our graduates to: take the Certified Health Education Specialist (CHES) exam with the National Commission on Health Education Credentialing, work in public health settings, and be prepared for graduate studies.

Plans for program improvement, including timeline

After Curriculum Proposal #12-13-33 was approved, courses in the new program were offered, and the program was refined. In Fall 2014, Curriculum Proposal # 14-15-01 was drafted to include revisions to the Internship and the minor. This proposal was approved. A Curriculum Proposal for the 2015-2016 academic year has been developed, and is currently under review. The present Curriculum Proposal's purposes are to address the loss of Nutrition courses that had been provided by Pierpont Community & Technical College, create majors-based research courses, and reorganize pre-requisites for the major. In December 2015, a graduation survey was deployed. Additional plans for program improvement include completing a comprehensive program review in August 2016 in order to compare the program to Council on Accreditation for Public Health (CEPH) standards. The rationale for setting August 2016 for a comprehensive review is that by this time, each class will have been offered at least one time. Each semester, course learning outcomes are reviewed, and recommendations are written.

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

The previous Health Science program review identified the following weaknesses:

1. The Health Science program had not been revised in over 10 years. STATUS: The Health Science program was revised and re-named Community Health Education Spring 2013.
2. The external reviewers from the previous review wrote that using courses that were housed in other academic units were not focused on developing skills in community health. STATUS: Six new Community Health Education courses were designed and approved in the Spring 2013 semester. The present Research courses offered by Exercise Science faculty and the present Nutrition courses offered by Pierpont Community & Technical College are the focus of a current Curriculum Proposal whose intent is to have those courses offered in-house.

Five-year trend data on graduates and majors enrolled

SEMESTER	#HEALTHSCIENCEGRADUATES	#HEALTHSCIENCEENROLLED	#COMMHEALTHGRADUATES	#COMMHEALTH ENROLLED
F2005	1 Unavailable			
S2006	2 Unavailable			
F2006	1 Unavailable			
S2007	8 Unavailable			
F2007	2 Unavailable			
S2008	6 Unavailable			
F2008	4	20		
S2009	6	26		
F2009	1	29		
S2010	13	28		
F2010	4	30		
S2011	7	30		
F2011	2	32		
S2012	8	34		
F2012	5	38		
S2013	9	38		
F2013	5	32		8
S2014	7 Unavailable			Unavailable
F2014	0	15		18
S2015	5 Unavailable			2 Unavailable

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

The Community Health Education program uses TaskStream in order to archive important program material, store evaluation results, and house program recommendations. The Community Health Education has three explicit program goals. These are based on enrollment patterns, post-baccalaureate placement, and preparation for the Certified Health Education Specialist credential. The program has seven program outcomes, based on the Areas of Responsibility for Health Educators established by the National Commission on Health Education Credentialing (NCHEC). Each program goal and outcome is evaluated annually, after the conclusion of each academic year’s Spring semester. A comprehensive program reviewed

based on the NCHEC Areas of Responsibility and CEPH standards is expected in August 2016. Recommendations for each annual review are incorporated into the following year's program plan.

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

In Fall 2015, a survey of the previous 10 years' Health Science and Community Health Education graduates was deployed via electronic survey (2 respondents) and by postal mail (7 respondents). Two respondents included the two Community Health Education graduates, and the remaining seven represented Health Science graduates. When asked, "Are you currently employed in a position that requires use of your undergraduate degree?" all of the Health Science graduates responded "no." However, they indicated they are employed in occupations such as insurance claims (WVU Medicine), Charleston Area Medical Center, ophthalmology, owner of a fitness company, and lab science. One of the two Community Health Education graduates is employed by WVU Extension (Nutrition), and the other Community Health Education graduate is employed as a teacher/counselor at Presley Ridge School.

Executive Summary for Program Review

(not to be more than 2-3 pages)

Name and degree level of program

Exercise Science B.S.

External reviewer(s)

Candi Ashley Ph.D. Professor University of South Florida
Dr. Ashley's review can be found in Appendix I.

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

Based on the external reviewers findings (Appendix I), the survey results from Fall 2015 (summary of survey found in Appendix II), and discussions with graduates, the faculty feel that the current curriculum in place is meeting the needs and expectations of the major and (it's) goals. However, the faculty will begin discussion of if and how to add a Strength and Conditioning course, as per the external reviewers suggestions, and also investigate if a Corporate Wellness Programming course can be added to the major. If one or both of these courses were to be added a decision would have to be made as to whether the major could "handle" this many required hours or would this be made an elective option within the major. The faculty will investigate these options and determine what route they'd like to go with the curriculum.

Plans for program improvement, including timeline

Since the last 5 year review the Exercise Science major underwent a curriculum change that was approved in the spring of 2015. A summary of the curriculum changes that were implemented were

- renumbering of PHED 2216 & 2218 to 3314 & 3315 respectively and also PHED 3312 was added as a pre-requisite for each of these courses.
- Removing PHYS 1101 and add CHEM 1105 as an option to CHEM 1101
- Adding FOSM 1110 as an option to FOSM 1150
- A pre-requisite of C for various courses was implemented for students to progress through the major.

Currently the Exercise Science program undergoes an annual review as required by the University's assessment cycle for HLC. Any results of these changes will be reflected in this annual on-going review.

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

Previous to this year students could make a D in an upper level major course and still graduate as long as they had an overall 2.0 in the major. This weakness has been addressed by the development of a C or above pre-requisite system developed within the major courses. As stated previously the faculty will begin investigating the prospect of adding 1 or 2 more courses, a Strength & Conditioning and Wellness/Health Promotion programming, to enhance the knowledge and potential employability of graduates.

Five-year trend data on graduates and majors enrolled

ACAD_YEAR	Majors		ACAD_YEAR	Graduates
2010-2011	147		2010-2011	22
2011-2012	149		2011-2012	25
2012-2013	172		2012-2013	20
2013-2014	183		2013-2014	37
2014-2015	164		2014-2015	29

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

A survey was administered to Graduates in the Fall of 2015 via US mail and e-mail. 27 surveys were returned and the results compiled. Below is a summary of Graduates views towards future employment and how prepared they felt they were (Questions #3 and 4 within the survey). A complete summary of the survey can be found in appendix II. These results indicate that the current curriculum is preparing students for either entry into the workplace within the field or further Graduate/Professional education. With the development of the new pre-req class flow the faculty feel that the program is improving and serving the interests of the students.

- 3) How would you assess the future employment prospects of this degree program?
- Strong, High Demand ___ 10
 - Moderate need ___ 6
 - Decreasing need ___ 4
 - Not sure ___ 3

- 4) When comparing yourself to others with similar education and experience, do you consider yourself:
- More Qualified ___9
 - About same ___13
 - Less qualified ___1
 - Not sure ___

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

Table below indicates the number of students who have attended graduate school, and what type of graduate school, who graduated between 2010 - 2011 and 2014 - 2015 academic years.

Physical Therapy	20
Graduate School (Various Masters and Doctorate Programs)	14
Occupational Therapy	4
Chiropractic School	3
Physician Assistant	2
Ph.D. Program	2
Medical School	2
Law School	1
Pharmacy School	1
OT/PT Joint Program	1

Note: One student who graduated in May 2015 has been accepted to WVSOM for the Fall semester of 2016.

Executive Summary for Program Review

Name and degree level of program

Bachelor of Science in Psychology

External reviewer(s)

Reviewers are Board Members from local agencies.
Harriet Sutton, Director, HOPE Inc., Fairmont, WV.
Carolyn Jones, Executive Director of Family Services for Harrison and Marion Counties,
Fairmont, WV Regional Office

Synopses of significant findings, including findings of external reviewers

Total course enrollments for the five year period have increased to over 16,000 students with an average of 1,543 students served in courses each semester and 162 students served each summer. The number of majors has increased from the previous report of 213 majors to a current average of 250 majors per year for the five year period. Our success rates vary from 71% in introductory level courses to 90% in upper level courses. Measurement of performance standards for the Psychology program and courses indicates that students are meeting or exceeding established outcomes and goals. Program requirements have been modified to meet the national standards of the American Psychological Association increasing the number of required courses and credit hours from forty to fifty-five. Prerequisites and organization of course levels have been modified to provide a smoother transition in course materials for students. The program continues to receive praise from agencies and graduate programs for the quality of our students.

Plans for program improvement, including timeline

The Psychology program has consistently worked with students and agencies to provide practicums that give students field experience, but students that have sought research based careers have had minimal opportunities. We have recently been given space and established a Behavioral Science research laboratory equipped with modern research equipment that will allow us to give students hands on experience with some of the modern tools of psychological research. This lab was established in the Fall of 2015 and we expect student access to research processes to increase from the five to ten students typically involved in directed research projects each year to over twenty-five students each year.

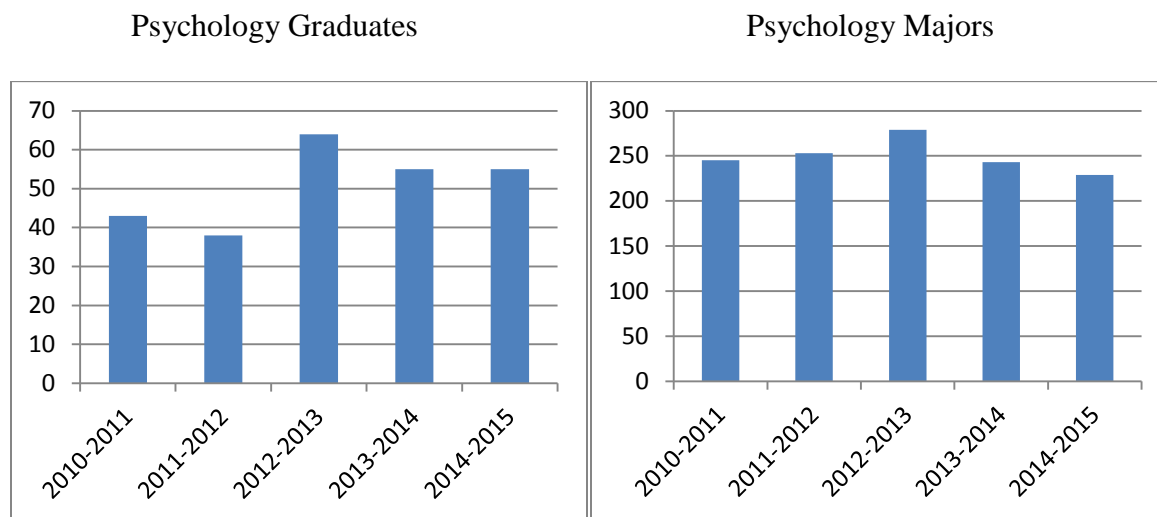
Identification of weaknesses of deficiencies from the previous review and the status of improvements implemented or accomplished

The previous Psychology program five year review identified program weaknesses caused by student lack of preparedness for courses like Statistics and Research Methods. The inclusion of math prerequisites and reorganization of courses has led to increased success rates in statistics

and other courses across the program. Previous success rates in statistics were very inconsistent and reached as low as seventy percent. Current success rates are consistently above eighty percent. Similar changes have taken place in the experimental course. Overall, the reorganization of courses and prerequisites has improved student transition between courses, increased alignment with national standards, and had a positive effect on measured outcomes.

Five-year trend data on graduates and majors enrolled

Psychology enrollments have generally fluctuated with University enrollments but the number of students served by Psychology and the number of majors has increased over previous five year reviews



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

The psychology assessment model includes programmatic identification of national standards and community needs then incorporates these standards and needs into the program goals and outcomes identified in the TaskStream system. Assessment of courses supporting program goals and outcomes are also reported in TaskStream with comparison of assessment results and outcome standards used to determine the possible changes that might lead to assessment result improvement. Recommendation for changes are made by faculty and Advisory Board members.

Data on student placement

Interviews with students that have graduated, agency employers, and graduate programs indicate a high degree of satisfaction with the results of the psychology program at Fairmont State University. These interviews provide a sampling of student placement but not exact numbers. It is difficult to track placement because psychology students enter diverse fields from counseling to aerospace and find careers in numerous parts of the country. In any given year over half of our graduates enter graduate programs.

Final recommendations approved by governing board

Tab 4

**Fairmont State University
Board of Governors
April 14, 2016**

Item: Bryant Place Network Upgrade

Committee: Finance Committee

Recommended Resolution: Be it resolved, that the Board of Governors approve the use of Housing Reserve funds to support the technology upgrade to Bryant Place.

Staff Member: Debbie Stiles

Background: According to our Director-Network Security Server, the network equipment in Bryant Place is at the end of its expected life. Upgrading would include the replacement of all wired and wireless network equipment in the facility.

While planning for the network equipment at University Terrace, FSU Information Technology staff received some pricing that was discounted much lower than what is typical. If the replacement equipment for Bryant Place is included as part of the large order for University Terrace, significant savings can be achieved.

The total cost of the replacement equipment and network upgrade to Bryant Place shall not exceed \$75,000.

Tab 5

Item: 2016-17 Tuition and Fee, Room and Board Fee Approval

Committee: Committee of the Whole

Recommended Resolution: Approval of 5% increase in tuition and fees for resident and non-resident students at both the undergraduate and graduate levels, an approximate 4.5% increase for room rates, an approximate 3% increase to the meal plans, and minimal increases to certain special fees listed in this document.

Staff Member: Debbie Stiles

Background: Education and General Fees:

As a result of the 2016-17 planning process, the President and her Cabinet Members are recommending the following tuition and fee increases:

- \$165 per semester for undergraduate resident students.
- \$348 per semester for undergraduate non-resident students.
- \$178 per semester for graduate resident students.
- \$382 per semester for graduate non-resident students.

Room Rental Rates:

Housing rental rates reflect a modest 4.5% increase for 2016-17. The rate increase supports the actions outlined in the approved twenty-year Housing Master Plan and is required to build the housing fund reserve in support of current and future bonding for capital projects.

Meal Plans:

In accordance with the Falcon Center Master Plan goals, meal plans will increase by approximately 3% in response to rising food costs.

Special Fees and Charges:

Modifications to current fees and the addition of fees are requested as follows:

- Application Fee – Begin assessing a \$25 application fee to all undergraduate students. Increase the application fee for graduate student from \$40 to \$50.
- Transcript Fee – Add a \$10 fee for providing transcripts. Increase the rate on “priority” transcript processing from \$9 to \$15.
- ID Card Replacement Fee – Increase this fee from \$15 to \$20. As the costs of producing the card have increased, there has not been an off-set in revenue to support that increase.
- Change the title from “Graduation Fee” to “Graduation Processing Fee” for the \$50 and \$70 rates currently assessed to our students. The revenue generated from this fee supports the incidentals of graduation, the cost of the diploma and protective cover, and shipping and handling fees. The purpose of this fee is not to cover the cost of the traditional cap and gown worn for the graduation ceremony. The student is responsible for the purchase of the ceremonial apparel.

Following are the Fee Planning Schedules required by the Higher Education Policy Commission. These forms reflect a tuition and fee increase of less than 5%, an approximate increase of 4.5% to room rental rates, an approximate 3% increase in meal plan rates, and modifications and additions to the special fees. Approval of tuition and fee increases of five percent (5%) or less requires no additional approval or documentation.

**West Virginia Higher Education Policy Commission
Summary of Regular Tuition and Fees - 2015-16 Academic Year
Resident Undergraduate Student Tuition & Fees**

Institution	FY 2015-16
West Virginia University	7,632
Glenville State College	7,032
Shepherd University	6,830
Marshall University	6,814
Concord University	6,744
West Liberty University	6,702
West Virginia State University	6,662
Fairmont State University	6,620
WVU Institute of Technology	6,336
Bluefield State College	6,120
WVU - Potomac State College	3,864
Bachelor's Degree	4,752

FSU 0% Increase; All Others 5% Increase

Institution	
West Virginia University	8,014
Glenville State College	7,384
Shepherd University	7,172
Marshall University	7,155
Concord University	7,081
West Liberty University	7,037
West Virginia State University	6,995
WVU Institute of Technology	6,653
Fairmont State University	6,620
Bluefield State College	6,426
WVU - Potomac State College	4,057
Bachelor's Degree	4,990

All with 5% Increase

Institution	
West Virginia University	8,014
Glenville State College	7,384
Shepherd University	7,172
Marshall University	7,155
Concord University	7,081
West Liberty University	7,037
West Virginia State University	6,995
Fairmont State University	6,951
WVU Institute of Technology	6,653
Bluefield State College	6,426
WVU - Potomac State College	4,057
Bachelor's Degree	4,990

FSU 7% Increase; All Others 5% Increase

Institution	
West Virginia University	8,014
Glenville State College	7,384
Shepherd University	7,172
Marshall University	7,155
Fairmont State University	7,083
Concord University	7,081
West Liberty University	7,037
West Virginia State University	6,995
WVU Institute of Technology	6,653
Bluefield State College	6,426
WVU - Potomac State College	4,057
Bachelor's Degree	4,990

**West Virginia Higher Education Policy Commission
Summary of Regular Tuition and Fees - 2015-16 Academic Year
Non-Resident Undergraduate Student Tuition & Fees**

Institution	FY 2015-16
West Virginia University	21,432
Shepherd University	16,628
WVU Institute of Technology	15,936
Glenville State College	15,888
Marshall University	15,602
West Virginia State University	15,572
Concord University	14,824
West Liberty University	14,112
Fairmont State University	13,970
Bluefield State College	11,280
WVU - Potomac State College	10,080
Bachelor's Degree	11,256

FSU 0% Increase; All Others 5% Increase

Institution	
West Virginia University	22,504
Shepherd University	17,459
WVU Institute of Technology	16,733
Glenville State College	16,682
Marshall University	16,382
West Virginia State University	16,351
Concord University	15,565
West Liberty University	14,818
Fairmont State University	13,970
Bluefield State College	11,844
WVU - Potomac State College	10,584
Bachelor's Degree	11,819

All with 5% Increase

Institution	
West Virginia University	22,504
Shepherd University	17,459
WVU Institute of Technology	16,733
Glenville State College	16,682
Marshall University	16,382
West Virginia State University	16,351
Concord University	15,565
West Liberty University	14,818
Fairmont State University	14,669
Bluefield State College	11,844
WVU - Potomac State College	10,584
Bachelor's Degree	11,819

FSU 7% Increase; All Others 5% Increase

Institution	
West Virginia University	22,504
Shepherd University	17,459
WVU Institute of Technology	16,733
Glenville State College	16,682
Marshall University	16,382
West Virginia State University	16,351
Concord University	15,565
Fairmont State University	14,948
West Liberty University	14,818
Bluefield State College	11,844
WVU - Potomac State College	10,584
Bachelor's Degree	11,819

West Virginia Higher Education Policy Commission
Summary of Regular Tuition and Fees - 2015-16 Academic Year
Resident Graduate Student

Institution	FY 2015-16
West Virginia University	8,568
Shepherd University	7,470
West Virginia State University	7,324
Concord University	7,240
Fairmont State University	7,148
West Liberty University	7,074
Marshall University	7,068

FSU 0% Increase; All Others 5% Increase

Institution	FY 2015-16
West Virginia University	8,996
Shepherd University	7,844
West Virginia State University	7,690
Concord University	7,602
West Liberty University	7,428
Marshall University	7,421
Fairmont State University	7,148

All with 5% Increase

Institution	FY 2015-16
West Virginia University	8,996
Shepherd University	7,844
West Virginia State University	7,690
Concord University	7,602
Fairmont State University	7,505
West Liberty University	7,428
Marshall University	7,421

FSU 7% Increase; All Others 5% Increase

Institution	FY 2015-16
West Virginia University	8,996
Shepherd University	7,844
West Virginia State University	7,690
Fairmont State University	7,648
Concord University	7,602
West Liberty University	7,428
Marshall University	7,421

West Virginia Higher Education Policy Commission
Summary of Regular Tuition and Fees - 2015-16 Academic Year
Non-Resident Graduate Student

Institution	FY 2015-16
West Virginia University	22,140
West Virginia State University	17,128
Marshall University	17,058
Fairmont State University	15,296
Concord University	12,622
West Liberty University	11,124
Shepherd University	10,656

FSU 0% Increase; All Others 5% Increase

Institution	FY 2015-16
West Virginia University	23,247
West Virginia State University	17,984
Marshall University	17,911
Fairmont State University	15,296
Concord University	13,253
West Liberty University	11,680
Shepherd University	11,189

All with 5% Increase

Institution	FY 2015-16
West Virginia University	23,247
West Virginia State University	17,984
Marshall University	17,911
Fairmont State University	16,061
Concord University	13,253
West Liberty University	11,680
Shepherd University	11,189

FSU 7% Increase; All Others 5% Increase

Institution	FY 2015-16
West Virginia University	23,247
West Virginia State University	17,984
Marshall University	17,911
Fairmont State University	16,367
Concord University	13,253
West Liberty University	11,680
Shepherd University	11,189

Fee Planning Schedule- Per Semester
Academic Year 2016-17

Institution: Fairmont State University

Student Institutional Level: Undergraduate
(Community College, Undergraduate, Graduate, Health Professions)

	Resident 2013-14	Resident 2014-15	Resident 2015-16	Resident 2016-17	Increase (Decrease)	Non- Resident 2013-14	Non- Resident 2014-15	Non- Resident 2015-16	Non- Resident 2016-17	Increase (Decrease)	Estimated Revenue 2015-16	Estimated Revenue Increase 2016-17	Estimated Number of Students 2016-17	Estimated Revenue 2016-17
I. Regular Fees Charged to All Students														
a. Tuition and Required Education and General Fees	\$2,003	\$2,148	\$2,295	\$2,460	\$165	\$4,540	\$4,953	\$5,269	\$5,617	\$348	\$17,827,657	\$1,299,761		\$19,127,418
b. Required Educational and General Capital Fees														
i. System E&G Capital Fees	\$205	\$205	\$205	\$205	\$0	\$800	\$800	\$800	\$800	\$0	\$2,589,954			\$2,589,954
ii. Special Institutional E&G Capital Fees	\$85	\$85	\$89	\$89	\$0	\$185	\$185	\$195	\$195	\$0	\$985,179			\$985,179
c. Auxiliary and Auxiliary Capital Fees														
i. Standard Auxiliary Fees	\$412	\$460	\$466	\$466	\$0	\$412	\$460	\$466	\$466	\$0	\$4,438,286			\$4,438,286
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			\$0
iii. Auxiliary Capital Fee	\$110	\$110	\$110	\$110	\$0	\$110	\$110	\$110	\$110	\$0	\$704,849			\$704,849
Sub-Total														
Regular	\$2,815	\$3,008	\$3,165	\$3,330	\$165	\$6,047	\$6,508	\$6,840	\$7,188	\$348	\$26,545,925	\$1,299,761		\$27,845,686
d. Special Equity Fee	\$97	\$145	\$145	\$145	\$0	\$97	\$145	\$145	\$145	\$0	\$860,625			\$860,625
Total Student Fee Request														
Regular	\$2,912	\$3,153	\$3,310	\$3,475	\$165	\$6,144	\$6,653	\$6,985	\$7,333	\$348	\$27,406,550	\$1,299,761		\$28,706,311
Percentage of Increase Requested Over Previous Year														
Regular					4.98%					4.98%				

*Fairmont State University does not charge a Metro Fee

**Fee Planning Schedule- Per Semester
Academic Year 2016-17**

Institution: Fairmont State University

Student Institutional Level: Graduate
(Community College, Undergraduate, Graduate, Health Professions)

	Resident 2013-14	Resident 2014-15	Resident 2015-16	Resident 2016-17	Increase (Decrease)	Non- Resident 2013-14	Non- Resident 2014-15	Non- Resident 2015-16	Non- Resident 2016-17	Increase (Decrease)	Estimated Revenue 2015-16	Estimated Revenue Increase 2016-17	Estimated Number of Students 2016-17	Estimated Revenue 2016-17
I. Regular Fees Charged to All Students														
a. Tuition and Required Education and General Fees	\$2,293	\$2,399	\$2,559	\$2,737	\$178	\$5,243	\$5,591	\$5,932	\$6,314	\$382	\$1,117,336	\$56,078		\$906,366
b. Required Educational and General Capital Fees														
i. System E&G Capital Fees	\$205	\$205	\$205	\$205	\$0	\$800	\$800	\$800	\$800	\$0	\$34,399			\$34,399
ii. Special Institutional E&G Capital Fees	\$85	\$85	\$89	\$89	\$0	\$185	\$185	\$195	\$195	\$0	\$13,062			\$13,062
c. Auxiliary and Auxiliary Capital Fees														
i. Standard Auxiliary Fees	\$412	\$460	\$466	\$466	\$0	\$412	\$460	\$466	\$466	\$0	\$70,439			\$70,439
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			\$0
iii. Auxiliary Capital Fee	\$110	\$110	\$110	\$110	\$0	\$110	\$110	\$110	\$110	\$0	\$14,840			\$14,840
Sub-Total Regular	\$3,105	\$3,259	\$3,429	\$3,607	\$178	\$6,750	\$7,146	\$7,503	\$7,885	\$382	\$1,250,076	\$56,078		\$1,039,106
d. Special Equity Fee	\$97	\$145	\$145	\$145	\$0	\$97	\$145	\$145	\$145	\$0	\$18,850			\$18,850
Total Student Fee Request Regular	\$3,202	\$3,404	\$3,574	\$3,752	\$178	\$6,847	\$7,291	\$7,648	\$8,030	\$382	\$1,268,926	\$56,078		\$1,057,956
Percentage of Increase Requested Over Previous Year Regular					4.98%					4.99%				

*Fairmont State University does not charge a Metro Fee

Fee Planning Schedule- Per Semester
Academic Year 2016-17
Institution: Fairmont State University

	Rate Per Semester/ Occurrence 2013-14	Rate Per Semester/ Occurrence 2014-15	Rate Per Semester/ Occurrence 2015-16	Requested Rate Per Semester/ Occurrence 2016-17	Increase (Decrease)	Estimated Revenue 2015-16	Estimated Revenue Increase 2016-17	Estimated Number of Students	Estimated Revenue 2016-17
II. Special Fees and Charges (continued)									
Transcript Fee				10	10		5,000		5,000
Priority Transcript Fee				15	15		450		450
University/Graduate Enhancement Fee (per credit hour)					0				
Resident	113	115	116	116	0	5,520			5,520
Non-Resident	249	255	257	257	0	0			0
HHP Outdoor Course Fee (per credit hour)	30	30	30	30	0	17,600			17,600
Fine Arts Major Course Fee (per credit hour)	50	50	50	50	0	0			0
School of Education Portfolio Fee (one-time)	130	130	130	130	0	0			0
Storytelling Course Fee (per credit hour)	40	40	40	40	0	1,092			1,092
Tobacco Free Fine (2nd offense)		New	50	50	0	0			0
Tobacco Free Fine (3rd offense)		New	100	100	0	0			0
Supplemental Math Course Fee		New	75	75	0	75,000			75,000
SCIE Course Fee		New	75	75	0	60,000			60,000
On-line/Hybrid Course Fee (per 3 hour course)		New	75	75	75	19,500			19,500
<u>Program Fees:</u>									
School of Nursing		250	250	250	0	126,687			126,687
School of Business		150	150	150	0	134,404			134,404
Masters of Architecture		400	400	400	0	800			800
College of Science & Technology		0	200	200	0	320,000			320,000
Architecture Program Fee		0	200	200	0	32,000			32,000
Criminal Justice Program		0	150	150	0	100,500			100,500
<u>Flight School Rates (FSU 141):</u>									
Private Pilot License		0	9,108	9,108	0	218,592			218,592
Instrument Rating License		0	11,555	11,555	0	138,660			138,660
Commercial License		0	33,653	33,653	0	269,224			269,224
<u>Flight School Rates (HOVA 141):</u>									
Private Pilot License		0	7,928	7,928	0	190,272			190,272
Instrument Rating License		0	8,600	8,600	0	103,200			103,200
Commercial License		0	29,493	29,493	0	235,944			235,944
FY 2015-16 Note: Flight school was previously operated by Pierpont. The cost indicated is total cost to obtain license if students training schedule is met. See attached details for flight school cost breakdown.									
We are in conversation with the Veterans Administration to be able to use our contracted servicer's part 141 program to offer our students significant savings to obtain their license in these three flight programs.									

**Fee Planning Schedule- Per Semester
Academic Year 2016-17**

Institution: Fairmont State University

	Rate Per Semester 2013-14	Rate Per Semester 2014-15	Rate Per Semester 2015-16	Rate Per Semester 2016-17	Increase (Decrease)	Estimated Revenue 2015-16	Estimated Revenue Increase 2016-17	Estimated Number of Students 2016-17	Estimated Revenue 2016-17
III. Room and Board Charges									
<u>Price per bed:</u>									
Bryant Place - Singles	2,584	2,714	2,888	3,015	127	1,275,270	128,383		1,403,653
Bryant Place - Doubles	2,182	2,291	2,439	2,548	109	757,208	33,772		790,980
Bryant Place - Triples	2,128	2,234	2,371	N/A	-	101,025	0		0
Prichard - Double	1,917	2,013	2,145	2,242	97	624,130	28,232		652,362
Morrow - Double	1,917	2,013	2,145	2,242	97	678,222	30,677		708,899
Pence - Double	1,917	2,013	2,145	2,242	97	590,844	26,725		617,569
University Terrace - Semi-Suite				2,790					757,764
Note: Damage Deposit Dorms \$200.00									
Board - 15 Meal Plan with 65 points (5-day)	1,672	1,722	1,774	1,827	53	129,502	3,885		133,387
Board - 19 Meal Plan with 75 points (7-day)	1,832	1,887	1,944	2,002	58	559,872	16,796		576,668
Board - new 15 Meal Plan with 150 points (7-day)	1,760	1,813	1,867	1,923	56	1,553,344	46,600		1,599,944
Board - new 12 Meal Plan with 225 points (5-day)	1,697	1,748	1,800	1,854	54	1,083,600	32,508		1,116,108
Board - Semi-Suite 11.5 month contracts 12 Meal Plan with \$225 points (7-day)				2,200					299,200

Fee Planning Schedule- Per Semester
Academic Year 2016-17
Institution: Fairmont State University

	Rate Per Semester/ Occurrence 2013-14	Rate Per Semester/ Occurrence 2014-15	Rate Per Semester/ Occurrence 2015-16	Requested Rate Per Semester/ Occurrence 2016-17	Increase (Decrease)	Estimated Revenue 2015-16	Estimated Revenue Increase 2016-17	Estimated Number of Students	Estimated Revenue 2016-17
II. Special Fees and Charges (continued)									
Transcript Fee				10	10		5,000		5,000
Priority Transcript Fee				15	15		450		450
University/Graduate Enhancement Fee (per credit hour)					0				
Resident	113	115	116	116	0	5,520			5,520
Non-Resident	249	255	257	257	0	0			0
HHP Outdoor Course Fee (per credit hour)	30	30	30	30	0	17,600			17,600
Fine Arts Major Course Fee (per credit hour)	50	50	50	50	0	0			0
School of Education Portfolio Fee (one-time)	130	130	130	130	0	0			0
Storytelling Course Fee (per credit hour)	40	40	40	40	0	1,092			1,092
Tobacco Free Fine (2nd offense)		New	50	50	0	0			0
Tobacco Free Fine (3rd offense)		New	100	100	0	0			0
Supplemental Math Course Fee		New	75	75	0	75,000			75,000
SCIE Course Fee		New	75	75	0	60,000			60,000
On-line/Hybrid Course Fee (per 3 hour course)		New	75	75	75	19,500			19,500
<u>Program Fees:</u>									
School of Nursing		250	250	250	0	126,687			126,687
School of Business		150	150	150	0	134,404			134,404
Masters of Architecture		400	400	400	0	800			800
College of Science & Technology		0	200	200	0	320,000			320,000
Architecture Program Fee		0	200	200	0	32,000			32,000
Criminal Justice Program		0	150	150	0	100,500			100,500
<u>Flight School Rates (FSU 141):</u>									
Private Pilot License		0	9,108	9,108	0	218,592			218,592
Instrument Rating License		0	11,555	11,555	0	138,660			138,660
Commercial License		0	33,653	33,653	0	269,224			269,224
<u>Flight School Rates (HOVA 141):</u>									
Private Pilot License		0	7,928	7,928	0	190,272			190,272
Instrument Rating License		0	8,600	8,600	0	103,200			103,200
Commercial License		0	29,493	29,493	0	235,944			235,944
FY 2015-16 Note: Flight school was previously operated by Pierpont. The cost indicated is total cost to obtain license if students training schedule is met. See attached details for flight school cost breakdown.									
We are in conversation with the Veterans Administration to be able to use our contracted servicer's part 141 program to offer our students significant savings to obtain their license in these three flight programs.									

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**Fee Planning Schedule- Per Semester
Academic Year 2016-17**

Institution: Fairmont State University

	Rate Per Semester 2013-14	Rate Per Semester 2014-15	Rate Per Semester 2015-16	Rate Per Semester 2016-17	Increase (Decrease)	Estimated Revenue 2015-16	Estimated Revenue Increase 2016-17	Estimated Number of Students 2016-17	Estimated Revenue 2016-17
IV. Apartment and House Rental Room Rates									
<u>Listed as Per Unit Price:</u>									
1 Bedroom - Unfurnished	3,314	3,529	3,896	0	0	43,670	0		0
2 Bedroom - Unfurnished	4,944	5,092	5,708	0	0	818,890	0		0
1 Bedroom - Furnished	-	-	-	4,063	-	0	11,823		11,823
2 Bedroom - Furnished	5,440	5,794	6,452	6,732	280	288,870	(47,224)		241,646
3 Bedroom - Furnished	7,599	8,094	9,045	0	0	33,418	(33,418)		0
University Terrace Apartment - Single				4,286					95,620
University Terrace Apartment - Double				7,150					173,388
University Terrace Apartment - Quad				13,508					851,679
Note: Damage Deposit Apartments \$200.00									
<u>Per bed price:</u>									
2 bedroom - Unfurnished	2,472	2,546	2,854	N/A					
1 bedroom - Furnished				4,063					
2 bedroom - Furnished	2,720	2,897	3,226	3,366					
3 bedroom - Furnished	2,533	2,698	3,015	N/A					
University Terrace Apartment - Single	N/A	N/A	N/A	4,286					
University Terrace Apartment - Double	N/A	N/A	N/A	3,575					
University Terrace Apartment - Quad	N/A	N/A	N/A	3,377					

Comparison of Traditional Residence Halls

(Totals are based on per student per semester)

Assumes 3% increase to room rates unless specified otherwise by the institution

Institution	FY16	FY17	% Change
Single			
Shepherd			
(West Side)	\$ 4,125	\$ 4,249	3.0%
Marshall			
(Buskirk)	\$ 3,721	\$ 3,833	3.0%
Marshall			
(Twin Towers)	\$ 3,648	\$ 3,757	3.0%
Glennville State	\$ 3,439	\$ 3,542	3.0%
WVU			
(Lincoln/Stalnaker)	\$ 3,381	\$ 3,482	3.0%
Shepherd			
(East Side)	\$ 3,375	\$ 3,476	3.0%
West Liberty			
(Others)	\$ 3,325	\$ 3,425	3.0%
West Liberty			
(Rogers)	\$ 3,275	\$ 3,373	3.0%
Marshall			
(Holderby)	\$ 3,248	\$ 3,345	3.0%
WVU			
(Others)	\$ 3,217	\$ 3,314	3.0%
WV State			
(Dawson)	\$ 3,158	\$ 3,253	3.0%
WV State			
(Sullivan)	\$ 2,999	\$ 3,089	3.0%
Concord			
(Towers)	\$ 2,998	\$ 3,088	3.0%
Concord			
(Others)	\$ 2,769	\$ 2,852	3.0%

Double			
Marshall			
(First Year)	\$ 3,042	\$ 3,133	3.0%
Glennville State	\$ 2,793	\$ 2,877	3.0%
Shepherd			
(West Side)	\$ 2,750	\$ 2,833	3.0%
Marshall			
(Buskirk)	\$ 2,671	\$ 2,751	3.0%
Marshall			
(Towers)	\$ 2,618	\$ 2,697	3.0%
WVU	\$ 2,565	\$ 2,642	3.0%
West Liberty			
(Others)	\$ 2,430	\$ 2,503	3.0%

West Liberty			
(Rogers)	\$ 2,380	\$ 2,451	3.0%
Concord			
(Towers)	\$ 2,320	\$ 2,390	3.0%
Shepherd			
(East Side)	\$ 2,250	\$ 2,318	3.0%
Fairmont State	\$ 2,145	\$ 2,242	4.5%
WV State			
(Dawson)	\$ 2,162	\$ 2,227	3.0%
Concord			
(Others)	\$ 2,091	\$ 2,154	3.0%
WV State			
(Sullivan)	\$ 2,070	\$ 2,132	3.0%

Triple			
WVU	\$ 2,433	\$ 2,506	3.0%

Quad			
WVU	\$ 2,290	\$ 2,359	3.0%

Comparison of Suite-Style Residence Halls

(Totals are based on per student per semester)

Assumes 3% increase to room rates unless specified otherwise by the institution

Institution	FY16	FY17	% Change
Single			
Shepherd	\$ 4,643	\$ 4,782	3.0%
Marsahll	\$ 4,095	\$ 4,218	3.0%
Glennville State	\$ 3,439	\$ 3,542	3.0%
WVU			
(Honors)	3431	3534	3.0%
WVU			
(Lincoln)	3381	3482	3.0%
WV State	\$ 3,384	\$ 3,452	2.0%
WVU			
(Summit)	3309	3408	3.0%
WVU			
(Others)	\$ 3,217	\$ 3,314	3.0%
Fairmont State	\$ 2,888	\$ 3,015	4.4%
WVU			
(Stalnaker)	2873	2959	3.0%

Double			
WVU			
(Oakland)	\$ 3,786	\$ 3,900	3.0%
West Liberty	\$ 3,470	\$ 3,574	3.0%
WVU			
(Honors)	\$ 3,287	\$ 3,386	3.0%
WVU			
(Lincoln)	\$ 3,242	\$ 3,339	3.0%
Shepherd	\$ 3,095	\$ 3,188	3.0%
Marshall	\$ 3,068	\$ 3,160	3.0%
WVU			
(Stalnaker)	\$ 2,873	\$ 2,959	3.0%
WVU			
(Summit)	\$ 2,809	\$ 2,893	3.0%
Glennville State	\$ 2,793	\$ 2,877	3.0%
WVU			
(Others)	\$ 2,730	\$ 2,812	3.0%
Fairmont State	\$ 2,439	\$ 2,548	4.5%

Triple			
WV State	\$ 3,384	\$ 3,452	2.0%
Concord			
(Towers)	\$ 2,320	\$ 2,390	3.0%
WVU	\$ 2,703	\$ 2,784	3.0%
Concord			

(Others)	\$ 2,091	\$ 2,154	3.0%
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Quad			
WV State	\$ 3,382	\$ 3,451	2.0%
Fairmont State	N/A	\$ 2,790	
WVU	\$ 2,681	\$ 2,761	3.0%

Comparison of Residential Apartments

(Totals are based on per student per semester)

Assumes 3% increase to room rates unless specified otherwise by the institution

Institution	FY16	FY17	% Change
Single			
(Univ. Park)	\$ 15,000	\$ 15,450	3.0%
Shepherd			
(Deluxe)	\$ 5,303	\$ 5,460	3.0%
WVU			
(Coll. Park)	\$ 5,214	\$ 5,364	2.9%
Shepherd	\$ 5,078	\$ 5,230	3.0%
WVU			
Fairmont State			
(UT)	N/A	\$ 4,286	N/A
Fairmont State			
(CP)	\$ 3,900	\$ 4,063	4.2%
Falcon Crest*	\$ 3,750	\$ 3,863	3.0%
Glenville State	\$ 3,265	\$ 3,363	3.0%

Double			
WVU			
(Univ. Park)	\$ 10,200	\$ 10,506	3.0%
WVU			
(Univ. Place)	\$ 8,940	\$ 9,208	3.0%
WVU			
(Coll. Park)	\$ 3,984	\$ 4,074	2.3%
Falcon Crest*	\$ 3,675	\$ 3,785	3.0%
Shepherd			
(Deluxe)	\$ 3,535	\$ 3,641	3.0%
Fairmont State			
(UT)	N/A	\$ 3,575	N/A
Shepherd	\$ 3,385	\$ 3,487	3.0%
Fairmont State			
(CP)	\$ 3,231	\$ 3,366	4.2%

Triple			
WVU			
(Univ. Place)	\$ 7,980	\$ 8,219	3.0%

Quad			
WVU			
(Univ. Park)	\$ 9,371	\$ 9,653	3.0%
WVU			
(Univ. Place)	\$ 7,140	\$ 7,354	3.0%
Fairmont State	N/A	\$ 3,377	N/A

* Does not include utilities, cable, or internet

Tab 6

**Fairmont State University
Board of Governors
April 14, 2016**

Item: Update of Policy 16 - Tuition and Fee Policy in regard to our refunding guidelines. The policy revision will participate in the thirty (30) day comment period.

Committee: Committee of the Whole

Recommended Resolution: The Board of Governors approves the revision to Policy 16 – Tuition and Fee Policy to be posted for a thirty (30) day comment period.

Staff Member: Debbie Stiles

Background: The “add/drop” period was developed as an opportunity for students to make adjustments to class schedules without incurring penalties. Students who drop one or more classes during the add/drop period of the fall or spring semester will be eligible for a full reduction of tuition and fees originally associated with the specific course, if the remaining tuition and fee assessment is for fewer than 12 credit hours for undergraduate students and 9 credit hours for graduate students.

The revision to the policy states that students who officially withdraw from all classes after the add/drop period has ended shall receive a refund of tuition and fee dollars in accordance with the schedule provided.

Continued adjustment to tuition and fee assessments based upon withdrawal from classes after the start of the term requires on-going modifications to financial aid packages in order to remain compliant with Federal Title IV refund regulations.

Providing refunds to students who drop one or more classes beyond the add/drop period not only results in a loss of revenue to the institution, but does not support our retention efforts.

FAIRMONT STATE UNIVERSITY

Policy 16

TUITION AND FEE POLICY

(Incorporates the West Virginia Higher Education Policy
Commission Legislative Rule Title I33 – Series 32)

§133-32-1.General.

- 1.1. Scope. This rule establishes the policy for the assessment of tuition and fees at West Virginia undergraduate public institutions of higher education.
- 1.2. Authority. West Virginia Code §1SB-1-6 and §1SB-10-1(d)
- 1.3. Effective Date. --

§133-32-2. Definitions.

- 2.1. Auxiliary Fees. Charges levied to all students to support auxiliary enterprises or optional charges levied only on students using the auxiliary service. Auxiliary fees include charges other than sales from entities that exist predominantly to furnish goods or services to students, faculty or staff such as residence halls, faculty and staff housing, food services, intercollegiate athletics, student unions, bookstores, parking and other service centers. Sales include revenue from merchandise and tickets, short term rental of space or equipment and sales of services to the general public.
- 2.2. Capital Fees. Charges levied on students to support debt service, capital projects and facilities maintenance and renewal. Capital Fees are divided into two categories, Education and General Capital Fees and Auxiliary Capital Fees. Education and General Capital Fees support instruction, research, academic support, student services, institutional support, operation and maintenance of plant, and scholarships and fellowship programs. Auxiliary Capital Fees support entities that exist predominantly to furnish goods or services to students, faculty or staff such as residence halls, faculty and staff housing, food services, intercollegiate athletics, student unions, bookstores, parking and other service centers.
- 2.3. Tuition and Required Educational and General Fees. Charges levied on all students of that class or category to support educational and general program services or optional charges levied for education and general services collected only from students using the service or from students for whom the services are made available. Educational and general expenditures include instruction, research, academic support, student services, institutional support, operation and maintenance of plant and scholarships and fellowships. Education and general expenditures do not include expenditures for auxiliary enterprises or independent operations. An institution may create a category within Tuition and Required Education and General Fees named Tuition to classify a fee or group of fees for instructional services.

- 2.4. Full Cost of Instruction. Full cost of instruction includes the direct functional expenditures from each institution's audit for both instruction and student services expenditures.
- 2.5. Higher Education Price Index. Inflation index designed specifically to track the main cost drivers in higher education and to measure the change in the price of the goods and services purchased by colleges and universities as measured by the Commonfund Institute.
- 2.6. Median Family Income. Median household income is household income which the U.S. Census Bureau gathers and reports annually from data gathered by various surveys. Median is the statistical center of all reported households income and is presumed to be a better gauge of income as opposed to average family income.
- 2.7. Peer. A higher education institution located in another state that is similar to a West Virginia college or university.
- 2.8. Special Fee. Operational charges or user fees charged to offset the specific costs for providing these services. These fees include, but are not limited to, course, lab, parking, late payments, drug testing, instrument fees, and other services provided to students. Charging students these fees, allows financial aid to be used as a form of payment for qualifying students. These fees do not include sales of merchandise and tickets, short-term rental of space or equipment and sales of services to the general public.
- 2.9 Full-time undergraduate student. An undergraduate student who is enrolled for twelve or more credit hours in a regular term.

§135-32-3. Goals.

- 3.1. The Commission and University seeks to achieve the following goals and objectives with its tuition rule:
 - 3.1.a. To promote equity in the determination of tuition and fees charged to students.
 - 3.1 .b. To foster goals related to program completion for West Virginia students.
 - 3.1 .c. To promote the future economic welfare of the state through an increased output of degree holders in West Virginia.

3.1.d. To establish tuition and fee rates that will provide for the most efficient blend of governmental, private, and student revenues based upon institutional mission, location, and student demographics.

§133-32-4. Tuition and Fee Adjustments.

4.1. Objectives. The Commission, in partnership with Fairmont State's governing boards, shall enhance education opportunities for the widest range of state citizens:

4.1 .a. by establishing tuition and fee levels for in-state students that do not inhibit access to public education nor cause students to incur excessive debt; W.Va. Code § 18B-ID-3(a)(2)(B); and

4.1 .b. by establishing tuition and fee rates for out-of-state students at levels, which, at a minimum, cover the full cost of instruction unless doing so is inconsistent with a clearly delineated public policy goal established by the Legislature or the Commission. W.Va. Code § 18B-ID-3(a)(2)(B).

4.2. Approval of Tuition and Required Fee Adjustments.

4.2.a. Approval Guidelines. Fairmont State's governing board may approve Auxiliary, tuition and required education and general, and capital fee increases for resident students each fiscal year of up to five percent collectively. Auxiliary, tuition and required education and general and capital fee increases above five percent collectively must be approved by the Commission. Fairmont State's Governing board is not required to approve sales prices. Programmed fee increases constituted as part of pre-existing institutional bond obligations/covenants shall be excluded from annual fee increase calculations; and

A fee used solely for the purpose of complying with the athletic provisions of 20 U.S.C. 1681, *et seq.*, known as Title IX of the Education Amendment of 1972, is exempt from the limitations on fee increases set forth in this subsection for three years from the effective date [See *Section* § I 8B- 10-1. (k).2.]

4.2.a.1. For the purposes of this rule, calculation of five percent shall be based on all required tuition and fee rates charged to all West Virginia resident students.

4.2.a.2. Tuition increases related to fee simplification proposals that result in a expense neutral change for an in-state student shall not be counted toward the five percent allowance exempt from Commission approval.

- 4.2.b. In establishing guidelines, the Commission shall communicate to institutions benchmarks and guidelines for consideration of any increase above five percent. The benchmarks and guidelines may include, but are not limited to such items as:
 - 4.2.b.1. The HEPI, or other appropriate inflationary benchmark, which new appropriations to the institution's base budget for the corresponding fiscal year did not offset;
 - 4.2.b.2. Continued achievement of benchmarks in the institutional compact;
 - 4.2.b.3. Institution pursuit of the statewide compact for postsecondary education;
 - 4.2.b.4. The per capita income of West Virginia families and their ability to pay for college, statewide and specifically as to the county(ies) in which 75% of the institution's in-state students reside;
 - 4.2.b.5. Institutional distance of the sum of appropriations and tuition and fee revenues from peer equity levels as defined by the peer equity model;
 - 4.2.b.6. Institutional and state funding per full-time equivalent student;
 - 4.2.b.7. Most recent three-year history of tuition rates and increases;
 - 4.2.b.8. Total sources of student generated revenue, including special fee and program fee rates; and,
 - 4.2.b.9. Other factors as requested or deemed relevant by the Commission or in response to any new statutory language.
- 4.2.c. In responding to the guidelines and benchmarks provided by the Commission, Fairmont State's governing board shall provide the Commission with an annual report that details:
 - 4.2.c.1. All tuition and fee rates presently charged and the estimated number of students currently being charged the tuition and fees;
 - 4.2.c.2. The proposed total increase in any tuition and fees for the next fiscal year;

- 4.2.c.3. The estimated number of students who will be charged the increased tuition and fees; and
- 4.2.c.4. The estimated increase in revenue to be generated from the increased tuition and fees.
- 4.2.d. Fairmont State's governing board shall propose tuition and required fee rates for non-resident students at levels that, at a minimum, cover the average full cost of instruction. Fairmont State's Governing boards may submit for approval institutional policies that support a clearly delineated public policy goal established by the Legislature or the Commission, including but not limited to, proposals to increase the total number of graduates from the institution, aid in economic development or to maximize available capacity on campus.
 - 4.2.d.1. Average **full** cost of instruction is based on the most recent financial statements. The average shall be determined by calculating the cost of instruction and student services per FTE. This calculation shall be provided to Fairmont State annually, by the commission.
 - 4.2.d.2. Fairmont State's governing board may choose to set nonresident tuition based on the average institutional full cost of instruction or the average full cost of instruction for the system as a whole.
- 4.2.e. Undergraduate students taking fewer than twelve credit hours in a regular term shall have their fees reduced pro rata based upon one twelfth of the full-time rate per credit hour and graduate students taking fewer than nine credit hours in a regular term shall have their fees reduced pro rata based upon one ninth of the full-time rate per credit hour.

§133-32-5. Expenditure.

- 5.1. All tuition and fees collected may only be expended for the statutory purpose under which they were collected.

SECTION 6. Fee Charges

- 6.1 Undergraduate students enrolled for twelve or more credit hours and graduate students enrolled for nine or more hours pay the maximum charges in each basic fee category.
- 6.2 Undergraduate students taking fewer than twelve credit hours in a regular term shall have their fees reduced pro rata based upon one-twelfth of the full-time rate per credit hour, and graduate students taking fewer than nine credit hours in a regular term shall have their fees reduced pro rata based upon one-ninth of the full-time rate per credit hour.

- 6.3 Fees for students enrolled in summer terms or other nontraditional time periods shall be prorated based upon the number of credit hours for which the student enrolls in accordance with the provisions of Section 6.2 of this rule.
- 6.4 Students enrolled in undergraduate courses offered at off-campus locations shall pay an off-campus instruction fee, which shall be used solely for the support of off-campus courses offered by the institution, and shall not pay the athletic fee, the student program fee, the student activity center fee. An off-campus location for purposes of fees is defined as any location other than the main campus.
- 6.5 In view of existing bonding obligations, it is necessary for the institution to establish different rates regarding student activity, facilities, infrastructure, and E&G Capital fees. The fee should be prorated based on the requirements of the bond covenant.
- 6.6 The institution shall be permitted to establish and collect certain special fees for designated purposes separate from and above those identified in the regular fee schedule.
- 6.7 All regular and special fees charged by the institution shall be identified separately and published so as to be readily available to all students.
- 6.8 All fees charged to students, both regular and special, must have approval by the Board of Governors prior to assessment and collection.
- 6.9 Fees shall be established and charged for all noncredit community service courses in an amount to insure that the offering is self-supporting, including indirect cost.
- 6.10 All students desiring to take University owned courses are expected to pay University fees. The Baccalaureate Enhancement Fee is assessed to Community and Technical College students who desire to take University owned courses while paying Community and Technical College fee rates.

§133-32-6. Refunds.

Refund Schedule	
Refund Full 16 Week Term (50% of Term)	
Week	% Refund
1st Week	90%
2nd Week	90%
3rd Week	75%
4th Week	75%
5th Week	50%
6th Week	50%
7th Week	50%
8th Week	50%
Refund 8 Week Regular Term (50% of Term)	
Week	% Refund
1st Week	90%
2nd Week	75%
3rd Week	50%
4th Week	50%
Refund 10 Week Summer Term (50% of Term)	
Week	% Refund
1st Week	90%
2nd Week	90%
3rd Week	75%
4th Week	50%
5th Week	50%
Refund 5 Week Summer Term (50% of Term)	
Week	% Refund
3 days	90%
4th & 5th days	75%
6th - 10th days	50%

Non-traditional term refunds will continue to be handled individually and will be based on the refund schedule and number of days in the term

According to federal law, the institution must recalculate Federal Title IV financial aid eligibility for students who withdraw from all classes, drop out, are dismissed, or take a leave of absence prior to completing more than 60% of a semester. Federal Title IV financial aid is returned in the order mandated by the U.S. Department of Education. Funds must be returned within 45 days after the date of withdrawal determination. Withdrawal date is defined as the actual date the student began the institution's withdrawal process or the midpoint of the semester for a student who leaves without notifying the institution. The Return of Title IV funds may reduce the tuition and fee refund or in most cases result in the student owing a balance to the institution. The institution is responsible for notifying the student and recovering the funds.

REFUND POLICY FOR TUITION AND FEES

Schedule adjustments made through the first week of class (add/drop period) may result in an adjustment to tuition/fees. Full tuition/fees are assessed for undergraduate students in 12 or more credit hours (graduate students in 9 or more). Undergraduate students enrolled in 1-11 credit hours (graduate students in 1-8 credit hours) at the end of add/drop period will be charged for those credits in which they are enrolled.

*Students who officially withdraw from **all** classes after the add/drop period is over shall receive a refund of tuition and fees in accordance with the following schedule. Refunds are determined from the first day of the school term. The student's official withdrawal date is certified by the Enrollment Services Office.*

Fall/Spring Semesters:

<i>Complete withdrawal during first and second weeks</i>	<i>90%</i>
<i>Complete withdrawal during third and fourth weeks</i>	<i>75%</i>
<i>Complete withdrawal during fifth through eighth weeks</i>	<i>50%</i>
<i>Complete withdrawal after eighth week</i>	<i>No refund</i>

Summer Semesters:

<i>Complete withdrawal during first three days of summer</i>	<i>90%</i>
<i>Complete withdrawal during fourth and fifth day</i>	<i>75%</i>
<i>Complete withdrawal during sixth through tenth day</i>	<i>50%</i>
<i>Complete withdrawal after tenth day</i>	<i>No refund</i>

*Effective beginning with the fall 2016 semester, students who do **not** officially withdraw from **all** classes after Late Registration (add/drop period) will not be eligible for a refund of tuition and fees.*

Students who receive financial assistance who completely withdraw shall receive a refund in accordance with the Higher Education Act Return to Title IV regulations.

SECTION 8. REFUND OF ROOM AND BOARD

- 8.1 Room: Refund, if any, shall be based on the housing contract signed by the student.
- 8.2 Board: Refund shall be prorated based upon the date of official withdrawal.
- 8.3 All room & board refunds are calculated from the first day of the formal registration period.

SECTION 9. REGISTRATION PERIOD -LATE FEE

- 9.1 A formal registration period shall be established at the beginning of each semester or term at which time fees are due and payable in accordance with the provisions of this rule. In addition, a late registration period may be established. A late fee not to exceed fifty dollars (\$50) shall be imposed on all late registrants. The president of the institution or a designee shall have the authority to waive the fee in cases where evidence indicates the delay occurred through a fault of the institution.
- 9.2 An exception to the registration time period may be granted to an individual under rare circumstances and then only when there is evidence that the student has a reasonable opportunity to complete successfully all course work. The president or a designee must approve the exception with the evidence documented and held on file supporting the decision.
- 9.3 The first two class meetings shall be considered the regular registration period for nontraditional students registering for evening, Saturday, off-campus, extension and other special classes. In addition, a late registration period may be established which shall not exceed the third and fourth-class meetings. A late fee of not to exceed fifty dollars (\$50) shall be imposed on all late registrants.

SECTION 10. INSTALLMENT PAYMENT PLANS

- 10.1 Student fee deferred payment plans will be offered for fall and spring terms.
- 10.2 All available financial aid for the term must be credited to the student's account prior to determining the amount available for deferral.
- 10.3 After all financial aid is applied to the student's account, of the balance of student fees must be paid prior to the three quarter point of the term.
- 10.4 Interest on the deferred amount may be charged at a rate not to exceed the legal limit.
- 10.5 Room and board and other non-course related charges may be divided into installments as determined by the institution.

SECTION 11. USE OF CREDIT CARDS

- 11.1 The use of credit cards for payment of student fees is authorized under the statewide contract initiated by the State Board of Investments or under an alternate program approved by the Board of Governors.
- 11.2 To the extent allowed by law or policy of the credit card company, the institution is authorized to impose a surcharge on credit card payments equal to any amount that may be imposed by the credit card company as a vendor discount or service fee.

SECTION 12. ENROLLMENT ABOVE THE NORMAL FULL-TIME COURSE LOAD

- 12.1 The institution shall adopt penalties for students who routinely withdraw from classes after a semester has begun, with special emphasis on students who initially register for more than eighteen (18) credit hours and who routinely withdraw from classes after the semester has begun.

SECTION 13. DEFERRAL OF FEES DURING A LEGAL WORK STOPPAGE

- 13.1 Any student adversely, financially affected by a legal work stoppage that commenced on or after the first day of January, one thousand nine hundred ninety three (1993) may be allowed, on a case-by-case basis, an additional six months to pay the fees for any academic term, in accordance with procedures established by the board.

Tab 7

**Fairmont State University
Board of Governors
April 14, 2016**

Item: Enrollment Options for High School Students

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Board of Governors approve the following fees related to enrollment option for high school students.

Staff Member: Debbie Stiles

Background: Listed below are three enrollment options for high school students. These options allow the student to begin earning college credit while completing the requirements for their high school diplomas.

Teacher Cadet Program – This is an option currently open to students in Webster and Monongalia counties. The Program is expanding to Harrison and Marion counties in 2016-17. Students are identified by high school personnel and by FSU School of Education personnel; counties enter into an MOU. Effective with Fall 2016, participating students will pay \$25/credit hour. Students must complete an application specifically designated for the Teacher Cadet Program and are coded as “dual enrollment” in the Banner Student module.

Early Enrollment Courses – This is an option open to high school students who have completed the junior year of high school curriculum and who want to take courses offered on the FSU main campus. Students must have a GPA of 3.0, a permission letter from their parent or guardian, recommendation for the high school principal or counselor, and provide proof of meeting any required pre-requisite. Students may earn both high school and college credit. Participating students pay \$100/credit hour. Students must complete the regular application for admission to FSU and are admitted as “high school” students. Students are registered through the Advising Center.

Dual Enrollment Courses – Dual enrollment courses are taught in the high schools by approved faculty. Students earn both high school and college credit. Participating students pay \$84/credit hour. The dual enrollment application must be completed and students are coded as “dual enrollment” in the Banner Student module.