



# GLENVILLE STATE COLLEGE

## AGENDA

Glenville State College  
Board of Governors

June 12, 2019  
1:00 p.m.

Waco Center  
Hall of Fame Room

**Glenville State College  
Board of Governors Meeting  
Schedule  
2018-19**

All Executive Committee meetings will be held at 11:00 a.m. in the President's Conference Room in the Administration Building. All Board of Governors meetings will be held in the Waco Center, Hall of Fame Room, unless otherwise noted. The Enrollment Management Committee meetings will begin at 10:00 a.m. and all other Committee meetings will begin at 11:00 am. Board meetings will begin at ~~12:30~~ 1:00 p.m., with a noon luncheon prior to the meeting, unless otherwise noted as well.

Wednesday, August 1, 2018	Executive Committee
Tuesday, August 13, 2018	Executive Committee – 11:30 a.m.
<b>SPECIAL MEETING</b>	
Wednesday, August 15, 2018	Board of Governors– 1:30 p.m.
* <i>No committee meetings will be held.</i>	@ Ike and Sue Morris' Residence 2888 US Hwy. 33 East, Glenville, WV
Wednesday, September 26, 2018	Executive Committee
Wednesday, October 24, 2018	Board of Governors
<i>A Joint Committee meeting will be held @ 9:00 am @ Waco Center, Hall of Fame Room</i>	
<i>The Enrollment Management Committee will be held @ 11:00 am</i>	
Wednesday, October 31, 2018	Board of Governors– 10:00 a.m.
<b>SPECIAL MEETING</b>	@ SLS Land & Development Office
* <i>No committee meetings will be held.</i>	12 Vanhorn Drive, Glenville, WV
Wednesday, November 7, 2018	Board of Governors– 10:00 a.m.
<b>SPECIAL MEETING</b>	
* <i>No committee meetings will be held.</i>	
Monday, November 12, 2018	Enrollment Management Committee – 8:00 a.m.
	@ Mollohan Campus Community Center, Room 319
Wednesday, November 14, 2018	Executive Committee
Wednesday, November 28, 2018	Board of Governors – 2:00 p.m.
* <i>No committee meetings will be held.</i>	
Wednesday, January 23, 2019	Executive Committee
Wednesday, January 23, 2019	Enrollment Management Committee – 9:00 a.m.
	@ Mollohan Campus Community Center, Room 319
Wednesday, February 6, 2019	Board of Governors
Thursday, February 21, 2019	Executive Committee– 8:30 a.m.
<b>SPECIAL MEETING</b>	@ SLS Land & Development Office
	12 Vanhorn Drive, Glenville, WV
Wednesday, March 20, 2019	Board of Governors– 11:00 a.m.
<b>SPECIAL MEETING</b>	@ Heflin Administration Bldg., President's Conference Room
* <i>No committee meetings will be held.</i>	
Wednesday, April 3, 2019	Executive Committee
<del>Thursday</del> Wednesday, April 17-18 May 8, 2019	Board of Governors
<b>All committee meetings will begin at 10:00 am</b>	
Wednesday, May 29, 2019	Executive Committee
Wednesday, June 12, 2019	Board of Governors

Approved by the GSC Board of Governors June 13, 2018  
Updated August 13, 2018; September 24, 2018;  
October 29, 2018; October 30, 2018; November 5, 2018;  
January 8, 2019; February 6, 2019; February 20, 2019;  
February 26, 2019; March 18, 2019; April 24, 2019

**GLENVILLE STATE COLLEGE  
BOARD OF GOVERNORS  
JUNE 12, 2019  
WACO CENTER, HALL OF FAME ROOM  
1:00 PM**

**AGENDA**

1. Call to Order
2. Establishment of a quorum
3. **Approval of Minutes for May 8, 2019 (Action Item)**
4. Public Comment Period
5. Executive Committee
  - A. Report from Greg Smith, Chair
6. Business and Finance Committee
  - A. Report from Mike Rust, Chair
  - B. **Tuition & Fees Schedule for FY2020 – (Action Item)**
  - C. **Out-of-State Tuition and Metro Rate Proposal – (Action Item)**
7. Enrollment Management Committee
  - A. Report from Steve Gandee, Chair
8. Student and Academic Affairs Committee
  - A. Report from Bill Deel, Chair
  - B. **Online Program Flat Fee for Online Students Only – (Action Item)**
  - C. **Online Program Discount for Veterans, Law Enforcement, and First Responders – (Action Item)**
  - D. **Program Review: Bachelor of Science in Natural Resource Management– (Action Item)**
9. Committee of the Whole
  - A. **Board of Governors Scholarship – (Action Item)**
  - B. **Implementation of New Sports:**
    1. **Wrestling – (Action Item)**
    2. **eSports – (Action Item)**
  - C. **Approval to distribute pay raise pool from State Appropriation – (Action Item)**
  - D. **Meeting Schedule for FY2020 – (Action Item)**
  - E. **Employee Holiday Schedule FY2020 – (Information Item)**
  - F. **GSC 2015-2020 Master Plan Update – (Information Item)**
10. Nominating Committee
  - A. **Election of New Officers for FY2020 – (Action Item)**
11. Report from Vice President for Operations, Business, and Finance – John Beckvold
12. Announcements
  - A. GSC Night at Appalachian Power Park on Monday, July 1, 2019 at 7:00 pm

- B. Glenville State College Board of Governors Meeting/Retreat will be held on August 7, 2019. Time and location to be determined.
- C. GSC Night at Lambert's Winery on Wednesday, August 14, 2019 at 5:00 pm

13. Adjournment

**Glennville State College  
Board of Governors Meeting  
May 8, 2019  
Waco Center, Land Resources Library  
Glennville, West Virginia**

Members Present: Mr. Greg Smith, Chairperson  
Mr. Tim Butcher, Vice Chair  
Dr. William Deel  
Mr. Richard Heffelfinger  
Mr. Ralph Holder  
Mr. Doug Morris  
Mr. Mike Rust  
Dr. Kevin Evans, Faculty Representative  
Mr. Dustin Crutchfield, Staff Representative  
Mr. Justin Woods, Student Representative

Members Absent: Mr. Stephen Gandee

Faculty & Staff Present: Mr. John Beckvold, Vice President for Business, Finance, & Operations  
Mr. Marty Carver, Vice President for Enrollment  
Ms. Sheri Goff, Financial Aid Assistant & Advisory Council for Classified Staff Rep.  
Dr. Donal Hardin, Assistant Professor of Criminal Justice  
Mr. Tim Henline, Faculty Senate President and Lecturer of Business  
Mr. David Hutchison, Vice President for Advancement  
Mr. Mike Kellar, Head Football Coach  
Dr. Ken Lang, Assistant Professor of Criminal Justice  
Ms. Michelle Lang, Academic Success Center Counselor  
Mr. Eric Marks, Data Network Specialist  
Dr. Brian Perkins, Associate Professor of Forestry  
Mr. Thomas Ratliff, Special Assistant to the CFO/COO  
Ms. Ann Reed, Registrar  
Mr. Jesse Skiles, Director of Athletics  
Ms. Krystal Smith, Chief Human Resources Officer  
Ms. Teresa Sterns, Executive Assistant to the President  
Dr. Marjorie Stewart, Associate Professor of English  
Mr. Ron Taylor, Associate Director of Public Safety  
Dr. Matthew Thiele, Assistant Professor of English  
Mr. Rick Trickett, Assistant Football Coach  
Dr. Fred Walborn, Professor of Psychology  
Mr. Jason Yeager, Assistant Professor of Criminal Justice

Others Present: Dr. Joe Evans, Professor Emeritus  
Dr. Gary Gillespie, Professor Emeritus  
Mr. Jim Meads, Professor Emeritus  
Mr. Harry Rich, Professor Emeritus

### **Call to Order**

Chairperson Greg Smith announced the meeting was moved from the Hall of Fame room to the library due to a cooling unit malfunction. He called the meeting to order at 1:12 pm and announced that agenda item number nine was being moved to item seven.

### **Presentation of Citations**

Mr. Smith presented recognitions to the following prior to calling the meeting to order:

- Mr. Tom Wellings
- Coach Kim Stephens
- Dr. Megan Darby
- Mr. John McKinney

### **Swearing in of new Board member**

Mr. Smith administered the Oath of Office to the newly appointed lay member Doug Morris.

A quorum was established.

### **Approval of Minutes**

MIKE RUST MOVED TO APPROVE THE MINUTES OF THE FEBRUARY 6, 2019 MEETING AS PRESENTED. RICH HEFFELFINGER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

TIM BUTCHER MOVED TO APPROVE THE MINUTES OF THE MARCH 20, 2019 MEETING AS PRESENTED. RICH HEFFELFINGER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

### **Report on Expansion of Criminal Justice Program**

Dr. Ken Lang, Assistant Professor of Criminal Justice, provided a handout to all that included a detailed proposal to expand the Criminal Justice Program at GSC. He discussed the proposal and noted that in order to facilitate the expansion, the following considerations needed to be addressed:

1. The Department of Criminal Justice should not be consolidated with the Department of Social Science due to too many tasks for the department chair to manage. Also, the trend in higher education is to have criminal justice become a separate department of its own within the institution.
2. The Department of Criminal Justice would need to move to the intended space designed at the Morris Training Center, so it could reach a fuller potential and develop a working relationship with DMAPS, Regional Jail, and DOC who utilize the largest portion of the building. It would also provide a reception area, faculty offices, laboratories, classrooms, and rooms for the proposed firearms simulator and mock courtroom.

### **Executive Session**

IT WAS MOVED BY TIM BUTCHER THAT THE BOARD OF GOVERNORS GO INTO EXECUTIVE SESSION UNDER THE AUTHORITY OF WV CODE §6-9A-4(b)(2)(A)(6) AND §6-9A-4(b)(6) TO DISCUSS INTERIM PRESIDENT SELECTIONS PROCESS AND

CURRENT PRESIDENT'S CONTRACT. RICH HEFFELFINGER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

### **Rise from Executive Session**

IT WAS MOVED BY TIM BUTCHER THAT THE BOARD RISE FROM EXECUTIVE SESSION AND RECONVENE IN OPEN SESSION. RALPH HOLDER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

### **Public Comment**

Mr. Rick Trickett shared his thoughts regarding the need to reduce out-of-state tuition.

### **Executive Committee**

Greg Smith, Chair, reported that the Committee was provided an HLC Accreditation update by Drs. Vega and Morris and further discussed the following:

- Board member resignations.
- Appointed Rich Heffelfinger to Chair the Board Nominating Committee for member recommendations to submit to Governor.
- Minnie Hamilton Health Systems and WVU Clinic.
- Possible funding next year from the State for the Home Grown Teacher Initiative.
- Addition of new sports: eGaming and wrestling.
- Out-of-state tuition differential from in-state.
- Options for seeking an interim president.
- Tuition and fees were discussed but were pulled to review and compare with other colleges. They will be presented at the next meeting.
- Set agenda for Board meeting of May 8.

Mr. Smith noted that he asked at the last meeting that the following be provided regarding tracking students. He reiterated that he would like to receive a report recognizing graduates from all areas that are employed and where internships may be developed to better assist with knowing how to attract/retain more students.

### **Business and Finance Committee**

Mike Rust, Chair, reported the following:

- Mr. Beckvold's contract was renewed until the end of the calendar year.
- Committee reviewed the projected results of operations which currently show a loss of nearly \$2M for the year.
- College is working with the Foundation to obtain financial assistance. The College receives twenty-five percent of its operating budget in state appropriations and seventy-five percent must come from other sources.
- Discussed tuition and fees, capital projects, deferred maintenance, and lowering costs of online fees and out-of-state tuition.

### **Enrollment Management Committee**

Marty Carver reported the following:

- Incoming students' applications have increased.
- Fall enrollment projection is 407 for freshmen and transfers.

- Marty will provide a report that shows where numbers are generated from at the next Enrollment Management Committee meeting.
- Stacy Adkins' group is very active in contacting current students who are on the "did not register" list.
- Marty will provide a report on the status of merit scholarships at the next Board meeting.
- Must revamp the international program with a minimum of ten new students on campus and 24-30 in the near future.

Mr. Butcher inquired why the College no longer had an international program and if the eSports report will be submitted to the Board at its next meeting.

Mr. Carver responded that he would provide information regarding the international program at the next Board meeting.

Mr. Skiles responded that an eSports report and recommendation will be provided at the next Board meeting.

Mr. Smith requested that Mr. Skiles provide it to the Executive Committee to make sure it gets on the agenda as an action item.

Eric Marks played an informational video regarding eGaming and explained some statistics about the popularity of eGaming as the new sport that students are seeking to engage in. Approximately seventy-five students on campus are currently involved in the eGaming.

#### **Student and Academic Affairs Committee**

Bill Deel, Chair, reported the following:

- Discussed the two informational items on the agenda and the Committee is in favor of both.
- In regards to the new Home Grown Teacher Initiative and new merit scholarship plan, changes may need to be made in reference to student housing as most will probably not want to live on campus.

Mr. Carver announced that if any student meets the criteria to live off campus, they are exempt from living on campus.

#### **Committee of the Whole**

Mr. Smith made note of the Title 153 Procedural Rule Secretary of State, Series 41 Online Meeting Notices Change included in the Board book.

#### **Nominating Committee**

Rich Heffelfinger, Chair, reported that input was solicited from the Alumni Council and GSC Foundation Board for nominations to replace Bill Deel, Mike Forbes, and Rich Heffelfinger to submit to the Governor. He presented the following list of nominations to be submitted to the Governor:

- Ann Green
- Tilden "Skip" Hackworth
- Bob Marshall

#### **Vice President for Business, Finance, and Operations Report**

Mr. Beckvold reported the following:

- On target for HLC accreditation visit in the fall.
- Hopes to present a breakeven budget for FY2021. FY2020 will be about a \$1m deficit.
  - Impacts will be additional discounts to encourage more enrollment.
  - Addition of two new sports and increased athletic rosters.
  - DMAPS contract will provided additional funding to the budget.



- HEPC grant funds will be reimbursing the College for some expenses.
- The College will borrow from the Foundation to get through low cash flow periods.
- Three to three and a half percent raises will be provided across the board due to funding from the state.
- No new positions will be filled other than for Second Chance Pell.
- Re-hired Thomas Ratliff.
- Reformed President Cabinet and added Jesse Skiles.
- Morale and attitudes on campus are positive.

Mr. Butcher inquired how the addition of more prison programs will impact financials.

Mr. Beckvold responded that the College may not want to add additional prisons this year due to federal rules that limit the number of incarcerated students the College may enroll; however, it will not make a substantial impact.

### **Announcements**

The following announcements were made:

- Mr. Hutchison - Women's Leadership Circle (WLC) goal is to encourage promotion of women leadership and raise money for scholarships.
- Mr. Skiles - Acro and Tumbling team competed in the National Championships; however, the Division I schools won the competition.

Mr. Smith announced the following:

- Commencement is scheduled for May 18, 2019 at 10:00 am in the Waco Center.
- HCC Commencement is scheduled for May 23, 2019 @ 1:00 pm at Huttonsville.
- The next Executive Committee meeting is scheduled for May 29, 2019.
- The next full Board meeting will be held on June 12, 2019 and all data, etc. needs to be turned in to be included with Board packets.
- Staff Council and Faculty Senate will meet with the Board directly following today's meeting in accordance with WV Codes §18B-6-3(g) and §18B-6-6(g).

The Board recessed at 3:29 pm to meet with Staff Council and Faculty Senate.

The Board reconvened at 4:05 pm. Justin Woods and Mike Rust did not return to the meeting.

### **Executive Session**

IT WAS MOVED BY RICH HEFFELFINGER THAT THE BOARD OF GOVERNORS GO INTO EXECUTIVE SESSION UNDER THE AUTHORITY OF WV CODE §6-9A-4(b)(2)(A)(6) TO DISCUSS INTERIM PRESIDENT SELECTIONS PROCESS. RALPH HOLDER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

### **Rise from Executive Session**

IT WAS MOVED BY RICH HEFFELFINGER THAT THE BOARD RISE FROM EXECUTIVE SESSION AND RECONVENE IN OPEN SESSION. TIM BUTCHER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

### **Actions Emanating from Executive Session**

After discussions in executive session, the Board took the following action:

IT WAS MOVED BY RICH HEFFELFINGER THAT THE BOARD OF GOVERNORS REVIEW THE CURRICULUM VITAS PROVIDED BY THE REGISTRY AND EACH MEMBER WILL RATE THE INTERIM PRESIDENTIAL CANDIDATES ACCORDINGLY. UP TO THREE CANDIDATES WILL BE INVITED TO DO AN ON CAMPUS INTERVIEW. DOUG MORRIS SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

**Adjournment**

With no further business and hearing no objection, Chairperson Smith adjourned the meeting at 4:14 pm.

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Greg Smith  
Chairperson

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Teresa Sterns  
Executive Assistant to the President



# GLENVILLE STATE COLLEGE



Academic Affairs

May 21, 2019

Mr. Gregory Smith, Chair  
Board of Governors  
Glenville State College

Dear Mr. Smith,

In a letter dated May 1, 2019, the West Virginia Higher Education Policy Commission (HEPC) voted on recommendations to place on probationary status for a four-year period the degrees of

- B.A. Early Childhood Education
- B.A. English

It is the recommendation from the office of Academic Affairs to continue offering both degrees without probation. The reason for such recommendation is that the B.A. in Early Childhood Education is not a stand-alone degree, hence their data is incorrect. Attached is the number of graduates in Elementary education by discipline showing the number of graduates.

The B.A. in English, although has a small number of graduates in the past four years (eight), we believe it is a good degree that also prepare our students for careers in communication, teaching, languages, and literature, hence it should continue be offered without probation.

In the same meeting, the Commission recommend to the governing board of Glenville State that the B.A. Chemistry be terminated due to low enrollment and low number of graduates. It is the recommendation of the office of Academic Affairs to continue offering the B.A. degree in Chemistry. With the new initiatives in recruitment, the redesigned Honors Program, and the Home Grown initiative we will see an increase in students majoring in Chemistry. In fact, we already have two students coming this next fall 2019 to pursue the education degree in Chemistry.

We will continue our efforts to increase recruitment and retention of students in these and other programs here at Glenville State and it will be detrimental to our students and our college to eliminate these programs.

Sincerely,

Victor Vega, Ph.D.  
Provost and Vice President for Academic Affairs

Michael J. Farrell, Esq.  
Chair



Sarah Armstrong Tucker, Ph.D.  
Interim Chancellor

## West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard East, Suite 700 • Charleston, West Virginia 25301

(304) 558-2101 phone • (304) 558-1011 fax

[www.wvhpec.edu](http://www.wvhpec.edu)

May 1, 2019

Mr. John Beckvold  
Vice President for Business and Finance  
Glenville State College  
200 High Street  
Glenville, WV 26351

Dear Mr. Beckvold:

The West Virginia Higher Education Policy Commission at its meeting on April 26, 2019, accepted a report on the biennial review of low-productivity academic degree programs conducted under provisions of Series 10, *Policy Regarding Program Review*. As provided in Series 10, the Commission recommends that the programs listed below be placed on probationary status for a four-year period, during which time the institution will have an opportunity to improve the viability and cost-effectiveness of the designated programs.

- B.A. Early Childhood Education
- B.A. English

Also, at its April 26 meeting, the Commission received a report on the programs that have been on probation since the 2015 productivity audit. As provided in Series 10, the programs were given four years to develop and implement strategies to enhance program viability. The following program once again failed to meet standards with regard to enrollment and graduates:

- B.A. Chemistry

As provided in Series 10, the Commission recommends to the institutional governing board that the program be terminated. The Commission requests that the institutional governing board advise the Chancellor of the institutional action taken on this recommendation by July 31, 2019.

If you have questions, please contact the Academic Affairs office at 304-558-0261.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sarah Armstrong Tucker".

Sarah Armstrong Tucker, Ph. D.  
Interim Chancellor

cc: Mr. Greg Smith, Chair, Glenville State College Board of Governors  
Dr. Victor Vega, Provost, Glenville State College  
Dr. Mark Stotler, Director of Academic Programming, Policy Commission

9.5 Year Overview  
Graduates per Major-Education

Major	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019 (Fall)	9.5 Yr Total	Avg Grad Yr
0231 Early Ed	12	24	18	10	13	6	12	6	14	4	119	12.53
0326 Elem Ed	22	32	22	20	24	14	15	12	22	7	190	20
*0241 Multi- Cat	5	4	2	1	7	2	0	3	3	2	29	3.0
0353 English 5-A	1	6	2	3	5	1	4	2	3	1	28	2.95
*0354 English 5-9	2	4	1	1	1	0	0	1	4	0	14	1.47
0477 Music	1	4	5	5	5	7	7	6	5	2	47	4.95
+0663 Phys Ed	4	2	4	1	1	0	0	0	0	0	12	1.26
+0664 H & PE	0	0	1	4	3	1	2	0	0	2	13	1.37
0751 Bio 9-A	1	0	1	1	0	1	0	0	1	0	5	0.53
0762 Chem	0	0	0	0	1	0	1	0	1	0	3	0.32
0769 Gen Sci 5-A	1	0	1	2	0	1	2	1	0	0	8	0.84
*0771 Gen Sci 5-9	0	1	1	0	0	0	0	0	0	1	3	0.32
0776 Math 5- A	2	3	1	1	0	0	6	1	2	0	16	1.68
*0779 Math 5- 9	4	4	1	3	4	4	3	1	1	0	25	2.63
0851 Soc Stu 5-A	3	7	1	3	4	4	1	4	5	1	33	3.47
*0853 Soc Stu 5-9	1	4	0	2	1	2	2	0	0	0	12	1.26
	59	95	61	57	69	43	55	37	61	20	557	58.63

\*Combined with other Education certification + Combined major 2014



## HIGHER LEARNING COMMISSION FOCUSED VISIT REPORT

2019



*Glenville State College prepares and inspires students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world.*

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## **BRIEF DESCRIPTION OF INSTITUTIONAL HISTORY AND CONTEXT**

### **History**

Glennville State College was founded as the Glennville Branch of the State Normal School in 1872 to serve the higher education needs of central West Virginia. By 1910, the college's enrollment exceeded the population of the city of Glennville, and it grew into a full four-year college in 1931 when the State Board of Education authorized the school to award the Bachelor of Arts degree in Education. Then designated Glennville State Teachers College, the school gained wide recognition for its preparation of public-school teachers. In 1943, additional programs of study became more prevalent, and the State Legislature changed the name to Glennville State College. Since then, the college has maintained its reputation for teaching excellence. The institution currently offers thirty-seven baccalaureate degrees, five associate degrees, and two certificates.

### **Mission Statement**

*Glennville State College prepares and inspires students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world.*

### **Guiding Principles**

- **Student Centered**

The College will act in the best interest of students in the development and implementation of its academic programs and student support services.

- **Community**

The faculty, staff, and students of the College will work collaboratively to enrich the learning environment and educational practices of the institution.

- **Diversity**

The College will exhibit and celebrate the span of human diversity across national origins, religions, cultures, and genders.

- **Integrity**

Members of the College community will conduct themselves in a responsible, fair, empathetic, and ethical manner.

- **Leadership**

The College will foster leadership that promotes excellence in instruction, career preparation, support services, basic and applied research, and creative expression.



- **Innovation**

The College culture will promote and celebrate continuous improvement through the assessment of student learning and organizational practices.

- **Service**

The College will support and contribute to the economic development and the public good of West Virginia and beyond.

## **Context**

Glennville State College completed an Assurance Argument and underwent a Higher Learning Commission (HLC) Mid-cycle Review on April 10, 2017. The HLC Mid-cycle Review Visiting Team commended the College for engaging its constituencies in multiple ways, including innovative programs for student mentoring, the identification of specific student need, and an embedded focus on cultural and societal understanding. Glennville State College meets the criteria for continued accreditation by the HLC.

Glennville State College's commitment to serving central West Virginia is understood and supported by all constituencies of the College. We believe Glennville State College has the human, physical, and financial resources to carry out its mission. The Board of Governors, administration, faculty, and staff are committed to student learning, the community, and the success of the institution. The College has productive working relationships with its community partners, including business and industry, health care providers, legislators, and K-12 schools in its region.

Glennville State College is aware of areas identified as in need of attention and is committed to continuous improvement, even in the face of considerable challenges. For instance, external factors have contributed to declining enrollment over the past several years: a continuing decrease in the population of West Virginia, stagnating high school enrollment state-wide, and a depressed economy that leads many potential students into the workforce instead of towards a college education. Of course, declining enrollment has meant a corresponding decline in revenue, a budget challenge exacerbated by steadily falling state appropriations. Even in the face of continued revenue decreases, Glennville State College has shown its commitment to its guiding principles by holding tuition rates steady. In AY17-18, as colleges statewide raised tuition, GSC made no change to tuition rates. In AY18-19, GSC lowered tuition rates marginally, and the institution has recently committed to forego raising tuition rates for AY19-20 (See [Tuition Announcement for 2019](#)). Additionally, the college has experienced a five-year period of administrative transition during which we have had three different leaders for Student Life, the position of Provost/Vice President of Academic Affairs has been held by four people (two with interim status), and the position of President has turned over twice. These leadership transitions have presented their own challenges, such as a delay in the implementation of consistent assessment of academic and co-curricular units. However, with the creation of a new position of Assessment Coordinator in 2017, the college has quickly matured its assessment processes.

## **INSTITUTIONAL RESPONSE TO THE CONCERNS RAISED BY HLC**

The April 4, 2017, HLC Mid-Cycle Review Visiting Team raised concerns in two areas critical to the College's ability to maintain institutional success: (1) the evaluation and improvement of teaching and learning and (2) resources, planning, and institutional effectiveness. The HLC Visiting Team noted issues related to the assessment of student learning and the lack of evidence showing how collected data is being used to improve programs, particularly in the area of general education. Additionally, there needs to be evidence related to how student life units are evaluating data to improve their operations. Regarding resources, planning, and institutional effectiveness, the HLC Visiting Team stated that data related to the actual enrollments compared to projections needs to be developed with updates reflecting the next five years of tuition revenue implications on budgets. Updates on personnel reconfigurations across campus were also recommended. The HLC Visiting Team pointed out issues related to the updating and specificity of, and campus-wide familiarity with, planning documents such as the Facilities Plan, Recruitment Plan, Retention Plan, and Information Technology Plan. Recommendations included the development of a system that considers the perspectives of internal and external constituent groups during the administration of these living documents so that these plans permit for campus-wide monitoring of the alignment of various initiatives with the strategic plan and adjustments can be made accordingly.

The purpose of this report is threefold: (1) to demonstrate the progress the college has made in addressing the concerns raised by the 2017 HLC Mid-cycle Review Visiting Team; (2) to show that Glenville State College is positioned to continue meeting all HLC accreditation standards; and (3) to provide the new Focused Visit Team with the information and resources it needs to conduct a successful Focused Visit.

### **Report Process and Configuration**

The process regarding self-study document preparation at Glenville State College involves integrated committees formed around individual criterion teams. Each of the criterion teams has a team chairperson. These chairs routinely meet as the HLC Assurance Team, and they collectively take on the responsibility of preparing documentation and providing evidence to the Higher Learning Commission. The HLC Assurance Team is also charged with ensuring the strategic plan is an up-to-date, living document, and the group develops the next five-year planning documents. The Criterion 4 team and the Criterion 5 team were critically involved in preparing this Focused Visit Report because of the specific concerns pointed out by the April 10, 2017, Mid-Cycle Review Visiting Team.

## RESPONSE TO CONCERNS RAISED ABOUT CRITERION 4.B

### Concern Item 1

#### *THE ASSESSMENT PLAN FOR GENERAL EDUCATION, DATA COLLECTION, AND DETERMINATION ON HOW DATA IS USED TO MAKE IMPROVEMENTS*

Data on student grades, retention, and graduate rates have led to the implementation of two significant programs at GSC. First, in AY17-18, the college created a new Academic Success Center, which houses first-year advising, disability services, veteran services, as well as tutoring and mentoring programs. The ASC works with faculty to identify at-risk students and set them up with appropriate support services. Second, an in-house study of student outcomes in first-year coursework led to new advising guidelines in AY17-18 that avoid placing students in certain combinations of classes (such as Finite Mathematics and Music Theory I) in a single semester due to the likelihood of negative outcomes for the students.

In the Fall 2012 term, GSC began working to improve assessment practices across academic and co-curricular areas; prior to that time, there had been little emphasis on academic and student life assessment at the program level. During the 2015 – 2016 academic year, the Assessment Committee accelerated these efforts by standardizing assessment reporting and communicating the importance of regular, annual assessments in all areas: academic, student life, co-curricular, and student services. On page 38 of the *HLC Final Response Report, the 2017 HLC Mid-cycle Review Visiting Team* noted that “assessment reports vary in quality across programs . . . the assessment of student learning is uneven across academic and student life departments (and) the general education program is not being assessed.” Since receiving the Response Report, GSC has worked to address HLC concerns.

Beginning in August of 2017, a General Education Task Force was created and chaired by the Assessment Coordinator and consisting of one faculty representative from each department housing a general education course. These included Business, Social Sciences, Language & Literature, Fine Arts, Science & Mathematics, and Health & Physical Education. Some departments had been assessing their general education courses as a part of their annual program reporting; the General Education Task Force began by using these assessments as a starting point for regular general education assessments, focusing on the required courses for the four-year degrees. As directed by the 2017 HLC Visiting Team, GSC has created and implemented an assessment plan for general education, collected two years of data, and determined how data is used to improve student learning.

As noted above, GSC has been assessing all General Education courses every semester following the same template used by academic programs. Many General Education courses are assessed using pre-/post- instruments designed to evaluate how student learning has improved in relation to the General Education learning outcomes. The creation and implementation of these Gen Ed assessment instruments have been overseen by GSC’s Assessment Coordinator, the Gen Ed Task Force, and the Assessment Committee. Raw data is collected, stored, aggregated, and analyzed by department representatives and forwarded to the Assessment Coordinator, who creates a final

report. Please review the [Assessment Report General Education 2017-2018](#), and the [Assessment Report General Education 2018-2019](#).

As with the academic and student life reports, general education data is used to make improvements to the program. One example of how this newly collected data is being used to improve the program is that we have determined that student achievement drops when students have gap semesters between sequenced Gen Ed courses: for instance, a student who has a gap between first-year composition and their sophomore-level literature course is more likely to do poorly in the latter. In response, we have increased the number of sophomore-level literature courses offered each semester so that students are less likely to be in the position of having to wait for another semester to take the course they need. Another example is information arising from the collected CSCI 101 (Computing Concepts) course. We discovered early on that some adjunct faculty were not following prescribed grading procedures, causing much of the original data to be skewed. Steps were taken at the departmental level to ensure that all CSCI 101 faculty graded student work responsibly and reliably, which improved response time to students and increased their learning in this course. Additionally, in AY18-19 a new syllabus template including an assessment alignment map was introduced to faculty help improve alignment of objectives and build consistency in general education courses and upper-level program courses. Please see the [Master Syllabus Template](#).

Going forward, we will continue refining our processes for assessing Gen Ed courses in order to optimize data and thus get a clearer picture of how to improve the Gen Ed program.

## **Concern Item 2**

### *EVIDENCE THAT DATA IS BEING USED IN ACADEMIC AND STUDENT LIFE UNITS TO IMPROVE PROGRAMS*

As noted earlier, GSC has worked to improve assessment practices in both academics and student life. During AY15-16, the Assessment Committee, which is comprised of one representative of each academic department, a representative from the Student Government Association, the Director of Institutional Research, and a representative from the Co-curricular side, met every two weeks. Our purpose was to review program assessment reports from the previous academic year and provide relevant feedback to departments. One difficulty we encountered was the lack of quality and coherence across various reports, so we designed an [Assessment Plan Template](#). This template was introduced to the academic side at a department chairs meeting, then to the co-curricular side at individual meetings of co-curricular units. Each academic department representative on the Assessment Committee worked within their own departments to collect and analyze data and write the annual program report. The Chair of the Assessment Committee worked one-on-one with student life units with the same goal in mind. All reports were due by the end of May 2016.

In AY16-17, the Assessment Committee again met every two weeks to review reports and to provide feedback, which was communicated to academic departments through the department representative. The Chair of the Assessment Committee communicated with the individual student life units. Annual program assessment at GSC was, as noted above and in the *HLC Final*

*Response Report* (2017), uneven in quality across academic and student life units. In the Spring 2017 term, GSC added a part-time Institutional Assessment Coordinator to improve academic and student life assessment processes. Since that time, assessment practices at GSC have steadily improved, and aggregated data is now being used to improve academic and student life programs, as noted below.

Data on student grades, retention, and graduate rates have led to the implementation of two significant programs at GSC. First, in AY17-18, the college created a new Academic Success Center (ASC), which houses first-year advising, disability services, veteran services, tutoring services, and mentoring programs. The ASC works with faculty to identify at-risk students and connect them with appropriate support services. Second, an in-house study of student outcomes in first-year coursework led to new advising guidelines in AY17-18 that avoid placing students in certain combinations of classes (such as Finite Mathematics and Music Theory I) in a single semester due to the likelihood of negative outcomes for the students. The [Collaborative Project Summary](#) provides an overview of the findings of the in-house study, and the [Color-Coded Courses for Advising](#) document communicates the recommendations of the study to all faculty and staff involved in advising and registering students.

In addition, data has been used to make targeted improvements in specific academic programs. For instance, assessment data from our Education programs identified students' difficulties in passing milestone exams (Praxis Core) required for their admission into the Teacher Education program. In response, faculty and staff worked together to create and implement a series of seminars on topics such as study skills and essay-writing to support students preparing to take their Praxis Core exams: a faculty member from GSC's Language and Literature department has been giving a series of seminars to prepare students for the Reading and Writing sections of the Praxis Core; a member of GSC's Math faculty has conducted seminars to prepare students for the Math section of the Praxis Core; and GSC's Counseling Center has held seminars on dealing with test anxiety. Additionally, our Student Support Services office has been tutoring students who request help individually on skills for the Praxis exams.

In AY18-19, Student Life has responded to data from students by offering more activities. Now once a month, students are invited to participate in such activities as bingo and open mic nights. In response to student feedback following live music events in the fall of 2018, several live bands were booked to play in the spring 2019. Data showing that students enjoyed events at which refreshments were served led to most student activities being paired thematically with food and drink offerings.

Additionally, in AY18-19 the Assessment Coordinator, at the request of the Associate Vice President of Academic affairs, updated the Assessment Plan Template to include a section for budget needs based on data. This will help programs identify links between assessment data and the college budget. Please review the [Assessment Plan Template 2019 Update](#). The Assessment Committee, in collaboration with the Department of Education, also created a shortened summary report form for reporting education programs. Since the education units must create more extensive reports to their respective Special Program Assessment (SPA) organizations, it

was felt that a shorter form with links to the longer reports was adequate in reporting to the Assessment Committee. Please see the [BAED Short Form Template](#).

To inform and communicate with the GSC community about assessment at the college, the Assessment Coordinator, along with members of the Assessment Committee and the HLC Assurance Team, has conducted several workshops and informational presentations, beginning in the spring term of 2016. These workshops and presentations included information on how assessment at GSC works, how to write course objectives and program outcomes, and how to align lessons, objectives, and outcomes with the college mission. The most recent example, presented on May 2, 2019, included information about how the various programs were addressing action items based on data. Please review the [Annual Program Assessment Review AY2017-18](#). In addition, the Associate Vice President of Academic Affairs conducted an information presentation to the Student Government Association on April 25, 2019; this presentation informed the SGA about HLC processes and assessments at Glenville State College. Please review the [HLC Assurance Team SGA Update 2019](#)

For further information, please review [AY2017-18 Academic and Student Life Assessment Reports](#) and [AY2018-19 Academic and Student Life Assessment Reports](#).

As we move forward, we will be refining our definition of co-curricular programs at GSC, as well as continually honing our assessment processes for both academic and co-curricular programs in order to optimize the data they produce. These include, among others, the Athletic Program at GSC and the Robert F. Kidd, Jr. Library. While these programs have been assessed through overarching organizations such as NCAA and ACRL, we are working to institute more annual assessments on the co-curricular side. One example of assessment that the RFK Library conducts annually is the Faculty Library Survey. Please review results of this survey in the [Faculty Library Survey Breakdown](#). As noted above, we have added a section to the Assessment Template in which programs can outline their budget needs based on the action items derived from their latest assessment data. We have also created an updated [Co-Curricular Assessment Plan Template 2019](#) to assist those programs in their reporting of assessments. Additionally, we will create and implement a specialized assessment plan for our new online degree programs.

## **RESPONSE TO CONCERNS RAISED ABOUT CRITERION 5.A**

### **Concern Item 3**

#### ***REVIEW ACTUAL ENROLLMENTS DURING THE 2017-2019 TIME FRAME COMPARED TO THE PROJECTIONS CURRENTLY ESTABLISHED***

Concerns of the HLC Visiting Team were that enrollment and financial targets appear to be too aggressive given historical numbers, and revenue increases depend largely on enrollment increases. This concern is based around the concept that the number of high school graduates within the school's primary recruiting region is expected to decline for the next few years. Strategies identified to offset this decline included the Hidden Promise Program, the expansion of online offerings, and a customized communications system to contact prospective students.

The institution's Independent Auditors' Reports from 2016, 2017, and 2018 are provided with a document showing actual operations regarding previously established projections. Hayflich Certified Public Accountants and Business Advisors have supplied the independent audits over the past three years. The [2016 Hayflich Independent Auditors' Report](#), the [2017 Hayflich Independent Auditors' Report](#), and the [2018 Hayflich Independent Auditors' Report](#) are now accessible. The 2019 Independent Auditors' Report is due back to Glenville State College in October. The [FY 16 – FY 18 Actual Enrollment and Projection Comparison](#) was compiled to provide detailed information regarding specific monetary factors in relation to enrollment. This document also shows actual income and expenses related to previously established projections regarding the results of complete institutional operations for FY 16 - FY 18.

Even though the college has seen a lower FTE enrollment in relation to FY 18 projections, the elimination of many tuition waivers has resulted in an increase in tuition revenue for FY 18 over previous projections. This was accomplished by obtaining more money from the students that were already attending through a major reconfiguration of aid involving restricting the overabundance of tuition waivers and other savings opportunities. Additional enrollment information on our enrollment can be seen in the [FY 17 IPEDS Enrollment Data](#), [FY 18 IPEDS Enrollment Data](#), and [FY 19 Fall IPEDS Enrollment Data](#).

The [FY 16 – FY 18 Foundation Assets Report](#) demonstrates increases in investments over this period. The approximate \$3,000,000 increase over these three years amounts to additional contributions and investment market gains. More specifically, these gains can be contributed to increased contributions to endowed scholarships, decreases in expenses, and an increase in cash surrender value of life insurance policies owned by the Foundation.

The college plans to maintain its efforts not to raise tuition for a third straight year and continue to eliminate other financially burdensome fees associated with operations. Recruitment and retention efforts are also coupled with increasing cash flows from segments of the student body who were previously receiving an overabundance of tuition waivers. As is discussed more thoroughly for Concern Item 4, the college has developed and will continue to develop a more sustainable enrollment situation in relation to its budget moving forward by applying the cost saving measures associated with the bond refinancing, reconfiguring departments based on need, and focusing on recruitment initiatives that have a positive budgetary impact. Specific initiatives regarding recruitment and retention are also discussed in greater detail for Concern Item 4 of this report.

#### **Concern Item 4**

##### ***UPDATED ENROLLMENT PROJECTIONS FOR THE NEXT FIVE YEARS AND TUITION REVENUE IMPLICATIONS***

Concerns of the HLC Visiting Team are that the financial modeling that was provided for the next five years demonstrates that total revenue will exceed total expenses starting in FY20-21. However, there will still be an operating loss. The HLC Visiting Team was also concerned that the number of high school graduates in the primary recruiting region is expected to continue to decline for at least the next five years.

Please review the [Summary of HLC 5-Year Results of Operations](#) and the [5-Year Budget Projection FY20-24](#).

The fiscal resources of the college are directly tied to our number of students and increasing enrollment at Glenville State College remains one of the top priorities of the school. Creative initiatives are being explored to counteract the decline in graduates from the institution's recruiting region. Additional scholarship programs are in development to attract students to degree fields that are in high demand across West Virginia, and recruitment initiatives are including more faculty in Admissions' outreach.

The campus' bond refinancing has been completed since the 2017 HLC Mid-cycle Review. Five separate borrowings because of major campus renovations and expansions between 2005 and 2011 had created an unmanageable financial situation. In February of 2016, we received a reduced Moody's rating. August of 2017 saw the remediation of this issue with the finalization of a \$36.285 million bond that is structured in five different maturities, has major net cash flow improvements, and is looked on positively by our state oversight entity, the West Virginia Higher Education Policy Commission. Please see the [Glenville State College Board of Governors Improvement and Refunding Revenue Bonds, Series 2017](#).

A reconfiguration of institutional aid has taken place in response to current trends in student demographics and the needs of our state. The [GSC Guide to Institutional Aid](#) provides more clarity on opportunities for student scholarships that better align with our mission statement, vision statement, and strategic goals. Certain levels of academic performance now guide scholarship award amounts. By using these metrics, the admissions staff have better tools to recruit students who are better prepared for college and will result in a more positive effect on retention numbers moving forward. With increases in academic awards based on academic performance, enrollees with higher GPAs and standardized test scores gain more financial support based on performance. The [Home-Grown Scholarship Initiative](#) also aims to make a future impact on recruitment. By partnering with sixteen initial school districts, the college is offering \$1,000-\$3,000 yearly scholarships based around GPA and enrollment in a Bachelor of Arts in Education program associated with high-demand concentrations including Biological Science, General Science, Mathematics, Chemistry, and Elementary/Multicategorical Special Education. A shortage in discipline-specific teacher candidates in West Virginia has been the catalyst for this scholarship program.

Recruitment and retention initiatives demonstrate an effort to build current enrollment. The Academic Success Center (ASC) became a leading solution for improving numerous support systems on campus. By merging activities of the Hidden Promise Consortium and the Academic Support Center, ASC created the one-stop-shop for student services, such as remediation, career services, and guidance. By modeling certain facets of the operation after Hidden Promise objectives, successful initiatives involving mentor systems, broad-based seminars, and supplemental student-life activities aim to increase retention, while also having a positive impact on recruitment numbers. These operations currently rely on six staff members who oversee all freshmen advising, individual student accommodations, disability services, military-related advising, career services, peer mentoring, and tutoring. With a new location on the newly



remodeled third floor of the Robert F. Kidd Library, all these initiatives aim to have major impacts on future retention statistics.

The Admissions Office developed several recruitment initiatives to offset the service district's decline in high school graduates. In addition to the admissions staff, selected GSC faculty, staff, and students attend high school games and after-school events in the VIP and Primary Markets. GSC Nights consist of setting up a college booth, talking with prospective students and their parents, and connecting with GSC alumni. In addition, the Admissions Office often provides half-time entertainment, which typically involves some type of contest or highlights the Pioneer mascot. Prospective students are given free t-shirts and other GSC-branded gifts. Faculty and staff members are encouraged to follow up with prospective students they connected with at the event. In addition, twenty people are selected from GSC faculty, staff, and students to attend a three-day recruiting blitz. Involved GSC faculty, staff, and students are teamed into four groups and each attend approximately six schools over a three-day period. School visits vary from all-day events to one-hour lunch room booth setups.

Glenville State College also began offering several degree programs fully online in the fall of 2018. This new initiative provides more opportunities for working adults and commuting students to pursue college degrees. While Glenville State College has offered online classes for many years, this is the first time the institution has offered any degree program completely online. The following programs have been made available online through Glenville State College: Bachelor of Science in Business Administration with an emphasis in Management, Bachelor of Science in Criminal Justice, Bachelor of Arts in Bluegrass Music, Associate of Science in Business, Associate of Science in Criminal Justice, Associate of Arts in General Studies, and a Certificate in Bluegrass. These fully online programs are designed to contribute to the college's strategic plan and the state's goals of increasing college degree production and attracting more potential students who may find it easier to complete their degrees at home for financial reasons that include work or family obligations. As of March 25, 2019, there were twenty-six students enrolled in the fully online degree programs. The college also pays for online instructors to become certified through Quality Matters, which has provided a scalable process for quality assurance since 2003. This certification process provides instructors with a rubric for course design that helps train and empower, provides guidance for improving quality of courses, and certifies the quality of online and blended college courses across institutions. The college is also reviewing additional initiatives for implementation in the future. Specifically, the [EAB Student Success Collaborative](#) has been contracted for the next five years to provide improved retention and degree completion. The Educational Advisory Board (EAB) Student Success Collaborative is a membership of over 500 institutions across the United States who work together to improve student outcomes. The Student Success Management System helps faculty, staff, advisors, and administrators in supporting students from enrollment to graduation and beyond. The [EAB Student Success Collaborative Scope of Services](#) includes guidance related to individual student analytics, which brings insights to deliver fiscal improvements in the form of additional tuition revenue through retention improvements across the board.

## **Concern Item 5**

*REVIEW OF POSITIONS ELIMINATED OR HELD VACANT DUE TO BUDGET CUTS, INFORMATION ON WHICH POSITIONS ARE ASSUMING THOSE RESPONSIBILITIES, ANY*

## *EFFICIENCIES GAINED OR DUTIES ELIMINATED, AND THE IMPACT ON INSTITUTIONAL OPERATIONS*

Concerns of the HLC Visiting Team were that positions were not being replaced and there was a potential for an associated negative impact on support to students and basic workload. During the on-site visit, multiple concerns were expressed by faculty, staff, and students regarding the reduction in positions on campus. The campus community expressed that personnel reductions could have a negative impact on operations.

In the past five years, Glenville State College has seen personnel changes based on numerous factors. As can be seen in the [HLC Faculty and Staff Count and Salary Worksheet](#), overall decreases in all operational aspects have resulted in corresponding decreases across the entire spectrum. A decrease of 6% to 18% in all major categories demonstrates a direct correlation to planning and responding to internal and external funding factors. Reductions in faculty headcount of 12% over this period match directly with a 12% enrollment headcount drop, and the total number of sections offered dropping 15% exhibits a correlation for the 13% reduction in faculty salaries. In fact, the institution's fiscal responsibility can be further demonstrated in its 12% drop in state appropriations made up by an 18% drop in staff salaries while only resulting in a 7% reduction in number of staff members filling those job duties. The tabulated information provided shows concise information regarding all terminated positions and new hires by year.

Seven separate organizational charts have also been developed that show leadership models related to the different divisions on campus. The first primary leadership chart demonstrates the structure of the main operations of the college, with the six additional charts showing the leadership models associated with major direct subordinates to the president. This information is beneficial in understanding how the personnel structure has been developed to have the best possible impact on institutional operations.

The [Primary Leadership Organizational Charts](#) show the college's Board of Governors at the very top, with the President of the college as the only direct subordinate. From there, the President oversees his Executive Secretary, Academic Affairs, Business and Finance, Advancement, Enrollment Management and Student Life, Athletics, Public Relations, Information Technology, Human Resources, and Public Safety. The remaining six charts break down the leadership models associated with these internal operations. These leadership models demonstrate the responsibilities associated with the Provost and Vice President for Academic Affairs, Vice President for Business and Finance, Vice President for Advancement, Vice President for Enrollment and Student Life, Director of Athletics, and Public Relations Specialist.

These leadership models show that adequate responsibility structure at Glenville State College exists through channels of leadership developed around the needs of the campus' operations. Beyond the President's primary subordinates, several tiers of subordination are now present. The Provost oversees Academic Departments, Online Learning, Off-Campus Programming, Institutional Research, Registrar, Institutional Review Board, Honors Program, International Program, and an Associate Vice President for Academic affairs. The subordinate Associate Vice President for Academic Affairs position oversees the Academic Success Center, TRIO Student Support Services, Academic Assessment, and the Library. The Academic Success Center tier

also oversees Disability Services, Hidden Promise, Advising, Peer Monitoring, Tutoring, Regents BA Degrees, and Veteran Services, and the Off-Campus Programming tier oversees Dual Enrollment, Second Chance Pell, and the Department of Military Affairs and Public Safety's Criminal Justice Associate Degree program.

The Vice President for Business and Finance leadership model places the Physical Plant, Post Office, Spirit Shop, Food Service, Facilities Scheduling, Controller, Cashier, Research Corporation, and Housing Corporation under that position's oversight. The Vice President for Advancement leadership model oversees Alumni Affairs, GSC Foundation, and Pioneer Athletic Club. The Vice President for Enrollment and Student Life has the Admissions and Financial Aid under the Enrollment tier and Residence Life, Student Rights, Mental Health, Nurse, and Student Activities under the Student Life tier.

The Director of Athletics leadership model oversees an Administrative Assistant, Head Coaches, Assistant Director for Compliance, Game Management Director, Athletic Trainers, Team Physician, and Strength and Conditioning Coordinator. The Head Coaches and their subordinates oversee twelve individual sports. These activities include Acrobatics and Tumbling, Baseball, Men's Basketball, Women's Basketball, Cheer/Spirit Leaders, Football, Men's Golf, Women's Golf, Women's Soccer, Softball, Track/Cross Country, and Volleyball.

Additionally, the Public Relations Specialist for Media Relations oversees Printing Services and Pioneer Media. The remaining three directly report to the President: Information Technology, Human Resources, and Public Safety. These function without any additional subordinate departmental breakdowns.

Through these reconfigured channels of leadership, the college has seen a positive impact on campus operations through a more efficient reporting structure with need-based assessment guiding the modifications of positions based around retention, off-campus, and academic initiatives. The creation of the Academic Success Center and its six full-time staff members, housed in the Robert F. Kidd Library, demonstrates the campus' dedication of lower-tier personnel resources towards the direct support of our students. Moving forward, better communication and explanations regarding these transitions will take place as they affect individual departments.

## **RESPONSE TO CONCERNS RAISED ABOUT CRITERION 5.C**

### **Concern Item 6**

*REVIEW HOW GLENVILLE STATE COLLEGE ADDRESSES THE PLANNING PROCESS FOR THE COLLEGE AND WAYS IT GAINS THE PERSPECTIVES OF INTERNAL AND EXTERNAL CONSTITUENT GROUPS*

Concerns of the HLC Visiting Team were that GSC needs to identify additional opportunities to seek and use input from internal and external constituent groups beyond the president's cabinet. While internal and external constituent groups existed and tiers of leadership were followed, no concise methodology for obtaining perspectives regarding planning documents was identified, and constituent groups were not being kept up-to-date regarding the planning process or

upcoming initiatives. The group that put together the planning documents had a limited role in their life-cycle and update with already established committees not providing appropriate opportunities for faculty, staff, and student engagement.

The planning process at Glenville State College uses integrated channels of communication to include input from internal and external constituents. This flow of information travels downward, upward, horizontally, and externally. The [GSC Formal Communications Flow Chart](#) details the formal communication channels that apply to these operations. While the typical hierarchical structure of leadership exists with its expected downward flow of information, there are a multitude of other details regarding how all perspectives are considered in the governance of the institution.

The Presidential Advisory Team held its first meeting on September 21, 2017, and former President Tracy Pellett asked members to express concerns and share in discussions regarding the direction of the college. Stakeholders from every area on campus became a part of this group. All Vice-Presidents, Academic Department Chairs, and Directors are members. Through bi-monthly meetings, information has been presented to these constituents in an assembly. The administration demonstrates transparency across campus in this way and provides opportunities for question and answer sessions after the President and Vice-Presidents give reports on areas of the college related to finances, enrollment, changes in programs, outreach, and retention.

Four formal groups provide input regarding all college operations: three Board of Governors representatives elected from faculty, staff, student groups; and the HLC Assurance Team, which is charged with overseeing the creation and updating of planning documents. This shared governance provides an environment that permits for a multitude of input from across all spectrums. The President of the college is also intermingled in all communication channels regarding these operations, makes all final decisions on forward paths, and reports directly to the Board of Governors.

The [Faculty Senate](#), [Staff Council](#), [Student Government Association](#), and [Alumni Council Meeting Minutes](#) are historically the four formal communication groups that provide input to the [Board of Governors](#). The college has also developed a [Community Advisory Group](#) which provides a fifth constituent group giving input. The Faculty Senate is made up of representatives elected from within each academic department. They act as liaisons to the college President, and elect a Senator as a Board of Governors representative. The Staff Council elects a leader as liaison and the second elected Board of Governors representative. The Student Government Association's elected leader serves as both the liaison to the college President and the third elected Board of Governors representative. The Alumni Council employs an Alumni Director who frequently interacts with the college President. The Alumni Director and college President are also ex-officio members of the council. The [Foundation Board](#) also serves as an important external constituent group that helps determine where scholarships and other awards are distributed among the student body.

The President of Glenville State College also uses numerous initiatives to directly relay and receive information from constituents. With periodic campus-wide e-mail updates, the administration has striven to be transparent in all campus operations. Along with electronic

communications, the president holds beginning-of-semester and special face-to-face all-campus meetings. The four formal constituent groups also receive quarterly visits by the president during regular scheduled meeting times and monthly meetings with group leadership. Additionally, the [President's Advisory Team](#) includes representation from all campus departments. Former President Pellett was an active participant in the development of the newly-formed Community Advisory Group.

Other noteworthy initiatives regarding the engagement of external constituents are the development of The Pioneer Stage on the Main Street of Glenville and the establishment of the Riverside Residence in the downtown area of Glenville. The Pioneer Stage has quickly become the downtown hotspot for activity during the day and night. This Student Life facility was quickly transitioned into the home base of the campus' Bluegrass Degree Program with the arrival of the new administration. With the initial opening events being supplemented by a West Virginia Humanities Council grant project called "We, too, are Appalachia" spearheaded by the campus' library staff during the summer and fall of 2018, the center for bluegrass studies has continued its cultural impact through partnerships with the West Virginia State Folk Festival and intimate relationships with Nashville musicians. In fact, the center's ribbon cutting ceremony took place on Thursday, June 21, 2018, at 6:00 p.m., to mark the opening of the 59th Annual West Virginia State Folk Festival. Some initiatives operated out of the center include youth bluegrass camps, photography and artifact exhibits, open-mic nights, Sunday gospel sings, square dance workshops, yoga activities, and a multitude of scheduled and unscheduled jam sessions. This home base for the college's Bluegrass Degree Program serves the additional purpose of including a multitude of community members, alumni, and additional constituents in almost daily activities.

The Riverfront Residence is the newest initiative dealing with residence life. While the college had owned the Conrad Motel for some time, this aging facility was not up to the current standards regarding adequate living conditions associated with college life. With major renovations, the completion of this project has provided additional housing for ninety students, which has opened opportunities for future on-campus enrollment growth, as well as vastly improving the college's downtown image. This project also included the extension of the college's fiber optic backbone from main campus to downtown, the addition of several Glenville State College wireless access points, and the installation of all new network lines in the facility. This project was a response to the need for additional living spaces to supplement overflow from Goodwin Hall and provide the living space needed for remodeling of Pioneer Village housing units. This renovation of downtown student living spaces took place to bolster the college's image in the community, provide acceptable living conditions in those facilities, free up living space for renovations scheduled to take place in previously existing housing, and offer opportunity for future growth in the number of students residing in campus-owned accommodations.

Moving forward, the HLC Assurance Team will make planning recommendations to upper administration. Planning documents will be shared with the formal constituent groups, providing for appropriate input regarding the creation, implementation, and updating of planning documents in a periodic manner. By adequately using these already established formal groups, more input can be garnered from across all aspects of our operations and interactions with the

community. The recent addition of the Community Advisory Group aims to result in improved connections with local community-oriented individuals to better serve the surrounding populace and obtain increased enrollment from the surrounding service district.

### **Concern Item 7**

*ESTABLISH AND PRESENT HOW THE COLLEGE LINKS ITS PROCESSES FOR ASSESSMENT OF STUDENT LEARNING, EVALUATION OF OPERATIONS, PLANNING, AND BUDGETING, WHICH INCLUDES LINKING TOGETHER THE DIVERSITY PLAN, RECRUITMENT PLAN, RETENTION PLAN, INFORMATION TECHNOLOGY PLAN, STUDENT PERSISTENCE PLAN, ETC.:*

Concerns of the HLC Visiting Team are that GSC does not currently have a systematic process for using assessment of student learning and operations evaluations in making decisions about strategic planning and budgeting.

The [Budget Planning Flow Chart](#) provides a breakdown of the processes involved in developing internal budgeting. Budgetary allotments are determined using prior year expenditure data, input from corresponding departments, revenue projections, and a review of costs required to align all operational costs with the College's mission and strategic goals. Glenville State College is continuing to improve the budget planning process in order to operate efficiently and better align the institution's financial planning with the strategic plan. Processes are being modified for efficiency, transparency, and effectiveness starting with the budget planning process. Using FY 2020 expense planning as an example, the President and Vice Presidents are receiving operation expense reports for FY 2018 and FY 2019 along with FY 2020 budget templates for each of their respective departments/areas. They are also receiving reports that detail fees charged for department courses versus the related expenses. The President and Vice Presidents are then providing the reports and budget templates to their departments along with discussing budget planning for FY 2020. The departments are preparing the budgets and submitting them back to their President or Vice President who then submits the approved budget to the Controller for compilation. The CFO and Controller use this information along with other pertinent financial and enrollment data to prepare a final budget to submit to the Board of Governors for approval. Once the final budget is approved by the BOG, the approved departmental budgets are provided to the President and Vice Presidents to share accordingly. The GSC Campus Planning Flowchart reflects this process.

Once the budget is approved by the BOG for the new year, the Operations Budget vs Expenditure Report and Fees versus Expense Report templates are developed to use for reporting back to the departments throughout the year. The goal for the FY 2020 year is to report back to the departments no less often than quarterly. Starting with FY 2019, fees charged, but not expended are carried forward in departments where large purchases need to take place in the future. For instance, the kiln for the Fine Arts department and the new tractor for Land Resources.

In the fall of 2017, the Planning and Prioritization Task Force reviewed strategic objectives and took specific actions in correlation with the review of planning documents and operational data. The [Planning and Prioritization Task Force Document](#) explains that this group was composed of all nine Department Chairs, the Director of the Library, the Director of Institutional Research,

the Registrar, the Registrar's Office Certification Analyst, the President of Faculty Senate, the Executive Secretary for Academic Affairs, and the Vice President for Academic Affairs. The task force met numerous times starting in November of 2017 to discuss the data provided, make recommendations, and debate the recommendations. These meetings were followed by individual meetings between each Department Chair and the Vice President for Academic Affairs. Several recommendations were developed for the BOG and actions were taken. This evaluation and correlating operational changes included budgetary, recruitment, retention, and technological considerations.

Surveys are also instrumental in accumulating valuable data for discussion and decision-making in a unified way. Major Information Technology upgrades throughout campus were initiated by student surveys. Updates to the Technology Plan also directly reflect the valuable insight that the student body can provide about their needs. The results of the [Spring 2017 Technology Survey](#) influenced several action items: wireless accessibility, student-use computer upgrades, budgets, and subscription service renewals directly correlate with the data provided. For instance, the campus had subscribed to the Swank streaming service to provide leisure activities to students residing on campus. Through usage statistics and data collected, we decided not to renew the college's subscription to the platform. The [IT FY 20 Budget Proposal](#) correlates with the current needs of the campus.

Surveys regarding Student Life, library resources, counseling services, and initiative monitoring have also been compiled, and this important data is being used in budgetary decisions moving forward. Student Life activities have also been driven by input from enrollees. The [Fall 2017 Student Activities Survey](#) and the [Fall 2018 Student Activities Survey](#) are used in budgetary planning. The [Student Life FY 19 Budget](#) was directly correlated with the desires of the student body.

The linkages of assessment, planning, and budgeting will continue to improve with additional accumulations of data and the development of the 2020-2025 planning documents. For example, in AY18-19 the Assessment Coordinator, at the request of the Associate Vice President of Academic affairs, updated the Assessment Plan Template to include a section for budget needs based on data. This will help programs identify links between assessment data and the college budget. Please review the [Assessment Plan Template 2019 Update](#). The campus also plans to continue to provide input opportunities across campus in the form of surveys to collect anonymous responses from constituents. By employing these methods, the campus will provide better connections between its planning documents and the actual operations of the school.

## **RESPONSE TO CONCERNS RAISED ABOUT CRITERION 5.D**

### **Concern Item 8**

*THE MANNER IN WHICH THE CAMPUS COMMUNITY IS INFORMED ABOUT THE INSTITUTION'S PLAN:*

Prior to the Mid-Cycle Review on April 10, 2017, planning documents were in place, but evidence showed that they were not being periodically updated, and campus personnel had limited opportunity in the implementation of these objectives. Sporadic reviews of the planning

documents were taking place, and most employees on campus were unfamiliar with them. While the establishment of procedures to oversee the development of these documents, periodically monitor their progress, and provide more direct communication regarding each of their objectives are forthcoming, the new administration brought together individuals who are impacted the most by each plan's objectives. In direct response to the HLC Visiting Team's concerns in this area, they formed the Assurance Team.

As can be seen in the [Strategic Planning Flowchart](#), the mission, vision statements, and strategic goals guide all aspects of campus operation. Each campus department evaluates its strengths, weaknesses, opportunities, and threats to identify specific areas of need. External and internal assessment takes place, objectives are set, plans are developed, the objectives are applied, the strategies are assessed, and the life-cycle is complete with a reevaluation of the plan's linkages to the campus' mission and vision.

The campus has also taken steps to properly inform its constituents regarding HLC accreditation standards and the self-study process. With the [HLC Assurance Team Faculty and Staff 2019 Update](#) and [HLC Assurance Team Student Government Association 2019 Update](#), the Assurance Team explained the accreditation process and provided distinct information regarding activities associated with planning and implementation of the steps necessary to meet all criteria associated with accreditation.

Planned additional responses to the HLC Visiting Team's concerns include the establishment of monitoring and updating procedures primarily focused around the HLC Assurance Team and corresponding departmental personnel to prepare and administer these documents for the next life-cycle. Once established, these procedures will direct the development, monitoring, and update of each part of the planning document. The previously submitted [GSC Strategic Plan for 2015-2020](#) is primarily made-up of strategic objectives and is directly related to the West Virginia Higher Education Policy Commission required Compact, which is also included. It is followed by several additional planning documents. Actions have been taken to update these living documents and several of the strategic objectives have been accomplished, as documented in Concern Item 9. Steps taken to appropriately monitor these documents for the 2015-2020 planning period include an [Updated Technology Strategic Plan 2015-2020](#). The creation of planning documents and the monitoring of the strategic objectives are the responsibility of the HLC Assurance Team in cooperation with upper administration. The Facilities Plan is the responsibility of the Facilities Committee, the Recruitment Plan receives input from the Office of Admissions personnel, the Retention Plan receives input from Academic Success Center personnel, and the Technology Plan receives input from Office of Technology personnel.

As we move forward, the creation and implementation of planning documents will involve the entire campus. With broad representation across the Assurance Team and its subordinate groups, the sharing of information across campus will improve regarding all planning and objective monitoring. Documents will also be supplied to all faculty and staff for review prior to finalization with ample time allocated for questions, suggestions, and critiques.



## **Concern Item 9**

### *EVALUATE THE SUCCESS OF THE PLANS AND UPDATE FINANCIAL AND MASTER FACILITY PLANS, WHICH INCLUDES A TIMELINE AND DELINEATION OF RESOURCE ALLOCATIONS ACCORDINGLY*

Concerns of the HLC Visiting Team were that GSC is not using planning documents to guide operations of the institution adequately. Many respectable initiatives have been explored but are not found in the strategic planning documents, and the HLC Visiting Team would like to see more integrated channels of communication so that established processes, committees, and plans can be methodologically created, monitored, and adjusted accordingly.

The campus' [2015 Master Facilities Plan](#) was in place and used by the campus' facilities committee in guiding physical improvements and maintenance initiatives, but not all estimated costs or timelines associated with the plans existed. It was noted that physical improvements associated with technology were integrated into the campus' Strategic Plan, which showed adequate strategic objectives in alignment with the overarching strategic goals.

While the methodology of plan monitoring has not been adequate in the past, Glenville State College has managed to complete several of its strategic objectives and has now implemented a process for better monitoring and adjustment of future planning documents with the campus' Assurance Team's accountabilities. Updates on current plans are taking place, and the monitoring of the strategic objectives can be seen in the [Strategic Plan Objectives Excel Workbook](#). This file is broken down into three separate tabs that describe Completed, In-Progress, and Removed strategic objectives.

The Completed tab reviews seventy-three separate objectives that have been successfully accomplished in relation to the items set forth by the campus' planning documents. The development of the campus' Academic Success Center met several of the previously prepared goals. With this renovation on the third-floor of the campus' library, the college was able to ensure appropriate meeting spaces on the main campus, allow sufficient space for disability and career services, create space for tutoring services, develop an adequate area for college completion personnel, and provide intervention advising programs in conjunction with first-year student activities. Other completed objectives that are easily identified revolve around technological upgrades. Office of Technology advancements have included the installation of 160 new computers during an eighteen-month period. This also included the addition of approximately 100 new Wi-Fi points throughout the campus. These activities met objectives such as total library computer lab replacement, upgrade of classroom technology, and replacement of faculty and staff computers on a five-year cycle.

The In-Progress tab reviews 126 separate objectives related to the items that are in the process of being completed or are still in the planning stages. These items have been determined to still be relevant, have been incorporated into the updated documents, and will be further evaluated regarding their priority moving forward regarding 2020-2025 planning. Retention and graduation rate improvement remains one of the college's most important strategic objectives, and some facility upgrades are still ongoing. Campus health, extracurricular activity, sustainability project, and grant initiatives also remain important to the school.

The Removed tab reviews fifty-five separate objectives that have been taken out of the planning documents for a variety of reasons. For example, previously planned office space for the campus' Non-Profit coursework, Pioneer Showcase, International Program, and Honors Program initiatives were determined to not be a priority because of limited need for additional space. For this example, facility-driven objectives were changed based on the need for actual individualized office space. While these initiatives are still active on campus, they have been proven to adequately function with the physical office space already available to the faculty involved with each program. If the initiatives were to grow in the number of participants, the college would need to reevaluate whether the current office space configuration is appropriate.

The campus readily acknowledges that the planning documents for 2015-2020 were not prepared, used, or updated properly regarding the scheduling of upgrades and identifying the fiscal resources necessary for upcoming initiatives and projects. However, the creation of the 2020-2025 planning documents will include more concise timelines and delineations of resource allocations that will be more thoroughly explained. A system has been developed to make sure that plans are efficiently and periodically examined by the HLC Assurance Team. The HLC Assurance Team includes broad representation across all campus operations. These leaders also individually serve as chairpersons to the individual Criterion groups, which also entails input from all parts of campus operations.

Glenville State College continues to respond to the challenges it faces with effectiveness through periodic and concise evaluation of its operations. While major transitions in leadership, accompanied by the operational reductions across the board that have taken place over the past five years, the campus still maintains the resources necessary to efficiently meet all criteria pertaining to the accreditation provided by the Higher Learning Commission of North Central Association of Colleges and Schools. With the development of the campus' new 2020-2025 plan, better use of measurable metrics associated with each planning document will be integrated into corresponding campus operations with routine monitoring and update procedures moving forward. Glenville State College respects and appreciates the guidance provided by the Higher Learning Commission of the North Central Association of Colleges and Schools and looks forward to a successful Focused Visit.

## **EVIDENCE THE INSTITUTION HAS ADDRESSED ISSUES RAISED BY HLC**

### **CRITERION 4.B**

#### ***Concern Item 1 - Assessment Evidence:***

- [Assessment Report General Education 2017-2018](#)
- [Assessment Report General Education 2018-2019](#)
- [Master Syllabus Template](#)

#### ***Concern Item 2 - Improvement Evidence:***

- [Assessment Plan Template](#)
- [Assessment Plan Template 2019 Update](#)
- [BAED Short Form Template](#)
- [Collaborative Project Summary](#)
- [Color-Coded Courses for Advising](#)

- [Faculty Library Survey Breakdown](#)
- [HLC Assurance Team SGA Update 2019](#)
- [Annual Program Assessment Review AY2017-18](#)
- [Assessment Plan Template](#)
- [Assessment Plan Template 2019 Update](#)
- [AY17-18 Academic and Student Life Assessment Reports](#)
- [AY18-19 Academic and Student Life Assessment Reports](#)

## CRITERION 5.A

### *Concern Item 3 - Enrollment-Fiscal Projections Compared to Actual*

#### *Results Evidence:*

- [2016 Hayflich Independent Auditors' Report](#)
- [2017 Hayflich Independent Auditors' Report](#)
- [2018 Hayflich Independent Auditors' Report](#)
- [FY 17 IPEDS Enrollment Data](#)
- [FY 18 IPEDS Enrollment Data](#)
- [FY 19 Fall IPEDS Enrollment Data](#)
- [FY 16 – FY 18 Actual Enrollment and Projection Comparison](#)
- [FY 16 – FY 18 Foundation Assets Report](#)

### *Concern Item 4 - 5-year Enrollment Projections and Revenue Implications*

#### *Evidence:*

- [5-Year Budget Projection FY20-24](#)
- [Summary of HLC 5-Year Results of Operations](#)
- [Glennville State College Board of Governors Improvement and Refunding Revenue Bonds, Series 2017](#)
- [GSC Guide to Institutional Aid](#)
- [Home-Grown Scholarship Initiative](#)
- [EAB Student Success Collaborative](#)
- [EAB Student Success Collaborative Scope of Services](#)

### *Concern Item 5 – Review of Positions Evidence:*

- [HLC Faculty and Staff Count and Salary Worksheet](#)
- [Primary Leadership Organizational Charts](#)

## CRITERION 5.C

### *Concern Item 6 – Internal and External Perspectives Evidence:*

- [GSC Formal Communications Flow Chart](#)
- [Board of Governors Meeting Minutes](#)
- [Faculty Senate Meeting Minutes](#)
- [Staff Council Meeting Minutes](#)
- [Student Government Association Meeting Minutes](#)
- [Alumni Council Meeting Minutes](#)
- [Community Advisory Group Meeting Minutes](#)
- [Foundation Board Meeting Minutes](#)
- [President's Advisory Team Minutes](#)

***Concern Item 7 – Student Assessment, Budget, Offerings Correlation Evidence:***

- [Budget Planning Flow Chart](#)
- [Planning and Prioritization Task Force Document](#)
- [Spring 2017 Technology Survey](#)
- [IT FY 20 Budget Proposal](#)
- [Fall 2017 Student Activities Survey](#)
- [Fall 2018 Student Activities Survey](#)
- [Student Life FY 19 Budget](#)

**CRITERION 5.D**

***Concern Item 8 – How Campus Community is Informed Evidence:***

- [Strategic Planning Flow Chart](#)
- [HLC Assurance Team Faculty and Staff 2019 Update](#)
- [HLC Assurance Team Student Government Association 2019 Update](#)
- [GSC Strategic Plan for 2015-2020](#)
- [Updated Technology Strategic Plan](#)

***Concern Item 9 – Plan Monitoring Evidence:***

- [2015 Master Facilities Plan](#)
- [Strategic Plan Projects Excel Workbook](#)
- [Updated/Updates to Master Facilities Plan](#)
- [Updated Strategic Planning Documents](#)

**LIST OF ADDITIONAL EVIDENCE AVAILABLE TO THE PEER REVIEWER TEAM**

- [Tuition Announcement for 2019](#)

**LIST OF LINKS TO FACULTY/STAFF HANDBOOKS, STUDENT HANDBOOKS, AND INSTITUTIONAL CATALOG**

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Submitted by: *Marty Carver, Vice President of Enrollment & Student Life*

### Highlights/Challenges

#### Highlights

1. **EAB UPDATE:** EAB is in their final campaign for this contract year. EAB estimated that we would receive between 1,000 and 1,200 applications for Fall 2019. To date, we have received 890 applications and 645 have been accepted. 643 of 890 EAB applications were new to our system. Our EAB contact believes our campaigns performed average to above average for a first-year contract and a college of our size.
2. **Fall 2019 Admissions Recruitment (the #'s):** *\*Keep in mind that comparison reports often do not line up year to year, so there are often major shifts from week to week.* New student enrollment numbers are holding strong at this point for traditional new student recruitment. We are up 26.2% in Total Inquiries, 26.8% in Total Applicants, 20.2% in Total Accepted, down 8.9% in Total Registered and up 10.2% in Total Housing Applications/Deposits compared to Fall 2018. Our Fall 2019 Application and Accepted goals are for Regular Applications (non-EAB) and Regular Accepted (non-Quick Admit) to keep pace with the same period last year and the 3-year average without relying on assistance from EAB and/or QuickAdmits. As of today, Fall 2019 Regular Applications are 2.2% higher than Fall 2018 and 11.2% above the 3-year average. Regular Accepted is 5.9% lower than Fall 2018 and 16.6% above the 3-year average. Registrations are 8.9% lower than in Fall 2018 and 8.1% higher than the 3-year average. Housing Applications are 10.2% higher than Fall 2018 and up 13.2% over the 3-year average.
3. **Recruitment Focus:** We are currently focusing on "closing the deal" on all non-registered accepted and/or quick admitted students. In addition, we are working to assist all students, but especially transfer students in completing their file for acceptance.
4. **HS Awards Assemblies:** The admissions team recently traveled to 71 high schools across the state of WV to attend high school awards assemblies and hand out scholarship certificates to students considering Glenville State. Many alumni educators, as well as GSC faculty and staff, also assisted us with handing out certificates to students attending schools that we were unable to attend. In total, we handed out certificates at over 100 high schools statewide.

#### Challenges

1. Cost to out-of-state students.
2. No eSports program for students with an interest.
3. No nursing program for students with an interest.
4. Working to activate with alumni educators to refer students to GSC.

#### Attachments/Enclosures:

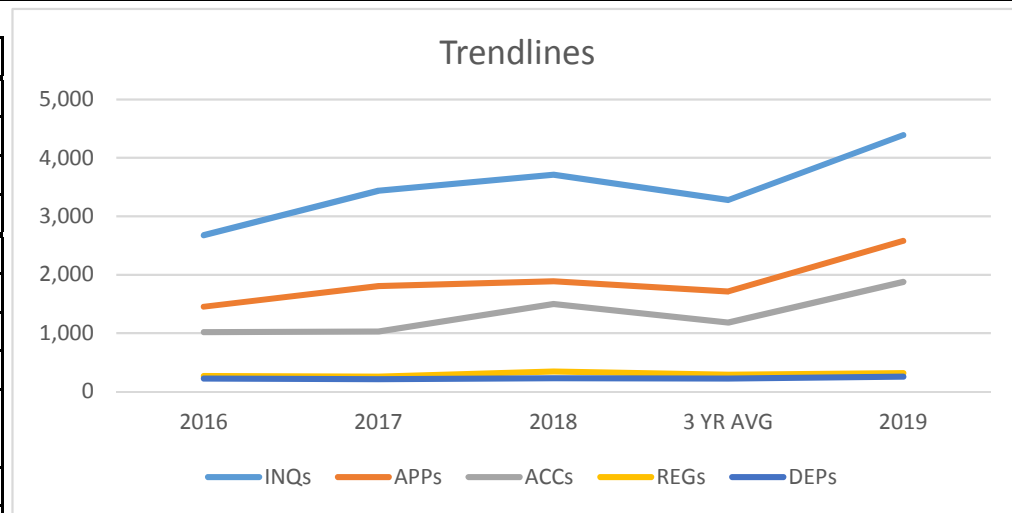
1. Admissions Summary Fall 2019

**NEW STUDENTS**

Fall...	Total APPs	(+/- %)	Regular APPs	(+/- %)	EAB 1st APPs	Total ACCs	(+/- %)	Regular ACCs	(+/- %)	Quick ACCs	Total REGs	(+/- %)	Pending REGs	Total *DEPs	(+/- %)	Pending DEPs
2019	2,578		1,931		647	1,877		1,414		463	314		12	254		48
2018	1,888	26.8%	1,888	2.2%		1,497	20.2%	1,497	-5.9%		342	-8.9%		228	10.2%	
2017	1,803	30.1%	1,803	6.6%		1,025	45.4%	1,025	27.5%		258	17.8%		213	16.1%	
2016	1,452	43.7%	1,452	24.8%		1,017	45.8%	1,017	28.1%		266	15.3%		221	13.2%	
3 YR AVG	1,714	33.5%	1,714	11.2%		1,180	37.2%	1,180	16.6%		289	8.1%		221	13.2%	

**CONVERSION RATIOS**

	2019	2018	2017	2016	3 YR AVG
INQ:	4,391	3,715	3,440	2,677	3,277
APP:	2,578	1,888	1,803	1,452	2,233
ACC:	1,414	1,497	1,025	1,017	1,456
REG:	314	342	258	266	328
INQ-APP%:	58.7%	50.8%	52.4%	54.2%	68.1%
APP-ACC%:	54.8%	79.3%	56.8%	70.0%	65.2%
ACC-REG%:	22.2%	22.8%	25.2%	26.2%	22.5%



**PROJECTIONS**

	2019			This Week	Last Week
1st-time FR:	352.7				
Transfer/RA:	71.3				
TOTAL	424.1			424.1	429.3

\*Census

**Notes:**

-APPs / ACCs are unofficial pending new report from CSchmidt  
-114 Online APPs | 53 Online ACCs | 14 Registered

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Submitted by: *David Hutchison, Vice President for Advancement & Executive Director of Foundation*

**Staff Update: Foundation Summer Student Interns**

- Jasmine Tarmin – Business
- Taylor McClain – English

**New Scholarships established since May meeting**

- James & Patricia Lydon – Wirt County
- Mary J. Griffith – unrestricted
- Philip I. Brake – Ritchie & Gilmer County

**Other Foundation Meetings since May Meeting**

- BrickStreet Foundation
- Stonewall Resort Foundation
- Maier Foundation
- Wehrle Foundation

**Hired Alice Ruhnke with the Grant Advantage**

- Grant Searches and Consulting
- Grant Writer / Training

**Other Initiatives:****A. Crescendo Marketing and Website Services for Gift Planning – see attachment (July 1<sup>st</sup> Launch)**

The Crescendo GiftLegacy System offers multichannel marketing and closing software for a successful planned giving program. Included with the system is a customized branded website with fresh weekly articles, interactive features and inspiring donor stories. Service to your website visitors is an integral part of the resourceful website creating donor leads for your organization. The branded eNewsletters are a proven stewardship feature to generate website activity and secure donor leads. Also included with the system is an online library of royalty-free literature for customization and donor engagement. The secure online CresManager gives you added features such as analytics, eNewsletter management, social media posting options, leadership education videos, a planned giving seminar library and much more. The Crescendo Software for personalized donor gift illustrations is the culminating resource for closing planned gifts. Crescendo staff's ongoing support, committed to your organization's planned giving successes, is an invaluable resource.

**B. Women's Leadership Circle**

- One committee meeting to decide plan of action- decided to make calls and invite women to an informational event.
- First event – open house at golf course on Tuesday, May 21. There were 20 women, several emails received, and messages of people saying they were interested but out of town.
- Committee to meet in next week to decide price of membership and create event schedule.
- Next step after membership price is set is to email and send letters and get information on website.

**C. Annual Fund LYBUNT Statistics**

- Received \$5,447 from 49 donors, updated 66 bad addresses and resent letter.
- 263 LYBUNT donors remain.
- An increased revenue of 204.47% from the donors we retained from last year.
- Acquired 179 new Annual Fund Donors, 18.3 % acquisition rate contributing \$14,493 to the annual fund.

**D. PAC Fundraising**

- Women’s Basketball Pioneer Derby
- Whitey Adolfsen Football Golf Classic

**E. Alumni Relations**

- 50 Year Graduation Celebration May 17<sup>th</sup> & 18<sup>th</sup>
- West Virginia State Folk Festival Thursday, June 20 - Sunday, June 23
- GSC Night at Appalachian Power Park Monday, July 1

Donor Level	Fiscal Year Through 4/28/2019		Fiscal Year Through 6/3/2019	
	# Deposits	Total \$	# Deposits	Total \$
< \$100	433	\$15,347.74	456	\$16,536.35
\$100 – 499	562	\$64,962.27	659	\$73,899.48
\$500 – 999	156	\$40,580.85	185	\$48,128.68
\$1,000 – 2,499	135	\$93,040.25	158	\$97,415.34
\$2,500 – 4,999	43	\$45,433.65	68	\$58,021.59
\$5,000 – 9999	30	\$79,739.02	34	\$83,409.02
\$10,000 – 24,999	152	\$181,663.08	167	\$193,548.91
\$25,000 – 99,999	216	\$326,936.79	56	\$365,981.80
100,000 – 999,999	77	\$1,270,164.98	288	\$1,412,427.66
1,000,000 +	15	\$1,192,344.47	17	\$1,282,344.47
<b>Totals</b>	<b>1819</b>	<b>\$3,310,213.10</b>	<b>2088</b>	<b>\$3,631,713.30</b>

*\*The tables above recap the activities for the period 4/28/2019 through 6/3/19:*

The following table denotes deposits by category for the fiscal year:


2018 -2019	# Donors	Total \$
<b>Repeat</b>	177	\$82,534.65
<b>Increased</b>	239	\$3,077,310.09
<b>New</b>	382	\$142,854.78
<b>Recovered</b>	209	\$297,667.25
<b>Decreased</b>	76	\$31,346.53
<b>Totals</b>	<b>1083</b>	<b>\$3,631,713.30</b>



# Glennville State College Crescendo Marketing and Website

Launch date: July 1, 2019

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- Take advantage of the many tax benefits of making a gift






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An IRA rollover allows people age 70 1/2 and older to reduce their taxable income by making a gift directly from their IRA.

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A charitable gift annuity is a great way you can make a gift to our organization and benefit. You transfer your cash or property to our organization and we promise to make fixed payments to you for life at a rate based on your age.

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#### RESOURCES FOR PROFESSIONAL ADVISORS



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For specific advice about the effect of any planning concept on your tax or financial situation or with your estate, please consult a qualified professional advisor.

Submitted by: *Jesse Skiles, Director of Athletics*

### Highlights/Challenges

#### Highlights

- Recruiting numbers already ahead of the Fall 2018 total.
- Lots of positive feedback from the Mountain East and its membership on our hosting of both the NCAA Regional Basketball Tournament and the MEC Track & Field Championships.
- As a department, we remain on line to stay under budget for FY19.

#### Challenges

- Locker room and facility logistics with the adding of new sports.
- Providing Athletic Training services for a growing student-athlete population.

Submitted by: *Dustin Crutchfield, Staff Council Representative to the Board*

Highlights/Challenges

- Highlights:

Staff Council held elections for open Equal Employment Opportunity classification representatives, a WV Advisory Council of Classified Employees representative, and a GSC Board of Governors representative. Those elected included:

EEOC Clerical/Secretarial	Sheri Goff <sup>†</sup>
EEOC Executive/Admin/Managerial	Jodi Walters
EEOC Service/Maintenance	Jim Tatman
EEOC Other Professional Staff	Jason Gum <sup>†</sup>
EEOC Technical/Paraprofessional	Jenny Boggs
ACCE Representative	Michele Lang
BOG Representative	Jason Gum

<sup>†</sup>After elections were held, Sheri Goff transferred to a new position in a different classification. Council is also trying to determine if Jason Gum will be able to hold two representative positions. A second survey of the staff in these two classifications may be held to select a new representative.

- Challenges:

Representation for staff employees at the state level through WV ACCE.

*ACCE is planning to discuss the future of the organization at their upcoming summer retreat. Since some campuses now have no 'classified' employees, the organization (and state code) will need to be updated to reflect the new makeup of staff groups across the state.*

Council hopes to see clarifications on topics such as applying for and receiving professional development funds, monthly spending reports for departments/offices, and processes for future raises.

*Some items have been discussed with Mr. Beckvold during meetings over the past two months, others will need to be brought up with the interim president once they are in place.*

- Attachments/Enclosures:

None

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Submitted by: *Marty Carver, Vice President of Enrollment & Student Life*

### Highlights/Challenges

#### Highlights

1. **Pioneer Village Renovation:** Buildings #1 and #2 have been fully renovated. Building #6 is currently under construction and will be finished prior to the beginning of the fall semester.
2. **Residential Life Housing Applications/Deposits:** Housing Applications are coming in at a faster pace than in previous years. Currently, we have 309 returning students and 223 new students with active housing applications for this fall. In addition, 66 students have applied to live off-campus for Fall 2019. To date, 196 of 728 available beds have been assigned.
3. **Student Activities:** It has been an exciting year for Student Activities and Adrian Duellley has provided valuable leadership in that area. We just held a very successful and well-attended "End of the Year Bash" (Foam Party) in the Waco Center parking lot on May 9th. Students reported that it was the best event since they came to GSC.
4. **Frisbee Golf:** The student activities office (Adrian) has also been busy renovating the college's frisbee golf course located near the Gilmer County swimming pool.

#### Challenges

1. Getting the students to engage in both weekly and weekend activities.
2. Getting students to pay Housing Application Deposits.
3. GSC and student staff to cover all residential facilities.

#### Attachments/Enclosures:

Submitted by: *Jason M. Phares Information Systems Manager*

### Highlights

1. IT Staff attended the Mountain East Conference Track Meet to lend support to our staff and the staff from the MEC.
2. We successfully setup and executed audio services for Commencement and Gilmer County High School graduation. We also assisted Pioneer Media with connecting their new equipment to the existing jumbotron.
3. Our Website Administrator refined the webpage search module so that results are more in tune to directory results or departmental pages rather than news stories.
4. The EAB Navigate implementation technical processes are ahead of schedule per their timeline. EAB Navigate will aid the Academic Success Center with student processes in an effort to improve retention.
5. We have received results for our annual survey to assess services that we provide our students. These results determine our effectiveness, strategic plan, and future implementations.
6. We are in the final stages to lease copiers replacing copiers that have a maintenance cost greater than a lease cost.
7. All on-campus student evaluations have been compiled from Blackboard. The results have been submitted to the Provost's Office for dissemination to department chairs and administrative assistants.

### Challenges

Providing adequate internet and Campus connectivity to the Morris Criminal Justice Training Center for the Criminal Justice department to occupy that area full time.

Dealing with numerous power outages and core Campus connectivity. We need to seriously look into installing a generator for the core equipment in the Heflin Administration Building.

**Glenville State College Board of Governors  
Meeting of June 12, 2019**

**ACTION ITEM:** Tuition and Fees for FY2020

**COMMITTEE:** Business and Finance

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the tuition and fees schedule for the FY2020 academic year as proposed.

**STAFF MEMBER:** Mr. John Beckvold

**BACKGROUND:**

The tuition and fee rates are necessary to compensate for a reduction in state appropriations, fund increased operational costs, and sustain various strategic initiatives. In-state tuition and room rates will remain the same as FY2019. Out-of-state and metro tuition rates will be reduced per the proposal, partially offset by elimination of the Pioneer Scholarships. Board rates will increase to offset price increase by Aramark.

See attached:  
FY2020 Fee Planning Schedules

**Fee Planning Schedule- Per Semester  
Academic Year 2019-20**

**Institution:** Glenville State College

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

	Resident 2016-17	Resident 2017-18	Resident 2018-19	Resident 2019-20	Increase (Decrease)	Non-Resident 2016-17	Non-Resident 2017-18	Non-Resident 2018-19	Non-Resident 2019-20	Increase (Decrease)	Metro 2016-17	Metro 2017-18	Metro 2018-19	Metro 2019-20	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>															
<b>a. Tuition and Required Education and General Fees</b>	\$2,796	\$2,795	\$2,781	\$2,781	\$0	\$6,596	\$6,595	\$6,563	\$2,713	(\$3,850)	\$4,698	\$4,697	\$4,675	\$3,119	(\$1,556)
<b>b. Required Educational and General Capital Fees</b>															
i. System E&G Capital Fees	\$208	\$208	\$207	\$207	\$0	\$744	\$744	\$741	\$741	\$0	\$476	\$476	\$474	\$474	\$0
ii. Special Institutional E&G Capital Fees	\$164	\$164	\$164	\$164	\$0	\$288	\$288	\$287	\$287	\$0	\$220	\$220	\$219	\$219	\$0
<b>c. Auxiliary and Auxiliary Capital Fees</b>															
i. Standard Auxiliary Fees	\$228	\$228	\$227	\$227	\$0	\$240	\$240	\$238	\$238	\$0	\$240	\$240	\$238	\$238	\$0
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$276	\$276	\$275	\$275	\$0	\$432	\$432	\$430	\$430	\$0	\$360	\$360	\$359	\$359	\$0
<b>Total Student Fee Request</b>	\$3,672	\$3,671	\$3,654	\$3,654	\$0	\$8,300	\$8,299	\$8,259	\$4,409	(\$3,850)	\$5,994	\$5,993	\$5,965	\$4,409	(\$1,556)
Percentage of Increase Requested Over Previous Year	4.44%	-0.03%	-0.46%	0.00%		4.48%	-0.01%	-0.48%	-46.62%		4.50%	-0.02%	-0.47%	-26.09%	
Three-year Average Increase					-0.16%					-15.70%					-8.86%

**Fee Planning Schedule- Per Semester  
Academic Year 2019-20**

**Institution:** Glenville State College

	Rate Per Semester/ Occurrence 2016-17	Rate Per Semester/ Occurrence 2017-18	Rate Per Semester/ Occurrence 2018-19	Requested Rate Per Semester/ Occurrence 2019-20	Increase (Decrease)	Estimated Revenue 2018-19	Estimated Revenue Increase 2019-20	Estimated Number of Students 2019-20	Estimated Revenue 2019-20
<b>II. Special Fees and Charges</b>									
ACT Residual Test - institutional charge	50	50	50	50	-	500	-	10	500
Application Fee	20	20	20	20	-	1,000	-	50	1,000
Application Fee - International	100	100	100	100	-	-	-	-	-
Applied Music Fee (per course)	160	160	250	250	-	24,000	-	96	24,000
Art - Digital Media (selected art courses)	100	100	75	75	-	4,275	-	57	4,275
Art - Kiln Fee	70	70	60	60	-	2,400	-	40	2,400
Art Studio Fee	50	50	40	40	-	2,040	-	51	2,040
Art 330	30	30	25	25	-	600	-	24	600
Baccalaureate Degree in Criminal Justice - Correction Officers	175	175	175	175	-	-	-	-	-
Bad Check Fee	25	25	25	25	-	75	-	3	75
Business Program Assessment Fee (BUSN 100)	35	35	30	30	-	5,640	-	188	5,640
Certificate Program	20	20	20	20	-	200	-	10	200
Credit by Examination (per credit hour)	40	40	40	40	-	800	-	20	800
Computer Science - CSCI 101,201, 286, 304, 305, 335, 352 & 386	30	30	25	25	-	10,225	-	409	10,225
Computer Science - CSCI 202, 360, 381, 405 & 435	30	30	25	25	-	625	-	25	625
Computer Science - Mkt 203 & 379	30	30	25	25	-	800	-	32	800
American Humanities / Nonprofit Cert. Entrance Fee	40	40	40	40	-	400	-	10	400
American Humanities / Nonprofit Final Portfolio Assmt Fee	100	100	100	100	-	200	-	2	200
Behavioral Science Research Fee (SOCS 293) - per course	25	25	-	-	-	-	-	-	-
Behavioral Science Senior Seminar Fee -PSYC 493/SOCL 493	25	25	-	-	-	-	-	-	-
Criminal Justice Fee - CRJU 111	-	-	30	30	-	2,520	-	84	2,520
Criminal Justice Fee - CRJU 215, 315, 445	150	150	125	125	-	10,375	-	83	10,375
Criminal Justice Fee - CRJU 314	150	150	100	100	-	1,300	-	13	1,300



	Rate Per Semester/ Occurrence 2016-17	Rate Per Semester/ Occurrence 2017-18	Rate Per Semester/ Occurrence 2018-19	Requested Rate Per Semester/ Occurrence 2019-20	Increase (Decrease)	Estimated Revenue 2018-19	Estimated Revenue Increase 2019-20	Estimated Number of Students 2019-20	Estimated Revenue 2019-20
<b>II. Special Fees and Charges</b>									
Criminal Justice Fee - CRJU240	100	100	100	100	-	-	-	-	-
Criminal Justice Fee - CRJU 335	30	30	30	30	-	450	-	15	450
Criminal Justice Fee - CRJU 493	30	30	25	25	-	700	-	28	700
Diploma Replacement Fee	25	25	25	25	-	50	-	2	50
Education Fee - EDUC 343, 345	50	50	50	50	-	550	-	11	550
Educational Foundations Fee (per course)	100	100	-	-	-	-	-	-	-
English Lab Fee (ENGL 101L)	50	50	40	40	-	7,720	-	193	7,720
Exercise Science Lab Fee (EXSC 465)	25	25	25	25	-	75	-	3	75
Facsimile Fee (per page)	1	1	1	1	-	100	-	100	100
Fingerprint Fee (EDUC 203)	25	25	25	25	-	2,175	-	87	2,175
First Year Experience Fee	100	100	100	100	-	29,300	-	293	29,300
Graduation Fee (exclusive of cap and gown)	40	40	60	60	-	13,200	-	220	13,200
Graduate Verification Letter	5	5	5	5	-	50	-	10	50
Health Course Fee (HLTH 331)	50	50	50	50	-	550	-	11	550
Health Research Fee (HLTH 435)	20	20	10	10	-	200	-	20	200
Journalism Software Fee (JOUR 205)	20	20	20	20	-	100	-	5	100
Journalism Software Fee (JOUR, 322)	20	20	15	15	-	-	-	-	-
Internet Fee (per semester)	65	65	65	65	-	46,800	-	720	46,800
ITQ Profession Development Course Fee	25	25	25	25	-	250	-	10	250
Land Resources Lab Fee (ENVR 101)	40	40	30	30	-	-	-	-	-
Land Resources Lab Fee (FRST 293, LAND 121, 232)	40	40	25	25	-	975	-	39	975
Land Resources Lab Fee (ENVR 193, 351, FRST 203, 206, 214, NRMT 234,	40	40	30	30	-	3,780	-	126	3,780
Land Resources Lab Fee (FRST 212, LAND 244, 335)	40	40	35	35	-	1,680	-	48	1,680
Land Resources Lab Fee (ENVR 352, FRST 103, 193, 205, 209, LAMN 193,	40	40	40	40	-	3,880	-	97	3,880
Land Resources Lab Fee (FRST 202, 216, NRMT 125, 201)	40	40	50	50	-	5,050	-	101	5,050
Land Resources Individual Research Course	40	40	-	-	-	-	-	-	-
Late Graduation Fee	100	100	100	100	-	500	-	5	500
Marketing Software Fee (MRKT 203, 303, 398)	20	20	-	-	-	-	-	-	-
Mathematics Fee (MTHF 094)	235	235	-	-	-	-	-	-	-

	Rate Per Semester/ Occurrence 2016-17	Rate Per Semester/ Occurrence 2017-18	Rate Per Semester/ Occurrence 2018-19	Requested Rate Per Semester/ Occurrence 2019-20	Increase (Decrease)	Estimated Revenue 2018-19	Estimated Revenue Increase 2019-20	Estimated Number of Students 2019-20	Estimated Revenue 2019-20
<b>II. Special Fees and Charges</b>									
Mathematics Fee (MATH 106, 106L)	135	135	150	150		46,200	-	308	46,200
Mathematics Fee - MATH 230, 327	50	50	50	50	-	1,700	-	34	1,700
Mathematics Fee - MATH 356	50	50	25	25	-	150	-	6	150
Mathematics Fee - MATH 256	50	50	40	40	-	1,280	-	32	1,280
Music Instrument Rental Fee	50	50	50	50	-	1,250	-	25	1,250
Non-resident Food Service Fee	50	50	50	50	-	20,000	-	400	20,000
NTE Scores (copy)	5	5	5	5	-	50	-	10	50
Nursing Program Fee (per semester)	400	400	-	-	-	-	-	-	-
On-Line Course Fee (per credit hour)	50	50	50	50	-	210,000	-	525	210,000
Parking Permit - Commuter	60	60	50	50	-	22,500	-	450	2
Parking Permit - Resident	100	100	50	50	-	22,500	-	450	22,500
Parking Permit - Reserved (non-student)	200	200	250	200	(50)	20,000	(4,000)	80	16,000
Photocopy Charges (per page)	2	2	2	2	-	-	-	-	-
Physical Education Fee (PE 230, 231)	20	20	-	-	-	-	-	-	-
Physical Education Fee (PE 201, 421)	25	25	20	20	-	6,780	-	339	6,780
Physical Education Fee (PE 224)	20	20	15	15	-	300	-	20	300
Physical Educ. Fee (PED 119, 219, 301, 319, 326, 419)	10	10	-	-	-	-	-	-	-
Physical Educ. Fee (PED 132, 136)	20	20	20	20	-	1,700	-	85	1,700
Physical Educ. Fee (PED 326)	-	10	10	10	-	470	-	47	470
Prior Learning Credit Exam Fee (per credit hour)	40	40	40	40	-	1,200	-	30	1,200
Prior Learning Portfolio Assessment	300	300	300	300	-	1,500	-	5	1,500
Prior Learning Posting Fee (per credit hour)	10	10	10	10	-	300	-	30	300
Regent's BA Degree Evaluation	300	300	300	300	-	600	-	2	600
Regent's BA Degree Posting Fee (per credit hour)	10	10	10	10	-	250	-	25	250
Replacement ID Card	10	10	10	10	-	1,100	-	110	1,100
Replacement - Room Key (Pioneer Village)	75	75	75	75	-	150	-	2	150
Replacement - Room Key Cylinder	75	75	75	75	-	150	-	2	150
Replacement Room Access Card (Goodwin)	20	20	20	20	-	320	-	16	320
Residence Hall Cable Fee	60	60	60	60	-	21,600	-	360	21,600

	Rate Per Semester/ Occurrence 2016-17	Rate Per Semester/ Occurrence 2017-18	Rate Per Semester/ Occurrence 2018-19	Requested Rate Per Semester/ Occurrence 2019-20	Increase (Decrease)	Estimated Revenue 2018-19	Estimated Revenue Increase 2019-20	Estimated Number of Students 2019-20	Estimated Revenue 2019-20
<b>II. Special Fees and Charges</b>									
Room Reservation Fee	100	100	100	100	-	78,000	-	780	78,000
Late Registration Fee	100	100	100	100	-	2,000	-	20	2,000
SAFE 333	100	100	100	100	-	500	-	5	500
Science Department Individual Research Courses	100	100	100	100	-	1,700	-	17	1,700
Science Laboratory Fee (per course)	50	50	50	50	-	25,100	-	502	25,100
Science Course Fee - SCNC 105, 204, 205, 302, 305, 405	70	70	50	50	-	4,800	-	96	4,800
Teacher Education Admission Fee	200	200	265	265	-	10,865	-	41	10,865
Teacher Endorsement Evaluation	25	25	25	25	-	500	-	20	500
TOEFL Test - institutional charge	5	5	5	5	-	50	-	10	50
Transcript	7	7	7	7	-	700	-	100	700
Transcript - National Student Clearinghouse	5	5	5	5	-	1,300	-	260	1,300
Transcript - Express	35	35	35	35	-	980	-	28	980
Transcript - FAX	5	5	5	5	-	1,020	-	204	1,020

**Fee Planning Schedule- Per Semester  
Academic Year 2019-20**

**Institution:** Glenville State College

	Rate Per Semester 2016-17	Rate Per Semester 2017-18	Rate Per Semester 2018-19	Rate Per Semester 2019-20	Increase (Decrease)	Estimated Revenue 2018-19	Estimated Revenue Increase 2019-20	Estimated Number of Students 2019-20	Estimated Revenue 2019-20
<b>III. Room and Board Charges</b>									
Pickens Hall (Scott Suites) Double	\$2,282	\$2,282	\$0	\$0	\$0	\$0		0	\$0
Goodwin Hall Single	\$3,559	\$3,559	\$3,559	\$3,559	\$0	\$1,089,435	\$35,209	316	\$1,124,644
Double	\$2,891	\$2,891	\$2,891	\$2,891	\$0	\$1,246,760	\$389,546	566	\$1,636,306
Riverfront Residence Double	\$0	\$0	\$2,891	\$2,891	\$0	\$226,482	\$201,386	148	\$427,868
Board Plan	\$2,130	\$2,080	\$2,080	\$2,200	\$120	\$2,192,835	\$704,565	1317	\$2,897,400

**Fee Planning Schedule- Per Semester  
Academic Year 2018-19**

**Institution:** Glenville State College

	Rate Per Month 2016-17	Rate Per Month 2017-18	Rate Per Month 2018-19	Rate Per Month 2019-20	Increase (Decrease)	Estimated Revenue 2018-19	Estimated Revenue Increase 2019-20	Estimated Number of Students 2019-20	Estimated Revenue 2019-20
<b>IV. Apartment and House Rental Room Rates</b>									
Pickens Hall: Scott Wing - furnished suite for married couples	\$571	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
Pioneer Village	\$563	\$563	\$563	\$563	\$0	\$821,779	\$147,994	287	\$969,773

**Glenville State College Board of Governors  
Meeting of June 12, 2019**

**ACTION ITEM:** Out-of-State Tuition and Metro Rate Proposal

**COMMITTEE:** Business and Finance

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the out-of-state tuition and metro rate beginning the FY2020 academic year as proposed.

**STAFF MEMBER:** Mr. John Beckvold

**BACKGROUND:**

It is a well-known fact that the number of high school graduates and college-bound high school graduates in West Virginia has been on a steady decline for the past several years and forecasters believe this trend will continue for the foreseeable future. Regional colleges and universities like Glenville State that rely on these West Virginia graduates as their main source of revenue will struggle to meet enrollment goals due to the significant reduction of prospective students in the pipeline. For this reason, an already competitive West Virginia market will become even more competitive as major universities like West Virginia University and Marshall claim their traditional share of the market.

Glenville State must penetrate new markets where distance is a limited issue, our academic and athletic programs are in demand, and our cost can be competitive. Areas in Virginia, Eastern Kentucky, Southeastern Ohio, Pennsylvania, Maryland, Washington, DC, and others are markets where we can be an option if we can win or at least compete when students consider the cost of attending college either in-state or out of state.

As you can see from the costs listed below – GSC would be competitive in nearly every market:

State	Average Tuition (2017-18)	Average State College Tuition (2017-18)	
VA	\$15,600	\$12,300	*Limited CJ and Land Resource Programs
KY	\$13,940	\$10,579	*No Land Resource Programs
OH	\$15,225	\$9,718	
PA	\$22,299	\$17,416	*5 <sup>th</sup> most expensive in the country
MD	\$15,522	\$8,481	
NC	\$10,925	\$6,636	
SC	\$12,903	\$9,677	
GA	\$9,887	\$9,552	
TN	\$15,351	\$11,110	

\*according to collegecalc.org

Academic programs in the Land Resources field, Criminal Justice, and others are in demand in many of these states with a limited number of in-state colleges offering quality programs. Athletic programs also have the ability to attract students from outside the West Virginia market but again, we have to be at least competitive when it comes to how much families are willing to pay out of pocket for their students to attend college.

Currently, Glenville State uses the following annual cost model:

	WV Resident	Out of State & International	Metro
Tuition:	\$7,308	\$16,518	\$11,928
Room Fee:	\$5,782	\$5,782	\$5,782
Meal Plan:	\$4,300	\$4,300	\$4,300
Typical Total:	\$17,390	\$26,600	\$22,010

After much consideration and analysis, we propose reducing both the Metro and Out of State tuition rate to \$8,818 with a total cost of \$19,000. This rate will allow students that search for colleges at or under the \$19,000 to find us as well as allow us a few years while we build up the out of state market before we exceed the \$20,000 threshold.

Proposed Glenville State annual cost model:

	WV Resident	Out of State & Metro	International
Tuition:	\$7,308	\$8,818	\$16,518
Room Fee:	\$5,782	\$5,782	\$5,782
Meal Plan:	\$4,400	\$4,400	\$4,400
Typical Total:	\$17,490	\$19,000	\$26,700

To help offset the cost of offering these new rates we also propose to eliminate the Pioneer Appalachia Scholarship which awards \$4,000 to \$8,000 to each Out of State student and \$2,000 to \$6,000 to each Metro student. We estimate that the net cost to move to the new rate structure will be less than \$60,000. This rate structure will allow us to be competitive in nearly every out-of-state market listed above which should allow us to attract additional students, maybe even for Fall 2019.

**Glenville State College Board of Governors  
Meeting of June 12, 2019**

**ACTION ITEM:** Online Program Flat Fee for Online Students Only

**COMMITTEE:** Student and Academic Affairs

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the online program flat fee of two hundred dollars for online students only beginning the FY2020 academic year as proposed.

**STAFF MEMBER:** Dr. Victor Vega

**BACKGROUND:**

The online program currently has 25 students enrolled. The average number of credits is 9.26, so the average fee is \$463. The calculations assume a \$304.5 cost per credit hence a flat fee of \$200 (under these conditions) will require the College to add about two new students to “recoup” the loss of revenue for the fees. In the event the College enrolls 30 new students, it will be doing well in terms of revenue. There are about 108 students in the online program applying and we expect to get about 25-30% of those according to the previous numbers.

The idea is the basic principle in economics... lower the price and increase demand. A note of caution is that the College’s capability to offer too many courses is extremely limited, so realistically it is not wise to allow more than 30 new students to enroll in order to provide the services and courses they need.

The \$200 flat fee will be for online-only students. All traditional students and dual enrolled students will still pay the \$50 online fee per credit. The flat fee will be extended to the already enrolled students.



**Glenville State College Board of Governors  
Meeting of June 12, 2019**

**ACTION ITEM:** Online Program Only Discount for Veterans,  
Law Enforcement, and First Responders

**COMMITTEE:** Student and Academic Affairs

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves a ten percent discount for Veterans, Law Enforcement, and First Responders who enroll and are currently enrolled in the online program only beginning the FY2020 academic year as proposed.

**STAFF MEMBER:** Dr. Victor Vega

**BACKGROUND:**

A 10% tuition discount will be awarded to Veterans, Law Enforcement, and First Responders who enroll in the online program only. The discount will be extended to the currently enrolled Veterans, Law Enforcement, and First Responders in the online program only, not their dependents nor spouses.

**Glennville State College Board of Governors  
Meeting of June 12, 2019**

**ACTION ITEM:** Program Review

**COMMITTEE:** Student and Academic Affairs

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the Program Review for the Bachelor of Science in Natural Resource Management.

**STAFF MEMBER:** Dr. Victor Vega

**BACKGROUND:**

West Virginia Code §18B-1B-4 and a HEPC Series No.10, *Policy Regarding Program Review*, provide for a systematic review of all college and university academic programs. In compliance with this requirement, the Glennville State College Board of Governors adopted a program review policy on January 16, 2002 which calls for the review of all academic programs on a five-year cycle. In October 2008, HEPC Series No. 10, *Policy Regarding Program Review*, was revised to include the addition of a common reporting process and format for reporting program review findings and recommendations to the Higher Education Policy Commission. Glennville State College's academic program review procedures have since been modified per the revised guidelines.

The procedures followed during the 2018-2019 academic year for the review and evaluation of the academic program stated above include the following.

- A self-study document was developed for the program scheduled for review. The self-study document addresses program viability, adequacy, necessity, and consistency with mission.
- The self-study document was reviewed by an external reviewer. The findings of the reviewer was incorporated into the program assessment process.
- The Provost has reviewed the self-study documents including the findings of the external reviewer and the required executive summary of the findings of the self-study. Based on this review, the Provost has recommended approval of the self-study by the Board of Governors.

With the approval of the Board of Governors, the executive summary will be filed with the Higher Education Policy Commission.

The program reviews for the Regents Bachelor of Arts and Interdisciplinary Studies – BA/BS programs are being deferred to a later date due to an extension date request being submitted to the WV HEPC .

**Executive Summary  
Bachelor of Science  
Natural Resource Management  
Department of Land Resources, Glenville State College**

**Name and Degree Level of Program**

Natural Resource Management Baccalaureate Degree

**Synopsis of significant findings**

- a. The Bachelor of Science Natural Resource Management program in the Department of Land Resources at Glenville State College fulfills its goal of graduating highly competent individuals in the natural resource management field. The Program employs a unique multidisciplinary approach combining science, technology and application. The Program is extremely pertinent because natural resources are connected to the economy of West Virginia and region, and a high demand exists for graduates with an education in natural resource management. Five concentrations within the degree allow students to specialize in different areas of natural resource management. Concentrations include Criminal Justice, Energy & Land Management, Environmental Science, Forest Technology and Land Surveying Technology. Further flexibility is integrated into the Program with Block Electives from which the student may choose. Graduates gain employment in industry and government sectors.
- b. Faculty  
The Natural Resource Management faculty currently includes expertise in environmental science, forestry, land surveying, energy and land management, and natural resource management. Eighty-three percent of the faculty possess the Ph.D., one faculty member (surveying) possesses a master's degree and one faculty member has a Juris Doctorate. A master's degree is considered a terminal degree in land surveying. Fifty percent of the faculty members are tenured. Ranks include full professor, associate professor, and assistant professor. Faculty roles include teaching primarily, but also professional development and service. Faculty members are active in College, professional and community service.
- c. Resources  
Funding is provided by the state, tuition monies, laboratory fees, external grants and donations. This allows the Program to provide current technology and equipment to this applied field. The Department of Land Resources currently occupies a portion (18,000 ft<sup>2</sup>) of the Waco Center. The location, adjacent to the College Forest, is ideal for hands-on laboratory exercises.

**Plans for Program Improvement**

Program improvement focuses and will continue to focus on curriculum, retention, recruiting, and funding.

Curriculum changes for the 2015-2016 academic year included changing BIOL 108, 109, 110 and 203 all to FRST classes. In AY 2016-2017, the list of Upper Block Elective

courses was changed to add 9 new courses and removed 3 courses. The changes were made to expand the list of current General Block Electives (300-400 level courses). The number of upper level Block Elective hours required vary by program area from 5-15 hours. The additional courses provide our students with a more diverse selection of courses across all disciplines. The prerequisites of some courses can easily be satisfied in the student's program of study. The updated list (Appendix II) includes the removal of both GEOG 304 and GEOG 305 since they are no longer offered, and the addition of NRMT 389 and NRMT 499 as upper block elective options.

Changes to the Landman Technology concentration within the Natural Resource Management program were done to broaden a students' job prospectus from just the oil and gas industry to the industry of land use development, management and planning. Specifically, the changes made include: changing the name of the concentration to Energy and Land Management; updating the College catalog to reflect the change from an oil and gas industry focus to the industry of energy and land use development, management and planning; updating the Energy and Land Management Concentration core classes and suggested plan of study to include NRMT 334 GIS Applications II; changing the name of LAMN 193 Principles of Landman Technology to LAMN 193: Principles of Energy and Land Management, as well as the corresponding course description and updating the objectives of this concentration to change its focus from the oil and gas industry to the energy and land management industries.

Results from assessment have been applied to improving coursework and the curriculum to ensure student accomplishment of learning objectives. Lastly, the Department is exploring potential new concentrations to improve recruiting and serve the needs of students and industry within the state.

The Department actively works to recruit new students. In addition to efforts related to the Admissions Office, the Department focuses on career fairs and public events with a natural resource management theme. These efforts will be continued. Retention activities are coordinated with the College and include early intervention, grade reporting, tutoring assistance, and faculty advising.

Opportunities for additional external funding will continue to be explored, as well as interactions with industry. External grants and donations assist the Department of Land Resources with purchasing and maintaining equipment that is essential to the applied disciplines.

#### **Identification of weaknesses or deficiencies from the previous review**

A concern that arose after the last program review the need to hire a new Environmental Science instructor. Dr. Milan Vavrek left his full-time teaching position after spring 2015 to fill in as Provost for the College. Since the last review period the Department has hired a new Environmental Science professor, Dr. Allyson Degrassi, who started teaching in the fall of 2018.

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

The fall enrollment data indicate that the number of Natural Resource Management majors has declined slightly from 121 in the 2013/2014 academic year to 107 in the 2017/2018 academic year. The number of graduates has remained stable with an average of 22 per year. There is capacity to increase the number of majors in each concentration. Efforts to increase recruitment and retention of students are ongoing.

Year	Number of Majors	Number of Graduates
2013-2014	121	18
2014-2015	129	21
2015-2016	118	28
2016-2017	121	21
2017-2018	107	22

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

Program assessment occurs throughout the curriculum. Assessment includes:

- 1) Evaluation of learning objectives and skill components in midpoint, capstone and select courses;
- 2) Summer work experience employer evaluations;
- 3) Student exit surveys;
- 4) Professional exam pass rates; and
- 5) An advisory committee.

Student achievement of learning objectives is assessed in the midpoint, capstone and selected courses (Appendix IV). The midpoint courses evaluate student understanding of natural resources and environmental policy. Additional courses are utilized as appropriate to ensure that all learning objectives are assessed. A capstone course integrates materials learned from the entire curriculum and includes the evaluation of previously assessed skills. In the capstone course, students are required to complete a semester-long management plan that requires knowledge of the hard sciences, social sciences, management and economics. Rubrics have been developed to assess assignments, enabling comparisons over time. Summer work experience is incorporated into most Natural Resource Management concentrations. Employer evaluations are used to assess the student's preparation and performance in the workplace. A Departmental exit survey is given to graduating students, providing an opportunity for each student to express their opinion on the quality of the courses, faculty and Glenville State College.

Program assessment is also provided by advisory committees. Committee membership consists of representatives from industry, governmental agencies, and academia. Members provide advice on subject material and skill sets. The results of these assessments are discussed by the faculty, so that improvements in individual courses and the program as a whole can be made. An action plan is then developed, if needed, to improve student performance. Lastly, follow-up assessment determines whether the actions undertaken were sufficient to improve student learning or whether additional or different approaches are necessary.

**Data on student placement**

Graduates have been very successful in obtaining employment or pursuing advanced degrees, and requests for graduates remain strong. Of the survey respondents or those graduates with whom we have continued contact (n=64 or 68.8%), 95.3% are employed and working in the natural resource management field. Of those graduates, 82.8% are employed in industry, 7.8% work in a governmental agency, and 4.7% went to graduate school. Only 4.7% of graduates are not working in their chosen field.

	Year				
	2014	2015	2016	2017	2018
<b>Industry/Consultants</b>	7	5	9	5	4
<b>Grad School</b>	0	0	0	0	1
<b>Government</b>	2	1	0	0	0
<b>Other</b>	1	0	2	1	1
<b>Unknown</b>	0	0	0	0	0

**Final recommendations approved by governing board.**

**Glenville State College Board of Governors  
Meeting of June 12, 2019**

**ACTION ITEM:** Approval of a Glenville State College Board of Governors Scholarship

**COMMITTEE:** Committee of the Whole

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Glenville State College Board of Governors agrees to fund jointly the Board of Governors Award, an equivalent full tuition and fee scholarship for the FY2020 academic year. The need-based scholarship will be awarded to a West Virginia resident(s) who meets the requirements of the West Virginia PROMISE scholarship criteria.

**STAFF MEMBER:** Mr. John Beckvold, Vice President for Business, Finance, and Operations

**BACKGROUND:**

The chairperson of the Higher Education Policy Commission challenged the institutional Boards of Governors to fund an annual need based scholarship. The full tuition scholarship will be funded by the lay members of the Board. The need based scholarship will be awarded to a West Virginia resident(s) who meets the requirements of the West Virginia PROMISE scholarship criteria. Each member may submit their portion to the GSC Foundation to be disbursed to the student.

FY2020 Tuition and Fees for one year: \$7,308

**Glenville State College Board of Governors  
Meeting of June 12, 2019**

**ACTION ITEM:** Wrestling

**COMMITTEE:** Committee of the Whole

**RECOMMENDED RSOLUTION:** Be it RESOLVED that the Board of Governors approves the addition of Wrestling.

**STAFF MEMBER:** Mr. Jesse Skiles, Director of Athletics

**BACKGROUND:**

Sixty-two institutions sponsor NCAA Division II wrestling and four Mountain East Conference schools sponsor it (Notre Dame, Urbana, West Liberty, and Wheeling Jesuit). A roster goal of 20 new student-athletes in year one will be implemented and expand the roster goal to 30 (10) more in year two. This is a sport addition that will not add to facility complications. With several student-athletes expected to be out of state, this will help diversify the department to a greater extent. The plan includes to scholarship the sport at thirty percent of NCAA Equivalencies in year one, forty percent in year two, and fifty percent by year three.



## Wrestling Data (6-5-19)

- In 2018-19 a total of 62 institutions sponsored wrestling (NCAA DII)
- The Mountain East Conference (MEC) had four teams sponsor wrestling in 2018-19 (Notre Dame, Urbana, West Liberty, and Wheeling Jesuit)
- Average roster size in the MEC are: Notre Dame (39), Urbana (14), West Liberty (26), and Wheeling Jesuit (37). Average = 29.
- Average Coaching Staff size in WV or MEC: 3.1 Coaches.
- Season runs from November till March.
- MEC institutions adding wrestling in 2019-20 are: Fairmont State University and Davis & Elkins College.
- Other NCAA DII schools in West Virginia and neighboring states that have wrestling are:  
Ohio – Ashland, Findlay, Lake Erie, and Tiffin.  
Kentucky – Bellarmine.  
Pennsylvania – East Stroudsburg, Gannon, Kutztown, Mercyhurst, Pitt-Johnstown, Seton Hill, and Shippensburg.  
Other West Virginia schools not in the MEC: Alderson Broaddus, Ohio Valley, and WV Tech.
- NCAA DII Scholarship EQ is 9.0
- Scholarship \$\$ at metro rate are:  
30% = \$64,648  
40% = \$86,259  
50% = 107,824
- Weight classes for NCAA DII wrestling are:  
125  
133  
141  
149  
157  
165  
174  
184  
197  
285
- Cost Annalist  
1<sup>st</sup> Year – 2 practice mats \$6,000 each  
          2 competition mats \$6,000 each  
          Total = \$24,000  
          Head Coach \$25,000  
          Recruiting Monies \$10,000  
Total = \$59,000  
  
2<sup>nd</sup> Year – Head Coach salary \$25,000  
          GA \$8,000  
          Operating budget \$20,000

# West Virginia High School Wrestling

## AA/A Regional Map 2017-2020

This map depicts the West Virginia High School AA/A Wrestling regions. Check the page [WV High School Classifications](#) for a complete list of WV High Schools and their respective classifications.

You may access a team page by clicking on the name of the team.

### Region I

- 17 teams 9 AA, 8 A
- [Berkeley Springs AA](#)
- [Cameron A](#)
- [East Fairmont AA](#)
- [Fairmont Senior AA](#)
- [Frankfort AA](#)
- [Keyser AA](#)
- [Madonna A](#)
- [Magnolia A](#)
- [North Marion AA](#)
- [Oak Glen AA](#)
- [Paden City A](#)
- [Petersburg AA](#)
- [Ritchie County A](#)
- [St Marys A](#)
- [Tyler Consolidated A](#)
- [Weir AA](#)
- [Wheeling Central A\\*](#)

\* No entry 2017, 2016, 2015, 2014, 2013

### Region IV

- 15 teams 9 AA, 6 A
- [Buffalo A](#)
- [Calhoun County A](#)
- [Lincoln County AA](#)
- [Logan AA](#)
- [Man AA](#)
- [Mingo Central AA](#)
- [Point Pleasant AA](#)
- [Nitro AA](#)
- [Poca AA](#)
- [Ravenswood A](#)
- [Sissonville AA](#)
- [Wahama A](#)
- [Williamstown A](#)
- [Winfield AA](#)
- [Wirt County A](#)

\* No entry 2017, 2016, 2015, 2014, 2013

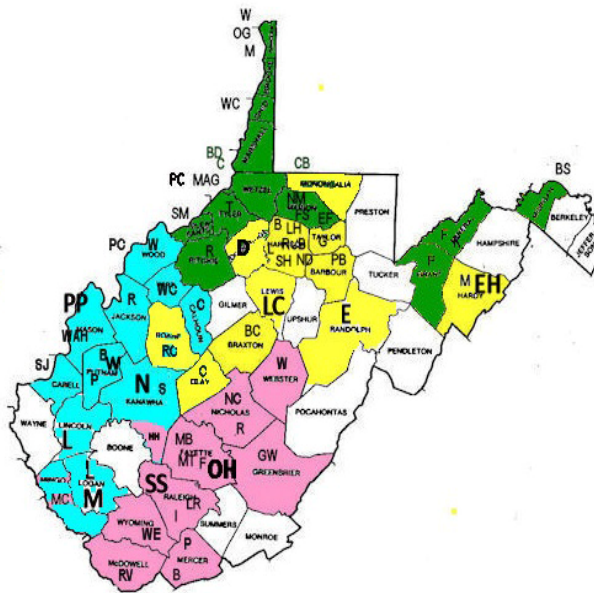
### Region II

- 17 teams 11 AA, 6 A
- [Braxton County AA](#)
- [Bridgeport AA](#)
- [Clay County AA](#)
- [Clay-Battelle A](#)
- [Doddridge County A](#)
- [East Hardy A](#)
- [Elkins AA](#)
- [Grafton AA](#)
- [Lewis County AA](#)
- [Liberty Harrison AA](#)
- [Lincoln AA](#)
- [Moorefield A](#)
- [Notre Dame A](#)
- [Philip Barbour AA](#)
- [Roane County AA](#)
- [Robert C Byrd AA](#)
- [South Harrison A](#)

### Region III

- 16 teams 10 AA, 6 A
- [Bluefield AA](#)
- [Fayetteville A](#)
- [Greenbrier West A](#)
- [Herbert Hoover AA](#)
- [Independence AA](#)
- [Liberty Raleigh AA](#)
- [Meadow Bridge A\\*](#)
- [Midland Trail A](#)
- [Nicholas County AA](#)
- [Oak Hill AA](#)
- [Pikeview AA](#)
- [Richwood A](#)
- [River View AA](#)
- [Shady Spring AA](#)
- [Webster County A](#)
- [Wyoming East AA](#)

\* No entry 2017, 2016, 2015, 2014, 2013



Uniforms \$10,000

Total = 63,000

**Glenville State College Board of Governors  
Meeting of June 12, 2019**

**ACTION ITEM:** eSports

**COMMITTEE:** Committee of the Whole

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the addition of eSports.

**STAFF MEMBER:** Mr. Jesse Skiles, Director of Athletics

**BACKGROUND:**

There are many advantages to eSports programs over traditional athletic programs. Financial investment and budget impact are many times lower due to minimal startup costs, lower annual costs, and minimal facility requirements. The benefits are typically better-performing students, more retainable students, and higher graduation rates. Glenville State College (GSC) proposes starting a non-scholarship eSports program under the guidance of the athletic department with recruiting assistance from the Office of Admissions. The National Research Center for College and University Admission (NRCCUA) estimates that over 650 WV seniors and 950 WV juniors have an interest in participating in collegiate eSports or eGaming at the college they select. The eSports at Glenville State will be a co-ed program. The initial roster will include 30 new students and up to 20 current students. All games use the same equipment, which should have a three to five year life. Equipment is the primary expense for most institutions as is the case with Glenville State College. A high-end computer system is required to compete at nearly any level. Each Windows-based gaming system will cost approximately \$2500 and will require the fastest internet available. GSC's gaming center should include 15 systems to allow the full roster to practice at one time. There are a number of unused/unclaimed spaces on campus that would meet or exceed the needs of the GSC eSports gaming center.

## **eSports Proposal**

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### **Overview**

Building a successful enrollment model sometimes requires thinking outside the box – eSports is outside the box now but will be commonplace within the next few years. In the past five years, collegiate eSports programs have been started at schools all over America including four just this year in West Virginia.

Although eSports is considered to be in the early stages of existence, it is highly organized and according to many experts, the number of colleges and universities participating in eSports will more than double each year for the next three to five years. As of August 1, 2018, ESPN lists 96 higher education institutions with collegiate eSports programs in the U.S. and Canada, including junior colleges and for-profit universities. eSports programs allow smaller colleges like Glennville State to stand out from the pack and use the program as a recruiting tool for new students. Colleges are finding that there are many advantages of starting eSports programs over traditional athletic programs. Financial investment and budget impact are many times lower due to minimal startup costs, lower annual costs, and minimal facility requirements. The benefits are typically better-performing students, more retainable students, and higher graduation rates.

### **Coach, General, and Manage Profiles**

Coaches are more than just babysitters that watch the action on screens. Coaches must understand and communicate with prospective gamers using eSports/gaming jargon. Coaches should be passionate and have the ability to lead a diverse gaming community. Although admissions will assist in the recruiting process the eSports coach will be responsible for filling the roster.

In addition to the coach, there will be one assigned student General per game title who will act as a strategic leader during gameplay, help to keep team on track during practices and any other additional help.

### **eAthlete Student Profile**

As noted previously, the typical eSports participant is often a high-quality student and maybe even more important, a retainable student. Program majors that will see the largest increase in students involved in eSports include Fine Arts, Computer Science, Digital Media, Cyber Security, and STEM-related majors. Although those majors are the biggest expect an increase in other departments such as sports management, exercise science and Coaching. The National Research Center for College and University Admissions (NRCCUA) estimates that over 650 WV seniors and 950 WV juniors have an interest in participating in collegiate eSports or eGaming at the college they select. The eSports program at Glennville State will be a co-ed program.

### **Rosters**

The roster will be made up of varsity, junior varsity, alternates/recreational players. In the beginning, we will offer three gaming opportunities with League of Legends, Overwatch, and NBA 2K. We will consider adding Hearthstone, Call of Duty Black Ops IV, and/or Mario Super Smash Brothers after the first successful season. One of the most appealing aspects eSports programs is that games may be added or removed as gaming trends change and the only limits are

based on the total number of gaming system seats available. All games use the same equipment which should have a 3 to 5-year life?

The initial active roster will include 32 new and/or current students (max 6). In addition, each game will have 12 to 15 Alternate/Recreational players (Total 42). Here is a breakdown of the rosters:

<u>League of Legends</u>	<u>Overwatch</u>	<u>NBA 2K</u>	<u>TOTAL</u>
-Varsity (5)	-Varsity (5)	-Varsity (6)	-Varsity (16)
-Junior Varsity (5)	-JV (5)	-JV (6)	-JV (16)
-Alternate/Recreational (15)	-Alt/Rec (15)	-Alt/Rec (12)	-Alt/Rec (42)
Roster Requirement: 40			74 eAthletes

### Scholarships – 1 Equivalency \$24,000

Scholarships are based on game play ranking at the beginning of each semester. Each game has a leader board and placement on the leader board determines scholarship amount per semester. Each player will compete in a trial at the beginning of each semester to determine their ranking on the board.

#### Option 1:

Varsity - \$750 per semester (16 awards X \$750 per semester = \$12,000 X 2 semesters = \$24,000)

Junior Varsity - \$0

Alternate/Recreation - \$0

#### Option 2:

Varsity - \$500 per semester (16 awards X \$500 per semester = \$8,000 X 2 semesters = \$16,000)

Junior Varsity - \$250 per semester (16 awards X \$250 per semester = \$4,000 X 2 semesters = \$8,000)

Alternate/Recreation - \$0

### Equipment

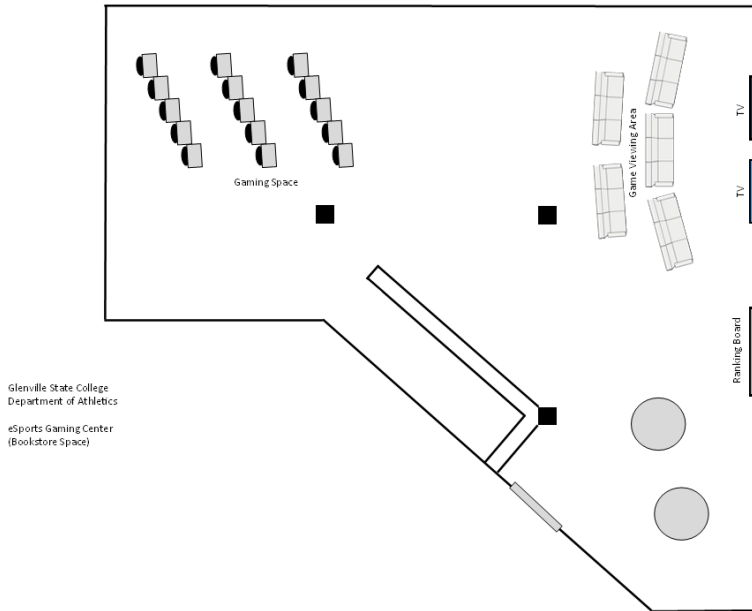
Equipment is the primary expense for most institutions and that will be the case for us. Obviously, a very high-end computer system is required to compete at nearly any level, and technology is not cheap. Each Windows-based gaming system will cost approximately \$1,900 and will require the fastest internet available. We would like our gaming center to include 15 systems to allow the full roster (varsity, junior varsity, and alternates) to practice at one time.

### Facilities

We have a number of unused/unclaimed spaces that would meet or exceed our needs for the GSC eSports Gaming Center. We gave careful consideration to a couple unoccupied spaces on the main campus and have included our recommendation and the budgetary.

Mollohan Campus Center Bookstore

This space meets both the immediate needs for the startup and the long-term requirements that allow the program to grow to multiple gaming opportunities and hosted competitions. The main negative about this space is that it will initially cost much more run cat-5 internet cable throughout the room. Useable space, security, student access, and room from growth are among the top positives for the space.



Startup Costs

Coach Salary/Benefits		\$35,000
Equipment (15 gaming systems)	\$2,500 per	\$37,500
Room Modifications		
-Internet (wire/equipment)		\$10,000
-Room Modifications		\$3,000
-Workstation Desks (15)	\$80 per	\$1,200
-Gaming Chairs (15)	\$100 per	\$1,500
-TV for Game Viewing (2)	\$1,000 per	\$2,000
Team		
-Shirts		\$500
-Misc.		\$500
Estimated Startup		\$91,200

Annual Costs

Coach Salary/Benefits		\$35,000
Equipment Maintenance	\$300 per	\$4,500
Room Modifications		
-Internet (wire/equipment)		\$500
-Room Modifications		\$500
-Workstations Desks (1)		\$100
-Gaming Chairs (5)	\$100 per	\$500
-Misc.		\$2,900
Team		
-Shirts		\$500
-Misc.		\$500
Estimated Annual		\$45,000

## Games

We will initially offer 3 gaming opportunities with Overwatch, League of Legends, and NBA 2K. Each of these games is played by thousands of college-bound students nation-wide. Each of the games allows teams of up to 5 players (NBA 2K- 6 players) to compete as a team. After a successful first year, we may consider adding other games like Call of Duty Black Ops IV, Hearthstone, and Mario Super Smash Brothers as space and additional gaming stations allow.

## National Association of Collegiate eSports (NACE)

NACE is a varsity-level competitive league which is positioning itself as the NCAA of eSports. We received valuable consultation from Kurt Melcher, the Executive Director, eSports at Intersport and Director of eSports at Robert Morris University. Note that for 20 years he was Associate Athletic Director and soccer coach at Robert Morris University.

NACE has no divisions to separate schools by performance capability at this time but is expected to offer a small college division and a large college division within the near future. Although 90% of all eSports contests are online only at this time, NACE estimates that within three to five years, teams will likely operate within conferences and may choose to host home and away contests just like NCAA sporting events.

NACE has a \$50 per student membership fee.

## Summary Points

- More potential for immediate net revenue
- Market value (more in prospect pool than other sports being considered)
- Ahead of the curve compared to other WV colleges/universities
- Easier to recruit an eSports coach as compared to Lacrosse and others being considered
- Every social/ethnicity group has gamers (the largest pool of potential students)
- Quality students
- Higher retention as compared to traditional athletic programs
- All students get to play (similar to track) **\*\*unlimited rosters\*\***
- Facility scheduling would be much easier – less strain institutionally (due to dedicated space)
- Easy to expand the program without additional expense (new/additional games)
- National recognition by sports outlets like ESPN
- Twitch online streaming allows gamers to create a fan base which generates institutional and sponsorship brand awareness as well as potential revenue (\$3 per subscriber per gamer)

**Glenville State College Board of Governors  
Meeting of June 12, 2019**

**ACTION ITEM:** Distribution of pay raise poll from the State Appropriation

**COMMITTEE:** Business and Finance

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves to distribute the Governor's raise pool dollars in accordance with the precedent established in 2018 which allocates funds to raise staff salaries currently below the minimum to minimum grade and the balance of the pool dollars will be distributed across-the-board percentage to all employees.

**STAFF MEMBER:** Mr. John Beckvold

**BACKGROUND:**

The 2019 Governor's raise pool dollars are being used to raise staff salaries currently below the minimum to minimum grade. The balance of the pool dollars will then be distributed across the board percentage to all employees. The plan for distribution of the raise pool dollars was discussed with staff council and faculty senate extensively in 2018. Consensus was achieved from both constituent groups.



**Glennville State College  
Board of Governors Meeting  
Schedule  
2019-20**

All Executive Committee meetings will be held at 11:00 a.m. in the President's Conference Room in the Administration Building. All Board of Governors meetings will be held in the Waco Center, Hall of Fame Room, unless otherwise noted. The Enrollment Management Committee meetings will begin at 10:00 a.m. and all other Committee meetings will begin at 11:00 am. Board meetings will begin at 1:00 p.m. unless otherwise noted as well.

Wednesday, July 24, 2019	Executive Committee
Wednesday, August 7, 2019 <i>* No committee meetings will be held.</i>	Board of Governors
Wednesday, October 9, 2019	Executive Committee
Wednesday, October 23, 2019	Board of Governors
Wednesday, November 13, 2019	Executive Committee
Wednesday, December 4, 2019	Board of Governors
Wednesday, January 22, 2020	Executive Committee
Wednesday, February 5, 2020	Board of Governors
Wednesday, April 1, 2020	Executive Committee
Wednesday, April 15, 2020	Board of Governors
Wednesday, May 27, 2020	Executive Committee
Wednesday, June 10, 2020	Board of Governors

Approved by the GSC Board of Governors June 12, 2019


# Glennville State College Holiday Schedule

## FY 2019-2020

Holiday	Date of Observance
Independence Day	Thursday, July 4, 2019
Labor Day	Monday, September 2, 2019
Thanksgiving Day	Thursday, November 28, 2019
Thanksgiving Break (Designation: Thanksgiving Friday)	Friday, November 29, 2019
Winter Break (Designation: Veteran's Day)	Monday, December 23, 2019
Christmas Eve: ½ Work Day, ½ Day Christmas Eve (Designation: Christmas Eve ½ Day)	Tuesday, December 24, 2019
Christmas Day	Wednesday, December 25, 2019
Winter Break (Designation: Election Day)	Thursday, December 26, 2019
Winter Break (Designation: Columbus Day)	Friday, December 27, 2019
Winter Break (Designation: West Virginia Day)	Monday, December 30, 2019
New Year's Eve: ½ Work Day, ½ Day New Year's Eve (Designation: New Year's Eve ½ Day)	Tuesday, December 31, 2019
New Year's Day	Tuesday, January 1, 2020
Martin Luther King, Jr. Day	Monday, January 20, 2020
Spring Recess (Designation: President's Day)	Friday, March 20, 2020
Memorial Day	Monday, May 25, 2020

If the Governor does not provide the additional ½ day time off for state employees on December 24, 2019 and/or December 31, 2019, the holiday assigned to March 20, 2020, will be cancelled. If additional hours are only provided for December 24, 2019 or December 31, 2019, March 20, 2020 will become a ½ holiday.

If a State office closing is declared on a College determined holiday or an additional holiday/day off is declared, an alternate day may be scheduled. This holiday schedule is subject to change.


  
 \_\_\_\_\_  
 Approved by: John B. Beckvold,  
 Vice President for Business Finance and Operations

5/21/19  
 \_\_\_\_\_  
 Date



MEMO

TO: Greg Smith  
President, Board of Governors

FROM: Gary Z. Morris, Ph.D.   
Associate Vice President for Academic Affairs

DATE: June 3, 2019

RE: 2018-2019 Update of the GSC 2015-2020 Master Plan

As tasked by Dr. Pellett, beginning in Fall 2018, the Glenville State College 2015 – 2020 Master/Strategic Plan was reviewed by a Strategic Plan Task Force composed of the Director of Institutional Technology, Director of Physical Plant, Assessment Coordinator, Director of Admissions, BOG Faculty Senate Representative, staff from student life, and the Associate Vice President for Academic Affairs.

The objective of the task force was to review the projects listed in the current Master Plan and identify which projects had been completed, still in progress, or needed to be removed from the plan and to provide you with an update that you can share with the Board of Governors. This is something that was supposed to happen every year, beginning in 2015, but has not been done in at least three years.

The current Master Plan is organized into nine goals, each with a series of categories, and under each category there are projects listed that needed to be completed. In the absence of assessment indicators, which were not a part of the Master Plan, assessment was to be monitored by whether projects listed were completed or not. Each member of the task force was provided with a copy of the Master Plan and asked to review the projects listed under each objective and identify what projects had currently been completed, were still in progress, or removed.

The task force met three times starting in November 2018, for a total of six hours, to discuss the data provided, make recommendations, and discuss the recommendations. These meetings were followed by meetings between the Assessment Coordinator, the BOG Faculty Senate Representative, and the Associate Vice President for Academic Affairs to finalize the findings from the task force. Input was also sought from the special assistant to the CFO and the CFO to confirm the accuracy of the findings being presented here. Following are the findings and

recommendations made by the Task Force. Anything removed that should be put back in to the plan can be reincorporated with proper justification

Strategic Plan Goals by the numbers:

In all there were 253 different projects listed to address the 9 strategic plan goals. Of these approximately 52 (~20%) were recommended to be removed by the task force, 125 (~50%) are still in progress, and 76 (~30%) completed. As currently written there was no metric given to measure the impact of those goals completed on their respective goals or the health of the College. Removal was based on recommendations submitted by the head of the relevant area.

Project numbers broken out by Strategic Plan Goals:

1. Enrich the educational, residential, and working environment of the College
  - a. There were 55 projects to be completed listed under this goal
    - i. 24 of these projects were recommended for removal including:
      - Provide seminar rooms for capstone experience courses
      - Construct a wet lab for the land resources
      - Furnish selected classrooms with round tables for group projects
    - ii. 8 of these were projects are still in progress
    - iii. 23 of these projects have been completed
2. Provide curricular and co-curricular programs and services to prepare students for a diverse, technological, and global workplace and society
  - a. 47 projects were listed under Goal 2
    - i. 2 were recommended for removal by the Task Force
    - ii. 13 are still in progress
    - iii. 32 were identified as being completed
3. Expand access to and the array of professional development opportunities for all members of the campus community
  - a. 25 projects were listed under Goal 3
    - i. 3 were removed
    - ii. 22 are still in progress
    - iii. 0 completed due to the nature of the projects listed in this section, the projects listed are ongoing, as they have annual commitments that need to be renewed
4. Effectively and prudently deploy the institution's human, physical, technological, and fiscal resources in accordance with established goals and objectives
  - a. 19 projects were listed under Goal 4
    - i. 1 was removed
    - ii. 12 are in progress
    - iii. 6 have been completed
5. Increase enrollment in a predictable and sustainable fashion as well as diversify the profile of the student body
  - a. 19 projects were listed
    - i. 5 were removed
    - ii. 8 are still in progress

- iii. 6 have been completed
- 6. Raise the visibility and reputation of the College in West Virginia and nationally
  - a. 14 projects were listed
    - i. 7 removed
    - ii. 7 still in progress
    - iii. 0 completed due to the nature of the projects listed in this section, the projects listed are ongoing, as they have annual commitments that need to be renewed
- 7. Advance a master facilities plan that architecturally and geographically defines the College and supports its relationship with the city of Glenville
  - a. 26 projects listed
    - i. 3 removed
    - ii. 20 still in progress
    - iii. 3 completed
- 8. Build financial strength for budgetary flexibility and innovation
  - a. 24 projects listed
    - i. 2 removed
    - ii. 19 in progress
    - iii. 3 completed
- 9. Expand institutional capacity and impact through strategic partnerships with public and private entities
  - a. 24 projects listed
    - i. 5 removed
    - ii. 16 in progress
    - iii. 3 completed

Next Step:

The Master Plan will be updated to reflect these changes. A new strategic plan (not Master Plan) needs to be developed for 2020 – 2025. The current strategic plan/master plan is not assessable by any metric other than project completion and there is no obvious metric by which to measure its impact on the campus. Moving forward the strategic plan should be easier to use, the impact of what is done should be able to be measured, and there should be thresholds against which progress or the lack there of can be compared. Furthermore, if the strategic plan supports the mission statement and ties in the College budget to decisions about enrollment, academic programs, and student life, then Criterion 5 of our HLC report will be much easier to meet in the future.

Xc: Victor Vega, Provost  
John Beckvold, COO/CFO



As recommended by the Executive “Nominating” Committee on May 29, 2019, the slate of officers for the Glenville State College Board of Governors 2019–20 is:

**Chairperson:** Gregory Smith

**Vice Chairperson:** Timothy Butcher

Rich Heffelfinger, Chairperson  
Executive “Nominating” Committee

**Committees for 2019-2020 will be appointed by the FY2020 Chairperson.**