



**GLENVILLE**  
**STATE UNIVERSITY**

## AGENDA

**Glenville State University**  
**Board of Governors**

**May 4, 2022**  
**1:00 p.m.**

**Mollohan Campus Community Center**  
**Ballroom**

**Glennville State College  
Board of Governors Meeting  
Schedule  
2021-22**

All Board of Governors meetings will be held in the Mollohan Campus Community Center (MCCC), Ballroom at 1:00 pm in person unless otherwise noted in the schedule. You may access meeting via teleconference at 1.866.453.5550 Enter PIN: 5376505#.

**Executive Committee of the Board**

All Executive Committee meetings will be held at 11:00 am via ZOOM at:

Join Zoom Meeting

<https://zoom.us/j/91229060765?pwd=anZrV1JQTEVCdGI4ZS9zL1FnUU9Jdz09>

Meeting ID: 912 2906 0765

Passcode: GSC

or

Dial by your location:

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

Meeting ID: 912 2906 0765

Passcode: 896721

**All Other Committees of the Board**

All other committees will meet on the day of the Board meetings in the Mollohan Campus Community Center (MCCC), Ballroom at the following specified times unless otherwise noted in the schedule. You may access meetings via teleconference at 1.866.453.5550 Enter PIN: 5376505# unless otherwise noted.

|                                        |                                                  |
|----------------------------------------|--------------------------------------------------|
| Board Governance Committee at 8:00 am  | Enrollment and Student Life Committee at 9:00 am |
| Academic Affairs Committee at 10:00 am | Business and Finance Committee at 11:00 am       |

**Schedule**

|                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wednesday, August 4, 2021                                                                                                                                                                                                                                         | Executive Committee                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Wednesday, August 18, 2021                                                                                                                                                                                                                                        | Board of Governors & Committees<br>@ Stonewall Resort, Pecan Room,<br>940 Resort Drive, Roanoke, WV 26447 or<br>via Join Zoom Meeting @ <a href="https://zoom.us/j/93504894580">https://zoom.us/j/93504894580</a><br>Meeting ID: 935 0489 4580                                                                                                                                                                                          |
| Thursday, August 19, 2021<br><i>To add Presidential Compensation<br/>to the Presidential Evaluation Discussion</i>                                                                                                                                                | Emergency Meeting @ 8:20 am<br>@ Stonewall Resort, Pecan Room,<br>940 Resort Drive, Roanoke, WV 26447                                                                                                                                                                                                                                                                                                                                   |
| Monday, August 30, 2021<br>Meeting will be broadcast via Zoom - <a href="https://zoom.us/j/98280299662?pwd=OERjVWIsRktxMmcyZER6V2dSMTI6Zz09">https://zoom.us/j/98280299662?pwd=OERjVWIsRktxMmcyZER6V2dSMTI6Zz09</a><br>Meeting ID: 982 8029 9662 Passcode: GSC    | OR                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                   | <b>By Phone</b> +1 929 205 6099 US (New York)<br>Meeting ID: 982 8029 9662 Passcode: 644123                                                                                                                                                                                                                                                                                                                                             |
| Monday, September 20, 2021<br>Meeting will be broadcast via Zoom - <a href="https://zoom.us/j/96306911070?pwd=Vk1UWnVQYzhnUHJkamNtbFRXMUDCdz09">https://zoom.us/j/96306911070?pwd=Vk1UWnVQYzhnUHJkamNtbFRXMUDCdz09</a><br>Meeting ID: 963 0691 1070 Passcode: GSC | OR                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                   | <b>By Phone:</b> +1 929 205 6099 US (New York)<br>Meeting ID: 963 0691 1070 Passcode: 529234                                                                                                                                                                                                                                                                                                                                            |
| Wednesday, October 6, 2021                                                                                                                                                                                                                                        | Executive Committee                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Wednesday, October 20, 2021                                                                                                                                                                                                                                       | Board of Governors<br>Committees will meet as posted above with the exception of the below meetings:<br>Enrollment & Student Life Committee will meet in the MCCC, Room 319 at 9:00 am ( <i>This meeting may also be accessed at 1.866.453.5550 Enter PIN: 275586#</i> )<br>Student & Academic Affairs Committee will meet in the MCCC, Ballroom at 9:00 am<br>Business & Finance Committee will meet in the MCCC, Ballroom at 10:15 am |
| Wednesday, November 17, 2021                                                                                                                                                                                                                                      | Executive Committee                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <del>Wednesday</del> Friday, December 10 <del>8</del> , 2021                                                                                                                                                                                                      | Board of Governors                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <del>Wednesday</del> Tuesday, February 21, 2022                                                                                                                                                                                                                   | Executive Committee                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Wednesday, February 16, 2022                                                                                                                                                                                                                                      | Board of Governors                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Wednesday, April 20, 2022                                                                                                                                                                                                                                         | Executive Committee                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Wednesday, May 4, 2022                                                                                                                                                                                                                                            | Board of Governors                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Wednesday, June 1, 2022                                                                                                                                                                                                                                           | Executive Committee                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Wednesday, June 15, 2022                                                                                                                                                                                                                                          | Board of Governors                                                                                                                                                                                                                                                                                                                                                                                                                      |



**BOARD OF GOVERNORS**

**May 4, 2022**

**MCCC, Ballroom**

**1:00 PM**

**AGENDA**

1. Call to Order
2. Establishment of a quorum
3. Public Comment Period
4. Special Presentations
  - A. Nursing Program Update - *Denise Campbell, GSU/MU Nursing Program Consultant*
  - B. Department of Criminal Justice Update – *Kenneth Lang, Chair*
5. Constituent Comments
  - A. Alumni Council - *Doug Patterson, President*
  - B. Faculty Senate - *Brian Perkins, President*
  - C. Staff Council - *Eric Marks, Chair*
  - D. Student Government Association - *Nic McVaney, President*
6. **Consent Agenda (Action Item)**
  - A. Minutes of the February 16, 2022 Meeting
  - B. Cashflow Projection Statement
  - C. Accounts Receivable Report
7. Committee Reports
  - A. Executive Committee - *Mike Rust, Chair*
  - B. Board Governance and Human Resources Committee – *Ann Green, Chair*
  - C. Enrollment and Student Life Committee – *Steve Gandee, Chair*
  - D. Academic Affairs Committee – *Skip Hackworth, Chair*
  - E. Business and Finance Committee – *Doug Morris, Chair*
8. President's Report
  - A. Legislative Update
9. Discussion/Actionable Items
  - A. **President's Evaluation and Compensation Process (Action Item)**
  - B. **Final Draft Revised Policy 23 (Action Item)**

- C. **Draft Revised Bylaws** (*Action Item*)
- D. **Program Reviews** – (*Action Item*)
  - Bachelor of Arts in Art
  - Bachelor of Arts in Chemistry
  - Associate of Science in Land Surveying
  - Associate of Arts in General Studies

10. Announcements

- A. Commencement – Saturday, May 7, 2022 @ 10:00 am in Waco Center
- B. Next Executive Committee meeting will be June 1, 2022 and next BOG’s meeting will be June 15, 2022.
- C. 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)

11. Adjournment

**Glennville State University Board of Governors  
Meeting of May 4, 2022**

**ACTION ITEM:** Consent Agenda

**COMMITTEE:** Committee of the Whole

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the Consent Agenda as proposed.

**STAFF MEMBER:** Dr. Mark Manchin, President

**BACKGROUND:**

The Consent Agenda is a board meeting practice that groups routine business and reports into one agenda item. The consent agenda can be approved in one action, rather than filing motions on each item separately. The items on the consent agenda are non-controversial items or routine items that are discussed at every meeting. They can also be items that have been previously discussed at length where there is group consensus.

The following items are included in the Board packet and listed on the proposed consent agenda.

1. Minutes of the February 16, 2022 Meeting
2. Cashflow Projection Statement
3. Accounts Receivable Report

**Glennville State University  
Board of Governors Meeting  
February 16, 2022  
MCCC, Ballroom  
Glennville, West Virginia**

Members Present: Mr. Mike Rust, Chairperson  
Mr. Stephen Gandee, Vice Chair  
Dr. Kathy Butler  
Ms. Ann Green  
Mr. Tilden "Skip" Hackworth  
Ms. Alexandria Lay  
Mr. Robert Marshall  
Mr. Joe Parsons  
Dr. Kevin Evans, Faculty Representative  
Mr. Cody Moore, Staff Representative  
Mr. Nic McVaney, Student Representative

Members Absent: Mr. Doug Morris

Faculty & Staff Present: Dr. Jason Barr, Assoc. Professor of Music and Fine Arts Department Chair  
Ms. Bridget Carr, Student Support Services Teacher/Counselor  
Ms. Rita Helmick, Vice President for Administration & General Counsel  
Mr. David Hutchison, Vice President for Advancement  
Mr. Bert Jedamski, CFO  
Dr. Jeremy Keene, Assoc. Professor of Biology  
Dr. Mark Manchin, President  
Mr. Eric Marks, Information Technology Specialist & Staff Council Chair  
Ms. Leslie Mason, Senior Director of Grants and Compliance  
Dr. Gary Morris, Provost & Vice President for Academic Affairs  
Dr. Mark Sarver, Associate Professor of Business  
Dr. Sara Sawyer, Professor of Biology  
Mr. Jesse Skiles, Director of Athletics  
Mr. Trae Sprague, Dean of Student Success and Retention  
Ms. Teresa Sterns, Executive Assistant to the President  
Dr. Marjorie Stewart, Associate Professor of English  
Mr. Jason Yeager, Vice President for Enrollment & Student Life

### **Call to Order**

Chairperson Mike Rust called the meeting to order at 1:09 pm.

A quorum was established

### **Public Comment** – N/A

### **Special Presentations**

Dr. Jason Barr, Fine Arts Department Chair, presented a report that included:

- The Department is currently researching options to update the art software.
- Completing a brochure that includes a schedule of Fine Arts events to be sent out in the near future.
- New band uniforms were purchased.
- The Fine Arts Department will be operating the fireworks stand at Foodland from the last two weeks in June through July 4, 2022. They Department raised over \$800 dollars last summer from the fireworks stand.
- The Department sold GSC Fine Arts ornaments during Christmas to raise funds.
- GSC is the only full functioning Fine Arts Department in WV.

Dr. Jeremy Keene, Associate Professor of Biology, presented a PowerPoint presentation illustrating the Campus Beautification Project. He collected various plants from different places and started the Conservation Research Center which is located in the basement of the Harry B. Heflin Administration building. Dr. Keene discussed a grant funding plan to implement a greenhouse and a botanical collection. The plan of operation will occur in phases: Phase I – Infrastructure, Phase 2 – Outdoor Integration, Phase 3 – Community Expansion, Phase 4 – Community Integration, and Phase 5 – National Ecological Station. The botanical garden will be named GSU's Gardens on the Hill. The greenhouse and garden will be sustainable. Plants, vegetables, and flowers that are grown will be sold with a retail option.

### **Constituent Comments**

**Alumni Council** – David Hutchison announced that Alumni Council met last weekend. He invited all to the Winter Homecoming.

**Faculty Senate** – There was no report submitted by Faculty Senate.

**Staff Council** – Eric Marks, Chair, reported that the Council met yesterday and is working on appointing representatives to various committees.

**Student Government Association (SGA)** – Nic McVaney, President, reported:

- SGA is changing how the constitution works and will be proposing an amendment.
- The State Student Advisory Council approved for mental health monies to be included in the funding formula and waiting on the legislative bill.
- Elections are coming up soon. A debate is being planned for the candidates who are running for president.
- Work continues on SGA's new office.
- SGA attendance is increasing.

## **Consent Agenda**

KEVIN EVANS MOVED TO APPROVE THE CONSENT AGENDA AS PRESENTED. ANN GREEN SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

## **Committee Reports**

### **Executive Committee/Chair Report**

Mike Rust announced that the Committee met on February 1, 2022 via Zoom. He reported the following:

- Preparing a draft extension of the President's contract and compensation to share with the full Board at the February meeting.
- Denise Campbell, GSC's Nursing consultant for the Marshall/GSC Consortium, presented an update on the status of the nursing program. At this time, 74 students have applied to the pre-nursing program.
- The new Pioneer Magazine was mailed out last month.
- Gary Morris presented a report on the Masters programs.
- Congratulations to the Lady Pioneers for their current number one national ranking.
- Set today's Board Agenda

### **Board Governance and HR Committee** - Ann Green, Chair, reported:

- Tegan McEntire presented an update regarding current active positions, new hires, and recent retirees.
- Rita Helmick provided an update on facilities and discussed the new facilities Master Plan.
- David Hutchison shared The Day of Giving and GSC at the Legislature activities schedule.
- The Committee moved forward on the Presidential Evaluation Process, changes to Policy 23, and changes to the Board By-laws. All will be submitted to the Board for action at its next meeting.

### **Enrollment and Student Life Committee** – Steve Gandee, Chair, reported:

- Jason Yeager presented a PowerPoint presentation that included current enrollment updates, enrollment projections for fall 2022, etc.
- Admissions counselors have been traveling to several areas to recruit.
- Student Handbook is being updated.
- Preparing for Winter Homecoming Open House.

### **Academic Affairs Committee** – Kathy Butler, Vice Chair, reported:

- Trae Sprague showed a PowerPoint presentation and discussed student retention issues.
- Mari Clements presented on dual enrollment and noted that nineteen WV counties are participating. She further reported that enrollment at Huttonsville Correctional Center and FCI-Gilmer is increasing.
- Jeff Hunter provided a report on the Masters programs and announced that applications are being received for the Master of Arts in Curriculum and Instruction program. The application portal for the Master of Arts in Teaching will be released soon.
- Gary Morris discussed the Higher Learning Commission visit process and will be providing training to the Board regarding the process at its fall retreat. He disseminated a handout that listed faculty members and their recent scholarship accomplishments.



**Business and Finance Committee** - Bert Jedamski reported

- Accounts receivable trends are positive as compared to last year.
- Discussed the cashflow forecast and predicts to finish the fiscal year with a positive outcome.
- Presented the projected FY23 budget.
- Committee reviewed and recommends approval of the proposed resolutions for FY23 budget and tuition and fees increase.

**President's Report**

Dr. Manchin presented a PowerPoint that highlighted accomplishments made in the last year and his vision for the future that included:

- Earning accreditation for programs at two correctional facilities.
- Building a partnership with Marshall University for a Master of Science in Athletic Training, Master of Science in Accounting, and a nursing program.
- Implemented a new Appalachian Studies program.
- Finalized University status.
- Formed a student pipeline with WV School of Osteopathic Medicine for med school applicants.
- Improved accounts receivable collections.
- Hired the University's first diversity officer to focus on inclusion and diversity.
- Added a Barnes & Noble bookstore, and updated computer labs.
- Continue to address tuition discounting. Foundation doubled scholarships over the past two years.
- Continue to collaborate with WVHEPC and other institutions to implement improvements/efficiencies.
- Developing a two-year budget for financial forecasting.
- Preparing to install a firearms simulator in the Morris Criminal Justice Training Center.
- Renovating several areas on campus.
- Creating a four-year course schedule for students.
- Developing a plan to expand the Masters programs.
- Promoting the great things at GSC via ads, social media, billboards, etc.

**Discussion/Actionable Items**

**FY2023 Budget**

ALEXANDRIA LAY MOVED TO APPROVE THE BUDGET FOR FY23 AS PROPOSED.  
BOB MARSHALL SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

**Tuition and Fees**

ALEXANDRIA LAY MOVED TO APPROVE AN OVERALL 8.0% INCREASE IN TUITION, FEES, AND ROOM RATES OVER THE NEXT THREE FISCAL YEARS. THIS INCREASE SHALL BE IMPLEMENTED INCREMENTALLY AS FOLLOWS: 2% IN FY 2023; 4% IN FY 2024; AND 2% IN FY 2025. THE INCREASE SHALL BE APPLIED TO: IN-STATE, OUT OF STATE, AND ON-LINE TUITION, PLUS MASTERS TUITION FOR YEARS TWO AND THREE; THE APPLICABLE STUDENT FEE CATEGORY; AND TO ALL ROOM RATES. BOARD FEES ARE EXCEPTED FROM THIS RESOLUTION, AS THOSE RATES WILL BE ADJUSTED AFTER ARAMARK PROVIDES FINAL NOTICE FOR FY 2023 RATES. BOB MARSHALL SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

**Announcements** – Chair Rust announced the following:

- Founder’s Day Gala – Saturday, February 19, 2022 – 6:00 pm Reception in Rust Musket and 7:00 Dinner/Gala in MCCC, Ballroom
- Glenville State Day at the Legislature in Charleston will be on February 22, 2022
- The next Executive Committee meeting is scheduled for April 20, 2022 via Zoom.
- The next full Board meeting will be held on May 4, 2022.

David Hutchison announced that the GSC Alumni Banquet is being planned for Saturday, April 23, 2022.

**Executive Session**

IT WAS MOVED BY ANN GREEN THAT THE BOARD OF GOVERNORS GO INTO EXECUTIVE SESSION UNDER THE AUTHORITY OF WV CODE §6-9A-4(2)(A) TO DISCUSS THE PRESIDENT’S CONTRACT AND COMPENSATION PACKAGE. STEVE GANDEE SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

**Rise from Executive Session**

IT WAS MOVED BY ANN GREEN THAT THE BOARD RISE FROM EXECUTIVE SESSION AND RECONVENE IN OPEN SESSION. STEVE GANDEE SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

**Action Emanating from Executive Session**

IT WAS MOVED BY STEVE GANDEE THAT THE BOARD OF GOVERNORS APPROVES TO OFFER DR. MARK A. MANCHIN AN EXTENSION TO HIS CONTRACT FOR A PERIOD OF THREE (3) YEARS FROM THE EXPIRATION OF HIS CURRENT CONTRACT ON JUNE 30, 2022. THE EXTENDED CONTRACT WILL INCLUDE AN INCREASE IN THE PRESIDENT’S BASE SALARY TO \$220,000 PER YEAR EFFECTIVE JULY 1, 2022. THE EXTENDED CONTRACT AND NEW BASE SALARY WILL COMPLY WITH STATUTE AND POLICY AND WILL BE SUBJECT TO APPROVAL BY THE WV HIGHER EDUCATION POLICY COMMISSION. ANN GREEN SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

**Adjournment**

With no further business and hearing no objection, Chairperson Rust adjourned the meeting at 4:15 pm.

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Mike Rust  
Chairperson

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Teresa Sterns  
Executive Assistant to the President

**Glennville State University**  
**Cashflow Projection FY 2022**

|                                              |              | <i>Actual</i>       | <i>Actual</i>       | <i>Actual</i>       | <i>Projected</i>    | <i>Projected</i>    | <i>Projected</i>    | <i>Projected</i>    | <i>Projected</i>    | <i>Projected</i>    |
|----------------------------------------------|--------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
|                                              | <b>Oasis</b> | <b>Jan-22</b>       | <b>Feb-22</b>       | <b>Mar-22</b>       | <b>Apr-22</b>       | <b>May-22</b>       | <b>Jun-22</b>       | <b>Jul-22</b>       | <b>Aug-22</b>       | <b>Sep-22</b>       |
| <b>Beginning Cash</b>                        | Fund #       | \$ 4,664,540        | \$ 7,023,405        | \$ 6,076,386        | \$6,860,169         | \$ 7,150,105        | \$ 6,800,361        | \$ 5,211,928        | \$ 4,785,113        | \$ 3,630,905        |
| <b>Incoming:</b>                             |              |                     |                     |                     |                     |                     |                     |                     |                     |                     |
| <b>Appropriations (approx 50% of PR)</b>     | 0363         | 1,587,562           | -                   | -                   | 1,437,556           | -                   | -                   | 1,353,707           | -                   | 400,000             |
| <b>Prior Year Appropriations (FY 2021)</b>   |              | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   |
| <b>Federal COVID-19 Funds</b>                |              | -                   | -                   | -                   | -                   | 750,000             | 250,000             | -                   | -                   | -                   |
| <b>Current Cash deposits</b>                 | 4482         | 1,066,416           | 278,807             | 254,781             | 1,291,636           | 209,147             | 478,630             | 834,969             | 916,755             | 2,696,532           |
| <b>Education &amp; General</b>               | 4496         | 900,000             | 1,000,000           | 548,000             | 96,523              | 250,000             | 115,000             | -                   | -                   | -                   |
| <b>Auxillary</b>                             | 4497         | -                   | 500,000             | 500,000             | -                   | -                   | -                   | -                   | -                   | -                   |
| <b>Capital</b>                               | 4498         | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   |
| <b>Gifts, Donations, WVHE grant</b>          | 4499         | 47,718              | 186,691             | -                   | 84,397              | -                   | -                   | -                   | -                   | 50,000              |
| <b>Federal Grants</b>                        | 8770         | -                   | -                   | 1,883,750           | 178,438             | 167,684             | 60,000              | 90,000              | 60,000              | 60,000              |
| <b>PAC Funds from Foundation</b>             |              | -                   | -                   | -                   | -                   | 100,000             | -                   | -                   | -                   | -                   |
| <b>Scholarship funds from Foundation</b>     |              | -                   | -                   | -                   | -                   | 10,000              | 10,000              | 10,000              | 10,000              | 10,000              |
| <b>East Bonds Reimbursement</b>              |              | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   |
| <b>Insurance Claims</b>                      |              | 929,255             | -                   | -                   | -                   | 471,217             | -                   | -                   | -                   | -                   |
| <b>Loan from Foundation</b>                  |              | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   |
| <b>DMAPS Rental Income - HC</b>              |              | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   |
| <b>Available Cash</b>                        |              | <u>\$ 9,195,491</u> | <u>\$ 8,988,903</u> | <u>\$ 9,262,917</u> | <u>\$ 9,948,719</u> | <u>\$ 9,108,153</u> | <u>\$ 7,713,991</u> | <u>\$ 7,500,604</u> | <u>\$ 5,771,868</u> | <u>\$ 6,847,437</u> |
| <b>Outgoing:</b>                             |              |                     |                     |                     |                     |                     |                     |                     |                     |                     |
| <b>Payroll costs total</b>                   |              | 967,432             |                     |                     |                     | 1,042,000           | 927,000             | 1,507,000           | 1,002,000           | 962,000             |
| <b>Pcard Payments</b>                        |              | -                   | 1,016,265           | 1,106,458           | 1,117,497           | 175,000             | 175,000             | 175,000             | 175,000             | 175,000             |
| <b>Barnes &amp; Noble Bookstore Services</b> |              | -                   | -                   | -                   | 175,000             | -                   | -                   | -                   | -                   | 325,000             |
| <b>Aramark Services</b>                      |              | 1,411               | 309,490             | -                   | 300,000             | 50,000              | -                   | -                   | 200,000             | 400,000             |
| <b>Utilities</b>                             |              | 158,878             | 245,012             | 424,235             | 110,119             | 130,000             | 125,000             | 125,000             | 125,000             | 125,000             |
| <b>Cash Disbursement/Operating expenses</b>  |              | 130,031             | 105,116             | 103,633             | 90,874              | 136,500             | 136,500             | 136,500             | 136,500             | 136,500             |

**Glenville State University**  
**Cashflow Projection FY 2022**

| Oasis                                          | <i>Actual</i><br>Jan-22 | <i>Actual</i><br>Feb-22 | <i>Actual</i><br>Mar-22 | <i>Projected</i><br>Apr-22 | <i>Projected</i><br>May-22 | <i>Projected</i><br>Jun-22 | <i>Projected</i><br>Jul-22 | <i>Projected</i><br>Aug-22 | <i>Projected</i><br>Sep-22 |
|------------------------------------------------|-------------------------|-------------------------|-------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 4499 Transfers to FAC                          | -                       | 430,105                 | 439,810                 | 488,140                    | -                          | -                          | -                          | -                          | -                          |
| Capital Projects & Insurance Claims            | -                       | 358,550                 | -                       | -                          | 44,696                     | -                          | -                          | -                          | -                          |
| Debt service & Capital Assessments             | 228,899                 | -                       | -                       | 124,586                    | 203,899                    | 384,899                    | 203,991                    | 203,991                    | 253,991                    |
| Insurance Claim Payments                       | 685,435                 | 253,899                 | 278,112                 | 203,899                    | 471,217                    | -                          | -                          | -                          | -                          |
| Repayment of Loan from Foundation              | -                       | 194,080                 | -                       | -                          | -                          | -                          | -                          | -                          | -                          |
| Energy Savings Loan Payments                   | -                       | -                       | -                       | -                          | -                          | 150,000                    | 100,000                    | 100,000                    | 100,000                    |
| HEPC Ed Grant Payments                         | -                       | -                       | -                       | -                          | -                          | -                          | -                          | -                          | 50,000                     |
| HEPC Nursing Federal Grant 8770 (\$1,705,837)  | -                       | -                       | 50,500                  | 126,537                    | 54,480                     | 303,664                    | 468,000                    | 198,472                    | 647,856                    |
| Aramark Grant Payments                         | -                       | -                       | -                       | 33,365                     | -                          | 300,000                    | -                          | -                          | -                          |
|                                                | -                       | -                       | -                       | 28,598                     | -                          | -                          | -                          | -                          | -                          |
| <b>Cash used</b>                               | <u>2,172,086</u>        | <u>2,912,517</u>        | <u>2,402,748</u>        | <u>2,798,614</u>           | <u>2,307,792</u>           | <u>2,502,063</u>           | <u>2,715,491</u>           | <u>2,140,963</u>           | <u>3,175,347</u>           |
| <b>Ending Cash</b>                             | <u>\$ 7,023,405</u>     | <u>\$ 6,076,386</u>     | <u>\$ 6,860,169</u>     | <u>\$ 7,150,105</u>        | <u>\$ 6,800,361</u>        | <u>\$ 5,211,928</u>        | <u>\$ 4,785,113</u>        | <u>\$ 3,630,905</u>        | <u>\$ 3,672,090</u>        |
| Remaining State Funds Included in Bal.         | \$ 1,178,893            | \$ 764,410              | \$ 315,732              | \$ 1,301,280               | \$ 459,280                 | \$ -                       | \$ 595,707                 | \$ 139,707                 | \$ 79,707                  |
| Remaining Energy Savings Loan in Bal.          | \$ 957,129              | \$ 957,129              | \$ 957,129              | \$ 957,129                 | \$ 957,129                 | \$ 807,129                 | \$ 707,129                 | \$ 607,129                 | \$ 507,129                 |
| Remaining HEPC Ed Grant in Bal.                | \$ 943,000              | \$ 943,000              | \$ 892,500              | \$ 765,963                 | \$ 765,963                 | \$ 765,963                 | \$ 765,963                 | \$ 765,963                 | \$ 715,963                 |
| Remaining HEPC Nursing Grant in Bal.           |                         |                         | \$ 1,705,837            | \$ 1,672,472               | \$ 1,617,992               | \$ 1,314,328               | \$ 846,328                 | \$ 647,856                 | \$ -                       |
| Remaining Aramark Grant Funds                  | \$ 1,500,000            | \$ 1,500,000            | \$ 1,500,000            | \$ 1,471,402               | \$ 1,471,402               | \$ 1,171,402               | \$ 1,171,402               | \$ 1,171,402               | \$ 1,171,402               |
| <b>Remaining Balance of unrestricted funds</b> | <u>\$ 2,444,383</u>     | <u>\$ 1,911,847</u>     | <u>\$ 1,488,971</u>     | <u>\$ 981,859</u>          | <u>\$ 1,528,595</u>        | <u>\$ 1,153,106</u>        | <u>\$ 698,584</u>          | <u>\$ 298,848</u>          | <u>\$ 1,197,889</u>        |

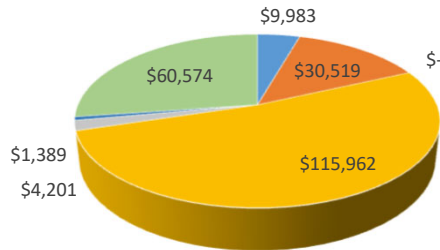
# Accounts Receivable Update

## Student AR Balances - Point In Time, Trend Comparison

| As of Date | Semester Based Balances |              |              |              |              |              |            |              |
|------------|-------------------------|--------------|--------------|--------------|--------------|--------------|------------|--------------|
|            | Fall, 2019              | Spring, 2020 | Summer, 2020 | Fall, 2020   | Spring, 2021 | Summer, 2021 | Fall, 2021 | Spring, 2022 |
| 11/29/2020 | \$ 241,396              | \$ 158,608   | \$ 35,843    | \$ 1,347,950 |              |              |            |              |
| 12/15/2020 | \$ 236,769              | \$ 155,274   | \$ 31,103    | \$ 972,545   | \$ 6,969,291 |              |            |              |
| 2/11/2021  | \$ 225,376              | \$ 147,801   | \$ 22,976    | \$ 756,791   | \$ 1,402,651 |              |            |              |
| 4/30/2021  | \$ 222,443              | \$ 131,276   | \$ 12,041    | \$ 550,812   | \$ 306,942   | \$ 80        |            |              |
| 5/14/2021  | \$ 222,019              | \$ 129,140   | \$ 12,041    | \$ 527,194   | \$ 230,644   | \$ 358,867   |            |              |
| 11/29/2021 | \$ 211,848              | \$ 122,250   | \$ 6,259     | \$ 406,299   | \$ 107,420   | \$ 10,042    | \$ 226,478 | \$ 5,975,924 |
| 12/15/2021 | \$ 211,674              | \$ 122,350   | \$ 6,259     | \$ 416,203   | \$ 106,490   | \$ 9,962     | \$ 233,373 | \$ 7,077,842 |
| 2/9/2022   | \$ 210,723              | \$ 122,175   | \$ 6,082     | \$ 412,992   | \$ 103,575   | \$ 9,007     | \$ 190,834 | \$ 1,100,879 |
| 4/25/2022  | \$ 210,148              | \$ 122,125   | \$ 5,985     | \$ 407,757   | \$ 98,215    | \$ 8,412     | \$ 169,533 | \$ 222,628   |

### Spring, 2022 AR Balance Composition

| Category                                          | Net Amount Due    | Student Count | Percent of Total |
|---------------------------------------------------|-------------------|---------------|------------------|
| Dual Enrollment (High School Students):           | \$ 9,983          | 72            | 4.5%             |
| 2nd Chance Pell (Correctional Institutions):      | \$ 30,519         | 18            | 13.7%            |
| Financial Aid Pending:                            | \$ -              | 0             | 0.0%             |
| Withdrawn, Expunged, or Other Issues:             | \$ 115,962        | 28            | 52.1%            |
| Payment Plans:                                    | \$ 4,201          | 10            | 1.9%             |
| Balance Under \$500:                              | \$ 1,389          | 44            | 0.6%             |
| Other:                                            | \$ 60,574         | 28            | 27.2%            |
| <b>Total Spring, 2022 AR Balance as of 04/25:</b> | <b>\$ 222,628</b> | <b>200</b>    |                  |



- Dual Enrollment (High School Students):
- 2nd Chance Pell (Correctional Institutions):
- Financial Aid Pending:
- Withdrawn, Expunged, or Other Issues:
- Payment Plans:
- Balance Under \$500:
- Other:

**Glenville State University Board of Governors  
Meeting of May 4, 2022**

**ACTION ITEM:** Presidential Evaluation & Compensation Process

**COMMITTEE:** Board Governance & HR Committee

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approve the proposed Presidential Evaluation & Compensation Process.

**COMMITTEE STAFF MEMBER:** Ms. Ann Green, Chair

**BACKGROUND:**

The Presidential Evaluation and Compensation Process was drafted to put a formal evaluation process in place for evaluating the president to include timelines, guidelines, and language in adherence to GSU Policy 23, WV HEPC Series 5, and W.Va. Codes.

At its meeting on February 16, 2022, the Board Governance & HR Committee reviewed the draft evaluation and compensation process and recommended the attached draft be forwarded to the full Board for approval.

**PRESIDENTIAL EVALUATION & COMPENSATION PROCESS**

**Insert date of approval**

**POLICY & CODE REQUIREMENTS**

**From Glenville State University Policies, Personnel Policy 23 – Dated ~~April 21, 2020~~ Enter date revised policy is approved:**

**23.3. (Language reflects revisions made to draft Policy 23) - Presidential Evaluation**

3.1. The Board will conduct a formal and structured written performance evaluation of the President every year of his/her employment under the guidance and leadership of the Board Governance and Human Resources Committee. The President's performance shall be evaluated in relation to the duties and responsibilities assigned the President by the Board, the success of the institution in meeting the goals of its strategic plan, and any other criteria previously established by the Board.

3.2. The Board Governance and Human Resources Committee will appoint an evaluation committee of its own members and members of faculty, staff, students, and alumni who are knowledgeable in higher education matters to assist in its evaluation of the President in a way deemed most appropriate by the Board.

3.3. In compliance with WV Higher Education Policy Series 5, Section 5.5, every third year of the President's employment The Board will conduct a formal and structured written performance evaluation of the President under the guidance and leadership of the Board Governance and Human Resources Committee. An evaluation committee will be appointed to include the constituent groups listed in section 3.2. along with additional members chosen from other on and off campus constituencies. The evaluation committee shall visit the campus to receive the views of the President, board members, administrators, faculty, staff, students, alumni, and community leaders. A schedule of interviews, meetings, and open forums that will assure a careful assessment of leadership and condition of the campus shall be arranged.

3.4. The Board will use the report of its committee and the appointed evaluation committee to assist in its own written evaluation of the President. The Board's evaluation shall be reported to the President, Chancellor, and Chair of the Higher Education Policy Commission.

The Board may request from the Chancellor evaluative tools, guidelines, and procedures recommended for the assessment and evaluation of University presidents and provide any other assistance in performing the evaluations.

After reviewing the evaluations, the Board of Governors shall make a determination by majority vote of its members on continuing employment and the compensation level for the President in accordance

with subsection (a) of W. Va. Code §18B-1B-6(a).

#### **23.4. Presidential Compensation**

4.1. The Board will determine the total compensation package and terms of employment of the President. All must be consistent with commission guidelines and confirmed by the Higher Education Policy Commission. From WV Higher Education Policies, Series 5 – Dated April 29, 2019:

##### **§133-5-3. Presidential Contracts.**

3.1. Governing boards under the jurisdiction of the Commission shall receive the approval of the Commission of the total compensation package from all sources for a President when the President is initially hired and for any subsequent changes in the total compensation package.

3.2. A President is considered a will and pleasure employee of his/her governing board unless that status is specifically altered by the President's letter of appointment or contract. Presidential contracts exceeding a term of one fiscal year shall conform to the following:

3.2.a. An initial offer of employment as President, or guarantee of employment in that or another position, may not exceed two years. After the initial contract, the governing board may offer contracts of up to five years. A President assigned to an alternative position during a guaranteed term of employment shall perform substantive duties on behalf of the institution in order to collect his or her salary.

3.2.b. All contracts with a term greater than one fiscal year shall be conditioned upon availability of funding.

3.2.c. A governing board may agree to reasonable notice of the intent not to renew a contract. It is recommended that such notice not exceed one year but may be increased up to two years after five years of service by the President.

3.2.d. All contracts with a commitment of continued employment must provide that the President may be discharged for "cause" and that such a discharge nullifies any commitment to continued employment. "Cause" includes, but is not limited to, official misconduct, incompetence, neglect of duty, gross immorality, malfeasance, misfeasance, insubordination, and acts of commission or omission in violation of the governing board's directives or policies.

3.2.e. Provisions in contracts existing on the effective date of this rule that are inconsistent with this rule may remain in effect at the discretion of the governing board unless the provisions are in violation of the statute.

##### **§133-5-4. Compensation.**

4.1. The total compensation of a President, from all sources, shall receive prior approval of the Commission. Forms of compensation which require prior approval include: annual salary derived from whatever funding source, deferred compensation, and housing or vehicle allowances. The governing board may require approval of other compensation such as non-state funded discretionary funds, compensation from other employment or for service on a corporate board of directors, and payment of dues or assessments for membership in non-professional related clubs or associations. Any such compensation received shall be reported to the Chancellor. If approval of deferred compensation is



being sought, the institution shall submit an actuarial report to the Commission detailing the present cash value of the deferred compensation and conditions for eligibility or receipt of the deferred compensation.

4.2. The total salary from all funding sources for a President should be based on a comparison of the presidential salaries at the institution's peer institutions, or other national data sources which may be utilized by the governing board, as appropriate, to establish salary ranges.

4.3. A percentage presidential salary increase in excess of the average percentage salary increase for all personnel at that institution within the last calendar year may be approved only if a detailed rationale of its governing board justifying the increase is submitted to the Commission.

4.4. Housing allowances granted a President not provided housing by the institution may not be considered as part of the presidential salary for the purposes of Section 4.2 above.

4.5. Annually, the Chancellor shall make available to the governing boards and Commission the most recent College and University Professional Association for Human Resources (CUPA-HR) or other comparable salary data applicable to their institutions.

4.6. The Commission must receive notice, but need not approve or confirm an increase in the compensation of a President that is exactly in the ratio of compensation increases allocated to all institutional employees if approved by the governing board.

#### **§133-5-5. Presidential Evaluation.**

5.1. Each governing board shall conduct a formal and structured written performance evaluation of the institution's President every third year of the President's employment. The President's performance shall be evaluated in relation to the duties and responsibilities assigned the President by the governing board, the success of the institution in meeting each requirement of its institutional compact, and any other criteria previously established by the governing board.

5.2. The governing board shall appoint a committee of its own members, a visiting team, or any combination thereof, and utilize institutional personnel including faculty and staff as well as students, and persons who are knowledgeable of higher education matters to assist in its evaluation of the President.

5.3. The governing board committee, visiting team, or other body chosen by the governing board, shall visit the campus to receive the views of the President, governing board members, administrators, faculty, classified employees, non-classified employees, students, alumni, and community leaders. A schedule of interviews, meetings, and open forums that will assure a careful assessment of leadership and condition of the campus shall be arranged.

5.4. The governing board shall use the report of its committee, visiting team, or other body chosen by the governing board to assist in its own written evaluation of the President. The governing board's evaluation shall be reported to the President of the institution, the Chancellor, and the Chair of the Commission.

5.5. The Chancellor shall provide the governing boards, upon request, with evaluative tools, guidelines,

and procedures recommended for the assessment and evaluation of college and university presidents and provide any assistance requested by a governing board in performing the evaluations set out in this rule.

5.6. The governing board shall conduct a written evaluation at the end of the initial contract period. In addition to the formal and structured evaluation every three years and at the end of the initial contract period, each President shall receive a written yearly evaluation in a manner and form decided by the governing board.

5.7. The Commission shall not approve any request for an increase in compensation of a President prior to receiving an evaluation of that President for the year immediately preceding the requested increase.

**From W.Va. Code §18B-1B-4(a)(18):**

**§18B-1B-4. Powers and duties of Higher Education Policy Commission.**

(a) The primary responsibility of the commission is to provide shared services in a cost-effective manner upon request to the state colleges and universities, the council, and the community and technical colleges; undertake certain statewide and regional initiatives as specifically designated in this chapter, including those related to the administration of grants and scholarships and including those in conjunction with the council; to review, confirm or approve certain actions undertaken by governing boards, as delineated in this chapter; and assist in the development of policy that will achieve the goals, objectives and priorities found in section one-a, article one and article one-d of this chapter. The commission shall exercise its authority and carry out its responsibilities in a manner that is consistent and not in conflict with the powers and duties assigned by law to the West Virginia Council for Community and Technical College Education and the powers and duties assigned to the governing boards. To that end, the commission has the following powers and duties relating to the governing boards under its jurisdiction:

(18) Approve the total compensation package from all sources for presidents of institutions under its jurisdiction, except the exempted schools, as proposed by the governing boards. The governing boards, except the exempted schools, must obtain approval from the commission of the total compensation package both when institutional presidents are employed initially and afterward when any change is made in the amount of the total compensation package: Provided, That the Commission will receive notice, but need not approve or confirm, an increase in the compensation of an institutional president that is exactly in the ratio of compensation increases allocated to all institutional employees and approved by the governing board to expressly include the president;

**From W.Va. Code §18B-1B-6(a)(1) and §18B-1B-6(c)(1-2)**

**§18B-1B-6. Appointment of institutional presidents; evaluation.**

(a) Appointment of institutional presidents. — Appointment of presidents of the state institutions of higher education, except the exempted schools, shall be made as follows:

(1) The initial contract term for a president may not exceed two years. At the end of the initial contract period, and subject to the provisions of subsection (c) of this section, the governing board may offer

the president a contract of longer duration, but not to exceed five years.

(c) Evaluation of presidents.

(1) The appointing governing board shall conduct written performance evaluations of the institution's president. Evaluations shall be done at the end of the initial contract period and in every third year of employment as president thereafter, recognizing unique characteristics of the institution and using institutional personnel, boards of advisors as appropriate, staff of the appropriate governing board and persons knowledgeable in higher education matters who are not otherwise employed by a governing board. A part of the evaluation shall be a determination of the success of the institution in meeting the requirements of its institutional compact and in achieving the goals, objectives and priorities established in articles one and one-d of this chapter.

(2) After reviewing the evaluations, the governing board shall make a determination by majority vote of its members on continuing employment and the compensation level for the president in accordance with subsection (a) of this section.

**PRESIDENTIAL CONTRACT SPECIFICATIONS – Dated March 9, 2022**

**Page 2, Item 2**

**2. Term.** This Agreement shall be for a term of three (3) years (second term), commencing at the conclusion of the current Employment Agreement between Mark A. Manchin and the Board of Governors of Glenville State University, that being July 1, 2022, and extending through June 30, 2025, unless earlier terminated as set forth herein. Within sixty (60) days of the end of this second term, the Board of Governors and the President may agree to an extension of this agreement under the same terms and conditions, subject to the other restrictions contained herein and West Virginia law. Mark A. Manchin will continue, uninterrupted, to be the President of the University for the second term.

**Page 5, Item 5**

**5. Annual Evaluation.** The Board of Governors shall continue to evaluate the President on an annual basis. The annual evaluation period shall be July 1 through June 30. The performance evaluation will include an assessment of the President's core competencies, as well as the President's attainment of mutually agreed upon performance goals as set forth by the Board of Governors.

## **PRESIDENTIAL EVALUATION: TIMELINE**

**Note:** “Chair” in this section refers to the Board Governance & HR Committee Chair unless otherwise specified.

### Fall Semester

August – Chair requests constituent groups submit member assignments to the Evaluation Committee by September 1<sup>st</sup>.

September 5<sup>th</sup> – Chair submits evaluation criteria to Evaluation Committee.

October 1<sup>st</sup> – Evaluation Committee submits responses to Chair.

November 1<sup>st</sup> – Chair completes written draft of evaluation and shares with Executive Committee for review and input.

January 20<sup>th</sup> – Chair finalizes the written evaluation.

February – (Full Board meeting) Present to Board of Governors for review and approval to continue/discontinue employment and/or any changes to the contract and/or compensation package.

February – Within a week following Board meeting, the Board Chair sends a letter on behalf of the Board along with a copy of the President’s evaluation and any requested changes to the contract and/or compensation to WV HEPC Chair and Chancellor and a copy to the President.

## **PRESIDENTIAL EVALUATION PROCESS: ANNUAL and every THIRD YEAR**

Based on the criteria established by the Board of Governors, and in accordance with the guidelines of the HEPC, the process for conducting the annual and third year evaluations of the President of Glenville State University will be as follows. All relevant constituent groups will be asked to answer, in writing, a few key questions and provide responses to the Board Governance and Human Resources Committee for compilation. Simultaneously, the president will be asked to provide a written response to specific questions to the Committee. The Committee will provide a report to the full Board of Governors which will, in turn, meet with the president for in-person review/discussion and any appropriate action, including a determination of compensation adjustments as warranted and continuation or extension of contract.

**ANNUAL EVALUATION** – The below constituent groups will each be asked to assign five members to represent their group on the Presidential Evaluation Committee.

1. Faculty Senate
2. Staff Council
3. President's Cabinet
4. Student Government Association
5. Alumni Council

**THIRD YEAR EVALUATION** - In addition to the annual evaluation constituent groups, a member from the below constituent groups may be invited to participate in the third year evaluation:

1. GSU Athletics
2. Glenville Community
3. GSU Foundation Board
4. WV Higher Education Policy Commission (HEPC)
5. WV HEPC Council of Presidents
6. WV State Senators and Delegates
7. Other

## **PRESIDENTIAL EVALUATION Criteria: ANNUAL and every THIRD YEAR**

### **QUESTIONS FOR DR. MANCHIN**

1. What were the top five (5) goals—in priority order—you set for your presidency in the beginning of your term?
2. Evaluate how you believe you performed in reaching each of these goals.
3. What were the impediments, if any, to your successfully fulfilling these goals?
4. What are the top five (5) goals—in priority order—you have established for your second year; third year?
5. What are the challenges/impediments to achieving these goals?
6. How has the Board of Governors supported your presidency? Inhibited your presidency?
7. How may the Board of Governors improve its support of your administration?
8. Please provide any additional information you wish to be considered by the BOG during the review process.

### **QUESTIONS FOR FACULTY SENATE (Through Faculty Senate Representative on BOG)**

1. What were the faculty's top five (5) aspirations for the new president when he was first appointed?
2. How has Dr. Manchin performed in meeting your aspirations for his presidency?
3. What would you like to see Dr. Manchin's administration focus on over the next year; the year after that?

### **QUESTIONS FOR STAFF ORGANIZATION (Through Staff Representative on BOG)**

1. What were the staff organization's top five (5) aspirations for the new president when he was first appointed?
2. How has Dr. Manchin performed in meeting your aspirations for his presidency?
3. What would you like to see Dr. Manchin's administration focus on over the next year; the year after that?

### **QUESTIONS FOR STUDENT GOVERNMENT ORGANIZATION (Through Student Government Representative on BOG)**

1. What were the student government organization's top five (5) aspirations for the new president when he was first appointed?
2. How has Dr. Manchin performed in meeting your aspirations for his presidency?
3. What would you like to see Dr. Manchin's administration focus on over the next year; the year after that?

### **QUESTIONS FOR ALUMNI COUNCIL**

1. What were the Alumni Council's top five (5) aspirations for the new president when he was first appointed?
2. How has Dr. Manchin performed in meeting your aspirations for his presidency?
3. What would you like to see Dr. Manchin's administration focus on over the next year; the year after that?

**Glenville State University Board of Governors  
Meeting of May 4, 2022**

**ACTION ITEM:** Final Draft Revised Board Policy 23

**COMMITTEE:** Board Governance and Human Resources

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approve the proposed Board draft policy for final filing with the Higher Education Policy Commission if no comments are received after the thirty-day comment period.

**COMMITTEE MEMBER:** Ms. Ann Green, Chair

**BACKGROUND:**

Higher Education Policy Commission Series 4 requires that Glenville State University Board of Governors follow a series of steps for the adoption, amendment, or repeal of any rule, guideline or policy statement with institution-wide effect.

The attached final draft policy was submitted to the constituent groups (WV HEPC Chancellor, Faculty Senate, Staff Council, and Student Government Association) for review and suggested revisions. The final draft policy was also posted on the University's website for a ten (10) day public comment period. No suggested revisions/comments were received during the comment period.

In compliance with Series 4, the Board must approve final draft policies/rules and submit these for comment for a period of thirty (30) days. If approved, the current final draft policy will be submitted for the thirty (30) day public comment period and brought back to the Board with any revisions made after public comment for final approval within ten (10) days prior to the next regularly scheduled Board meeting. In the event no comments are received during the thirty (30) day comment period, the policies will be forwarded to the Higher Education Policy Commission for final approval.

# GLENVILLE STATE UNIVERSITY POLICIES

## PERSONNEL POLICY 23

### GUIDELINES FOR EMPLOYING AND EVALUATING THE PRESIDENT AT GLENVILLE STATE UNIVERSITY

#### 23.1. General

1.1. Scope – This rule establishes guidelines for the Glensville State University Board of Governors to use in employing and evaluating presidents or other administrative heads of the institution.

1.2. Authority - W. Va. Code §§ 18B-1-6, 18B-1B-4, ~~and 18B-1B-6, and 18B-1B-7~~

1.3. Effective Date – ~~April 21, 2020~~

1.4. Revision of Former Policy - Repeals and replaces Series 59 of Title 131 Legislative Rule of the Board of Directors of the State University System of West Virginia effective May 17, 1993, Glensville State University Policy 23 – Guidelines for Employing and Evaluating the President at Glensville State University[2004] [2016][2020].

#### 23.2. Development of a Search Process and Search Committee

2.1. Upon the occurrence of a vacancy in the position of President at Glensville State University, the Board of Governors will undertake a search for a new president. The Board is responsible for the search, both procedurally and financially. The Board shall adopt procedures governing the search and shall designate an individual to chair the search committee. The procedure shall be approved by the Higher Education Policy Commission prior to being implemented and shall require, at the least, that:

2.1.1. A search committee will be appointed by the Chair and approved by the Board. The committee will include, at a minimum, two Board members other than University constituent representatives, a member of the faculty, a member of staff, a student representative, and two additional citizen members. The Board secretary will serve as the administrative assistant for the search committee.

2.1.2. A statement of characteristics and qualities which the President should possess will be developed by the search committee and used by the Board in soliciting and evaluating candidates.

2.1.3. A position announcement shall be prepared detailing the characteristics and qualities sought in a new President and transmitted to appropriate newspapers and other media sources, heads of higher education associations and organizations, and other appropriate individuals for the purpose of advertising the position.



2.1.4. Interviews with the finalists will be conducted on campus and that during the campus visits, students, staff, faculty, campus administrators, community leaders, alumni, and other individuals shall be invited to meet with the candidates and their comments solicited and evaluated by the Board. Interviews with semi-finalists, at the option of the search committee, may or may not be conducted on campus.

2.1.5. Background checks will be conducted on each candidate prior to any campus visits made at the invitation of the search committee. Standard industry practices shall be utilized in conducting background checks and, at a minimum, shall include confirmation of degrees, past employment, criminal and credit checks.

2.2. Candidates may be considered through their own application or by nomination.

2.3. Members of the Board, or any search committee appointed, shall not provide information about the names or backgrounds of any candidates, without the candidate's consent, to anyone not a member of the Board, search committee, or authorized agents or staff as designated in the search procedures approved by the Commission until the finalists have been selected and agreed to a campus visit. When candidates are invited to a preliminary interview with the search committee, they shall be notified that confidentiality will be waived in the event that they are invited for a campus interview and their names and backgrounds shall be publicly released at the time they accept an invitation for a campus visit.

2.4. At the request of the Board of Governors, the Higher Education Policy Commission may provide the Board with staff assistance to manage the search process, or the Board may enter into a contract with a consultant or executive search firm to identify potential candidates in addition to those who have applied or been nominated or to assist in the search in whatever manner the board may choose.

2.5. The Board shall confer with the Chancellor and agree to a method and process for Policy Commission members to attend interviews of the finalists, or schedule their own. A presidential appointment must be confirmed by the Commission.

2.6. Terms of compensation and contract discussed with or offered to candidates shall be consistent with any guidelines or rules regarding presidential compensation adopted by the Policy Commission and any compensation agreed to must be approved by the Policy Commission.

2.7. Interim presidents appointed by the Board, until a permanent president is employed, must be approved by the Policy Commission. An individual, with approval of the Policy Commission, may be pre-designated as an interim president to fill an unforeseen vacancy in the presidency.

### 23.3. Presidential Evaluation

3.1. The Board will conduct a formal and structured written performance evaluation of the President every year of his/her employment under the guidance and leadership of the Board Governance and Human Resources Committee. The President's performance shall be evaluated in relation to the duties and responsibilities assigned the President by the Board, the success of the institution in meeting ~~each requirement~~ the goals of its ~~institutional compact~~ strategic plan, and any other criteria previously established by the Board.

3.2. The Board Governance and Human Resources Committee will appoint an evaluation committee of its own members and members of , faculty, staff, students, and alumni ~~a visiting team, or any combination thereof, and utilize institutional personnel, including faculty, staff, students, and persons~~ who are knowledgeable in higher education matters to assist in its evaluation of the President in a way deemed most appropriate by the Board.

3.3. In compliance with WV Higher Education Policy Series 5, Section 5.5, every third year of the President's employment ~~The Board~~ The Board will conduct a formal and structured written performance evaluation of the President under the guidance and leadership of the Board Governance and Human Resources Committee. An evaluation committee will be appointed to include the constituent groups listed in section 3.2. along with additional members chosen from other on and off campus constituencies. The evaluation committee, visiting team, or other body chosen by the Board, shall visit the campus to receive the views of the President, board members, administrators, faculty, staff, students, alumni, and community leaders. A schedule of interviews, meetings, and open forums that will assure a careful assessment of leadership and condition of the campus shall be arranged.

3.4. The Board will use the report of its committee, ~~visiting team, or other body chosen and the appointed evaluation committee~~ to assist in its own written evaluation of the President. The Board's evaluation shall be reported to the President, Chancellor, and Chair of the Higher Education Policy Commission.

3.5. The Board may request from the Chancellor evaluative tools, guidelines, and procedures recommended for the assessment and evaluation of University presidents and provide any other assistance in performing the evaluations.

3.6 After reviewing the evaluations, the Board of Governors shall make a determination by majority vote of its members on continuing employment and the compensation level for the President in accordance with subsection (a) of W. Va. Code §18B-1B-6(a).

### 23.4. Presidential Compensation

4.1. The Board will determine the total compensation package and terms of employment of the President. All must be consistent with commission guidelines and confirmed by the

DRAFT

**Glenville State University Board of Governors  
Meeting of May 4, 2022**

**ACTION ITEM:** Board Bylaws

**COMMITTEE:** Board Governance & HR Committee

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approve the proposed revised Board bylaws.

**COMMITTEE STAFF MEMBER:** Ms. Ann Green, Chair

**BACKGROUND:**

The GSU Board of Governors bylaws were last revised on August 18, 2021. Since that time, a formal presidential evaluation process has been drafted and the bylaws are being revised to reflect the language in the evaluation process document.

At its meeting on February 16, 2022, the Board Governance & HR Committee reviewed the revised bylaws and recommended the attached final draft be forwarded to the full Board for approval.

# Glenville State ~~College~~University

## BYLAWS OF THE BOARD OF GOVERNORS

August 18, 2021

### 1.0 Members of the Board of Governors

The Board of Governors of Glenville State ~~College~~University consists of nine members appointed by the Governor and three constituent representatives elected by the faculty, staff and students. The Board of Governors shall have the powers conferred upon them by the laws of the State of West Virginia as pursuant to WV Code § 18B-2A-1 *et seq.*

The President of the ~~College~~University shall serve as an ex-officio (non-voting) member of the Board.

Meetings shall be scheduled for at least six (6) times per year.

### 2.0 Officers of the Board of Governors and their Duties

- 2.1 At its last regular meeting in June of each year, the Board shall elect a chairperson and vice-chairperson. The chairperson may not serve more than four (4) consecutive years. The vice-chairperson shall serve for a term of one year or until their successor is elected.
- 2.2 The chairperson of the Board shall be a voting member of the Board, the Executive Committee, and may serve on one other committee. The chairperson shall preside at all meetings of the Board and shall decide all questions of order. It shall be the chairperson's duty to see that the Board's bylaws are properly followed and its orders properly executed. The chairperson shall, on behalf and in the name of the ~~College~~University and the Board, sign all instruments authorized by the Board, except as such duties may be delegated to the President of the ~~College~~University.
- 2.3 In the absence of the chairperson, the vice-chairperson shall be invested with the powers and discharge the duties of the chairperson. In the absence of the Chairperson and the Vice-Chairperson, the duties of Chairperson will be discharged by the Governors in the following order: Chairperson of the Business and Finance Committee, Chairperson of the Academic Affairs Committee, Chairperson of the Enrollment and Student Life Committee, and Chairperson of the Board Governance and Human Resources Committee.

### 3.0 Secretary to the Board

There shall be a secretary to the Board designated by the ~~College~~University President at the regular Board meeting in June of each year. The secretary will be a non-voting member of the

Board. The secretary shall be custodian of all Board records and shall attest as required, by his or her signature, all instruments executed by the chairperson or other authorized person on behalf and in the name of the [CollegeUniversity](#) and the Board.

The secretary shall attend all meetings of the Board and be responsible for accurate minutes of all Board meetings and assist the President in the training and orientation of new board members. In the absence of the secretary, the President can designate a person to discharge the duties of the secretary. Because of the record-keeping nature of the secretary's duties, he or she serves at the pleasure of the Board and may be appointed for consecutive terms.

#### **4.0 Board of Governors Committees**

Standing committees of the Board consisting of no fewer than three members each shall be appointed yearly, or at any time a vacancy occurs, by the chairperson of the Board.

Committee chairpersons and vice chairpersons shall be appointed by the Chairperson of the Board.

Each committee shall consider and make recommendations for action by the Board on the various policy matters enumerated below, and as assigned by the Executive Committee.

**4.1** Executive Committee, comprised of the Board chairperson (serving as chairperson), the Board Vice-chairperson, the Board's immediate past chair, and the chairpersons of the committees on Board Governance and Human Resources (HR), Enrollment and Student Life, Academic Affairs, and Business and Finance. In the event a committee chairperson cannot attend a meeting of the Executive Committee, the vice-chairperson may be designated to represent the committee chairperson.

**4.1.1** Refer to the Board general [CollegeUniversity](#) policies and business not specifically assigned to another committee;

**4.1.2** Maintain relations with local, state and federal legislation and administrative agencies;

**4.1.3** Consult with the President on personnel appointments and separations;

**4.1.4** Evaluate the performance of the President;

**4.1.5** Recommend the compensation for the President; and

**4.1.6** Act on behalf of the Board on policy matters needing immediate attention and report such actions to the Board.

**4.1.6.1** To act on behalf of the Board, a quorum of the Executive Committee (four members) must be present.

**4.1.6.2** Executive Committee actions taken on behalf of the Board shall be reported to and ratified by the Board and made a part of the official record by including such action in the record of the next regularly scheduled Board meeting.

**4.1.6.3** Any meeting of the Executive Committee at which binding action is taken shall adhere to all provisions of West Virginia Law.

**4.2** Board Governance and Human Resources Committee

- 4.2.1 Salary, wage, and benefit policies;
- 4.2.2 Personnel policy matters, including without limitation, affirmative action, equal employment opportunity, and compliance with other state and federal laws;
- 4.2.3 Collect nominations for future Board members for submission to the Governor;
- 4.2.4 Review and make recommendations for Board bylaws revisions;
- 4.2.5 Review and provide recommendations for Orientation and Training of new and existing Board members;
- 4.2.6 Review and make recommendations for new, amendments, and repeal of Board policies;
- 4.2.6~~4.2.7~~ Conduct and manage all Board presidential evaluations.
- 4.3 Enrollment and Student Life Committee
  - 4.3.1 Student affairs, including, but not limited to, admissions and enrollment, financial aid, intercollegiate athletics, student life, residential life, and student services.
- 4.4 Academic Affairs Committee
  - 4.4.1 Academic policies and standards;
  - 4.4.2 Approval of new degree programs;
  - 4.4.3 Review of existing academic programs;
  - 4.4.4 Promotion, tenure and annual evaluation procedures for faculty;
  - 4.4.5 Promotion of alumni activities; and
  - 4.4.6 Awards, honors, convocation, commencement, and other major CollegeUniversity events.
- 4.5 Business and Finance Committee
  - 4.5.1 Review and recommend the CollegeUniversity's budgets, schedule of student fees, financial operations including annual audits, business organization and practices, borrowing of funds, investment of funds, and submission of appropriation and capital requests;
  - 4.5.2 Approval of agency grants and contracts that exceed \$250,000 or that commit the CollegeUniversity to continuing the grant activity beyond the grant period;
  - 4.5.3 Naming, location, planning, construction, and maintenance of the CollegeUniversity's plant and grounds, and the purchase and sale of lands and buildings.
- 4.6 Nominations Committee
  - 4.6.1 Appoint a slate of officers in April or May and present to the full Board for approval at its last regular meeting in June.
  - 4.6.2 In the event of vacancy of an elected office, the Committee shall convene at its earliest convenience to facilitate a nomination for the remainder of the term and present to the full Board for approval at its next meeting.
- 4.7 The President of the CollegeUniversity shall be an ex-officio (non-voting) member of the Executive Committee. The Provost shall serve as the ex-officio for the Academic Affairs Committee, the Vice President for Enrollment and Student Life shall serve ex-officio (non-voting) on the Enrollment and Student Life Committee, the Chief Financial Officer shall serve ex-officio (non-voting) on the Business and

Finance Committee, and the Human Resources Director shall serve as ex-officio (non-voting) on the Board Governance and HR Committee.

## **5.0 Meetings of the Board of Governors**

- 5.1** The Board of Governors shall comply with all provisions of West Virginia's open meeting law as designated in WV Code § 6-9A-1 *et seq.*
- 5.2** Meetings
  - 5.2.1** The annual organizational meeting of the Board is its meeting in June, at which a regular meeting schedule shall be set, including time and place.
  - 5.2.2** Special meetings may be held upon the call of the chairperson, President, or upon written request to the chairperson by three Board members.
  - 5.2.3** Notice of meetings: The chairperson shall notify all Board members and the President at least five days in advance of all regular and special meetings and at least one day in advance of all emergency meetings.
  - 5.2.4** Of the twelve (12) voting Board members, a quorum of seven (7) members is required to conduct business on matters requiring a vote from the Board. A majority vote of those present shall be sufficient to adopt any motion or resolution, provided that the vote of a majority of all the Board shall be necessary to make or confirm the making of any contract involving the expenditure of money not provided for in the annual budget; to adopt and revise the annual budget; and to amend or repeal previously adopted policies or bylaws of the Board.
  - 5.2.5** The chairperson may poll or designate a poll to members of the Board when an issue(s) arises between regularly scheduled meetings that need the Board's immediate review and decision. In this situation, the members may vote in-person, via e-mail, telephone, fax, or virtually. A record of these votes will be maintained for the official record. The issue will be formally presented to the Board at the next regularly scheduled meeting and the recorded votes will be re-confirmed.
  - 5.2.6** The Board may vote on multiple matters contained within a consent agenda at one time. An item may be removed from the consent agenda and be voted on separately at the request of a Board member.
  - 5.2.7** Proxy voting is not allowed, however, members may participate via video or teleconference. Pursuant to WV Code § 6-9A-8(b), a public agency may not vote by secret or written ballot.
  - 5.2.8** A roll call vote shall be taken whenever directed by the chairperson or requested by two members of the Board.

### **5.3 Speakers**

It is the policy of the Board to require persons other than Board members and persons invited to speak at Board meetings to limit their remarks to no more than five minutes, or for a length of time determined by the chairperson, and to speak at the appropriate time during the agenda. The Chairperson may also limit the number of speakers commenting on any one subject.



#### **5.4 Parliamentary Rules**

Meetings will be conducted according to Robert's Rules of Order, subject to the suspension of any rule by majority vote of the Board. The proceedings of the Board, when not otherwise provided for by its rules, shall be governed by the general usages of deliberative bodies. Every motion shall be reduced to writing upon the request of a member.

#### **5.5 Recording Meetings**

Members of the public and the news media may record public sessions of Board and Committee meetings. Use of recording devices may not interfere with the meeting or other attendees' view or hearing of the proceedings. Any recording devices must be fixed to one location in the room throughout the meeting. No flashes or other light enhancing devices may be used. The location of recording devices will be determined by the Chairperson prior to the meeting. Where multiple parties desire to record the meeting, the Chairperson may limit the number of recording devices in the meeting to no more than two. Anyone recording the sessions of Board and Committee meetings shall inform the Board that it is being recorded.

### **6.0 The President of the CollegeUniversity**

Serving at the pleasure of the Board of Governors, the President as Chief Executive Officer is responsible for recommending policies to the Board and for implementing those policies approved by the Board. The President must provide leadership in establishing a vision and goals to guide the CollegeUniversity in fulfilling its mission. While the Board has the ultimate responsibility for the governance of the CollegeUniversity to ensure its proper maintenance and successful and continuous operation, it is the President's responsibility to execute Board policies and administer the CollegeUniversity to fulfill its mission. Specific responsibilities of the President include, but are not limited to, the following:

- 6.1** Administer Board policies to achieve the CollegeUniversity's mission.
- 6.2** Direct strategic and short-range planning.
- 6.3** Develop, maintain and evaluate academic programs in furtherance of the CollegeUniversity's mission.
- 6.4** Develop and maintain an administrative organization and governance structure to facilitate both input into policy development and effective utilization of the resources required to achieve the CollegeUniversity's goals and mission.
- 6.5** Develop and maintain a system that will receive, screen and recommend for employment the most well qualified personnel required to carry out the mission of the CollegeUniversity. In addition, this system must assign, supervise, evaluate, and promote all personnel employed by the CollegeUniversity.
- 6.6** Plan and develop a process to secure and maintain the fiscal resources necessary to achieve the CollegeUniversity's mission at the highest level of quality. This responsibility shall include the presentation of these needs before the Higher Education Policy Commission and the legislature.

- 6.7 Prepare and present to the Board of Governors for approval the annual operating and capital budgets; in addition, make budgetary allocations and supervise the expenditure of all funds.
- 6.8 Develop and maintain facilities and equipment required to support the mission of the [CollegeUniversity](#).
- 6.9 Communicate to the Board the current condition and potential problems facing the [CollegeUniversity](#).
- 6.10 Represent the [CollegeUniversity](#) before external public and private sector constituencies.
- 6.11 All other duties and responsibilities listed in the Delegation of Powers.

## 7.0 Evaluation of the President

- 7.1 The Board will conduct a formal and structured written performance evaluation of the President every year of his/her employment as pursuant to GSC Board Personnel Policy 23 - Guidelines for Employing and Evaluating the President at Glenville State [CollegeUniversity](#).
- 7.2 Evaluation criteria and obtainable goals must be put in writing and discussed with the President at the beginning of each year to make clear the expectations of the Board and the committee can add or delete criteria with the approval of the Board.

Serving at the pleasure of the Board, the President will terminate his/her association with the [CollegeUniversity](#) in a manner that does not discredit or damage the Board or [CollegeUniversity](#).

## 8.0 Adoption, Amendment, and Repeal of Bylaws and of [CollegeUniversity](#) Policy and Procedures

- 8.1 The foregoing bylaws are intended to provide a general framework for the administration, and operation of the [CollegeUniversity](#). Detailed policies and procedures for the organization, administration, and operation of the [collegeUniversity](#) may be adopted, amended, and repealed by the Board of Governors.
- 8.2 New bylaws may be adopted and existing bylaws amended or repealed by a majority vote of the Board of Governors at any regular meeting of the Board, providing that notice of the meeting specifies that adoption, amendment, or repeal of the bylaws is to be considered.

First approved by the Board of Advisors on September 21, 2000.

Revised by the Board of Advisors on June 5, 2001 and effective July 1, 2001.

Revised and Adopted by the Glenville State [CollegeUniversity](#) Board of Governors effective July 16, 2003.

Revised and Adopted by the Glenville State [CollegeUniversity](#) Board of Governors effective October 20, 2004.

Revised and Adopted by the Glenville State [CollegeUniversity](#) Board of Governors effective April 19, 2006.

Revised and Adopted by the Glenville State CollegeUniversity Board of Governors effective August 18, 2021.

DRAFT

**Glennville State University Board of Governors  
Meeting of May 4, 2022**

**ACTION ITEM:** Program Reviews

**COMMITTEE:** Academic Affairs

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the Program Reviews for the following programs: Bachelor of Arts in Art, Bachelor of Arts in Chemistry, Associate of Science in Land Surveying, and Associate of Arts in General Studies.

**STAFF MEMBER:** Dr. Gary Morris

**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 University 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 University's academic program review procedures have since been modified per the revised guidelines.

The procedures followed during the 2021-2022 academic year for the review and evaluation of the academic programs stated above include the following.

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

With the approval of the President and Board of Governors, the executive summaries will be filed with the Higher Education Policy Commission in late September per extended deadline.

## Glennville State College Art Executive Summary, Spring 2022

### 5.2.1. Name and degree level of program;

Bachelor of Arts in Art

### 5.2.2. Synopses of significant findings, including findings of external reviewer(s);

In the first three years, the two art majors underwent extensive revision and growth. In order to maintain relevance within the workforce of West Virginia, the HEPC mandated that we create a unique program within the scope of the West Virginia higher education system. With that mandate, we have added six new courses to the programs. These were developed and implemented over the first two years. The changes made with the additional courses fit within the needs of West Virginia and the capabilities of the college. These courses were added based on extensive research and discussion with our sister schools in West Virginia and abroad, knowledge and research of the industry, and the need for diverse skilled labor within West Virginia's workforce in the fields of creative and visual arts.

#### Reviewer Quentin Murphy's report

Learning Outcome 2, in my personal experience with working for a private and public institution, the amount of experience for color grading and typography is little to none. With this degree you can go into business or marketing you may be working with additional clients all the time. If you are not familiar with certain color grading in reflection to one's brand colors it could hold you back on a creative outlook. I'm not sure if that should be in Learning Outcome 2 or an emphasis in Learning Outcome 1.

Under the action plan, I think with the growth of social media it would be beneficial to the upcoming graduate on understanding the basic analytics of social media. This can help them market themselves and broaden their communication with their degree. To some it may be easy but with older classmates it could help them and overall make them more valuable with their own goals.

As a 2016 graduate in Studio Art, I am pleased to see how this department will continue to grow. It is exciting to know that GSU is continuing to support small artists.

### 5.2.3. Plans for program improvement, including timeline;

Beginning next year, students enrolled in digital media courses will be able to be certified in Adobe software which will allow them to be more marketable in an already competitive field. The 2022-2023 school year the Department of Fine Arts will begin implementing a streaming lab, developed in 2022. This mobile lab will allow art students to collaborate with sister schools including Fairmont State and Marietta College. Additionally, within the next two years the art division plans on increasing its international presence by using the aforementioned mobile lab to collaborate with institutions and art programs in Asia and Europe. Over the next two academic years art courses will see a major upgrade equipment with the purchase of industry standard equipment and upgrades to current equipment, purchased with the financial support of faculty written grants. These improvements include the purchase of a laser engraver, new computers, double screens, and new tables. The goal is to 3 rows of 50 inch tables to maximize classroom

space. With a goal of implementation for the 2023-2024 academic year, a task force has been created to review the current general education requirements for Glenville State University. The current fine arts requirements listed in the college catalog will be reviewed and possibly altered to allow for certain art courses (Ceramics, Photography, Watercolor, etc.) to be accepted for this requirement.

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

In our first year, the program underwent an internal review and study and it was determined that five new courses would be developed for the digital side and one course be revised within art history as well as building a three hour General Education Fine Arts class to encompass both Music and Art. These courses continued to be revised and eventually gained approval from the Curriculum Committee and were put into effect the following catalog year. With the changes, current art students, whom had been minors in art, as well as new and transferred students would need to adopt the new catalog or be contracted to accommodate classes taken or no longer offered. An additional workload was needed to do so and was distributed between the two professors for the following two years. This led to multiple students graduating in art as early as our second year. During this time, an additional General Education course in Art & Music was adopted and had to be developed for both lecture and online offering.

5.2.5. Five year trend data on graduates and majors enrolled;

| GRAD_ID | GRAD_GENDER | GRAD_DEGC | GRAD_TERM | GRAD_DATE  |
|---------|-------------|-----------|-----------|------------|
| 48939   | Male        | BA        | 201901    | 12/8/2018  |
| 50901   | Female      | BA        | 201901    | 12/8/2018  |
| 69600   | Male        | BA        | 201902    | 5/18/2019  |
| 48854   | Female      | BA        | 201902    | 5/18/2019  |
| 51729   | Male        | BA        | 201902    | 5/18/2019  |
| 52176   | Female      | BA        | 201902    | 5/18/2019  |
| 67580   | Female      | BA        | 202002    | 5/9/2020   |
| 67113   | Female      | BA        | 202002    | 5/9/2020   |
| 55263   | Female      | BA        | 202002    | 5/9/2020   |
| 67292   | Female      | BA        | 202002    | 5/9/2020   |
| 65764   | Female      | BA        | 202002    | 5/9/2020   |
| 46879   | Female      | BA        | 202101    | 12/12/2020 |
| 70660   | Female      | BA        | 202102    | 5/8/2021   |
| 71531   | Female      | BA        | 202102    | 5/8/2021   |
| 68503   | Male        | BA        | 202201    | 12/11/2021 |

| Graduate Academic Year | Graduate Numbers |
|------------------------|------------------|
| 2017-2018              | 0                |
| 2018-2019              | 6                |
| 2019-2020              | 5                |
| 2020-2021              | 3                |
| Fall 2021              | 1                |

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

Assessment of learning outcomes in the Art Major will comprise of exams and direct measurement of skills throughout the lifecycle of projects and assignments. Core classes will comprise of the basic skills needed and upper-level elective courses will lead to personal expression and career focused assessment through a tailored capstone or internship.

Learning outcome 1- Skill is assessed through: A basic skill and competency in drawing ART201, painting ART307, and 3D manipulation ART306 and a related ability to apply the principles of design and color and an understanding of the similarities, differences, and relationships among the various fine arts areas will be assessed at the gateway ART293 and capstone ART493/497 through a mixture of **exercises and assignments and critical review**.

Learning outcome 2- Design & Composition Students will understand the importance of visual organization tools and directional cues through the elements of line, shape, texture, value, and color. They will demonstrate an understanding of design principles of Content, structure, and style using balance, proportion, sequence, emphasis, and unity in the clarity of visual communication. They will apply these skills to a variety of traditional and digital media formats, and understand the basics of audio, video, typography and publication layout; ART202, ART 270.

Through these courses an introductory, intermediate, and advanced level of diverse design and composition skills can be introduced and assessed through a mixture of exercises, assignments, and focused exams, essays, and projects. As these courses introduce aspects of traditional art, digital design, web design, publishing, photography, audio, and video. Each course is assessed by way of a **critical review or comprehensive final project** that is appropriate for the context and level of mastery; ART293, ART493/497.

Learning outcome 3- Conceptual Problem-Solving and Research

Students will respond to assignments professionally through in-depth research, the collection of appropriate reference materials, and the creation of effective digital photography, videography, and audio capture for reference and content; ART350, ART270. Students will demonstrate creative exploration using traditional art techniques and mediums. Students will learn communication models and theories and the use of humor, satire, symbolism, metaphor and irony. Creative works will effectively communicate concepts, and engage the viewer in a manner appropriate to the context ART293, ART493/497.

This outcome requires assessing the students' ability to use research and learned techniques of problem-solving skills to resolve real and hypothetical examples of various design scenarios. Each course is assessed by way of a **comprehensive final project rubric** that is appropriate for the context and level of mastery.

Learning outcome 4- Personal Expression is assessed through ART293 and ART493/497. After demonstration of the foundations of art through the ART293 Gateway, students will demonstrate the development of a unique method and style of expression. They will develop their artistic abilities and explore a variety of media to find methods and materials which best suit their unique aesthetic and conceptual perspectives. Outcome 4 is assessed by way of a **comprehensive final project or internship review rubric** that is appropriate for the context and level of mastery.

Learning outcome 5- History is introduced through ART305, ART309, and ART402. Majors are assessed in ART493/497 with final projects or journals by way of a **rubric**. Students are expected to incorporate research of historical figures and movements as well as contemporary trends into their final design projects or internship research.

Learning outcome 6: Professional Practice is assessed through ART493. Professional practice is assessed through simulated or real-world projects that must be completed satisfactorily and assessed by way of a **rubric**.

## ASSESSMENTS OF LEARNING OUTCOMES

### Program Objectives

### Where/how assessed

| Major Learning Outcomes                                                                                                                                                                             | Where/how Assessed                                                                | Level of Learning<br>A = Introductory<br>B = Intermediate<br>C = Advanced |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------|---|---|
|                                                                                                                                                                                                     |                                                                                   | A                                                                         | B | C |
| 1. <b>Skill:</b> A basic skill and competency in drawing, painting, and 3D manipulation and a related ability to apply the principles of design and color and an understanding of the similarities, | Course: ART 293<br>Assignment: portfolio review<br>Assessment: Rubric             | x                                                                         | x |   |
|                                                                                                                                                                                                     | Course: ART 493/497<br>Assignment: portfolio/journal review<br>Assessment: Rubric |                                                                           |   | x |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---|---|---|
| differences, and relationships among the various fine arts areas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                   |   |   |   |
| <b>2. Design &amp; Composition:</b> Students will understand the importance of visual organization tools and directional cues through the elements of line, shape, texture, value, and color. They will demonstrate an understanding of design principles of Content, structure, and style using balance, proportion, sequence, emphasis, and unity in the clarity of visual communication. They will apply these skills to a variety of traditional and digital media formats, and understand the basics of audio, video, typography and publication layout.                                                                         | Course: ART 293<br>Assignment: portfolio review<br>Assessment: Rubric             | x | x |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Course: ART 493/497<br>Assignment: portfolio/journal review<br>Assessment: Rubric |   |   | x |
| <b>3. Conceptual Problem-Solving and Research:</b> Students will respond to assignments professionally through in-depth research, the collection of appropriate reference materials, and the creation of effective digital photography, videography, and audio capture for reference and content. Students will demonstrate creative exploration using traditional art techniques and mediums. Students will learn communication models and theories and the use of humor, satire, symbolism, metaphor and irony. Creative works will effectively communicate concepts, and engage the viewer in a manner appropriate to the context. | Course: ART 293<br>Assignment: portfolio review<br>Assessment: Rubric             | x | x |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Course: ART 493/497<br>Assignment: portfolio/journal review<br>Assessment: Rubric |   |   | x |
| <b>4. Personal Expression:</b> Students will demonstrate the development of a unique method and style of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Course: ART 293 4th Portfolio Jury<br>Assignment: Portfolio<br>Assessment: Rubric | x |   |   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                  |  |  |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--|--|---|
| expression. They will develop their artistic abilities and explore a variety of media to find methods and materials which best suit their unique aesthetic and conceptual perspectives.                                                                                                                                                                                                                                                                                                                                                                                                    | Course: ART 493<br>Assignment: Portfolio<br>Assessment: Rubric                                   |  |  | X |
| <b>5. History:</b> Students will demonstrate a knowledge of the history of illustration, fine art, and design. They will understand how these disciplines are shaped by historical figures and movements, world events, and how the arts can effectively engage the viewer and contribute to social dialogue and inspiration in contemporary culture.                                                                                                                                                                                                                                      | Course: ART 493<br>Assignment: portfolio review<br>Assessment: Rubric                            |  |  | X |
| <b>6. Professional Practice:</b> Students will graduate with knowledge of professional business standards, ethics, copyright law, marketing, small business management, self-promotion, and entrepreneurship. They will demonstrate effective verbal and written communication skills. Students will articulate artistic goals, design a professional portfolio of work, résumé, and create print and online promotional materials. Students will gain experience with or exposure to the various specializations in art and an artistic emphasis in at least one area of the visual arts. | Course: ART 493 Senior<br>Portfolio/Show<br>Assignment: Portfolio of works<br>Assessment: Rubric |  |  | X |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Course: ART 497 Art Internship<br>Assignment: work experience/journal<br>Assessment: Rubric      |  |  | X |

### ASSESSMENT FINDINGS

Based on the data, the addition of more facilities and equipment has shown a significant increase in experimentation and work habits however design principles showed a slight decrease. Students are working more and expressing themselves more but are still not fully grasping the fundamental design principles and elements of art.

Research and study skills showed a three-year average of 77% with only a marginal increase from last year at 81%. The lowest of all categories.

The data for the graduating seniors showed a slight increase in design principles due to the increased emphasis implemented from last years assessment. Data from creative application and

skill showed that the seniors had not fully benefitted from the facilities changes but continued to improve.

### **ACTION PLAN**

As a result of flat design principles knowledge and medium application continued emphasis on those areas will be stressed with smaller targeted exercises and open lecture and critique.

As a result of continued low research skills and study more emphasis and grading will be placed on contemporary and historical influences, industry needs and expectations, work outside of class, time-management, and art history incorporation in daily discussion and critique.

Graduating seniors for the upcoming school year will be given focused training on understanding and application, effective viewer engagement, contemporary culture, and creating dialog.

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

Unofficially we keep in contact with many of the recent graduates through social media. 13 out of a total 19 recent graduates are currently employed in an art related field, with the remaining 6 graduates simply unaccounted for. We have a studio art major who started a successful fine arts business and teaches community workshops locally; a graphics and digital media major interned with the West Virginia Department of Highways as a graphic designer and now works as a business analyst in government and veteran services. One graduate is currently a graduate student at Ohio University.

We continue to work closely with West Virginia businesses to educate and inform them on the skills our graduates offer and how they can improve their businesses or source their work locally. Professor of Art Chris Cosner is a member of the industrial advisory committee which meets annually at Fairmont State University to discuss the needs of local industry in the areas of visual art and design.

5.2.8. Final recommendations approved by governing board.



# GLENVILLE

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# STATE UNIVERSITY

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## **PROGRAM REVIEW**

**Bachelor of Arts in Art**

2022

Office of Academic Affairs  
Glenville State College  
200 High Street, Glenville, West Virginia 26351  
Telephone: 304.462.6110/6111  
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## Directions:

In order to address the elements of viability, adequacy and necessity and pursuant W. Va. Code '18B-1B-4 and 18B-2A-4 delineate responsibilities for the review of academic programs and WVHEPC Title 133 Procedural Rule West Virginia Higher Education Policy Commission Series 10 Policy regarding program review Glenville State College will follow the following reporting format that includes the following core components:

### 4.1.1. Mission

The Department of Fine Art offers a Bachelor of Arts in Art that allows students to select two career paths, Studio Art and Graphic and Digital Media. The Studio Art program provides an excellent foundation for careers related to teaching, arts administration, museum curation, gallery work, historic preservation, art libraries, publishing, journalism, advertising, art conservation, and art investment. The Graphic and Digital Media program trains students to become content creators in a world that is constantly being shaped by technology. This preparation includes the cultivation of analytic and critical thinking skills as well as the ability to work and communicate with others on complex interdisciplinary projects integrating digital art, digital music, web-based technologies, and computer programming skills.

### 4.1.2. Faculty

Upon approval of the art program, the College, had one tenure-track faculty with a terminal degree (MFA) in the studio arts. An additional tenure-track faculty with the appropriate terminal degree (MFA) was hired (Fall 2012) to teach courses in Digital Media. The initial studio arts faculty member achieved tenure in the second year of the program. The Studio Arts faculty member relocated at the end of the third year and was replaced with an appropriate MFA faculty beginning at the start of the fourth year (Fall 2015). An additional tenured associate professor of art was added from an administrative position within the College (Fall 2015). The non-tenured, studio faculty position was removed at the end of the fourth year. Additional faculty has been requested and is pending due to delayed state budget approvals. Additional faculty is needed to expand the capabilities of the existing staff to meet the needs of West Virginia's diversification in their workforce and industries. Consequently, currently the art program is staffed by two tenure-track, faculty members, both holding MFAs. Both faculty members are tenured. There is one adjunct professor, employed by the Department of Education, that teaches art methods courses for elementary and early education majors.

Both faculty members teach art courses exclusively. The instructors maintain committee and scholarship duties and teach the standard load of 12 credit hours per semester with overload when needed. Art faculty also teach online courses in fine arts survey.

Both Art Faculty also are active in their field of expertise. Professor Chapman has a strong history of college administrative positions and committee work as well as an

extensive list of gallery shows and art exhibitions. Professor Cosner is active in the field of 3D Animation and Illustration as well as being represented by numerous galleries for fine art sales world-wide. These skills and experience further enhance the effectiveness of their teaching and allow them to incorporate the latest industry trends and knowledge into their courses.

#### 4.1.3. Curriculum

At Glenville State College, all interested students will be admitted to the BA in Art program who meet GSC admission requirements to the four-year program. These admission requirements are in accordance with Series 23 of the West Virginia Higher Education Policy Commission.

In addition to GSC college entrance requirements, students wishing to pursue degrees in either the Studio Art major or the Graphics and Digital Media major undergo an initial interview and portfolio review to evaluate their specific strengths and career goals. Due to the diverse nature of the creative arts industry, students are provided a broad range of art, business, and marketing electives in which to focus their studies.

Once enrolled in the program, all students participate in a portfolio review that occurs as a mid-program assessment at the end of their sophomore year. If the portfolio is unacceptable, the student will be advised to resubmit his/her portfolio or consider other degree options. All students are required to successfully complete the capstone assessment, which involves producing a quality exhibition in the gallery or comparable work in the digital media field. Students are required to maintain a 2.0 overall cumulative grade point average (GPA) and a 2.0 GPA in the content area while in the four-year Art program.

### **BACHELOR OF ARTS DEGREE IN ART**

*GSC 100 The First Year Experience 0 hour*

All degree seeking students are required to take GSC 100 during their first semester.

*General Education Requirements 39 hours*

*Art Core 32 hours*

ART 201 Drawing I 3

ART 202 Color and Design 3

ART 270 Digital Media 3

ART 293 Fourth Portfolio Jury (Gateway Course) 2

ART 305 Art History: Antiquity to Renaissance 3

ART 306 Ceramics I 3

ART 307 Oil Painting I 3

ART 309 Art History: Renaissance to 19th Century 3

ART 350 Digital Photography I 3

ART 402 Art in the 20th Century 3

ART 493 Senior Exhibition (Capstone Course) (OR)

ART 497 Art Internship 3

*Art Electives 27 hours*

ART 280 Graphic Design & Illustration I 3  
ART 301 Drawing II 3  
ART 308 Watercolor Painting I 3  
ART 326 Ceramics II 3  
ART 340 Sculptural Ceramics I 3  
ART 341 Sculptural Ceramics II 3  
ART 351 Digital Photography II 3  
ART 370 Web & Digital Publishing 3  
ART 380 Graphic Design & Illustration II 3  
ART 399 Special Topics (may be repeated with different topic) 3  
ART 405 Drawing III 3  
ART 406 Oil Painting II 3  
ART 407 Watercolor Painting II 3  
ART 420 Oil Painting III 3  
ART 426 Ceramics III 3  
ART 490 Graphic Design & Illustration III 3  
ART 497 Internship II 3  
ART 499 Individual Research Problems 1-3  
BIOL 309 Human Anatomy and Physiology I 4  
BUSN 100 Introduction to Business 3  
CSCI 201 Introduction to Computer Programming 3  
CSCI 305 Web Design 3  
CSCI 381 Database Management 3  
CSCI 405 Web Application Development 3  
ENGL 335 Introduction to Film 3  
JOUR 420 Media in the Information Age 3  
MGMT 201 Principles of Management 3  
MGMT 383 Labor-Management Relations 3  
MGMT 384 Human Resources Management 3  
MGMT 402 Entrepreneurship 3  
MGMT 484 Organizational Behavior 3  
MGMT 487 Operations Management 3  
MRKT 201 Principles of Marketing 3  
MUSC 306 Recording and Engineering 4

*General Electives 22 hours*

*Total 120 hours*

GATEWAY ASSESSMENT – ART 293 - CAPSTONE ASSESSMENT – ART 493

Suggested Courses for a Career in:

*Digital Illustration*



ART 280 Graphic Design & Illustration I  
ART 301 Drawing II  
ART 308 Watercolor Painting I  
ART 380 Graphic Design & Illustration II  
ART 405 Drawing III  
ART 406 Oil Painting II  
ART 490 Graphic Design & Illustration III  
ART 493 Senior Exhibition (Capstone Course) (OR)  
ART 497 Art Internship

*Digital Media*

ART 280 Graphic Design & Illustration I  
ART 370 Web & Digital Publishing  
ART 380 Graphic Design & Illustration II  
ART 490 Graphic Design & Illustration III  
ART 493 Senior Exhibition (Capstone Course) (OR)  
ART 497 Art Internship  
CSCI 201 Introduction to Computer Programming  
CSCI 305 Web Design  
CSCI 381 Database Management  
CSCI 405 Web Application Development

*Graphic Design*

ART 280 Graphic Design & Illustration I  
ART 351 Digital Photography II  
ART 370 Web & Digital Publishing  
ART 380 Graphic Design & Illustration II  
ART 490 Graphic Design & Illustration III  
ART 493 Senior Exhibition (Capstone Course) (OR)  
ART 497 Art Internship  
MRKT 201 Principles of Marketing  
MUSC 306 Recording and Engineering

*Strategic Design (includes a minor in business management)*

ART 280 Graphic Design & Illustration I  
ART 370 Web & Digital Publishing  
ART 380 Graphic Design & Illustration II  
ART 490 Graphic Design & Illustration III  
ART 493 Senior Exhibition (Capstone Course) (OR)  
ART 497 Art Internship  
MGMT 201 Principles of Management  
MGMT 383 Labor-Management Relations  
MGMT 384 Human Resources Management  
MGMT 402 Entrepreneurship  
MGMT 484 Organizational Behavior  
MGMT 487 Operations Management

Department of Business Elective approved by advisor

*Drawing & Painting*

ART 301 Drawing II  
ART 308 Watercolor Painting I  
ART 405 Drawing III  
ART 406 Oil Painting II  
ART 407 Watercolor Painting II  
ART 420 Oil Painting III  
ART 493 Senior Exhibition (Capstone Course)

*Ceramics*

ART 301 Drawing II  
ART 308 Watercolor Painting I  
ART 326 Ceramics II  
ART 340 Sculptural Ceramics I  
ART 341 Sculptural Ceramics II  
ART 426 Ceramics III  
ART 493 Senior Exhibition (Capstone Course)

Students completing the requirements for the career path in Studio Art will demonstrate:

- A functional knowledge of the history and theory of two-dimensional and three-dimensional art.
- An understanding of basic design principles of two-dimensional or three-dimensional works of art.
- The ability to apply these design principles to a specific aesthetic intent. An ability to apply design principles and color in various artistic mediums.
- An understanding of the possibilities and limitations of various artistic materials. Knowledge of and skill in the use of essential tools and techniques required in working from the conception of to the completion of an art project.
- Artistic work(s) using a broad range of concepts, techniques, and materials.

Students completing the requirements for the career path in Digital Media will demonstrate:

- Knowledge of concepts related to the visual, spatial, sound, and motion elements of digital media.
- An understanding of narrative and other information structures for time-based and interactive media.
- Knowledge of the capabilities and applications of various technologies and their influence on individuals and society.
- An understanding of processes essential for the development and coordination of digitally-based art - such as storyboarding and concept mapping.
- The ability to organize and represent content in ways responsive to social, cultural, and technological systems. Knowing what is effective and desirable for audience-centered communication.
- The ability to analyze and synthesize aspects of human behavior for digital media

presentations.

- The ability to organize and/or work in teams on a digital media project. Completion of digital media project(s) of professional quality.

#### **4.1.4. Resources**

##### **Narrative about financial, physical, and personnel resources for the program, including items such as the operation budget**

Money has been raised internally to replace old equipment with new equipment, purchase new equipment needed to keep the program and courses updated. Grants have funded digital resources and equipment. Art courses share a budget with Music within the Department of Fine Arts consisting of \$12,000 (operational) and \$20,000 (educational).

#### **4.1.5. Student learning outcomes**

1. Learning outcomes of the program mirror those of the NASAD accreditation guidelines, outlining competencies needed in art and design which include:
  - Understanding of basic design principles, concepts, media, and formats in the various fine arts disciplines. Development of this sensitivity continues throughout the degree program.
  - Ability to apply principles of design and color and competency in drawing to work in specific fine arts specializations.
  - An ability to address culture and history from a variety of perspectives.
  - Working knowledge of various aesthetic issues, processes, and media and their relationship to the conceptualization, development, and completion of works of art.
  - Understanding the similarities, differences, and relationships among the various fine arts areas.
  - Experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
  - Opportunities to develop an area of emphasis in at least one fine arts area.
2. Measures of evaluating success in achieving goals are focused primarily on a matrix of skills evaluation in the foundations of art; primarily three areas; skill, growth, and work ethics. Data pulled from tests, quizzes, and classroom observance as well as evaluation rubrics is broken down further within these three areas and evaluated initially for student feedback and additionally stored for program assessment. For example; one area of NASAD guidelines state “Ability to apply principles of design and color and competency in drawing to work in specific fine arts specializations.” Is evaluated through the matrix in “Understanding of medium use, application, and variety”, “Incorporation of design principles into composition”, and “Creative use and experimentation with medium” as well as areas of growth such as Research and study.
3. Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data. Data from individual evaluations

identified weaknesses in areas of foundations for some and time management for others. Through discussion, it was determined that improved class structure was needed in order to solve time management issues and to reinforce issues of foundations. Student schedules were evaluated for time management issues as well and appropriate workloads adjusted based on individual student situations such as course loads or non-traditional student obligations.

Student evaluations of instruction and course content conducted each semester in each art course.

- Student art portfolios evaluated mid-way through the art program (gateway assessment) and student performance on required senior projects (capstone assessment)
- Program evaluations Exit surveys completed by graduating students majoring in art
- Information collected on graduate school attendance and career path of students completing the degree program in art.
- When practical the art program will also be periodically assessed by an external evaluator. The mid-program (gateway) assessment of student performance will focus on student progress towards meeting the learning objectives set in courses composing the art core and specific major field which the student has completed. Student work in these courses and in the juried Fourth Portfolio will be used as the basis of this assessment.
- The capstone assessment of student performance will be based on successful completion of a statement of intent, the works of art proposed in the statement, and an artist statement on the completed works. It will also be based on successful completion of the promotion and holding of a public presentation of the works. When possible an external evaluator will attend these presentations.

#### 4.1.6. Other learning and service activities

#### 4.1.7. Viability

Most of our graduates are now employed in “art” related careers while others are applying or in graduate programs. Alumni Relations knows more of this through their surveys and tracking.

Grad school has become the most popular post-graduate option for the last 3 years.

#### 4.1.8. Program improvement

By the end of the first year of the degree/s inception, it was apparent that certain foundational skills specifically within the Graphics and Digital Media program and art history needed both introduction and further reinforcement. Six new courses were developed to meet the deficiency and implemented with approval the following year. One example would be the addition of a “Digital Media” course into the core of both majors in order to enhance skills in self-promotion and research. This achieved a higher level of learning through introduction and reinforcement paths and educational outcome

success as seen on gateway and final evaluations. Assessment continues to help guide the tight integration between traditional arts skills and the transition to digital tools.

The Division of Art is located within the Department of Fine Arts and shares space and administrative resources with the Division of Music. The Division of Art is now equipped with modern workstation-class computers, industry standard software and hardware, printing and manufacturing equipment such as 3D printers, vinyl cutter, large-format printing, digital drawing tablets, new large kiln, and more equipment on the way. Nearly all the current equipment and facilities were acquired from excess or surplus equipment found on campus or funded by grant, faculty, patron donations, or student fees. Much of the previous equipment was more than 25 years or older. Tables and chairs were worn, dirty, or broken. Computers were refurbished and more than 10 years old. Much has been done to maintain existing facilities and seek out investment and donations and much more is planned in order to keep up and retain our expanding student base. We have been able to grow the program significantly since its return all while keeping student fees and overhead to a minimum.



### Program Review

Program Title and Degree Bachelor of Arts in Chemistry Year of Last Review 2017

This program is nationally accredited or recognized by: N/A

#### Institutional Recommendation

- 1. Continuation of the program at the current level of activity, with or without specific action;
- 2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action;
- 3. Identification of the program for further development; or
- 4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty and the like.
- 5. Discontinuance of the program (Provisions of Higher Education Policy Commission policy on approval and discontinuance of academic programs will apply).

Chemistry is an essential component of the College science program. The Bachelor of Arts Degree in Chemistry provides an excellent background for students entering pre-professional fields, such as dentistry, pharmacy, veterinary science, medicine and optometry. Likewise, the program offers students the necessary requirements to pursue graduate work in chemistry. In addition, the degree offers a strong background for students entering the job force in private sector in chemistry.

|                                                                                                      |               |
|------------------------------------------------------------------------------------------------------|---------------|
| _____<br>Signature of person preparing the report                                                    | _____<br>date |
| _____<br>Signature of Chief Academic Officer (OR)<br>Provost for the Community and Technical College | _____<br>date |
| _____<br>Signature of President:                                                                     | _____<br>date |
| _____<br>Signature of Board of Governors Chair                                                       | _____<br>date |

The Bachelor of Arts Degree in Chemistry is designed for students interested in a variety of careers. Most students graduating with this degree either enter professional health-related schools or secure employment in the chemical industry. A few graduates further their chemistry careers by entering chemistry graduate school. The knowledge of chemistry is developed through rigorous lecture and laboratory courses. Their chemistry experiences culminate with an independent research project, which requires the assimilation of chemistry concepts and laboratory skills from a variety of courses.

This program was designed by consulting recommendations from the American Chemical Society and National Science Teacher Association. The program includes required components of chemistry, mathematics and physics courses. In addition, the program offers some flexibility in the upper level chemistry courses and electives so that students may determine which courses are more appropriate based on their career goals. Students entering the medical professions benefit from taking biochemistry and additional elective hours of biology, whereas students securing employment in chemical industry are better served taking additional analytical or physical chemistry courses.

Regardless of the specific career goal of the student, all graduates of the chemistry program have a sufficient breadth of scientific knowledge to allow them to enter a variety of fields. The chemistry courses provide a strong foundation of chemical principles and the laboratory exercises develop their manipulative hands-on skills. Both the lecture and laboratory exercises develop critical thinking skills, which are beneficial in any employment.

Chemistry courses are also an integral part of Glenville State College's programs in biology, natural resource management, chemistry (9-Adult), biology (9-Adult), and general science (5-9 and 5-Adult). Five of the chemistry courses which can be used toward the chemistry degree are also either required or electives for one or more of the programs listed above.

**CURRICULUM SUMMARY SHEET  
LIBERAL ARTS DEGREE**

INSTITUTION: Glenville State College DATE: \_\_\_\_\_

NAME OF PROGRAM: Bachelor of Arts in Chemistry

COMPLETED BY: \_\_\_\_\_

DATE REVIEWED BY ADVISORY BOARD: \_\_\_\_\_

**GSC 100**      The First Year Experience      1      **0 hour**

**General Education Requirements**      **39 hours**

Students must take CHEM 101, CHEM 102, and MATH 115 as part of the General Education requirements.

**Chemistry Major Requirements**      **45 hours**

|          |                              |   |
|----------|------------------------------|---|
| BIOL 120 | Principles of Biology I      | 4 |
| CHEM 101 | General Chemistry I          |   |
| CHEM 102 | General Chemistry II         |   |
| CHEM 293 | Techniques in Chemistry      | 1 |
| CHEM 301 | Organic Chemistry I          | 4 |
| CHEM 302 | Organic Chemistry II         | 4 |
| CHEM 307 | Inorganic Chemistry OR       |   |
| CHEM 380 | Biochemistry I               | 4 |
| CHEM 321 | Analytical Chemistry         | 4 |
| CHEM 493 | Senior Research Seminar      | 2 |
| MATH 120 | Precalculus                  | 4 |
| MATH 256 | Probability and Statistics I | 3 |
| PHYS 201 | General Physics I            | 4 |
| PHYS 202 | General Physics II           | 4 |

**Chemistry Electives**      **7 hours**

|          |                                 |   |
|----------|---------------------------------|---|
| CHEM 307 | Inorganic Chemistry             | 4 |
| CHEM 322 | Analytical Chemistry II         | 4 |
| CHEM 341 | Nuclear Chemistry               | 3 |
| CHEM 345 | Introductory Physical Chemistry | 4 |
| CHEM 380 | Biochemistry I                  | 4 |
| CHEM 381 | Biochemistry II                 | 4 |

**Minor**      **18 hours**

**Electives**      **18 hours**

**Total minimum hours required for degree**      **120 hours**



## A. Viability

1. Course Enrollment: Refer to Appendix I
2. Majors and Graduates: Refer to Appendix II
3. Projections: The number of majors and graduates are expected to remain stable or increase during the next five years. The following factors are at work:
  1. Several recent graduates have successfully entered medical school, pharmacy school, and graduate school. Publicity from these successes will aid in recruiting students with similar goals.
  2. At the end of this review cycle, the number of freshmen who are classified as chemistry majors has increased. The average ACT scores of these students is also higher than the averages of previous freshmen in the major.
  3. The number of freshmen declaring the chemistry major increased substantially in the last year of the review period, and their college readiness (as measured by ACT scores and high school GPA) increased substantially as well.
4. Cost per Student Credit Hour: Information is not available.

## B. Adequacy

1. Program Assessment
  - a) The assessment plan for the B.A. in Chemistry has been reviewed by the Assessment Committee and has undergone the recommended revisions and additions. The plan includes assessment at all levels of the program, using a combination of standardized exams, laboratory reports, and selected problems from exams. The gateway assessment occurs in Techniques in Chemistry (CHEM 293), while each senior is required to complete a research project (CHEM 493) as a capstone assessment. Another part of the capstone assessment involves students taking the American Chemical Society Diagnostic of Undergraduate Chemistry Knowledge. Improvements to the program will be made as needed based on the results from the midpoint and exit assessments.
  - b) The math requirement for the B.A. in chemistry was increased for students starting in the 2021-22 academic year. The previous requirement was MATH 115 (college algebra), while the current requirement is MATH 120 (precalculus). Nearly all students in the chemistry major take at least MATH 202 (Calculus I).
2. Faculty Preparation and Performance
  - a) The following faculty have taught courses for the B.A. degree in Chemistry during the review period:

Kevin L. Evans, Ph.D., Professor of Chemistry  
Gary Morris, Ph.D., Professor of Biology and Provost  
David O'Dell, Ph.D., Professor of Chemistry  
Sara Sawyer, Ph.D., Professor of Biology

All faculty teaching the courses have a Ph.D. in the appropriate field. The biology professors taught only the two courses in biochemistry. No adjunct faculty have been employed to teach in the chemistry program.

Vitae for professors Evans and O'Dell are attached. (Appendix III)

3. Student

- a) Admission to this program in Chemistry is the same for admission to any baccalaureate degree program offered by Glenville State College. To be admitted, students must have graduated from an accredited high school with at least a 2.0 average or an ACT composite score of at least 17 or a Recentered SAT of 820. Students must have also completed four units of English, three units of social studies including U.S. history, three units of higher math, and three units of science, two of which must be laboratory science.

The academic preparation of students planning to enter this program is evaluated before the student enrolls in their first class. An advisor uses ACT scores, college diagnostic test scores, and high school grades in advising. The mathematics preparation of students entering chemistry is carefully evaluated, determining the exact level in the program where the student should begin. Appropriate recommendations to strengthen the background in mathematics are made when necessary.

- b) Students in this program have met all criteria for admission to a baccalaureate program. The table below shows the entrance scores for all entering freshmen classified as a chemistry major each year. The average ACT composite scores of entering chemistry majors are markedly higher than the GSC freshman class average of 20.0 and the State College System average of 20.8 (Fall 2019 data).

| Academic Year | Number of Students | High School GPA | ACT Composite | ACT Math |
|---------------|--------------------|-----------------|---------------|----------|
| 2016-17       | 1                  | 2.33            | 20            | 16       |
| 2017-18       | 2                  | 3.72            | 21            | 22       |
| 2018-19       | 5                  | 3.38            | 23            | 25       |
| 2019-20       | 4                  | 3.89            | 21            | 21       |
| 2020-21       | 7                  | 3.76            | 24            | 21       |

- c) Students graduating from the chemistry program must have a 2.0 GPA or better and a grade of C or better in all of their required courses.
- d) Information on graduates in terms number employed in the field of specialization, number pursuing advanced studies, and satisfaction of the program may be found in Appendix IV.

#### 4. Resources

##### a) Facilities:

The chemistry program currently occupies the fourth floor of the Science Hall, which underwent a complete renovation in 2007. The chemistry facilities include a chemical stockroom, a multi-purpose laboratory, research laboratory, instrument room, and faculty offices. The multipurpose laboratory is designed with laboratory benches for 20 students on each end, and twelve fume hoods in middle of the room. This room can accommodate up to 40 students in one course or two different classes with 20 students simultaneously. The research laboratory is designed to accommodate two students at a time. The instrumentation lab has an atomic absorption spectrometer, fluorescence spectrometer, infrared spectrometer, nuclear magnetic resonance spectrometer, gas chromatograph with flame ionization detector, gas chromatograph – mass spectrometer, high performance liquid chromatograph, a solution calorimeter, a bomb calorimeter, and other instruments. The department also has a 42” color printer for creating posters for regional and national meetings. The atomic absorption, infrared, and nuclear magnetic resonance spectrometers are all less than three years old.

Students in the chemistry program also have access to the computer laboratory located on the first floor of the Science Hall, as well as to the computers in the physics lab on fourth floor. Twelve computers in each lab enable students to have access to Microsoft Word and Excel and the internet. The computers also have ChemSketch installed on them to allow students to create professional reports and research projects.

The Robert F. Kidd Library has approximately 112,000 book volumes including 549 volumes in chemistry. The collection also includes 510,282 microforms. The library currently subscribes to over 295 periodicals with 8 indexed in chemical abstracts. Back issues of many of these periodicals are maintained. Science Citation Index is also a part of the collection. Over 17,000 Educational Resources Information Center (ERIC) documents are on microfiche.

#### 5. Previous Reviews

The 2017 Program Review of the Bachelor of Arts in Chemistry cited strengths that include dedicated faculty, strong camaraderie among faculty and students, and a well-designed new facility. Reviews also noted that students majoring in chemistry exhibit better academic preparation than the average student at Glenville State College, and that standardized test scores indicate that our best students are very strong. Likewise, there is a very high rate of success among our graduates with regard to graduate school, professional school, and employment.

High faculty workloads were cited by external reviewers as a significant weakness. A faculty member teaching 12 credit hours of chemistry courses has between 17 and 21 contact hours per week; the American Chemical Society states that chemistry faculty should have a maximum of 15 contact hours per week. Given the additional time requirements for preparing chemistry labs and maintaining laboratory instrumentation, faculty who teach in the chemistry program are quite busy.

6. Strengths/Weaknesses

Graduates have a good success rate at being admitted to professional schools or securing jobs related to chemistry field. Equally important, if not more important, our students have the prerequisite skills needed to successfully complete the professional program. For our graduates securing employment, they are successful at finding and maintaining employment in the chemical industry.

The strength of the program results from dedicated faculty and students. Small class sizes allow the chemistry faculty and students to develop strong bonds with each other. This strong relationship allows the professor to regularly motivate and encourage the students, and keeps the professors focused on providing a strong academic program so the students will be successful after graduation. The faculty is committed to enhancing the program and regularly review the program to make sure that it meets the needs of the students.

The primary weakness reported in the last review cycle was aging laboratory equipment with no laboratory technician to help maintain the instrumentation. The department now has a full-time laboratory manager, and three new instruments have been acquired in the past three years.

**C. Necessity**

1. Job Placement:

Of the 17 students who graduated during the review period, four went to graduate school in chemistry or biology, two went to pharmacy school, one went to medical school, three entered the workforce in science-related positions, and one enlisted in the U.S. Navy as a nuclear engineer on an aircraft carrier. The employment status is unknown for the remainder of the graduates.

2. Similar Programs:

A similar program exists at West Virginia Wesleyan College in Buckhannon. The distance is approximately 50 miles from Glenville. Our program is still necessary because it is not economically feasible for some students to attend a private college.

**D. Consistency with Mission**

The Mission Statement of Glenville State College reads “Glenville State College provides: a tradition of high quality education through innovation in the design, delivery, and evaluation of programs and services, workforce development, and comprehensive student services; a community of active learners dedicated to lifelong learning, effective teaching, applied scholarship, creative activities, and service; leadership that promotes excellence in learning, teaching, cultural vitality, and economic development in a global community.”

The chemistry program is clearly consistent with this Mission. The graduates of this program are trained to be thoughtful during their many hours of laboratory experiments, where they must wrestle with unknowns and discover hidden relationships. They are prepared to be productive and responsible as they are able to enter professional schools or take on employment in government and industry. Poster presentations by students at regional and national meetings build the desire for lifelong learning.

Furthermore, many of the same chemistry courses in the program are also part of the teacher education major in secondary chemistry education. Our courses are thus playing a significant support role in an area of emphasis for the College.

**APPENDIX I**  
**COURSE ENROLLMENT FOR MAJORS**  
**Fall 2016 - Summer 2021**

| DEPT-COURSE # | TITLE                           | ENROLLMENT BY SEMESTER OFFERED |    |    |         |    |    |         |    |    |         |    |    |         |    |    | R<br>E<br>Q<br>U<br>I<br>R<br>E<br>D | E<br>L<br>E<br>C<br>T<br>I<br>V<br>E |
|---------------|---------------------------------|--------------------------------|----|----|---------|----|----|---------|----|----|---------|----|----|---------|----|----|--------------------------------------|--------------------------------------|
|               |                                 | 2016-17                        |    |    | 2017-18 |    |    | 2018-19 |    |    | 2019-20 |    |    | 2020-21 |    |    |                                      |                                      |
|               |                                 | F<br>A                         | SP | SU | F<br>A  | SP | SU | F<br>A  | SP | SU | F<br>A  | SP | SU | F<br>A  | SP | SU |                                      |                                      |
| CHEM 101      | General Chemistry I             | 29                             |    |    | 26      |    |    | 36      |    |    | 40      |    |    | 28      |    |    | X                                    |                                      |
| CHEM 102      | General Chemistry II            |                                | 22 |    |         | 20 |    |         | 34 |    |         | 31 |    |         | 14 |    | X                                    |                                      |
| CHEM 293      | Techniques of Chemistry         | 2                              |    |    | 6       |    |    | 4       |    |    | 4       |    |    | 5       |    |    | X                                    |                                      |
| CHEM 301      | Organic Chemistry I             | 6                              |    |    | 14      |    |    | 20      |    |    | 7       |    |    | 6       |    |    | X                                    |                                      |
| CHEM 302      | Organic Chemistry II            |                                | 5  |    |         | 6  |    |         | 4  |    |         | 12 |    |         | 7  |    | X                                    |                                      |
| CHEM 307      | Inorganic Chemistry             |                                |    |    | 8       |    |    |         |    |    | 7       |    |    |         |    |    | *                                    | *                                    |
| CHEM 321      | Analytical Chemistry I          | 7                              |    |    |         |    |    | 9       |    |    |         |    |    | 9       |    |    | X                                    |                                      |
| CHEM 322      | Analytical Chemistry II         |                                | 5  |    |         |    |    |         | 5  |    |         |    |    |         | 8  |    |                                      | X                                    |
| CHEM 341      | Nuclear Chemistry               |                                |    |    |         | 5  |    |         |    |    |         |    |    | 6       |    |    |                                      | X                                    |
| CHEM 345      | Introductory Physical Chemistry | 4                              |    |    |         |    |    |         |    |    |         | 1  |    |         |    |    |                                      | X                                    |
| CHEM 380      | Biochemistry I                  |                                |    |    | 8       |    |    |         | 5  |    | 4       |    |    | 10      |    |    | *                                    | *                                    |
| CHEM 381      | Biochemistry II                 |                                |    |    |         | 3  |    |         |    |    |         | 4  |    |         |    |    |                                      | X                                    |
| CHEM 493      | Senior Research Seminar         |                                | 3  |    | 5       | 2  |    | 2       | 2  |    | 2       |    |    | 2       | 2  |    | X                                    |                                      |
| CHEM 499      | Special Topics and Problems     |                                |    |    |         |    |    |         | 1  |    |         | 1  |    |         | 2  |    |                                      | X                                    |

FA = Fall; SP = Spring; SU = Summer

\* Students may take either CHEM 307 or CHEM 380 as a requirement for the chemistry degree.

**APPENDIX II**

**Majors and Graduates**

| <b>Year</b>    | <b>Number of Majors</b> | <b>Number of Graduates</b> |
|----------------|-------------------------|----------------------------|
| <b>2016-17</b> | 14                      | 3                          |
| <b>2017-18</b> | 18                      | 5                          |
| <b>2018-19</b> | 18                      | 4                          |
| <b>2019-20</b> | 13                      | 2                          |
| <b>2020-21</b> | 19                      | 3                          |

**Kevin L. Evans**  
**Professor of Chemistry**

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Glennville State College  
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Member of West Virginia Academy of Sciences (2007 – present): President-elect (2012 – 15), President (2015 – 2017), Immediate Past-President (2017 – 2019); Annual Conference Coordinator (2009 & 2017)  
Member of West Virginia State Teachers Association (2007 – present): Conference Site Co-Coordinator (2011)  
Member of Chi Beta Phi, National Math & Science Honorary (1985 – present)  
Member of the American Chemical Society (1998 – 2011)  
Member of the Northern West Virginia Section of the American Chemical Society (2003 – present): Secretary (2003 – 2005)  
Member of the Council on Undergraduate Research (1998 – 2002)  
Faculty Representative to Glennville State College Board of Governors (2018 – present)  
Chair of Glennville State College Advisory Committee to NASA WV Space Grant Consortium (2010 – present)  
Chief Faculty Marshal of Glennville State College (2017 – present)

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|                            |                  |                                                                              |
|----------------------------|------------------|------------------------------------------------------------------------------|
| <b>ACADEMIC POSITIONS:</b> | 08/11 – current  | Professor of Chemistry<br>Glennville State College, Glennville, WV           |
|                            | 08/21 – current: | Chairperson of Science & Mathematics                                         |
|                            | 08/01 – 07/11    | Associate Professor of Chemistry<br>Glennville State College, Glennville, WV |
|                            | 01/07 – 10/10:   | Research Faculty/NASA Program Facilitator                                    |
|                            | 06/00 – 07/01    | Assistant Professor of Chemistry<br>Ohio Northern University, Ada, OH        |
|                            | 06/98 – 06/00    | Visiting Assistant Professor of Chemistry<br>Grinnell College, Grinnell, IA  |
|                            | 08/95 - 05/98    | Visiting Assistant Professor of Chemistry<br>Davidson College, Davidson, NC  |

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**EDUCATION:** 8/87 - 5/93 **Ph.D. Organic Chemistry**  
Louisiana State University, Baton Rouge, LA  
Research Director: Professor Richard D. Gandour  
9/84 - 8/87 **B.A. cum laude.**  
Glenville State College, Glenville, WV  
Major: Chemistry; Minors: Computer Science and Mathematics

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**AWARDS AND RECOGNITION:** Nominated by Glenville State College as a candidate for WV Professor of Year  
Received the Alumni Achievement Award from Glenville State College in 2008.

Glenville State College's Chapter of the Student Affiliates of the American Chemical Society received the following recognitions from the national organization:

- 2007 – 08 Commendable
  - 2006 – 07 Outstanding
  - 2005 – 06 Outstanding
  - 2004 – 05 Outstanding
  - 2003 – 04 Honorable Mention
- 

**GRANTS:** Principal Investigator for four College Equipment Grants from the Spectroscopy Society of Pittsburgh:

- 2011 for ten hand-held ultraviolet-visible (Red-Tide) spectrometers
- 2006 for Cary 50 ultraviolet-visible spectrometer
- 2004 for Jasco FP-750 fluorescence spectrometer
- 2002 for ThermoElemental Sol<sup>A</sup>Ar atomic absorption spectrometer

Collaborator/Lead Instructor on Improving Teaching Quality State Grant Program 2010 titled "Project-Based Learning: Investigating the Science of Climate".

Principal Investigator for HSTA Grant to offer "Forensic Science Institute" for high school teachers and students on campus (July 2012 – July 2019).

---

**PRESENTATIONS:** \* Denotes undergraduate students that I have supervised

Weaver, K.\*; Evans, K. L. "Optimizing the reaction conditions for the anti-Markovnikov hydrobromination of alkenes" 92 Mtg WVAS, **2017**

Evans, Tara S.\*, Evans, K. L. "anti-Markovnikov hydrobromination of alkenes" 92 Mtg WVAS, **2017**

Weaver, K.\*; Evans, K. L. "Optimizing the reaction conditions for the anti-Markovnikov hydrobromination of alkenes" 69th Nat'l Conf Chi Beta Phi, Oct **2017**

Evans, Tara S.\*, Evans, K. L. "anti-Markovnikov hydrobromination of alkenes" 69th Nat'l Conf Chi Beta Phi, Oct **2017**

LeMaster, T.\*; Evans, K. "Effect of UV Radiation on anti-Markovnikov hydrobromination of alkenes", 68th Nat'l Conf Chi Beta Phi, Oct **2015**



Pifer, S.\*, Evans, K. "anti-Markovnikov hydrobromination of alkenes", 68th Nat'l Conf Chi Beta Phi, Oct **2015**

Evans, J., McCauley, D., Evans, K., German, B. "Implementation of K-5 Agricultural Research Experiences by an Elementary School in Collaboration with a Teacher Education Program" 2015 National Agriculture in the Classroom Conference **2015**

Pifer, S.\*, Evans, K. L. "Anti-Markovnikov hydrobromination of Alkenes" 90 Mtg WVAS **2015**

LeMaster, T.\*, Evans, K. L. "Effect of UV Radiation on anti-Markovnikov hydrobromination of Alkenes" 90th Mtg WVAS **2015** (poster)

Pifer, S.\*, Lilly, N.\*, Tomblin, D.\*, Evans, K. L. "Novel Synthesis of Alkyl Bromides" 89th Mtg WVAS, **2014** (poster)

DeWees, R.\*, Evans, K. L. "Electrophilic Aromatic Substitution Lab" 88 Mtg WVAS, **2013** (poster)

Oosthuizen,\* J.; Evans K. L. "Synthesis of Triacid and Triamide Amphiphiles", 85th Mtg WVAS, 2010

Evans, K. L., Myer, J.\*, DeWees, R.\* "Creating a Custom SparkLab Activity – Workshop 1 or 2", Ann. Conf. WVSTA, **2011**

Evans, K. L., Myer, J.\*, DeWees, R.\* "Creating a Custom SparkLab Activity – Workshop 2 or 2", Ann. Conf. WVSTA, **2011**

Oosthuizen,\* J.; Evans K. L. "Synthesis of Triacid and Triamide Amphiphiles", 85<sup>th</sup> Mtg WVAS, **2010**

Carpenter,\* V.; Evans, K. L. "Developing an Inquiry-based Organic Experiment to Study Electrophilic Aromatic Substitution", 85<sup>th</sup> Mtg WVAS, **2010**

Oosthuizen,\* J.; Evans K. L. "Synthesis of Triacid and Triamide Amphiphiles", 7<sup>th</sup> Annual Undergraduate Day at the Capitol, **2010** (poster)

Evans, K. L; Ensign, T. "Probing Science with the Pasco Xplorer GLX and Spark" 25<sup>th</sup> Ann. Conf. WVSTA, **2009**

Evans, K. L "Recruitment of Teachers/Students for STEM Research" 25<sup>th</sup> Ann. Conf. WVSTA, **2009**

Poling,\* J.; Evans, K. L. "Synthesis of Vinyl and Alkyl Bromides" 5<sup>th</sup> Annual Undergraduate Day at the Capitol, **2008** (poster)

Lilly\*, J.; Evans, K. L. "Synthesis of Alkenyl Bromides and Alkyl Dibromides" 83<sup>rd</sup> Mtg WVAS, **2008** (poster)

Brown,\* J.; Evans, K. L. "Science as Service" 235<sup>th</sup> Natl. ACS Mtg., **2008** (poster)

Evans, K. L "Recruitment of Teachers/Students for STEM Research" 24<sup>th</sup> Ann. Conf. WVSTA, **2008**

Drake,\* B.; Ramezan, S.; Evans, K. L. "Synthesis of Alkenyl Bromides and Alkyl Dibromides" 233<sup>rd</sup> Natl. ACS Mtg., **2007** (poster)

Woods,\* M.; Drake,\* B.; Connolly,\* J.; Gregory,\* B.; Evans, K. L. "Positive Impacts of a Student and Community Centered Organization" 233<sup>rd</sup> National American Chemical Society Meeting, **2007**

Drake,\* B.; Ramezan, S.; Evans, K. L. "Synthesis of Alkenyl Bromides and Alkyl Dibromides" 4<sup>th</sup> Annual Undergraduate Day at the Capitol, **2007** (poster)

Drake,\* B.; Ramezan, S.; Evans, K. L. "Synthesis of Alkenyl Bromides and Alkyl Dibromides" 82<sup>nd</sup> Mtg WVAS, **2007** (poster)

Drake,\* B.; Ginn,\* W.; McDougal,\* J.; Woods,\* M.; Evans, K. L. "Use of Extrinsic Motivation to Encourage Post Secondary Education and Interests in the Sciences" 231<sup>st</sup> Natl. ACS Mtg., **2006** (poster)

Drake,\* B.; Ginn,\* W.; McDougal,\* J.; Woods,\* M.; Evans, K. L. "Use of Extrinsic Motivation to Encourage Post Secondary Education and Interests in the Sciences" *West Virginia Association of Colleges for Teacher Education*, **2006** (poster)

Miller,\* N. A.; Evans, K. L. "Synthesis of 2,2',6,6'-Tetrasubstituted Diarylethyne" *Central Ohio Undergraduate Research Symposium*, **2000**. (poster)

Gallogly,\* M. M.; Evans, K. L. "Determination of Optimal Reaction Conditions for the Addition of Diacid Dichloride Tethers to 2,2'-Diaminotolanes" *Pew Symposium*, **1999**.

Gallogly,\* M. M.; Thomas,\* K. L.; Evans, K. L. "Synthesis and Characterization of Tethered Diarylethyne" *Pew Symposium*, **1999**. (poster)

Evans, K. L. "Proximity Effects in Catalysis: A Focus on Undergraduate Research" *Glenville State College*, **1998**.

---

## PUBLICATIONS:

Evans, K. L.; Fronczek, F. R.; Gandour, R. D. "Lactonization Products of 2-[(2,6-Dimethoxyphenyl)ethynyl]-3-methoxybenzoic Acid" *Acta Crystallogr., Sect. C*. **1995**, *C51*, 983-987.

Chiang, Y.; Eliason, R.; Jones, J.; Kresge, A. J.; Evans, K. L.; Gandour, R. D. "A Flash Photolytic Investigation of the Photosolvolysis of  $\alpha$ -(2,6-Dimethoxyphenyl)vinyl Chloride. Characterization of the 2,6-Dimethoxyacetophenone Keto-Enol System." *Can. J. Chem.* **1993**, *71*, 1964-1969.

Prince, P.; Evans, K. L.; Rosas-Garcia, V.; Gandour, R. D.; Fronczek, F. R. "Molecules for Intramolecular Recognition. 2. Synthesis and Structures of Dinaphthyl- and Arylnaphthylethyne" *Tetrahedron Lett.* **1992**, *33*, 6431-6434.

Evans, K. L.; Fronczek, F. R.; Gandour, R. D. "2-Chloro-2'-methoxyacetophenone and 2-Chloro-4'-methoxyacetophenone" *Acta Crystallogr., Sect. C*. **1992**, *C48*, 1701-1703.

- Prince, P.; Evans, K. L.; Fronczek, F. R.; Gandour, R. D. "Methyl 8-[(2,6-Dimethoxyphenyl)ethynyl]-7-methoxy-2-naphthoate" *Acta Crystallogr., Sect C.* **1992**, *C48*, 936-938.
- Huang,\* E. T.; Evans, K. L.; Fronczek, F. R.; Gandour, R. D. "2-[(2,6-Dihydroxyphenyl)ethynyl]-1H-2-benzopyran-1-one" *Acta Crystallogr., Sect C.* **1992**, *C48*, 765-767.
- Huang,\* E. T.; Evans, K. L.; Fronczek, F. R.; Gandour, R. D. "2-[(2,6-Dihydroxyphenyl)ethynyl]benzoic Acid" *Acta Crystallogr., Sect C.* **1992**, *C48*, 763-765.
- Evans, K. L.; Fronczek, F. R.; Gandour, R. D. "Methyl 2-(2,6-Dimethoxyphenyl)benzofuran-4-carboxylate" *Acta Crystallogr., Sect C.* **1991**, *C47*, 2731-2733.
- Evans, K. L.; Fronczek, F. R.; Gandour, R. D. "Bis-1,3-(2,6-Dimethoxyphenyl)butenyne" *Acta Crystallogr., Sect C.* **1991**, *C47*, 2729-2731.
- Huang,\* E. T.; Evans, K. L.; Fronczek, F. R.; Gandour, R. D. "Methyl 2-[(2,6-Dimethoxyphenyl)ethynyl]-benzoate" *Acta Crystallogr., Sect C.* **1991**, *C47*, 2727-2729.
- Evans, K. L.; Prince, P.; Huang,\* E. T.; Boss, K. R.; Gandour, R. D. "Molecules for Intramolecular Recognition. Synthesis and Structures of Diaryl- and Arylnaphthylethyne." *Tetrahedron Lett.* **1990**, *31*, 6753-6756.
- Prince, P.; Evans, K. L.; Boss, K.; Fronczek, F. R.; Gandour, R. D. "1-(1-Chlorovinyl)-2,7-dimethoxynaphthalene" *Acta Crystallogr., Sect C.* **1990**, *C46*, 1150-1152.
- Evans, K. L.; Horn, G. W.; Fronczek, F. R.; Gandour, R. D. "Methyl 2-[(2,6-Dimethoxyphenyl)ethynyl]-3-methoxybenzoate" *Acta Crystallogr., Sect C.* **1990**, *C46*, 502-504.
- Evans, K. L.; Horn, G. W.; Fronczek, F. R.; Gandour, R. D.; Watkins, S.F. "2-Ethynyl-1,3-dimethoxybenzene" *Acta Crystallogr., Sect C.* **1990**, *C46*, 331-332.
- Evans, K. L.; Fronczek, F. R.; Gandour, R. D. "1-Chloro-3-ethynyl-2,4-dimethoxybenzene" *Acta Crystallogr., Sect C.* **1989**, *C45*, 1831-1832.
- Evans, K. L.; Gandour, R. D. "Hindered Diarylethyne: Precursors to Tethered Tolanes and Benzofurans" *Abs. 203<sup>rd</sup> Natl. ACS Mtg.* **1992**, ORGN 59. (poster)
- Evans, K. L.; Prince, P.; Boss, K.; Gandour, R. D.; Fronczek, F. R. "New Models for Molecular Recognition: Syntheses and Structures of Tetrasubstituted Diarylethyne" *Abs. 199<sup>th</sup> Natl. ACS Mtg.* **1990** ORGN 52. (poster)
- Evans, K. L.; Prince, P.; Boss, K.; Gandour, R. D.; Fronczek, F. R. "New Models for Molecular Recognition: Syntheses and Structures of Tetrasubstituted Diarylethyne" *Abs. 45<sup>th</sup> Southwest ACS Mtg.* **1989** 120.

## James David O'Dell

### EDUCATION:

Ph.D. Soil Chemistry, The University of Tennessee, 1995  
M.S. Soil Chemistry, The University of Tennessee, 1989  
B.A. Agriculture, Berea College, 1987

### EXPERIENCE:

8/07-present: Professor of Chemistry (8/16), Associate Professor of Chemistry (8/08), Associate Professor of Mathematics, Glenville State College.

8/96-7/07: Professor (8/06), Associate Professor (8/02), Assistant Professor of Natural Sciences, Southern West Virginia Community and Technical College.

2/95-1/96: Post-doctoral Research Associate, Oak Ridge National Laboratory, Environmental Sciences Division (subcontract between Lockheed Martin Energy Research Corporation and The University of Tennessee).

7/91-1/95: Research Associate, The University of Tennessee, Department of Plant and Soil Science.

1/90-6/91: Research Associate, Oak Ridge National Laboratory, Environmental Sciences Division (subcontract between Martin Marietta Energy Systems and The University of Tennessee).

### GRANTS:

West Virginia Space Grant Consortium, \$885. Radio JOVE: A Radio Astronomy Collaboration of GSC Science Education with Gilmer County High School. Glenville State College 2011.

WVEPSCoR Instrumentation Grant, \$19,800 for purchase of x-ray fluorescence spectrometer, Glenville State College 2007.

### PUBLICATIONS:

#### *Refereed Journal Articles:*

O'Dell, J.D., M.E. Essington, and D.D. Howard. 1995. Surface application of liquid swine manure: Chemical variability. *Commun. Soil Sci. Plant Anal.* 26:3113-3120.

Hartgrove, N.T., J.T. Ammons, A.R. Khiel, and J.D. O'Dell. 1993. Genesis of soils on two stream terrace levels on the Tennessee River. *Soil Survey Horizons* 34:78-88.

Jardine, P.M., G.K. Jacobs, and J.D. O'Dell. 1993. Unsaturated transport processes in undisturbed heterogeneous porous media II. Co-contaminants. *Soil Sci. Soc. Am. J.* 57:954-962.

Wilson, G.V., P.M. Jardine, J.D. O'Dell, and M. Collineau. 1993. Field-scale transport from a buried line source in variably saturated soil. *J. Hydrol.* 145:83-109.

O'Dell, J.D., J.D. Wolt, and P.M. Jardine. 1992. Transport of imazethapyr in undisturbed soil columns. *Soil Sci. Soc. Am. J.* 56:1711-1715.

Walker, D.S., J.D. O'Dell, J.D. Wolt, G.N. Rhodes, Jr., and J.G. Graveel. 1990. A tractor mounted sampler for obtaining large soil columns. *Weed Tech.* 4:913-917.

*Abstracts:*

- O'Dell, J.D., M.E. Essington, and D.D. Howard. 1994. Phosphorus fractionation in a swine manure amended soil. *Abst. South. Am. Soc. Agron.* 21:10.
- O'Dell, J.D., M.E. Essington, and D.D. Howard. 1993. Correlation of extractable P with P uptake from a swine manure-amended soil. *Agron. Abst.* p 232.
- O'Dell, J.D., M.E. Essington, and D.D. Howard. 1992. Phosphorus mineralization and speciation in swine manure-amended soils. *Agron. Abst.* p 243.
- Wilson, G.V., J.D. O'Dell, M. Collineau, and P.M. Jardine. 1992. Field-scale experiments on 3-dimensional multi-region transport of tracers at Melton Branch. *In* F. Quinones and K.L. Hoadley (ed.) *Fifth Tennessee Water Resources Symposium*. Nashville, TN. Oct. 19-21, 1992.
- Jardine, P.M., G.V. Wilson, G.T. Yeh, R.J. Lusmoore, J.D. O'Dell, and J.P. Gwo. 1991. Experimental and theoretical aspects of subsurface contaminant transport at multiple scales. *Emerging Technologies for Hazardous Waste Management*. American Chemical Society. Oct. 1-3, 1991.
- O'Dell, J.D., P.M. Jardine, and G.V. Wilson. 1991. Inorganic colloid mediated solute transport in a field soil during storm events. *Agron. Abst.* p 250.
- Wilson, G.V., P.M. Jardine, G.T. Yeh, J.D. O'Dell, and J.P. Gwo. 1991. Multi-region flow and transport under field conditions: Conceptualization and experimentation. *Agron. Abst.* p 235.
- O'Dell, J.D., G.V. Wilson, P.M. Jardine, and D.E. Todd. 1990. Field-scale subsurface transport of solutes from a forested hillslope. *Agron. Abst.* p 216.

RECENT PRESENTATIONS:

- Taylor, J., and J.D. O'Dell. "Determining the Contributing Factors and Interventions of School Dropout Rates in One Rural School District." 104<sup>th</sup> Annual Conference of the International Association for Truancy and Dropout Prevention, San Antonio, TX. 2015.
- O'Dell, J.D. "Science and Pseudoscience: Sorting Fact from Fiction." *The Impact of Science and Religion on Society*, Glenville State College. 2013.
- O'Dell, J.D. "Homeopathy: Getting Nothing for Something." Chi Beta Phi mini-conference, Glenville, WV. 2011.
- O'Dell, J.D. "Predicting Student Success in the First Semester of College Chemistry." West Virginia Academy of Sciences, Morgantown, WV. 2010.
- O'Dell, J.D. "Finding Our Place In the Universe: The Early Years." Chi Beta Phi presentation, Glenville, WV. 2010.
- Yamamoto, T., G. Gibbs, and J.D. O'Dell. "Evaluation of a Portable Visible Spectrometer and Data Logger For Colorimetric Analysis. West Virginia Academy of Sciences, Glenville, WV. 2009.
- O'Dell, J.D. *Falling Off the Edge: Myths and Misconceptions About the Flat Earth.*" Chi Beta Phi presentation, Glenville, WV. 2007.



**GLENVILLE**  
**STATE COLLEGE**

**PROGRAM REVIEW**  
**LAND SURVEYING TECHNOLOGY**

2022

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# Executive Summary

**Associate of Science  
Land Surveying Technology Program  
Department of Land Resources  
Glenville State College**

**Name and Degree Level of Program:**

Land Surveying Technology-Associate Degree

**Synopsis of significant findings:**

- a. The Associate in Science Land Surveying Technology program in the Land Resources Department of Glenville State College continues to fulfill its purpose of providing West Virginia and a wide area of the United States with highly competent graduates to the field of surveying and service to the public, industry and government.
  
- b. Faculty  
The Land Surveying faculty includes Mr. Jared Wilson (resigned in 2018), Mr. James Witte (retired in 2019), Mr. Earl Thompson (joined GSC in 2019), and Mr. Doyle Hupp Jr (joined GSC in 2019). All faculty are Licensed Professional Surveyors with extensive education and experience, two of which were tenured at Glenville State College. These instructors teach all of the Land Surveying core courses, and are joined by the other Land Resources faculty, adjunct faculty and visiting Professor Emeritus in teaching related subjects. In addition to teaching at the College, they also teach continuing education courses at conferences and professional activities.
  
- c. Resources  
Funding is provided by the state, tuition monies, and laboratory fees. This provides the operational infrastructure and supplies needed to continue a quality program. Specialized equipment utilized in the Land Surveying program is usually bought using the Educational and Operational Budget. Some are from benefactors in industry, professional organizations, alumni, and fund-raising events. Software for the computer laboratory is provided by major developers who are eager to introduce their product to potential clients except for Carlson Survey that the Department has to pay an annual maintenance fee using the Operational Budget.

The Department of Land Resources occupies a portion (18,000 ft<sup>2</sup>) of the new Waco Center. The location, adjacent to the College Forest, is ideal for hands-on laboratory exercises. Aside from the 364-acre forest lands that the College owns,



the Department has also established cooperative agreements with individuals, companies, and state parks to expand its laboratory areas to perform land surveying field practices.

### **Plans for Program Improvement**

Improvement of the program primarily focuses on curriculum, recruitment and retention, and funding.

Within the last five years, changes to the Land Surveying Technology curriculum include the removal of PHYS 201 (General Physics I) as a Science General Education course and replacing it with either ENVR 101 (Environmental Science), PHYS 209 (General Geology) or SCNC 101 (Earth Science).

Assessment results have been implemented to improve coursework and attain the program's learning objectives. Service-learning opportunities have also been incorporated in required courses that provide additional hands-on, real-world experience.

The Department works closely with the Admissions Office to recruit students. Efforts to reach potential students have also been made through direct participation of the faculty and staff in high school career fairs and other public events in the state. Retention activities are coordinated with the College to implement Degree Works, Blackboard Learn, Academic Support, Academic Success Center, and tutorial lessons. The Department will continue to explore new approaches to retention.

Articulation agreements with several high school systems were terminated due to the West Virginia Department of Education changes. The Department of Land Resources is in the process of renewing the previous articulation agreements and developing new ones that will ensure the courses are at par with the standards of college-level methods.

The Waco Center, which houses the Department, provides larger classrooms, equipment storage, and state-of-the-art classroom and laboratory instruction delivery technologies. The Department will continue to explore external funding opportunities that can be used to upgrade and maintain land surveying tools and equipment and expand its contact and collaboration with program alumni and the industry to promote the program, recruit students, explore funding, and improve the curriculum. An advisory committee consisting of members from the industry, government agencies, and academia provides input on improving the course content, arrangement of courses, and industry contacts.

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

No weakness or deficiencies were identified from previous reviews. The advisory committee makes suggestions each year, and these are implemented.

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

The data indicates that the program's number of majors and graduates has remained constant. Though the topography of land surveying is constantly evolving, the demand for surveyors continues to increase, particularly with the growth of the oil and gas industry and UAV technology advances.

| <b>Term</b>    | <b>Enrollment</b> | <b>Academic Year</b> | <b>Degrees Granted</b> |
|----------------|-------------------|----------------------|------------------------|
| Fall 2016      | 42                | 2016/2017            | 5                      |
| Fall 2017      | 15                | 2017/2018            | 8                      |
| Fall 2018      | 15                | 2018/2019            | 9                      |
| Fall 2019      | 22                | 2019/2020            | 8                      |
| Fall 2020      | 22                | 2020/2021            | 4                      |
| <b>Average</b> | <b>23.2</b>       | <b>Average</b>       | <b>6.8</b>             |

### 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 in gateway, capstone and select courses;
- 2) Summer work experience employer evaluations;
- 3) Student exit surveys; and
- 4) An advisory committee

Assessment of learning objectives and skill components encompasses activities in several courses. Successful completion of Land 193 – Survey Measurements and Computation I is required to continue into the second year of the program. The students are required to perform a boundary surveying project, which extends through the Land 123 – Land Survey Description-Interpretation and Writing, Land 124 – Boundary Law and the Land 193 courses. The students conduct the deed search portion of the project in the Land 123 course. They complete the field traversing, search for monuments, and the setting of corners in the Land 193 course, and they are required to defend their boundary law decisions pertaining to the survey in the Land 124 course. The students also create letters of engagement and complete surveying contracts. This ties the importance and experience in each course into a comprehensive project, which stimulates the students' interest and provides a real-life problem and critical thinking. The completion of LAND 193 ensures probable success in completing the program.

In the 2020/2021 academic year, student performance on seven learning objectives was excellent. However, students did not perform well on elementary surveying measurements and computations, professionalism, and liability. These were addressed in the assessment action plan for the 2021/2022 academic year.

A required summer work experience is usually completed between the first and second-year courses. Employer evaluations are used to assess the student's preparation and performance in the workplace. The majority of the students were evaluated with "extremely well" and "very well" ratings in all evaluation categories. All students (100%) were rated very "well" to "extremely well" in punctuality, interest in their job, significant improvement during the internship period, and the ability to follow directions and grasp new ideas. Employers recommended that the students continue their work in land surveying (100%), consider hiring the student permanently (100%), and hiring GSC students again next year (93%). Students were commended for their excellent work attitude and surveying skills in the field. Most employers' written suggestions to improve the surveying curriculum and delivery of surveying courses are related to incorporating advanced mapping and surveying technology in classes.

An exit survey was given to graduating students during the reporting period 2016-17 through 2020-21. Nearly all students believed that the program provided a sense of competence, understanding current issues, and applying theoretical knowledge to practical situations. Similarly, over 87% thought that the program enhanced their critical thinking, quantitative reasoning, and communication skills. Lastly, 92% of graduating students have a job offer upon graduation, up from the last program evaluation of 74%.

Land surveying students and graduates may also elect to take the National Council of Examiners for Engineering and Surveying exams. Passing the first examination, the Fundamentals of Surveying, is the necessary step required for all individuals who wish to become professional land surveyors. This provides an assessment of our students' capabilities compared with other students across the state and the nation. The faculty discusses the results of each of these assessments so that improvements in individual courses and the programs can be made. Information on the exam is located in the Professional Exam section in this document.

Lastly, program assessment is provided by an advisory committee, which meets annually. Several of the committee members employ our students for their summer work experience. Members are invaluable for their advice on improving the subject material, arranging courses, and industry contacts. Their assessment of the graduates and the programs has strengthened the programs immensely.

As a direct result of the assessment process, the Department has acquired a survey-grade GPS base and rover, purchased more data collectors and field equipment, and updated software to current versions.

### **Data on student placements**

The job placement rate and average starting salary have been estimated based on a survey of graduates from the Land Surveying Technology program from the last five years. The estimated job placement rate is 93% reported being employed by industry and 7% in another category. The starting salaries of 60% of graduates fall within the \$30,000 to \$40,000 range, and 40% earn greater than \$40,000. Graduates are employed mainly by private industry (60%), state government (20%), or the federal government (20%).

## **Mission & Vision**

The Associate of Science Land Surveying Technology program has the following mission statement:

The Land Surveying Technology program's mission is to create leaders in the land surveying profession by preparing students to become licensed professionals through scholarly research, educational activities, and community service to the public and profession.

The Associate of Science Land Surveying Technology program has the following vision statement:

The Land Surveying Technology program at Glenville State College will be the region's leading land surveying program, focused on student success and recognized regionally for excellence in workforce preparedness and development.

## Faculty

The Department has six full-time faculty members (five in the academic year 2018/2019), an academic laboratory teaching assistant, and a full-time administrative secretary. The Land Surveying faculty includes Mr. Jared Wilson, Mr. James Witte, Mr. Doyle Hupp, and Mr. Earl Thompson. These faculty members teach the majority of the land surveying courses. Detailed vitae are provided in Appendix II.

Mr. Jared D. Wilson, Tenured Assistant Professor of Land Surveying, joined the faculty in August 2009 and resigned in May 2018. He holds a Bachelor of Science degree in Land Surveying and a Master of Science in Engineering Technology. Mr. Wilson is a Professional Land Surveyor in West Virginia.

Mr. James R. Witte, Tenured Assistant Professor of Land Surveying, joined the faculty in August 2001 and resigned in May 2019. He holds an Associate of Science degree in Land Surveying, a Bachelor of Science in Business, and a Masters of Arts in Technology Education. Mr. Witte is a licensed Professional Land Surveyor in West Virginia.

Mr. Doyle Hupp, Lecturer of Land Surveying, joined the faculty in August 2019. He holds an Associate of Science degree in Land Surveying. He has been in private practice for 34 years. Mr. Hupp is a licensed Professional Land Surveyor in West Virginia, formerly licensed in Maryland.

Mr. Earl Thompson, Lecturer of Land Surveying, joined the faculty in August 2019 and resigned in May 2021. He holds an Associate of Science degree in Land Surveying. Mr. Thompson is a licensed Professional Land Surveyor in West Virginia.

All current faculty members have extensive field experience in land surveying. Faculty members have offered test preparation seminars for the state and national exams for licensure. They are also very involved in professional service, including the surveying issues addressed by the state Surveying Society. Mr. Witte has served as a member of the Board of Directors, Vice President, President, and Past President of the Society. Mr. Wilson has served as a member of the Board of Directors and President. Mr. Hupp has served as a member of the Board of Directors, serves on the education committee, and serves on the West Virginia Board of Professional Surveyors' state exam writing committee.

The role of faculty members in the Land Surveying Technology program is consistent with the College, encompassing approximately 60% teaching, 20% professional development, and 20% service. Student evaluations indicate that, on average, 87% agree or strongly agree that the instructor was excellent for their course in Land Resources. The majority of courses in Land Resources are hands-on laboratories. Consequently,

average contact hours are high (20 hours per person per semester, ranging from 12 to 28 hours).

Continuing professional development is a vital component of the faculty's role because it provides current and state-of-the-art classroom and laboratory instruction information. Participation in professional development activities also provides the necessary contacts to assist students seeking summer and permanent employment opportunities.

## Curriculum

The Land Surveying Technology program at Glenville State College has been in place since 1973. The program has been under constant review by its faculty, advising board, and parent institution during this time. The Land Surveying Technology curriculum provides a variety of educational experiences in the classroom, at outdoor field laboratory sites, and during indoor laboratory classes. The curriculum should be considered traditional and has largely remained the same since its inception. The curriculum is intended to be completed within four semesters and one summer term. The semesters are 15 weeks long at Glenville State College, excluding an additional final examinations week.

The curriculum was initially developed at the program's start to satisfy the need for land boundary surveyors within the state. Over the years, it has changed due to changes in technology, course offerings, constituent needs, and requirements by governing bodies such as the college leadership, accrediting bodies, and the West Virginia Higher Education Policy Commission (HEPC).

Within the last five years, changes to the Land Surveying Technology curriculum include the removal of PHYS 201 (General Physics I) as a Science General Education course and replacing it with either ENVR 101 (Environmental Science), PHYS 209 (General Geology) or SCNC 101 (Earth Science).

Listed below are the requirements for the Land Surveying Technology program.

**GSC 100 The First-Year Experience 0 hour**

All degree-seeking students must take GSC 100 during their first semester.

**General Education Credit hours 24 hours**

|          |                                                   |   |
|----------|---------------------------------------------------|---|
| ENGL 101 | Critical Reading and Writing I                    | 3 |
| ENGL 102 | Critical Reading and Writing II: Research Writing | 3 |
| ENVR 101 | Environmental Science (OR)                        |   |

|          |                           |   |
|----------|---------------------------|---|
| PHYS 209 | General Geology (OR)      |   |
| SCNC 101 | Earth Science             | 4 |
| MATH115  | College Algebra           | 3 |
| MATH120  | Precalculus               | 4 |
| NRMT 125 | Computer Assisted Mapping | 3 |
| PED 201  | First Aid and Safety      | 1 |

**Any one of the following:** 3

|          |                                |
|----------|--------------------------------|
| ECON 201 | Principles of Microeconomics   |
| ECON 202 | Principles of Macroeconomics   |
| GEOG 203 | World Regional Geography       |
| HIST 201 | History of World Cultures I    |
| HIST 202 | History of World Cultures II   |
| HIST 207 | U.S. History to 1877           |
| HIST 208 | U.S. History Since 1877        |
| POSC 203 | American National Government   |
| PSYC 201 | General Psychology             |
| SOCL 205 | Principles of Sociology        |
| SOCS 225 | Introduction to Global Studies |

|                               |                     |           |
|-------------------------------|---------------------|-----------|
| <b>Area of Specialization</b> | <b>Credit hours</b> | <b>36</b> |
|-------------------------------|---------------------|-----------|

|              |                                                   |   |
|--------------|---------------------------------------------------|---|
| <b>hours</b> |                                                   |   |
| FRST 109     | Dendrology II                                     | 1 |
| FRST 216     | Wood Identification                               | 1 |
| LAND 121     | Introduction to Land Surveying                    | 3 |
| LAND 123     | Land Survey Descriptions-Interpretation & Writing | 2 |
| LAND 124     | Land Survey Boundary Law                          | 3 |
| LAND 193     | Survey Measurement and Computations I             | 3 |
| LAND 197     | Work Experience                                   | 1 |
| LAND 230     | Surveying Measurements and Computations II        | 3 |
| LAND 231     | Retracement Surveys                               | 3 |
| LAND 232     | Cartographic Surveying                            | 3 |
| LAND 240     | Route and Construction Surveys                    | 4 |
| LAND 241     | Energy Resource Surveying                         | 2 |
| LAND 244     | Remote Sensing Aerial Photo Interpretation        | 1 |
| LAND 293     | Survey Decisions/Professional Applications        | 6 |
| MATH120      | Precalculus                                       | 0 |

|                                                |           |
|------------------------------------------------|-----------|
| <b>Total minimum hours required for degree</b> | <b>60</b> |
|------------------------------------------------|-----------|

*\*A suggested plan of study can be found in Appendix II.*



A certificate program in Land Surveying/Geographic Information System was replaced by an Online Certificate of Geographic Information System in 2020 with a few Land Surveying majors who declared the Certificate as part of their program.

## **Resources**

### **1. Financial**

Budgets at Glenville State College are developed at the Department and Institutional levels each year. None of the Associate Degree programs at Glenville State College have sufficient operational size to justify separate budget development. The Department Chair is responsible for the development and administration of the budget. The Land Surveying Technology program faculty request equipment or other supplies for their classes on an as-needed basis. The Department of Land Resources that administers the Land Surveying Technology program receives overall institutional support for faculty and staff salaries, facility operations, travel expenses, field trip transportation, library and media acquisitions, and staff development. This support is adequate to maintain a high-quality, rigorous program.

Overall, the state government provides college funding, tuition monies, laboratory fees, and external sources. The budget from the College includes personnel, operations, and student workers. Funds received from the College for the operating budget of the Department of Land Resources is currently \$6,000 per year. Laboratory fees contribute an additional \$17,000 per year. All lab classes that require equipment or transportation are assessed a \$40 laboratory fee. Funds from laboratory fees are used for purchasing and maintaining equipment, student transport, and educational supplies. Funds for student workers have been budgeted at about \$4,000 per year.

Except for funding for new vehicles, the funds received in support of the Land Surveying Technology program are adequate to meet the program's financial needs. The institutional budget has allocated two full-time faculty members in the past five years. Additional faculty contribute to the program as needed. Lastly, a full-time staff position (Academic Laboratory Teaching Assistant) contributes to the Land Surveying Technology program, in addition to a full-time Administrative Secretary. However, in the academic year 2020-2021, all Administrative Secretaries have been pooled in the Office of Academic Affairs. Currently, the Administrative secretary assigned to the Department also attends to two other academic departments.

A separate college-wide professional development fund provides faculty professional development. The college has only budgeted approximately \$15,000 – \$20,000 to support faculty professional development college-wide. This small amount is wholly inadequate and discourages faculty from pursuing greater professional development.

Grants, external funds, donations, and fund-raising supplement College funding. The Department has utilized an annual golf tournament as a fundraiser. This has been a significant source of money to purchase additional equipment for the department. Special revenue funds, e.g., selling timber harvested as part of classwork, also help purchase and maintain student use equipment. The department has also successfully acquired funding support from agencies such as Weyerhaeuser, Dominion Energy Foundation, EQT Foundation, First Energy, WV Higher Education Commission Division of Research, NASA West Virginia Space Grant Consortium, and other private donors.

The funds spent to support the Land Surveying Technology program vary yearly. The most significant expenditures happened in FY 2020. This was mainly for purchasing a Trimble handheld GPS with cm accuracy, an upgrade and maintenance agreement with Carlson Software, and a Large Format plotter. Overall, the five-year average of the Land Surveying Technology program expenditures is approximately \$3,990.11, similar to the last review period.

Land Resource Budget Summary

|                | <b>Forest<br/>Technology</b> | <b>Departmental</b> | <b>Land<br/>Surveying</b> | <b>Natural<br/>Resource<br/>Management</b> |
|----------------|------------------------------|---------------------|---------------------------|--------------------------------------------|
| FY 2016        | \$7,595.67                   | \$12,344.20         | \$927.00                  | 2,320.74                                   |
| FY2017         | 3,696.83                     | \$2,944.26          | \$194.74                  | \$1,172.47                                 |
| FY2018         | \$2,720.37                   | \$2,664.52          | \$50.78                   | \$2,452.76                                 |
| FY2019         | \$8,733.40                   | \$6,215.97          | \$6,089.95                | \$17,661.97                                |
| FY2020         | \$9,821.34                   | \$11,848.11         | \$12,688.10               | \$5,579.41                                 |
| <b>Average</b> | <b>\$6,513.53</b>            | <b>\$7,203.41</b>   | <b>\$3,990.11</b>         | <b>\$5,837.47</b>                          |

**2. Facilities**

**a) Outdoor Laboratories**

The outdoor laboratories and school forest at Glenville State College are adequate for the Land Surveying Technology program. The College owns approximately 364 acres within 2 miles of the Waco Center. All of the properties are available at all times and are utilized extensively in every Land Surveying Technology class. The Department of Land Resources at Glenville State College has six parcels of land within a 10-mile radius of the Waco Center for use in outdoor laboratory instructions:

1. Forest tract east of the Waco Center
2. Forest tract west the of Waco Center
3. The College Forest (Reed farm property)
4. Cedar Creek State Park
5. Hardman Tract
6. Arbuckle properties

All of the properties mentioned above are available for outdoor laboratories and provide an environmental element that allows for optimal field surveying experience. The 26-acre forest tract north and east of the Waco Center (previously Eberle Hall) is a portion of a 127-acre tract of land owned by Glenville State College. The tract is adjacent to the Waco Center, thus allowing quick visits by foot during classroom and laboratory exercises.

The forest tract west of the Waco Center is also a portion of a tract of land owned by Glenville State College. The 32 acres of forest land includes a mixed stand of ash and

walnut on an eastern aspect, a 2-acre 40-year-old spruce stand, a west-facing slope of mature timber, and old fields with walnut and plantations of loblolly pine. This stand is also very accessible from the Waco Center and provides a variety of stands and mature timber for harvesting.

The Reed farm property is a 237-acre tract owned by Glenville State College that consists primarily of early to mid-successional forest on old pasture lands which was previously used in an agriculture program. This property, often referred to as the college farm, is used to demonstrate elementary boundary surveying techniques. Students use various methods for survey data evaluations in the LAND 123, 124, AND 193 classes. The property has a major road network and allows for easy access to other points of interest in projects.

Cedar Creek State Park is in the West Virginia state park system and is used primarily for hydrology classes; however, it is available for excellent topographical surveys when needed. The park is located approximately seven miles south of Glenville.

The 135-acre Hardman tract of land was given to Glenville State College in the spring of 2006 for use for the Land Resources and Biology Departments. It is located about 10 miles west of Glenville and has excellent access.

The Land Surveying Technology program has access to the Arbuckle Trust properties, consisting of several forest tracts totaling approximately 2500 acres within 5 miles of Glenville State College. The Department of Land Resources and Glenville State College has a Memorandum of Understanding outlining how the department can utilize the properties for educational purposes. All land surveying classes can use these properties.

In addition to these properties, various landowners within 1-15 miles of the Waco Center have agreed to allow land surveying classes to utilize their property for boundary surveys. These willing residents enable students to perform a project and present a real-world product from start to finish. The Waco Center, college farm, shop, main campus, and library are all close (within 2 miles) to one another with easy access.

### **b) Classrooms & Equipment**

The second floor of the Waco Center houses all Land Surveying Technology classes except the general education courses such as English, Math, and First Aid. The building has seven significant classrooms. All classrooms are equipped for PowerPoint presentations, audio/visuals, and other instructional equipment such as document cameras. Men's and Women's locker rooms, showers, and equipment storage areas are also located on this floor. A student break room, faculty and staff offices, a conference room, and the department library are also on this floor.

The majority of Land Surveying Technology classes average 10 to 20 students. Each of the seven classrooms is designed to hold at least 25 students, and three classrooms will seat

50 students for lectures. One classroom (A245) has been designated as a computer lab with 24 computers and two printers.

The primary land surveying classroom is located next to the land surveying equipment room, which is very convenient. The 25' x 9' equipment room is adequate to store the equipment. It houses the equipment and tools that are utilized in class. The equipment is available for student use during class lab exercises, practice, or research projects. Students are required to sign out a piece of equipment. The current equipment supply is adequate; however, more state-of-the-art equipment will be necessary to attract future students and impress the industry. Should a piece of equipment be needed or repaired, the faculty member requests it, and, the department chair and secretary handle the purchasing paperwork.

A metal storage building measuring 36' x 60' is located on the college farm property. This building houses two dozers, a skidder, an all-terrain vehicle, hand tools, herbicide equipment, sprayers, hydro seeders, tools, and other class-related equipment and supplies. The building also stores six chainsaws, chainsaw chaps, and other logging equipment. This building adequately meets our needs to store large equipment and tools. It is also used to store rough cut lumber for wood identification. It is mainly utilized in the Timber Harvesting Techniques class. It is also used for storage for other programs within the Department.

### **c) Audio/Video & Instructional Materials**

A majority of the instruction or reference material for a class is supplied through lecture handouts, lab handouts, identification keys, readings, or other instructional materials provided by the instructor. It is the responsibility of individual instructors to provide students with the most accurate, current, and useful information to facilitate the learning process. Instructional materials are reviewed annually to ensure they are current and represent current information for their specific application.

In many cases, each instructor creates and maintains PowerPoint presentations which are the basis for the lectures and lecture handouts. The student's materials are available and used via the online course management system. In general, lab sections or strictly lab classes (with no lecture component) do not have PowerPoint lectures or lecture handouts. The use of audio/visual materials such as videos occurs in certain classes and is up to the judgment of the faculty.

A computer lab housed in the Waco Center is dedicated to the use of the programs within the Land Resource Department. All twenty-five (25) computers are connected to the internet. They are loaded with the ArcGIS version 10.8 and Carlson 2010 and 2014, utilized in computer assisted mapping and various land surveying courses. Students have full access to the computer lab when it is not used for class. There are five computers and a printer in the library used by students when the computer lab is full. Because Glenville State College also offers the Forestry Technology program, the surveying students learn

various elements in forestry that may be utilized in the land surveying profession. The computer lab is used extensively for writing lab reports for various land surveying classes. The Land Surveying Technology classes scheduled for the computer lab include Computer Assisted Mapping, Geographic Information Systems, and Remote Sensing. Other classes use the computer lab as needed.

The Land Surveying Technology program and other programs within the Land Resources Department utilize a network hard drive for electronic file storage. This network drive is shared with students so that instructors can provide files, data, or information that can be accessed and downloaded within the computer lab. Common instructional materials provided by the instructor include GIS files, instructions for lab projects, raw data and reference materials.

In summary, the audio/visual materials, instructional materials, and instructional equipment that faculty use on a day-to-day basis is adequate and available to ensure a high quality learning experience for our students.

#### **d) Student Transportation**

Instructors transport students in vehicles owned by the Department. The Department of Land Resources owns and maintains two 15 passenger vans that are adequate, available, and used for routine laboratory projects and field trips. One van is quite old (1995 model) and needs a replacement. The Department also owns and maintains an older model four-wheel drive pickup truck and a four-wheel drive Suburban, used primarily for local trips to the College forest. The Department controls the use of the four vehicles. Faculty and staff coordinate the use of the vehicles. Generally, the vehicles are reserved for field trips on a first-come, first-serve basis. The cost of transportation is funded through laboratory fees.

Students have transportation provided for all laboratory activities and field trips. However, since many laboratory activities require crew efforts and considering the proximity of the outdoor facilities, many students elect to use their vehicles for labs at their own risk. In some cases, lab assignments may be made that span a several week period. Often, students will elect to drive out on their own during free time rather than wait for transportation during regular laboratory hours.

#### **e) Facilities Arrangement**

All Land Surveying Technology courses are taught within the Waco Center, located approximately one mile north of the main campus. The Waco Center was built in 2013/2014. Most general college courses are taught on the main campus. Although the Waco Center is separate from the main campus, transportation is provided by a college shuttle van.

As part of a public institution of higher education, ample fire extinguishers are present, and periodic fire drills are taken to acquaint students with proper evacuation techniques and

routes. Classrooms and hallways are large enough to permit quick evacuations. All exit doors are marked, and the building is equipped with heat and smoke detectors and a sprinkler system attached to a central campus alarm system. In addition to the fire safety rules, all hazardous chemicals are stored in separate storage facilities and are only used in the classroom or laboratory under the instructor's direct supervision.

The Waco Center is more than adequate for the program's needs. The outdoor laboratories and College forest are very close to the Waco Center, and this arrangement is beneficial for students, faculty and staff. The shop building adequately serves the storage needs of the program.

#### **f) Library Facilities**

The Robert F. Kidd Library on the main campus provides access to a broad range of information resources supporting research and the curriculum. Library collections include electronic resources, print, audiovisuals, databases, mixed media and archival materials. According to a search conducted by the library staff, approximately 1,025 print books, 311 E-books, and 28 videos are considered natural resources subject matter or closely related fields. Library staff members assist patrons in-library use, assignments and research needs.

The Library's website allows access to various online resources, including the online catalog (MARLO), numerous databases and WVDeli. The digital resources provide information from thousands of journals, newspapers, eBooks, and other types of specialized information. WVDeli provides checkout/download of a rapidly growing collection of eBooks, audiobooks, music albums and videos. Online resources can be accessed on and off campus. Materials unavailable can often be obtained from other libraries through interlibrary loans (ILLs).

Faculty members within the Department of Land Resources periodically request that the Robert F. Kidd Library purchase surveying-related materials to add to the collection. The Department Chair receives these requests and, upon approval, are sent to the Director of the Library for purchase. The library has acquired electronic access to certain journals and related periodicals. Faculty can now download these articles to read offline.

The Robert F. Kidd Library also possesses periodical titles that are surveying-related. These are maintained in the Robert F. Kidd Library. Journals are primarily accessible by way of databases. Twenty-seven databases encompass natural resources-related topics. Approximately 203 periodicals are available through these databases.

The Department of Land Resources has a separate library within the Waco Center. The Land Resources library is open, at minimum, from 8:00 a.m. to 4:00 p.m. Monday through Friday without a librarian. The library houses a collection of federal and state publications, limited periodicals, textbooks, and other references. For example, the collection includes research publications, agricultural handbooks, general technical reports, research notes and

technical bulletins. These publications were received from the Northern Research Station, the Southern Research Station, the Pacific Northwest Research Station, and state bulletins.

### **g) Cooperative Relations**

The Department has entered into an agreement with the Arbuckle Family Trust, which has provided 2500 acres of forested area in several tracts that can be used in the courses for the land surveying program. Students have utilized these properties for the past few years. This agreement dramatically benefits the Land Surveying Technology program since we have access to forested properties nearby that provide the real-world element.

The Land Resources Department has permission from many private landowners to utilize their properties for various uses. Mr. Charles R. Sypolt, Professor Emeritus, has 350 acres of land within four miles of the college, which has been used for a variety of class projects. The program continually receives requests from landowners to perform “non-legal” land survey work on their properties.

The Ohio State Board of Registration for Professional Engineers and Surveyors approves the Land Surveying program as an educational pathway to professional surveying licensure in Ohio. Also, the Land Resources department has a career experience program agreement with the U.S. Army Corps of Engineers, Huntington District.



## Student Learning Outcomes

Students will:

1. Understand the opportunities and responsibilities in the surveying profession
2. Perform elementary surveying measurements and computations
3. Describe the surveyor registration process
4. Describe professionalism, liability, and statute law related to land surveying
5. Prepare property descriptions
6. Interpret and apply boundary line retracement principles with regards to various types of properties
7. Establish boundary lines by unwritten methods
8. Perform intermediate and advanced surveying computations
9. Communicate the methods and procedures of land survey calculations by the preparation of land survey plats, legal descriptions, and/or a report of land survey

The following table shows where and how each learning outcome is assessed and the level of learning.

| Learning Outcomes                                                              | Where/how Assessed                                                                                          | Level of Learning |                   |                |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------|-------------------|----------------|
|                                                                                |                                                                                                             | I = Introductory  | II = Intermediate | III = Advanced |
| Understand the opportunities and responsibilities in the surveying profession  | Course: LAND 121<br>Assignment: Selected questions from midterm and final examinations<br>Assessment: score | X                 |                   |                |
| Perform elementary surveying measurements and computations                     | Course: LAND 121<br>Assignment: Final Project<br>Assessment: rubric                                         |                   | X                 |                |
| Describe the surveyor registration process                                     | Course: LAND 124<br>Assignment: Selected questions from midterm and examinations<br>Assessment: score       |                   | X                 |                |
| Describe professionalism, liability, and statute law related to land surveying | Course: LAND 124<br>Assignment: Selected questions from midterm and examinations<br>Assessment: score       |                   | X                 |                |
| Prepare property descriptions                                                  | Course: LAND 123<br>Assignment: Boundary survey project<br>Assessment: rubric                               |                   | X                 |                |

|                                                                                                                                                                |                                                                                                       |  |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--|---|---|
| Interpret and apply boundary line retracement principles with regards to various types of properties                                                           | Course: LAND 231<br>Assignment: Final examinations<br>Assessment: score                               |  | X |   |
|                                                                                                                                                                | Course: LAND 231<br>Assignment: Course Project<br>Assessment: rubric                                  |  |   | X |
| Establish boundary lines by unwritten methods                                                                                                                  | Course: LAND 231<br>Assignment: Selected questions from midterm and examinations<br>Assessment: score |  |   | X |
| Perform intermediate and advanced surveying computations                                                                                                       | Course: LAND 193<br>Assignment: Final Examinations<br>Assessment: score                               |  | X |   |
|                                                                                                                                                                | Course: LAND 293<br>Assignment: Selected questions from midterm and examinations<br>Assessment: score |  |   | X |
| Communicate the methods and procedures of land survey calculations by the preparation of land survey plats, legal descriptions, and/or a report of land survey | Course: LAND 293<br>Assignment: Final project<br>Assessment: rubric                                   |  |   | X |

## **Other Learning and Service Activities**

Many of the courses involve hands-on laboratory exercises that replicate real life experiences. Students participate in service learning by completing surveying projects, which includes the full process from notifications to the final plat, description, and report for individuals and organizations. The Land Surveying Technology program also requires students to register for 1-hr credit of an internship course. Typically, students work in the surveying industry for eight hours per day for eight weeks in the summer between the first and second year of the program. This allows the students to apply the theory and practice they have learned from the first semester courses. This also brings new ideas and practices back to the faculty for incorporation into existing classes.

Students in the Land Surveying program are also involved in the Land Surveying Club, which conducts community service through volunteer activities such as road clean-ups, trail building, and fundraising via firewood sales. Students often serve other students by becoming tutors through college-funded programs.

## Viability

The Land Surveying Technology program began in 1972 to provide surveyors for the planned development for West Virginia. Glenville State College has one of the two recognized land surveying programs in West Virginia approved by the West Virginia Board of Professional Surveyors.

The Land Surveying Technology program has had an average enrollment of 23 students over the last five academic years. The enrollment has fluctuated over the years but remains strong. The program can't offer any information on future enrollment trends. Overall the proportion of students graduating high school in West Virginia (WV) and the number of students enrolled in WV secondary schools is steady. Therefore, it is likely that the current enrollment trend should remain the same. We expect enrollment in the Land Surveying Technology program to remain strong based on the number of inquiries we receive and recruitment counselors' reported. Employment opportunities for our graduates have been and remain excellent.

| <b>Term</b>    | <b>Enrollment</b> | <b>Academic Year</b> | <b>Degrees Granted</b> |
|----------------|-------------------|----------------------|------------------------|
| Fall 2016      | 42                | 2016/2017            | 5                      |
| Fall 2017      | 15                | 2017/2018            | 8                      |
| Fall 2018      | 15                | 2018/2019            | 9                      |
| Fall 2019      | 22                | 2019/2020            | 8                      |
| Fall 2020      | 22                | 2020/2021            | 4                      |
| <b>Average</b> | <b>23.2</b>       | <b>Average</b>       | <b>6.8</b>             |

### Enrollment & Degrees Granted

The Land Surveying Technology program has graduated an average of six students per year for the last five years with an Associate of Science in Land Surveying Technology degree. Most students are employed by private industry, consultants, and state or federal agencies, and we expect this trend to continue. The estimated job placement rate is approximately 93% based on surveys from the past few years.

# Program Improvement

The Land Surveying Technology program aims to continue improving its curriculum, student placement and funding.

## 1. Program Assessment

The Land Surveying Technology program assessment includes evaluation of learning outcomes in gateway, capstone, and select courses; summer work experience employer evaluations; student exit surveys; and advisory committee.

### a) Evaluation of Learning Objectives

The program's objectives are precise, succinct, and provide students with a clear indication of what they will be able to accomplish upon their completion of the program. The attainment of these objectives is assessed in various courses throughout the curriculum. The assessment results are used to improve the quality of the program continuously. Using multiple formative and summative assessment measures helps strengthen the Land Surveying Technology program.

Mid-point assessment of learning objectives and skill components encompasses activities in several courses. Land 193 – Survey Measurements and Computation I is the “mid-point assessment” or “gateway” course. Successful completion of the course is required to continue into the second year of the program. The students are required to perform a boundary surveying project, which extends through the Land 123 – Land Survey Description-Interpretation and Writing, Land 124 – Boundary Law and the Land 193 courses. The students conduct the deed search portion of the project in the Land 123 course. They complete the field traversing, search for monuments, and the setting of corners in the Land 193 course, and they are required to defend their boundary law decisions pertaining to the survey in the Land 124 course. The students participate in a mock trial and present their evidence and law-based decisions in this retracement survey. This ties the importance and experience in each course into a comprehensive project that stimulates the students' interest and provides a real-life problem and critical thinking. The course is a necessary prerequisite to all fall semester second-year major classes. The completion of LAND 193 ensures probable success in completing the program.

The results of the most recent assessment of the learning outcomes of the AS Land Surveying Technology program are discussed below.

LAND 121: Introduction to Land Surveying was used to assess learning outcomes 1 and 2. Using selected questions from both the midterm and final exams, students were evaluated using pre and post-diagnostic for learning outcome 1. Overall, there was a general improvement in scores. For learning outcome 2, students performed elementary

surveying measurements and computations on their final project, which were scored using a rubric. The 2020-21 academic year was the second year this data was collected and will be used along with future assessments to determine if any action should be taken.

LAND 123: Legal Descriptions assessed learning outcome 5 through a similar pre and post-diagnostic. The students' abilities to prepare property descriptions were assessed on the midterm and final projects, which used a rubric. Overall, there was a general improvement in each rubric domain.

LAND 124: Boundary Law assessed learning outcomes 3 and 4. Both were evaluated using the pre and post-diagnostics of selected questions from the midterm and final exams. Overall, there was a general improvement in scores. However, Question 1 of the assessment tool used for learning outcome 4 shows that the percent of students who answered the question correctly was low. This was addressed in our assessment action plan.

LAND 193: Computations I was used to assess learning outcome 8. Selected questions on the final exam were used to determine the students' ability to perform intermediate and advanced surveying computations. Students performed above proficiency for intermediate and advanced survey computations.

LAND 231: Retracement Surveys assessed learning outcomes 6 and 7. Selected questions on the final exam were used to assess the students' ability to interpret and apply boundary line retracement principles regarding various types of properties. Overall, students performed well on this assessment. Also, learning outcome six is assessed in the final project. The final project was scored in the rubric. Overall, students exceeded proficiency on this project. As for learning outcome 7, students were assessed on their ability to establish boundary lines by unwritten methods. This is done using the pre and post-diagnostics of selected questions from the midterm and final exams. Overall, there was a general improvement in scores.

LAND 293: Survey Decisions and Professional Applications assessed learning outcomes 8 and 9. First, students are assessed using the pre and post-diagnostic questions from the midterm and final exams in learning outcome 8. Overall, there was very little difference between the pre and post-diagnostic scores. However, Question 2 of the assessment tool used for learning outcome 8 shows that the percentage of students who answered the question correctly was low for the midterm and final examinations. This was addressed in our assessment action plan. Lastly, the final project was used to assess the students' ability to communicate the methods and procedures of land survey calculations by preparing land survey plats, legal descriptions, and/or a report of land survey for learning outcome 9. The final project was scored in the rubric. Overall, students exceeded proficiency on this project.

## **b) Summer Work Experience**

A land surveying-related work experience is required as part of the curriculum. Each student is required to complete LAND 197 Work Experience. Generally, students enroll for this course during the summer following their first year. They are required to obtain land surveying-related summer employment as approved by the instructor. The faculty assists students in finding appropriate summer employment but does not provide summer jobs. Bulletin boards, email, and social media are utilized to notify students of internship opportunities. To complete this requirement, students have worked for federal government agencies, state government agencies, private consulting firms, wood product manufacturers, and other surveying-related companies.

The student is required to work a minimum of eight weeks full-time (40 hours per week) or 320 hours for a full-time paid internship or 160 hours for a part-time unpaid internship. Students are required to submit biweekly reports that summarize their activities and how those activities relate to their education during their summer employment. At the end of the summer, every employer is mailed an evaluation form to be filled out and returned to the Department. If the employer evaluation is satisfactory and the student completes all requirements, they are awarded credit for the course. Grades are awarded on a credit/no credit basis.

There were 27 students who were evaluated as part of the internship course (LAND 197) for this review period. The majority of the students were evaluated with “extremely well” and “very well” ratings in all evaluation categories. All students (100%) were rated “very well” to “extremely well” in punctuality, interest in their job, making significant improvement during the internship period, and their ability to follow directions and grasp new ideas.

Employers recommended that the students continue their work in land surveying (100%), consider hiring the student permanently (100%), and hiring GSC students again next year (93%). Students were commended for their excellent work attitude and surveying skills in the field. Most employers’ written suggestions to improve the surveying curriculum and delivery of surveying courses are related to incorporating advanced mapping and surveying technology in classes.

## **c) Student Exit Surveys**

During the reporting period, an 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.

Twenty-three Land Surveying Technology students completed the Exit Survey for this assessment period. The survey showed that the vast majority of the students are “Very Satisfied” or “Satisfied” in all categories of the survey, such as class availability, quality of instruction, the usefulness of course materials, access to faculty, content and structure of the program, quality of advising and opportunities for non-classroom experiences, and quality of advising and facilities and equipment. There were no negative ratings from students on these elements. The vast majority of students also rated “Strongly Agree” in the reasonable frequency of Land Resources courses, appropriate class sizes, genuine faculty concern, opportunities for independent projects and internships, and relevance of degree requirements. Students also conveyed that participation in student organizations improved their knowledge and allowed them to know other students in the program and agreed to recommend it to those interested.

All students revealed a sense of competency in their major field of study and acquired experience applying knowledge to practical situations. The majority of students also agreed that the Land Surveying Technology program enhanced their critical thinking, quantitative reasoning, written and oral communication, and leadership skills. The surveys also indicated that the student education at Glenville State College was instrumental in preparing for a career or advanced study. Students also agreed on the usefulness of work experience credit and community service aided in preparing for a job and helped with problem-solving, communication, and leadership skills.

Students were satisfied or “very satisfied” with The Robert Kidd Library and the Department of Land Resources Library and computer lab. Students specified that they had part-time work while at GSC and indicated that their plan after graduation was to find a job related to their major. Fifteen out of seventeen also indicated a job offer upon graduation. Students were “confident” to “very confident” of finding a job within a year after graduation.

#### **d) Advisory Committee**



The Advisory Committee of the Land Surveying Technology program provides a valuable role in reviewing and approving learning outcomes to reflect the needs of our constituency, the West Virginia (WV) surveying industry. These outcomes serve the WV land surveying industry by providing highly skilled graduates who have been trained in land surveying technology. These graduates are hired by various sectors of the industry and contribute to its success. The program has always produced high quality graduates who are actively involved in all levels of the surveying industry in West Virginia and, to a lesser extent, the United States. Our graduates are highly recruited by industry.

Program assessment is provided by the advisory committee, which meets annually. Several committee members employ our students for their summer work experience and hire students full-time upon graduation. Members are invaluable for their advice on improving subject material, arranging courses, and supplying industry contacts. Their assessment of the graduates and the programs has strengthened the programs immensely. Advisory committee meeting minutes are available upon request.

#### **e) Professional Exam**

Land surveying students and graduates may also elect to take the National Council of Examiners for Engineering and Surveying exams. Passing the examinations is required for all individuals who elect to become professional land surveyors. This provides an assessment of our students' capabilities compared with other students across the state and the nation. The faculty discusses the results of each of these assessment tools so that improvements in individual courses and the programs can be made.

During the five-year review period, the average pass rate for GSC students and graduates on the Fundamentals of Surveying (FS) exam was 19%, and for Part 2, Principles and Practices, the rate was 58%. FS exam rates are down throughout the country, as reported by the West Virginia Board of Professional Surveyors. However, faculty will continue improving student scores, including offering a special topics course, LAND 299 FS Exam Review, to review exam material. Furthermore, there are efforts underway to allow, if not require, students to take the FS examination during their academic career.

## **2. Recruitment and Retention**

Glenville State College holds an open house twice a year. At this open house, students are given a tour of the campus, attend presentations on college life and financial aid, and have the opportunity to talk to faculty in their program of interest. During the year, Land Surveying Technology faculty and staff visit area high schools and vocational programs and give personal tours to prospective students and their parents who schedule a time outside of the open house to visit the campus.

The Department has recruitment materials (display, video, and handouts) that are regularly taken to the West Virginia Society of Professional Surveyors annual conference and the

West Virginia Hunting and Fishing Show. We have faculty and/or staff at the display at these functions so that people are aware of the program. The Department also recently created a Department of Land Resources booklet that explains the nature of the Land Surveying Technology program, career opportunities and job placements.

The faculty advisors within the Land Surveying Technology program work to retain all students entering the program. The close rapport and frequent review of academic progress enables each advisor to know their advisees personally and to suggest any course changes to assist each student in obtaining their career goals. The Land Surveying Technology faculty uses the DegreeWorks software in assisting students with advising and course scheduling.

Faculty and staff members in the Land Surveying Technology program periodically contact potential employers through professional organizations, meetings, and workshops. Career opportunity information is then passed to the students in the form of individual discussions, emails, and the posting of summer and permanent job opportunities. Faculty members encourage students to look for internship opportunities and direct them to potential internship providers. In addition to the efforts of the faculty advisors, the College offers career services through the Academic Success Center, which are available to all students.

The Department also uses social media to post job vacancies and internship opportunities in land surveying online for current students and graduates.

### **3. Student Placement**

Often, employers contact the Department of Land Resources looking for graduates. Upon announcement of a position opening, the Department of Land Resources distributes the information to all departmental faculty and students. Faculty inform students and graduates via email, in person, and on social media. A hard copy of the job announcement is posted on a bulletin board in the Waco Center.

The Department of Land Resources maintains a database of Land Surveying Technology graduates. The Land Surveying Technology faculty and staff also engage in many informal contacts with graduates of the program and employers. Information is gained through these contacts regarding current and future job availability, job requirements, and to a lesser degree, salary information. This information is distributed to students and graduates.

The Department conducts an alumni survey periodically to obtain job placement information, starting salary, and overall feedback from graduates. This information is used to gauge the program's success and used for this review. The estimated job placement rate is approximately 93% based on surveys from the past few years.

Most students are employed by private industry, consultants, and state or federal agencies, and we expect this trend to continue. Of the graduates who responded to the alumni survey, 93% reported being employed by industry and 7% in another category. Most of the students surveyed recently are continuing their education by pursuing the Bachelors in Natural

Resource Management degree at Glenville State College. Examples of the other category include GIS, wildlife, mapping, oil and gas, forest service, or an unrelated field. This trend likely reflects the recent economic boom in non-renewable resources such as oil, gas, and coal in recent years. Overall, graduates have successfully gained full-time employment in their chosen field.

#### **4. External Reviews**

Letters from an external reviewer providing an assessment of the program are provided in Appendix X.

#### **5. Funding**

It is essential that funding becomes available to replace old vehicles, upgrade equipment and software used in the program, and increase professional development opportunities for faculty and staff. To supplement our financial resources, faculty members will continue to explore other sources of funding from external grants or donations.

## **Appendix I – Articulation and Cooperative Agreements**



**State Board of Registration for Professional  
Engineers and Surveyors**

77 South High Street, Suite 2472  
Columbus, Ohio 43215  
www.peps.ohio.gov  
pes.board@pes.ohio.gov  
877 | 644 6364 U.S. toll free  
614 | 466 3651 Columbus metro

September 15, 2021

Glenville State College  
Department of Land Surveying Technology  
Attn: Dr. Rico Gazal, Department Chair  
200 High Street  
Glenville, WV 26351

Dr. Gazal:

Currently Glenville State College has a Land Surveying degree program that is approved by Ohio State Board of Registration for Professional Engineers and Surveyors as an educational pathway to professional surveying licensure in Ohio. One of the requirements for continued approval is that Board-approved programs must submit an annual update of the course requirements and syllabi for each class in the program so that the Board can assure that the program still meets the NCEES Surveying Education Standard and extend the approval.

Please forward your updated course information to the Board at the address listed above.

Sincerely,

STATE BOARD OF REGISTRATION FOR  
PROFESSIONAL ENGINEERS AND SURVEYORS

John F. Greenhalge  
Executive Director

## State Board of Registration for Professional Engineers and Surveyors

50 West Broad Street, Suite 1820 • Columbus, Ohio 43215-3301  
VOICE (614) 466-3651 FAX (614) 728-3059 U.S. TOLL FREE (877) 644-6364  
WEB <http://ohiopeps.org>

August 7, 2008

Charles Sypolt, PLS  
Glennville State College  
200 High Street  
Glennville WV 26351

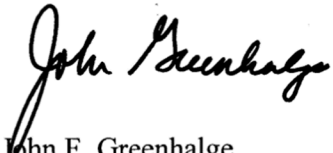
Dear Mr. Sypolt:

At its meeting on August 4, 2008 the Ohio State Board of Registration for Professional Engineers and Surveyors passed a motion to approve the four-year program in Land Surveying offered by Glennville State College as one that will meet the requirements of Ohio Revised Code Section 4733.11 (B)(1). This recognition is granted until June 31, 2009 and is subject to annual renewal.

For recognition beyond June 31, 2009 a request for evaluation, along with an updated curriculum and a letter outlining any changes to the program, must be received by June 1, 2009.

Sincerely,

OHIO STATE BOARD OF REGISTRATION FOR  
PROFESSIONAL ENGINEERS & SURVEYORS



John F. Greenhalge  
Executive Director

**Estimate of Glenville College Course Equivalents to Penn State Surveying Program**  
**NOT OFFICIAL. Provided as a preliminary guess.**

| Penn State Course | Cr.   | Glenville Course | Outline Topics | Cr.        | Note                                   |
|-------------------|-------|------------------|----------------|------------|----------------------------------------|
| EDG 100           | 3     | LAND 125         | 1 - 5, 7 - 8   | 2 of 3     |                                        |
|                   |       | CSCI 101         | ? guessing ?   | 1 of 3     |                                        |
| SUR 111           | 3     | LAND 122         | 1 - 5          | 2 of 4     |                                        |
|                   |       | LAND 230         | 1 - 3          | 1 of 4     |                                        |
| SUR 112           | 3     | LAND 230         | 4              | 1 of 4     |                                        |
|                   |       | LAND 240         | A - G          | 2 of 4     |                                        |
| SUR 162           | 3     | LAND 125         | 6, 9 - 11      | 1 of 3     |                                        |
|                   |       | LAND 232         | 1 - 4, 6 - 8   | 2 of 4     |                                        |
| SUR 222           |       | FRST 204 ???     |                |            | Need course outline to evaluate        |
| SUR 262           | 2     | LAND 230         | 6, 7           | 2 of 4     | This may be a bit light.               |
| SUR 272/372W/471  | 3/3/3 | LAND 123/124/245 | All            | 3/3/3 of 6 | As a group they are approx. equivalent |
| SUR 313           | 3     | LAND 231         | All            | 3          |                                        |
| SUR 497 Tech EI   | 2     | LAND 241         | All            | 2          | Energy Resource Surveys                |
| SUR 497 Tech EI   | 2     | FRST 107 or      |                | 2          | Tree and Wood Identification or        |
|                   |       | BIOL 108/109/110 |                | 3          | Dendrology I, II, III                  |

Notes:

1. Split courses are LAND 125 (EGD100 and SUR 162) and LAND 230 (SUR 111 and SUR 112).
2. Partially used courses are LAND 121, 122, 230, 232, and 240
3. LAND 235 is a 50-50 mix of SUR 482 and SUR 485. Unfortunately it is too split to count for either. I recommend requiring SUR 482.
4. Sal says LAND 124 is approx 80% of SUR 471 with a different perspective. I recommend that we simply accept it, considering SUR 245 is 6 credits and we are only counting 3 of these credits for SUR 372W.
5. Wes was impressed with the sequence of LAND 123/124/245. Much more than what we do in boundary surveying.

T. A. Seybert  
 17 April 2001

**BUTCHER & BUTCHER**

ATTORNEYS AT LAW  
218 EAST MAIN STREET  
POST OFFICE BOX 100  
GLENVILLE WEST VIRGINIA 26361

January 4, 2011

R. TERRY BUTCHER  
TIMOTHY B. BUTCHER

TELEPHONE 304/462-5767  
FACSIMILE 304/462-5733

E-MAIL: butcherandbutcher@rtol.net

Mark C. Ferrell, CEO & President  
Security National Trust Co.  
1300 Chapline Street  
Wheeling, West Virginia 26003-3348

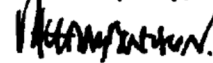
Re: Agreement dated January 3, 2011,  
naming Ernest L. Arbuckle Marital Trust and  
Ernest L. Arbuckle Family Trust, as first parties, and  
Glenville State College, as second party

Dear Mr. Ferrell:

Enclosed for your files is one of two duplicate red line originals of the above referenced agreement which bears date of January 3, 2011, and which has been fully executed and duly notarized. The other duplicate red line original has been mailed to Glenville State College in care of Dr. Peter B. Barr, its President. True copies of the signed and notarized agreement have also been mailed to the Land Resources Department at the College in care of Charles R. Sypolt, its Chairman, and to David W. Hill, owner of David Hill & Associates, who is the Professional Forester presently employed by the Ernest L. Arbuckle Trust.

Do not hesitate to call me if you have any questions. With best regards, I am,

Yours very truly,



R. Terry Butcher

RTB/db  
Enclosure

pc: Peter B. Barr  
Charles R. Sypolt  
David W. Hill



THIS AGREEMENT, Made this 3<sup>rd</sup> day of January, 2011, by and between the ERNEST L. ARBUCKLE MARITAL TRUST and the ERNEST L. ARBUCKLE FAMILY TRUST, parties of the first part, sometimes hereinafter referred to as *TRUSTS*, and GLENVILLE STATE COLLEGE, an instrumentality of the State of West Virginia under the provisions of Chapter 29, Article 12, Section 3(e), of the West Virginia Code of 1931, as amended, party of the second part, sometimes hereinafter referred to as *COLLEGE*,

WHEREAS, Security National Trust Company, a national banking association, incorporated under the laws of the State of West Virginia, is the Corporate Trustee (hereinafter referred to as *Corporate Trustee*) of the Trusts, and

WHEREAS, R. Terry Butcher is a Special Trustee (hereinafter referred to as *Special Trustee*) of the Trusts, who is charged with the duty of managing the Trusts' surface lands and the timber standing thereon, and

WHEREAS, David W. Hill, RPF, ACF, CF, is a professional forester (hereinafter referred to as *Professional Forester*), who is working on an at will basis for Trusts as an independent contractor in a consulting capacity, and

WHEREAS, Peter B. Barr is the President of the College (sometimes hereinafter referred to as *College President*), and Charles R. Sybolt is Chairman of the College's Land Resources Department (sometimes hereinafter referred to as *Department Chair*), and

WHEREAS, the Trusts own the surface of each of the twenty (20) lots, tracts or parcels of real estate (hereinafter referred to as *Timberland*) covered by this Memorandum of Understanding, and

WHEREAS, all of the Timberland is located in Gilmer County, West Virginia, and

WHEREAS, each of the twenty (20) lots, tracts or parcels of real estate which comprise the Timberland is more particularly described on a one-page paper entitled *Schedule A, Agreement, Arbuckle Trusts and Glenville State College* (hereinafter referred to as *Schedule A*) which is the fifteenth and last page of this Agreement, and

WHEREAS, by deed dated August 19, 2010, and recorded in the Office of the Clerk of the County Commission of Gilmer County, West Virginia, in Deed Book No. 491, at page 59, and by correction deed dated August 19, 2010, and recorded in the aforesaid Clerk's Office in Deed Book No. 494, at page 4, the Ernest L. Arbuckle Marital Trust conveyed to the Ernest L. Arbuckle Family Trust an undivided sixty-seven and one-half percent (67.50%) interest of the Timberland, and retained the remaining undivided thirty-two and one-half percent (32.50%) interest of the same, and

WHEREAS, the Timberland is owned by the Trusts as aforesaid and as set out on the face of Schedule A, and

WHEREAS, the Trusts have heretofore made application to the West Virginia Division of Forestry seeking its approval to have the Timberland certified as managed timberland,

WHEREAS, the current status of the above mentioned application of the Trusts with the West Virginia Division of Forestry is pending, and

WHEREAS, the Land Resources Department (hereinafter referred to as *Department*) at the College desires to use the Timberland as an outdoor laboratory for practical educational experiences, which are related to forestry, land surveying and other programs offered to students at the College by the Department, and the Trusts desire to make the Timberland available to the Department for such purposes, subject to the understanding that the parties expect for such use of the Timberland by the Department to result in enhancement of its value, and

WHEREAS, if the reasonable value of work and labor done by the Department on the Timberland results in benefit to the Trusts that exceeds the reasonable value of the educational benefit being provided by the Trusts to the College under the terms and provisions of this Agreement, the parties desire for the Trusts to pay the Department the difference on a *quantum meruit* basis, *i.e.*, the parties desire for the Trusts to pay the Department as much as it reasonably deserves for its work and labor on the Timberland under such circumstances and as is more specifically provided for in the subsections of Section 3-c, *infra*, and

WHEREAS, recognizing that the contemplated usage of the Timberland by the College will be of mutual benefit to the parties, the Trusts and the College now desire to bind themselves to the terms and provisions of this Agreement,

***NOW, THEREFORE, WITNESSETH:*** That for and in consideration of the nominal sum of One Dollar (\$1.00) cash in hand paid by the parties, each to the other, the above stated premises, and the mutual understandings hereinafter contained, the Trusts and the College do hereby covenant and agree to bind each other as follows, *to-wit:*

1. **Intended Usage of the Timberland by the Department.**

a. **Field Classes.** The Department will use the Timberland for the purpose of conducting field classes related to the forestry, land surveying and other programs offered by the Department.

b. **Management Plans.** The Department will use the Timberland for the purpose of practicing techniques associated with developing and preparing Timber Management Plans which relate to timber stand boundaries, timber inventory data and prescriptions for timber improvement.

c. **GIS Mapping.** The Department will use the Timberland for the purpose of practicing techniques associated with mapping forest stands and boundaries into a Geographic Information System (hereinbefore and hereinafter referred to as *GIS*).

d. **Inventorizing.** The Department will use the Timberland for the purpose of practicing techniques associated with inventorizing timber, which include, without limitation, timber cruising, so long as such techniques are consistent with educational purposes such as learning how to develop and prepare written management plans; *Provided, however, that* (i) College students will not cruise timber for timber sales inasmuch as that is the sole province of the Professional Forester, and (ii) College students will not mark timber for any purpose that is unrelated to surveying unless the Professional Forester requests their assistance in such activity and supervises them in carrying it out.

e. Monitoring Trespass. The Department will use the Timberland for the purpose of practicing techniques associated with monitoring trespasses and other visible suspicious activities to the extent, and only to the extent, that such usage is consistent with the terms and provisions of Section 2-i, *infra*.

f. Overall Diversity. The Department will use the Timberland for the purpose of practicing techniques designed to improve the overall diversity of the premises in terms of timber and wildlife management.

g. Boundary Surveys. The Department will use the Timberland for the purpose of practicing techniques associated with conducting boundary surveys, which include, without limitation, flagging and painting property boundaries and preparing written descriptions of surveys and maps or plats, subject to the understanding that no written description of survey or map or plat produced by the Department will bear the signature or seal of a licensed surveyor or registered professional engineer, and subject to the further understanding that all such descriptions of survey and maps or plats will be used by the Department and the Trust for informational purposes only.

h. Thinning. The Department will use the Timberland for the purpose of practicing techniques associated with timber thinning and improvement cuttings, which include procedures employed in the removal of leaning trees, hazardous trees, cull trees, and other undesirable trees as well as plant life that is deleterious to timber harvesting; *Provided*, however, that plans formulated by the Department which relate to timber thinning and improvement cuttings will be submitted to the Professional Forester in writing for his review and approval before any activities related thereto are carried out on the Timberland.

i. Miscellaneous. The Department will use the Timberland for the purpose of practicing techniques not specifically mentioned in this Agreement which are associated with the forestry, land surveying and other programs offered by the Department.

2. Duties of the College and the Department to the Trusts.

a. Confidentiality.

i. The Department Chair will impress upon College teachers and students with access to sensitive data about the Timberland, which is prepared and developed by the Department under the terms and provisions of this Agreement, that they will be required to exercise appropriate discretion and caution in maintaining confidentiality with respect to all such data, subject to the understanding that the term *sensitive data* shall be taken to include for the purposes hereof written and printed material such as reports, spreadsheets, maps or plats, and electronic imaging related to timber cruise information, right of way problems, boundary problems, timber trespass problems, and the like, which are not part of the public record.

ii. The Department will develop a written confidentiality agreement for all of such teachers and students to sign, which will state, among other things, that appropriate discretion and caution in the handling of sensitive data about the Timberland is to be observed in conformity with the ethical standards that are imposed upon foresters and land surveyors under the same or similar circumstances.

b. Duplicate Copies. All written and printed material such as reports, spreadsheets, maps or plats, and electronic data which is prepared and developed by College students under the terms and provisions of this Agreement, and which is deemed worthy of dissemination by the Department Chair, will be copied and distributed to the Special Trustee and the Professional Forester in accordance with the schedule set out under Section 2-i, *infra*.

c. Coordination of Activities. Whenever appropriate and practically possible, the Professional Forester will coordinate his work on the Timberland with the Department so that such work can be of timely and maximum benefit to the Trusts.

d. Compliance with Laws and Regulations.

i. General Compliance. In connection with its use of the Timberland, the Department will comply with the all applicable state and federal laws and regulations.

ii. Approval and Specific Compliance. If, in connection with its use of the Timberland for any purpose, the Department deems it necessary to introduce onto the

premises chemical compounds of any kind or type whatsoever (governmentally approved over-the-counter herbicides being excepted), the Department Chair will first secure approval from the Special Trustee, and if such approval is secured, the Department will then comply with the all applicable state and federal laws and regulations governing safe use of such chemical compounds.

e. Limitations on Use. The College's right to use the Timberland under the terms and provisions of this Agreement will be subordinate to the right of the Trusts to use the same for any purpose or in any manner the Special Trustee sees fit, it being understood by and between the parties that all decisions in relation to use of the Timberland, including, without limitation, the timing and manner of harvesting the Timberland, or any part or parcel thereof, will be made by the Special Trustee in his sole and absolute discretion.

f. Extraction and Transportation. The Department will refrain from engaging in any activity which in any way interferes with or interrupts the extraction or transportation of coal, oil, gas or other minerals underlying the Timberland.

g. Management Plans. In connection with its development and preparation of Timber Management Plans for the Timberland, the Department will make written recommendations to the Special Trustee, which relate specifically to prescriptions for timber improvement, subject to the understanding that such written recommendations shall deal with thinning, improvement cuttings of immature stands, and timber sales, and subject to the further understanding that neither the Special Trustee, nor the Professional Forester, will be required to follow any of such written recommendations, and that the Special Trustee will retain his authority to make all final decisions regarding the same.

i. Written Recommendations. All written recommendations regarding prescriptions for timber improvement which the Department has prepared and completed, and which are ready for dissemination, will be delivered by the Department Chair to the Special Trustee on the following schedule, *to-wit*:

(1) Delivery Thereof. Not later than 11:30 o'clock, a.m., on the third Friday of December, 2011, the Department Chair will deliver the first set of such written recommendations to the Special Trustee.

(2) Delivery Thereof. Beginning in the year 2012, and for so long thereafter as this Agreement is in force, the Department Chair will deliver all subsequent sets of such written recommendations to the Special Trustee annually, *viz.*, not later than 11:30 o'clock, a.m., on the third Friday of December, 2012, nor later than the same hour on the third Friday of each and every December thereafter for so long as this Agreement shall remain in effect.

h. Delivery of GIS Mapping. The Department Chair will deliver to the Special Trustee and the Professional Forester on the schedule set out under Section 2-i, *supra*, hard copies and electronic data produced in connection with each Department project that relates to GIS mapping of Timberland forest stands and boundaries.

i. Trespasses and Reporting. If any College teacher or student observes or discovers evidence of trespass or suspicious activity on the Timberland, he or she will forthwith notify the Department Chairman of the particulars, and the Department Chairman will, in turn, forthwith share such particulars with the Special Trustee and/or Professional Forester.

j. Reclamation, Approvals and Reporting. In connection with its use the Timberland for the purpose of practicing various techniques designed to improve the overall diversity of the premises in terms of timber and wildlife management, the Department will reclaim damage caused by Department projects to existing roadways and haulways and other areas needing soil stabilization, subject to the understanding that the Department will secure the written approval of the Special Trustee before it undertakes any such reclamation efforts, and subject to the further understanding that the Department will make its written reports to the Special Trustee regarding the nature and extent of any such reclamation efforts part of the written reports that are required under Section 2-g-i, *supra*.

k. Boundary Survey Marking. In connection with its use of the Timberland for the purpose of practicing techniques associated with conducting boundary surveys,

the Department may flag and paint property boundaries in a manner that is consistent with the techniques employed by licensed land surveyors in the State of West Virginia.

i. Boundary Surveys and Delivery thereof. All descriptions of survey and maps or plats of the Timberland, or any part or parcel thereof, which are prepared by the Department, irrespective of whether such descriptions of survey or plats bear the seal and signature of a licensed land surveyor or registered professional engineer, will be delivered to the Special Trustee by the Department Chair within the thirty days following the completion thereof.

a. Timber Thinning. In connection with its use of the Timberland for the purpose of practicing the techniques associated with timber thinning and improvement cuttings, the Department will remove leaning trees, hazardous trees, cull trees, and other undesirable trees as well as plant life that is deleterious to timber harvesting.

i. Written Reports. Written reports by the Department on its removal of leaning trees, hazardous trees, cull trees, and other undesirable trees as well as plant life that is deleterious to timber harvesting will be incorporated into the written reports required under Section 2-g-i, *supra*.

b. Other Approvals. In connection with its use of the Timberland for the purpose of practicing various other techniques not specifically mentioned in this Agreement which are associated with the forestry, land surveying and other programs offered by the Department, the Department will secure written approval from the Special Trustee before undertaking such practices.

i. Written Reports. Written reports which deal with use of the Timberland for the aforementioned purpose of practicing various other techniques not specifically mentioned in this Agreement will be incorporated into the written reports required under Section 2-g-i, *supra*.

3. Relationship of the Parties.

a. No Employment Relationship.

i. It is the intention of the parties that neither the College or the Department, nor any College teacher or student, will be employed by the Trusts as an employee or as



a private contractor in any way or for any purpose whatsoever under the terms and provisions of this Agreement.

ii. It is the intention of the parties that the Trusts will exercise no control over the manner of work and labor, the amount of work and labor, or timing of work and labor done by the College or the Department, or by any College teacher or student, under the terms and provisions of this Agreement.

iii. It is the intention of the parties that the Trusts will provide none of the tools, equipment, machinery or motor vehicles that the College or the Department, or any College teacher or student, will use in connection with its duties under the terms and provisions of this Agreement.

b. No Duty to Pay or Withhold Anything.

i. It is the intention of the College and the Department that neither they, nor any College teacher or student, will have a relationship with the Trusts which requires the Trusts to compensate the College or the Department, or any College teacher or student, in any way or for any purpose whatsoever except as may otherwise be provided for under the terms of this Agreement.

ii. It is the intention of the parties that the Trusts will have no obligation whatsoever to pay a salary, hourly wage or other monetary compensation to the College or the Department, or to any College teacher or student.

iii. It is the intention of the parties that the Trusts will have no obligation whatsoever to withhold or pay any taxes.

iv. It is the intention of the parties that neither College or the Department, nor any College teacher or student, will have a right to receive employee benefits.

v. It is the intention of the parties that the Trusts will have no obligation whatsoever under the terms and provisions of this Agreement to prepare or send to the College or the Department, or to any College teacher or student, any Form W-2 used for reporting income to employees, or any Form 1099 used for reporting income to non-employees.

c. Quantum Meruit Type Contract.

i. The parties intend for the terms and provisions of this Agreement to create a *quantum meruit* type contract between them, *to-wit*, if, under the terms and provisions of this Agreement, the reasonable value of work and labor done by the Department on the Timberland results in benefit to the Trusts that exceeds the reasonable value of the educational benefit being provided by the Trusts to the College, the parties intend for the Trusts to pay the Department the difference on a *quantum meruit* basis, *i.e.*, in accordance with the procedure set out in Sections 3-c-ii, 3-c-iii, 3-c-iv, and 3-c-v, respectively, *infra*, the parties intend for the Trusts to pay the Department as much as it reasonably deserves for its work and labor on the Timberland insofar as, and so far only as, the reasonable value of such work and labor exceeds the reasonable value of the educational benefit being provided by the Trusts to the College.

ii. The Special Trustee and the Professional Forester will confer annually, during the month of January, for so long as this Agreement is in effect, for the purpose of discussing the performance of the Department during the preceding calendar year (hereinafter referred to as *annual review*) under the terms and provisions hereof, and forthwith after completing each such annual review, the Special Trustee will make a recommendation to the Corporate Trustee as to what payments, if any, the Trusts might consider making to the Glenville State College Alumni Foundation, Inc. (hereinafter referred to as *College Foundation*), for the use and benefit of the Department that would be in keeping with the *quantum meruit* spirit of this Agreement.

iii. The Special Trustee will also make recommendations to the Corporate Trustee regarding the timing of payments to the College Foundation for the use and benefit of the Department, subject to the understanding that timber harvests from the Timberland, or lack thereof, will be the decisive factor governing the implementation of such recommendations.

iv. Consent by the Corporate Trustee to the recommendations of the Special Trustee regarding payments to the College Foundation after the annual review will not be unreasonably withheld.

v. All decisions made by the Corporate Trustee in connection with payments to the College Foundation after the annual review will be final and unappealable, subject to the understanding that the College may terminate this Agreement as provided in Section 8, *infra*, if it or the Department is dissatisfied with any decision made by the Corporate Trustee regarding payments or timing of payments.

4. **Representations and Indemnifications of the College to the Trusts.**

a. **Representations.**

i. **Affirmative Duty.** The College represents that it will be solely responsible for supervising and controlling the actions and conduct of College teachers and students on the Timberland for so long as this Agreement is in effect, and that the Trusts will bear no responsibility whatsoever to supervise and control such actions and conduct.

ii. **Coverage.** The College represents that it is covered for civil liability purposes under the State Board of Risk Insurance Management Program (hereinafter referred to as *BRIM*), which is otherwise known as the *Governmental Tort Claims and Insurance Reform Act*, and codified as Chapter 29, Article 12A, Section 1, *et seq.*, of the West Virginia Code of 1931, as amended.

iii. **The Law.** The parties represent that syllabus point 2 in the case of *Pittsburgh Elevator Co. vs. The West Virginia Bd. of Regents*, 172 W.Va. 743, 310 S.E.2nd 675 (1983), reads as follows, *to-wit*, "(s)uits which seek no recovery from state funds, but rather allege that recovery is sought under and up to the limits of the State's liability insurance coverage, fall outside the traditional bar to suits against the State."

b. **Indemnification.** To the extent allowable under West Virginia Code, §29-12A-1, *et seq.*, the holding of the Court in the *Pittsburgh Elevator* case, *supra*, and other applicable West Virginia law, respectively, the parties intend for the College to indemnify the Trusts and hold them harmless against all loss, damage and expense whatsoever, including, without limitation, compensatory damages, general damages, punitive damages, court costs, litigation expenses, mediation expenses, and attorney fees, resulting from personal injury and property damage

occurring on the Timberland that is caused by the College or the Department, or by any College teacher or student.

5. **Extensions to Successors and Assigns.** The terms, covenants and conditions of this Agreement shall extend to and be binding upon the successors and assigns of the parties, and upon the successors of the Department, the Department Chair, the Special Trustee, and the Professional Forester.

6. **Scope of Agreement.**

a. **Entire Agreement.** This Agreement represents the entire agreement between the parties with respect to the Timberland, and it supersedes all other agreements between them, oral or written, relating to the same subject.

b. **Representations.** The parties acknowledge that neither of them has relied upon any representation of the other, except for those representations that are specifically mentioned in this Agreement.

c. **No conflicts.** The parties also acknowledge that neither of them has made any conflicting or additional promises or representations to the other regarding any of the subject matter covered hereby.

7. **Amendment of Agreement.** Notwithstanding any other provision hereof to the contrary, the Trusts and the College reserve the right to amend this Agreement so long as any such amendment is mutually agreed upon by them and put in the form of a supplemental written agreement executed on their behalf with the same formality as this Agreement.

8. **Termination of Agreement.** Notwithstanding any other provision contained in this Agreement to the contrary, the Trusts and the College, or either of them, reserve the right to terminate this Agreement at any time at their will and pleasure as they, or either of them, may see fit.

9. **Severability.** The invalidity or unenforceability of a particular provision of this Agreement, or any part or portion thereof, shall not affect the validity and enforceability of the remaining provisions.

10. **Governing Law.** This Agreement is executed in the State of West Virginia where the parties are domiciled or located, and shall be subject to and interpreted under the laws of the State of West Virginia.

11. **Further Acts.** The parties agree to perform all further acts and to execute, acknowledge and deliver any and all documents which may be reasonably necessary to carry out the terms and provisions of this Agreement.

12. **Mailing Addresses.** For the purposes of convenience and any written notices that are required under the terms of this Agreement, the following mailing addresses for the parties and others referred to herein are hereby set forth, *viz.* :

- a. Security National Trust Company, Corporate Trustee  
Attention: Mark C. Ferrell, President & CEO  
1300 Chapline Street  
Wheeling, West Virginia 26003
- b. R. Terry Butcher, Special Trustee  
Post Office Box 100  
Glennville, West Virginia 26351
- c. David W. Hill, RPF, ACF, CF  
David Hill & Associates, LLC  
RR 5, Box 1198  
Salem, West Virginia 26426
- d. Glennville State College  
Office of the President  
Attention: Peter B. Barr, President  
200 High Street  
Glennville, West Virginia 26351
- e. Glennville State College  
Department of Land Resources  
Attention: Charles R. Sypolt, Chairman  
200 High Street  
Glennville, West Virginia 26351

13. **No Recordation.** This Agreement will not be placed of record.

14. **Duplicate Originals and Copies.** This Agreement shall be executed in duplicate with one copy thereof to be retained by the Corporate Trustee for the Trusts and one copy by the College, each of which copies shall be considered for all purposes as an original hereof. Such

copies of a fully executed duplicate original as the parties deem appropriate may be provided to the Special Trustee, the Professional Forester and the Department.

WITNESS the following signatures.

ERNEST L. ARBUCKLE MARITAL TRUST  
and  
ERNEST L. ARBUCKLE FAMILY TRUST

By: *R. Terry Butcher* Special Trustee.  
R. Terry Butcher, as Special Trustee

GLENVILLE STATE COLLEGE,  
an instrumentality of the State of West Virginia

By: *Peter B. Barr*  
Peter B. Barr,  
Its President

By: *Charles R. Sypolt*  
Charles R. Sypolt, Chairman  
Its Land Resources Department

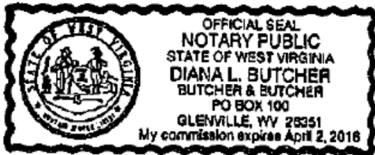
STATE OF WEST VIRGINIA,  
COUNTY OF GILMER, to-wit:

The foregoing instrument was acknowledged before me this 3<sup>rd</sup> day of January, 2011, by R. Terry Butcher, as Special Trustee of the Trusts, Peter B. Barr, as President of Glenville State College, an instrumentality of the State of West Virginia, for and on behalf of the College, and by Charles R. Sypolt, as Chairman of the Land Resources Department at the College.

My commission expires April 2, 2016.

(Notary Seal)

*Diana L. Butcher*  
Notary Public



This Instrument Prepared By:

R. Terry Butcher, Esquire  
West Virginia State Bar No. 564  
BUTCHER & BUTCHER  
218 East Main Street  
Post Office Box 100  
Attorneys at Law  
Glenville, West Virginia 26351

**SCHEDULE A  
AGREEMENT BETWEEN TRUSTS AND COLLEGE  
DATED JANUARY 3, 2011**

The Timberland is located in Gilmer County, West Virginia. The Map and Parcel numbers and legal descriptions of the twenty (20) tracts comprising the Timberland are carried on the 2010 Land Book for Gilmer County, West Virginia, as shown below. The twenty (20) tracts comprising the Timberland are owned of record by the Trusts in the following proportions, viz.:

| <u>Map/Parcel</u>         | <u>Legal Description</u>              | <u>MT%*</u> | <u>FT%**</u> |
|---------------------------|---------------------------------------|-------------|--------------|
| <u>Center District</u>    |                                       |             |              |
| 11/10                     | Fee-1/2 Min-C 47 Ac Cedar Creek       | 32.50%      | 67.50%       |
| <u>DeKalb District</u>    |                                       |             |              |
| 02/10                     | Fee-1/2 Min-OG 58 Ac Tar Kiln Run     | 32.50%      | 67.50%       |
| 02/23                     | Fee-1/2 Min-OG 26 Ac Tar Kiln Run     | 32.50%      | 67.50%       |
| 02/31                     | Fee-1/2 Min-OG 4 Ac Tar Kiln Run      | 32.50%      | 67.50%       |
| 02/32                     | Fee-1/2 Min-OG 4 Ac Tar Kiln Run      | 32.50%      | 67.50%       |
| 02/33                     | Fee-1/2 Min-OG 4 Ac Tar Kiln Run      | 32.50%      | 67.50%       |
| 02/34                     | Fee-1/2 Min-OG 22 Ac Tar Kiln Run     | 32.50%      | 67.50%       |
| 16/02                     | 1/2 Fee-7/8 OG 39.85 Ac Deadening Run | 32.50%      | 67.50%       |
| 16/02                     | 1/2 Sur 39.85 Ac Deadening Run        | 32.50%      | 67.50%       |
| 28/04                     | Sur 222.90 Ac Big Run                 | 32.50%      | 67.50%       |
| <u>Glenville District</u> |                                       |             |              |
| 09 06                     | N S Kanawha 1.25 Ac Fee               | 32.50%      | 67.50%       |
| 09/07                     | Fee 272.30 Ac N S Kanawha             | 32.50%      | 67.50%       |
| 09/09                     | N S Kanawha 232.68 Ac Fee             | 32.50%      | 67.50%       |
| <u>Troy District</u>      |                                       |             |              |
| 16/31                     | Fee-C 132 Ac Ridge Fink & Cove        | 32.50%      | 67.50%       |
| 21/28                     | Leading Creek Sur 67.40 Ac            | 32.50%      | 67.50%       |
| 21/62                     | Mud Lick 13.25 Ac Fee-C               | 32.50%      | 67.50%       |
| 25/06                     | Fee-C 298.18 Ac Mudlick               | 32.50%      | 67.50%       |
| 25/07                     | Mudlick 45 Ac Fee-C                   | 32.50%      | 67.50%       |
| 26/19                     | Fee-C 335 Ac Mudlick                  | 32.50%      | 67.50%       |
| 26/47                     | 1.40 Ac Fee-C Wolf Pen                | 32.50%      | 67.50%       |

**\*Note:** For verification of the percent of surface ownership in Ernest L. Arbuckle Marital Trust, see Memorandum of Trust, page 2, item no. 6, recorded in Gilmer County DB 491/229, as well as the deed and correction deed mentioned in the next Note.

**\*\*Note:** For verification of the percent of surface ownership in the Ernest L. Arbuckle Family Trust, see deed and correction deed recorded in Gilmer County DB 492/59 & DB 494/5, respectively

**CAREER EXPERIENCE PROGRAM AGREEMENT**

**U.S. ARMY CORPS OF ENGINEERS, HUNTINGTON DISTRICT**

**AND**

**GLENVILLE STATE COLLEGE, DIVISION OF LAND RESOURCES**

This agreement is the basis for developing mutual understanding and respective responsibilities between the U.S. Army Corps of Engineers, Huntington District and Glenville State College, Division of Land Resources in the employment of Career Experience students. The Career Experience program is a planned, progressive education program that provides for the integration of a student's academic studies and federal work experience with the potential of non-competitive conversion into the Federal career service. It is consistent with guidance contained in 5 CFR Parts 213 and U.S. Army Corps of Engineers policy.

**A. Student Eligibility:**

1. Be at least 16 years old;
2. Be a U.S. citizen or national;
3. Meet security and fitness requirements;

**B. Selection:**

1. Enrolled in and recommended by the College's Co-op Program Coordinator;
2. In good academic standing;
3. Meet qualification standards of the position.

A student is appointed on a Schedule B 213.3202 appointment which may not extend beyond 120 calendar days after satisfactory completion of educational and study-related work requirements.

**C. Pay and Benefits:**

1. Students are paid in accordance with established pay schedules.
2. Students are eligible for retirement, life and health insurance, annual, sick and holiday leave.

**D. Work Schedules:**

1. Student work experiences will be planned consistent with the student's academic studies or career goals and can be designed to meet the minimum study-related work hours required for conversion.
2. Work schedules may be full-time or part-time, either alternating with periods of study or concurrent with periods of study.
3. Alternating students are required to have at least **two** work experiences.



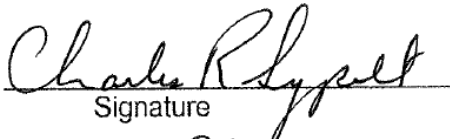
**E. Work Evaluations:**

1. Co-op students will receive a yearly performance appraisal. Results may be shared with Glenville State College.
2. If a student's performance falls below a Satisfactory level, he/she may be given an opportunity to improve or will be separated from the program.
3. Students who fail to meet academic or other requirements for enrollment in the College's Co-op Program will have their employment terminated.

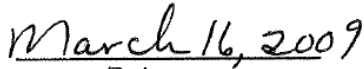
**F. Employment after Completion of Career Experience Program Requirements:**

1. Within 120 calendar days after completing educational requirements, the employing agency may non-competitively promote and/or convert a student to a career or career-conditional appointment;
2. Students must have satisfactorily completed two (2) study-related work hour requirements of the Federal Career Experience Program--which must equal 640 work hours.
3. Trainees disqualified from continuing in the Career Experience Program must be terminated.

**GLENVILLE STATE COLLEGE  
DIVISION OF LAND RESOURCES**

  
Signature

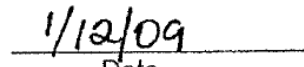
  
Title

  
Date

**HUNTINGTON DISTRICT**

  
Signature

Career Experience Program Coordinator

  
Date

**RESPONSIBILITIES**

**U.S. Army Corps of Engineers, Huntington District:**

**Human Resources Staff:**

1. Designate a staff member to maintain liaison with the College.
2. Inform the College of career experience employment opportunities and provide adequate job descriptions.
3. Establish work schedules consistent with University's academic calendar.
4. Orient new student employee's to the District mission, policies and procedures.
5. Select appointees referred by the College in accordance with Equal Employment Opportunity principles.
6. Process all personnel actions and maintain necessary records related to student employment.

7. Appraise and counsel students regarding their work performance; complete necessary forms; and share progress reports with the College.
8. Notify College of any change in student's employment status.

**Supervisors:**

1. Provide quality work assignments related to student's academic studies or career goals where they can learn and be productive. Provide progressive and diversified work assignments for occupations in which they have an interest.
2. Appraise and counsel students regarding their work performance; complete necessary forms, and share progress reports with the College.

**Glenville State College Division of Land Resources:**

1. Designate a representative to work with the District Career Experience Program Manager.
2. Inform eligible students of career experience opportunities with the Huntington District.
3. Refer interested, qualified candidates without discrimination including veterans discharged under honorable conditions.
4. Correlate work and study in a manner that will expand student's educational development.
5. Furnish requested information related to student's field of study and academic standing.
6. Monitor academic progress.
7. Inform the Huntington District of any change in a student's status including reports on a student's progress and performance.

**Career Experience Student Employees:**

1. Adhere to employer's work schedule and career experience policies and procedures.
2. Assume personal and professional responsibilities for actions and activities.
3. Use a courteous, enthusiastic and professional approach to policies and procedures within the occupation and organization.
4. Meet academic, performance and conduct standards set forth by the College and the Federal Career Experience program.
5. Provide employer and the College Co-op Coordinator with periodic progress reports and the quality of work and study assignments.
6. Work effectively with peers and supervisors.
7. Notify the University and employer of changes in your status.

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Student's Signature

---

Date

**Full consideration will be given to all applicants without regard to race, color, creed, religion, national origin, sex, age, disability or political or personal favoritism.**

## **Appendix II – Course Requirements and Suggested Plan of Study**

**ASSOCIATE OF SCIENCE  
LAND SURVEYING TECHNOLOGY**

**GSC 100 The First Year Experience** **0 hour**

All degree seeking students are required to take GSC 100 during their first semester.

**General Education** **24 hours**

|      |     |                                                   |   |
|------|-----|---------------------------------------------------|---|
| ENGL | 101 | Critical Reading and Writing I                    | 3 |
| ENGL | 102 | Critical Reading and Writing II: Research Writing | 3 |
| ENVR | 101 | Environmental Science (OR)                        |   |
| PHYS | 209 | General Geology (OR)                              |   |
| SCNC | 101 | Earth Science                                     | 4 |
| MATH | 115 | College Algebra                                   | 3 |
| MATH | 120 | Precalculus                                       | 4 |
| NRMT | 125 | Computer Assisted Mapping                         | 3 |
| PED  | 201 | First Aid and Safety                              | 1 |

**Any one of the following:** **3**

|      |     |                                |  |
|------|-----|--------------------------------|--|
| ECON | 201 | Principles of Microeconomics   |  |
| ECON | 202 | Principles of Macroeconomics   |  |
| GEOG | 203 | World Regional Geography       |  |
| HIST | 201 | History of World Cultures I    |  |
| HIST | 202 | History of World Cultures II   |  |
| HIST | 207 | U.S. History to 1877           |  |
| HIST | 208 | U.S. History Since 1877        |  |
| POSC | 203 | American National Government   |  |
| PSYC | 201 | General Psychology             |  |
| SOCL | 205 | Principles of Sociology        |  |
| SOCS | 225 | Introduction to Global Studies |  |

**Area of Specialization** **36 hours**

|      |     |                                                     |   |
|------|-----|-----------------------------------------------------|---|
| FRST | 109 | Dendrology II                                       | 1 |
| FRST | 216 | Wood Identification                                 | 1 |
| LAND | 121 | Introduction to Land Surveying                      | 3 |
| LAND | 123 | Land Survey Descriptions-Interpretation and Writing | 2 |
| LAND | 124 | Land Survey Boundary Law                            | 3 |
| LAND | 193 | Survey Measurement and Computations I               | 3 |
| LAND | 197 | Work Experience                                     | 1 |
| LAND | 230 | Surveying Measurements and Computations II          | 3 |
| LAND | 231 | Retracement Surveys                                 | 3 |
| LAND | 232 | Cartographic Surveying                              | 3 |
| LAND | 240 | Route and Construction Surveys                      | 4 |
| LAND | 241 | Energy Resource Surveying                           | 2 |
| LAND | 244 | Remote Sensing Aerial Photo Interpretation          | 1 |
| LAND | 293 | Survey Decisions/Professional Applications          | 6 |
| MATH | 120 | Precalculus                                         | 0 |

**Total minimum hours required for degree** **60 hours**

**GATEWAY ASSESSMENT - LAND 193 - CAPSTONE ASSESSMENT - LAND 293**

**LAND SURVEYING  
SUGGESTED PLAN OF STUDY**

**FIRST YEAR**

|                                            |                                              |
|--------------------------------------------|----------------------------------------------|
| ENGL 101 .....3                            | FRST 216.....1                               |
| FRST 109 .....1                            | GEOG 203* .....3                             |
| GSC 100 .....0                             | LAND 123 .....2                              |
| LAND 121 .....3                            | LAND 124 .....3                              |
| MATH 115 .....3                            | LAND 193 .....3                              |
| NRMT 125 .....3                            | MATH 120 .....4                              |
| PED 201 .....1                             | <b>Total Hours - Spring Semester .....16</b> |
| <b>Total Hours - Fall Semester .....14</b> |                                              |

**SUMMER**

|               |   |
|---------------|---|
| LAND 197..... | 1 |
|---------------|---|

**SECOND YEAR**

|                                        |                                              |
|----------------------------------------|----------------------------------------------|
| ENGL 102 .....3                        | <b>Total Hours - Fall Semester .....17</b>   |
| ENVR 101, PHYS 209 (OR) SCNC 101 ....4 | LAND 240 .....4                              |
| LAND 230 .....3                        | LAND 241 .....2                              |
| LAND 231 .....3                        | LAND 293 .....6                              |
| LAND 232 .....3                        | <b>Total Hours - Spring Semester .....12</b> |
| LAND 244 .....1                        |                                              |

\*Suggested course due to being required in 4-year surveying degree.

## **Appendix III – Faculty Vitae**

**Doyle Hupp Jr.**  
**P. O. Box 647**  
**304-354-7035**  
**Grantsville, WV 26147**

**EDUCATION:**

*Calhoun County High School*

- May 1979

*Glennville State College*

- Associate of Science Degree in Land Surveying  
August 1982

**PROFESSIONAL EXPERIENCES:**

- *Glennville State College* August 2019 - Present  
Lecturer of Land Surveying
- *HUPP Surveying and Mapping* 1988 - Present  
33 years of management experience as the Owner and Principal in charge. Operated the organization and controlled all phases of work undertaken by the company since its conception in 1988 including accounting, business plans, tax planning and legal issues. The company has worked throughout the state as well as in the neighboring States, providing Boundary, Topographic Mapping and Construction services. Approximately 80 percent of work has been Oil & Gas Industry related.
- *Glennville State College*  
Interim Instructor Spring Semester 1987
- *Smith Land Surveying* 1982 – 1987
- *Smith Land Surveying* 2000 – 2003  
Joined SLS, Inc. in July 2000 as a Project Coordinator thereby adding more expertise and diversity to a growing company. Working throughout the state providing all phases of services including Global Positioning Systems for Contractors, Developers & Design Related Professionals.

## **ACTIVITIES:**

- Midget League football coach 1991-1993
- National Federation Interscholastic Coaches Education Program
  - Sports Science
  - Sports First Aid
- Calhoun County middle school head football coach 1993 - 1995
- Calhoun County HS volunteer assistant varsity football coach 1993 - 1995
- Calhoun County HS assistant varsity girls basketball coach 1995 – 1997
- Calhoun County middle school girls basketball coach 1998 – 1999
- Vice President Calhoun County Athletic Complex Committee 2000 - 2002
- Calhoun County HS varsity girls coach 1999 – 2005
- Calhoun County HS assistant varsity football coach 1995 – 2008
- Calhoun County HS varsity football coach 2008 - 2010
- Calhoun County HS assistant varsity boys basketball coach 2013 - 2019
- Temporary Permit WV Department of Education 1997-present

## **SPECIAL TRAINING:**

- Yearly continuing education credits (8 minimum) in Surveying & Business related topics.
- US geological Survey National Mapping Center Resource and information.
- Land Sat Image Interpretation at Purdue University (1986)
- Soil Erosion and Sediment Control Plans (1986)
- Spill Prevention Control and Countermeasure Plans
- Computer Training at CLM Systems, Tampa, Florida (1986)
- Erosion and Sediment Control - WV Dept of Natural Resources (1991)
- Workshop on Sediment and Erosion Control (1992)
- Training Institute Course in Erosion and Sediment Control - Glenville State College (March 1995)
- Troxler Nuclear Testing Equipment Course (1996)
- Yearly training GSC Instructors (2019 - )
- Member of WV Board of Professional Surveyors exam writing committee.
- Member of WV Society of Professional Surveyors
- Member of WV Society of Professional Surveyors Education Committee.

## **RECOGNITIONS:**

- *Licensed Professional Surveyor #834*  
State of West Virginia December 1987
- *Licensed Property Line Surveyor #489*  
State of Maryland May 1989
- *State Director of WVALS*  
1995-1998



**Earl N. Thompson**  
PLS # 2288  
1041 Butchers Run Road  
Cedarville, Wv 26611  
Home Phone\_304-462-4743  
Cell Phone\_270-945-2182  
Earl.Thompson@glenville.edu

### Work Experience

- Glenville State College  
Instructor of Land Surveying  
Fall 2019
- Willow Land Surveying  
2017-2019  
Field Operations Manager
- Smith Land Surveying  
1990-1993 / 2008-2017  
Field Technician, Crew Chief, Project Manager
- Hoosier Air Transport  
1997-2002 / 2002-2004  
Team Driver, Over the Road Truck Driver, Repairs
- Lockheed Martin  
2002-2004  
Equipment Exerciser, Mechanic
- Interstate Amusements Inc.  
1993-1997  
Ride Operator, Foreman

### Education

- Gilmer County High School, 1990
- Glenville State College, 1992  
Associate's Degree in Land Surveying Technology

### Accomplishments

Spring 2013 Passed the FS exam  
Spring 2014 Passed the PS exam  
OSHA 10 Safety Training  
First Aid and Safety Training  
Certificate of completion for an 8 PDH hours course in Highway Surveying  
Certificate of completion for an 8 PDH hour course in Geodetic and Control Surveying  
Certificate of completion for an 8 PDH hour course in Minimum Standards in Ethics for Surveying  
Member of the West Virginia Society of Professional Surveyors  
Certified in the Safe Handling of Fuel for military equipment  
Certified in Warehouse Safety

### Meetings/Events/Activities

Meeting to discuss updating Learning Objectives for Land Surveying Assessments  
Emergency Response Training with Ron Taylor  
Department Meeting to discuss updating requirements for summer work experience classes  
Conversation Day. October 17, 2019

Nature Trail Dedication Event. November 7, 2019  
Department Meeting to Discuss Recruiting and create a Recruiting Plan  
Meeting to Discuss Land Surveying Curriculum Changes  
Meeting with USFS to discuss internships

### Seminars

Internship Experience Presentations by Land Resources Land Surveying students  
Internship Experience Presentations by Land Resources Environmental and Forestry students  
WV DOH Internship & Employment Opportunities Seminar  
OSHA: Safety in the Workplace Seminar  
USACE Internship Opportunities with Stonewall Jackson and Burnsville Lake  
Geodetic Surveying in the USA – Past, Present and Future! Seminar  
USFS Seminar about Summer Internships and Career Opportunities

### Professional Presentations

Presented at WVSPS Convention. February 15, 2020.

### Recruitment

Meeting with Gilmer County High School FFA Forestry CDE Team  
Visited Gilmer County High School 6<sup>th</sup> grade to discuss college opportunities and careers in Land Surveying  
Visited Gilmer County High School to discuss careers in Natural Resource Management  
Virtual Recruiting – ELM/LS. May 18, 2020  
Virtual Recruiting – NRMT Program and GSC EQT High School Program  
Virtual Recruiting – Land Surveying, Energy & Land Management, Criminal Justice

### Services

Library Advisory Committee, fall 2019  
Financial Aid Appeals Committee, spring and summer 2020

## **Adam Black**

98 Mellert Drive

Scott Depot, WV 25560

Phone: (304)-972-8170

Email: adamjosephblack@gmail.com

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### **EDUCATION:**

#### **Appalachian School of Law, Grundy, Virginia**

Juris Doctor received 2010

Honors: Dean's List

Activities: National Moot Court Competition Team 2008-2010

2009 National Constitutional Law Moot Court Competition Participant

2010 National Environmental Law Moot Court Competition Participant

#### **Marshall University, Huntington, West Virginia**

Bachelor of Arts in History received 2007

Minor in Economics

Honors: Conference USA Commissioner's Academic Honor Roll

Dean's List

Activities: Marshall University Football Team Quarterback 2002-2006

### **EXPERIENCE:**

#### **Glenville State College, Department of Land Resources, Glenville, West Virginia**

August 2013 – Present

Associate Professor 2019 – Present

Assistant Professor 2013 – 2019

Classes Taught:

BUSN 270: Business Law I; BUSN 470: Business Law II; ENVR 255:

Health and Safety; ENVR 393: Environmental Compliance; GSC 100: First-Year

Experience; LAMN 193: Principles of Energy and Land Management; LAMN 293: Land

Titles and Abstracting; LAMN 397: Work Experience; LAND 123: Legal Descriptions;

LAND 124: Boundary Law; NRMT 125: Computer Assisted Mapping; NRMT 234: GIS-

Applications I; NRMT 311: Natural Resources Permitting; NRMT 410: Energy Resource

Law; SMGT 430: Legal Aspects of Sport; WLMT 301: Wildlife Law and Policy

Committees Served:

Assessment; Academic Appeals; Faculty Senate; Higher Learning

Commission Accreditation Criterion Two Team; Higher Learning Commission

Accreditation Criterion Two: Team Chair; Honors Program Pioneer Showcase; Retention;

Student Government Association Advisor; Student Life

#### **LPR Land Services, Bridgeport, West Virginia**

Summer 2014

Crew chief for a group of 10 oil and gas abstractors in Gilmer County, West Virginia

#### **Chesapeake Energy, Canton, Ohio**

2011 – July 2013

Associate Landman

Title abstracting from patent to present day; creating detailed spreadsheets for surface and mineral ownership of parcels; researching each company's working interest in a drilling unit; creating a map of all oil and gas leases within a drilling unit; identifying any leases that need modifications due to their unit restriction being less than our proposed drilling unit

**West Virginia Public Defender Corporation, Princeton, West Virginia**

Intern, Summer 2009

Represented indigent clients on misdemeanor cases through West Virginia's third year practice license; interviewed prospective clients and assisted in the resolution of legal issues; helped research and write two appeals to the Supreme Court of West Virginia

**Legal Aid of West Virginia, Huntington, West Virginia**

Intern, Summer 2008

Assisted in the representation of indigent clients in civil litigation; researched and wrote motions for ongoing civil litigation; conducted initial interviews of prospective clients

**PUBLICATIONS:**

Black, Adam. 2017. "Sustainable Development: West Virginia Students Utilize State's Wealth of Resources." West Virginia Executive Magazine. March 14, 2017

**PRESENTATIONS:**

Larry Baker, Neal Benson, Adam Black, Duane Chapman, Gary Morris, David O'Dell, Melody Wise. "HLC Assurance Team Campus Update: Spring 2019." Faculty Workshop for Glenville State College, Glenville, WV. January 2019

Larry Baker, Neal Benson, Adam Black, Duane Chapman, Gary Morris, David O'Dell, Melody Wise. "HLC Assurance Team Campus Update: Fall 2018." Faculty Workshop for Glenville State College, Glenville, WV. August 2018

Larry Baker, Neal Benson, Adam Black, Duane Chapman, Gary Morris, David O'Dell, Melody Wise. "HLC Assurance Team Campus Update: Spring 2018." Faculty Workshop for Glenville State College, Glenville, WV. May 2018

Adam Black, Kandas Queen and Melody Wise. "Best Practices for Keeping Students Learning and Administrators Happy." Faculty Workshop for Glenville State College, Glenville, WV. April, 2017

Adam Black and Jared Wilson. "Fun with Fundamentals." Land Resources Exploration Day. Glenville, WV. April, 2017

"What is title?" Gilmer County Elementary School Dominion Grant Seminars, Glenville, WV. April, 2017.

"History of Land Boundary: Creation and Ownership." Gilmer County Elementary School Dominion Grant Seminars, Glenville, WV. April, 2017.

“Oil and Gas Industry in West Virginia.” Gilmer County Elementary School Dominion Grant Seminars, Glenville, WV. March, 2017.

Adam Black and Jared Wilson. “Fun with fundamentals.” Natural Resources Exploration Day. Huntersville, WV. April, 2016

“Fundamentals of Title Abstracting.” LPR Land Services, Bridgeport WV. May, 2014.

“Heirship in West Virginia.” LPR Land Services, Bridgeport, WV. May, 2014.

Oral Argument for the Appellant. 2010 National Environmental Law Moot Court Competition, Pace University, White Plains, NY

Oral Argument for the Respondent. 2010 National Environmental Law Moot Court Competition, Pace University, White Plains, NY

Oral Argument for the Respondent. 2009 Appalachian School of Law Intra-School Moot Court Competition, Appalachian School of Law, Grundy, VA

Oral Argument for the Appellant. 2009 National Constitutional Law Moot Court Competition, College of Charleston, Charleston, S.C.

Oral Argument for the Respondent. 2009 National Constitutional Law Moot Court Competition, College of Charleston, Charleston, S.C.

## CHRISTIAN DEGRASSI, M.A.

901 Walnut Street  
Glenville, WV 26351  
(603) 285-5551  
[chris@clandegrassi.com](mailto:chris@clandegrassi.com)

### EDUCATION

- 2002 – 2004 **M.A. in Geography** – Appalachian State University, NC  
Thesis: “*Snow and ice cover changes in the glaciers of the Cordillera Real (Bolivia) 1987-2001: A remote sensing study*”  
Adviser: Micheal Mayfield, Ph.D.  
GPA 4.0  
Outstanding Graduate Student Award & Graduate Teaching Assistant Award
- 1989 – 1994 **B.S. in Geology** – University of Trieste, Italy  
Thesis: “*Ostracods and Sediments of Mantua Lake, Italy: Comparative Paleoecology*”  
Adviser: Nevio Pugliese, Ph.D.  
GPA 4.0  
Summa cum Laude
- 2006 – 2009 **Geographic Information Systems Training and Certification** – ESRI Redlands, CA  
Hydrologic and Hydraulic Analysis Using ArcGIS.  
Working with CAD Data in ArcGIS Desktop.  
Working with Geometric Networks for Utilities  
Extending the ArcGIS Desktop Applications in C#  
Programming ArcObjects Using VBA.

### TEACHING EXPERIENCE

- Adjunct Faculty** - Cypress College, Cypress, CA Aug 2004 – Dec 2007  
*Geographic Information Systems (GIS), Geography, and Geology*  
Prepared student for the GIS Technician Certificate. Lectures and labs included special and advanced GIS topics. Introduced students to real world GIS processes and procedures such as on-screen digitizing, geodatabases, raster analysis, watershed delineation, flood analysis (ArcHydro, HEC-GeoHMS, HEC-GeoRAS). Prepared and taught lectures and labs of Physical Geology, Geomorphology. Hydrology, Topography. Lectures of World Regional Geography and Human Geography.
- Adjunct Faculty** - Saddleback College, Mission Viejo, CA Aug 2006 – May 2007  
*Geography*  
Physical Geography Labs lecturer: Topography, Hydrology, Weathering and Erosion processes.

**Adjunct Faculty-** Appalachian State University, Boone NC

Jan 2002 – May 2004

**Teaching Assistant**

*Geography*

Prepared and taught Physical Geography, Geographic Information Systems (GIS), Remote Sensing (RS), and Hydrology labs.

Prepared educational material and taught GIS workshops for professionals. Maintained 3 computer labs, including system upgrades, networking, data managements, and backups; provided students and faculty support.

**Adjunct Faculty-** Caldwell Community College, Hudson, NC

Aug 2001 – Dec 2001

*Computer Science / IT*

Prepared and taught topics in basic & advanced Computer Information Systems and Technology.

Lectures in Introduction to Computers, Advanced Excel, Introduction to Microsoft Office.

## **BROAD TEACHING INTERESTS**

Geomorphology, Hydrology, Geography, Geology, Drilling and Prospection, Physics, Computer Science, Robotics, Electronics, Woodworking, Outdoor Survival, Fishing, Archery, Marksmanship, Ethics

## **PROFESSIONAL WORK EXPERIENCE**

**R Statistics Programming Consultant**

Aug 2011 – Present

Consulted ecologist researchers to develop ecological population, community, occupancy, and spatially explicit capture-recapture models using R statistical programming language.

**Consultant, Software Engineer, IT Director, Senior GIS Analyst**

Apr 2010 – Present

*Environmental Intelligence – Laguna Beach, CA*

Developed Environmental Compliance Web Portals to provide data management, reporting services, and real time GIS Mapping to field environmental monitoring operations executed to comply to Federal, State and Local government environmental requirements (i.e CEQA, NEPA, F&W, and others). The system implementation is based on ASP.Net MVC (C#), Javascript, AJAX, JQuery, ESRI API's, OpenLayers API's, and SQL Server database.

As Senior GIS Analyst I was in charge of geo-datasets management and designs, ArcGIS Server maintenance, and I provided supervision and support to the execution of GIS operations. As IT Director I performed system administration and IT support and maintenance; I have entirely designed the company network, installed and maintained five Hyper-V based servers, and supported 10+ user desktops.

**Senior Software Engineer**

Feb 2012 – Mar 2015

*University of Vermont – Burlington, VT*

Developed new version of ADM for the cloud and desktop. ADM is a suite of applications used worldwide by psychiatrists and clinicians to evaluate children, families and adults syndromes.

I participated and developed on all phases of the project (server side, client UI, database)

Developed .NET applications in C# to support data management for breast cancer research;

Design and maintain related Microsoft SQL Server databases and database objects. Convert and upgrade GUI and code of legacy FoxPro and MS Access applications to .NET 4.0.

**GIS Software Developer**

May 2009 – May 2010

*MapWindow GIS Open Source Development ([www.mapwindow.org](http://www.mapwindow.org))*

Developed and maintained free hydrology open source GIS plug-ins for MapWindow GIS project. Developed and released alpha version of HEC-RAS Utilities plug-in, a HEC-RAS modeling interface for MapWindow GIS, and JeoPeg plug-in, a utility to import location from geo-tagged jpegs to a point shapefile.

**GIS Manager; Senior GIS Analyst; Software Developer**

Apr 2006 – May 2009

*PACE - Pacific Advanced Civil Engineering – Fountain Valley, CA*

Coordinated the GIS Department personnel and production. Managed GIS based projects for water resources, storm water engineering, FEMA flood control, utilities inventories, and land development. Managed and created cartographic products, exhibits and maps for project reports. Provided support to engineers and clients in solving spatial problems. Handled all data management including quality control, geodatabase design, SQL DBMS, and file data maintenance. Provided hydraulic and hydrologic modeling (HEC-GeoRAS, HEC-GeoHMS, ArcHydro, WMS, FLO2D, AES). Performed spatial analysis and statistics on topographic Lidar/DEM models, landuse plans, and historical and contemporary aerial photography. Performed survey grade GPS measurements with Trimble and Thales equipment on ESRI mobile ArcPAD. Developed GIS software and GIS customization (C#, VB.NET, VBA), Web Services and Internet Map Services.

**San Juan Creek Watershed Study – Orange County, CA**

Responsible for the development of hydro tools to improve work flow, processing time, and quality control, including a GIS to AES data exchange application. Conducted maintenance and quality control of the GIS geodatabase including 63 regional watersheds, 1276 sub-basins, associated nodes, stream network, attribute tables, land use, soil, and land development plans. Coordinated and executed the production of cartographic products, exhibits and maps for the project reports.

**Newhall Ranch Homestead Hydrology & Hydraulics Analysis – Los Angeles County, CA**

Headed the efforts for the development of hydraulic tools including a fast HEC-RAS velocity modeler for ArcGIS that was implemented within the project bank stabilization analysis alternatives. Support to WMS 8.0 hydrological analysis with management and quality control of 2D and 3D GIS layers.

**Hitch Ranch – Ventura County, CA**

Responsible for the development of ArcGIS tools that interface with Ventura County engineering rational method hydrological models, and allow for faster and more accurate processing and mapping of models. In charge of the GIS data maintenance and quality control, as well as the cartographic production. The geodatabase includes existing and proposed conditions and associated watersheds, sub-basins, nodes and streams networks, piping and engineered water features.



## **Senior GIS Analyst; Software Developer and IT System Administrator**

Jul 2004 – Apr 2006

*GPS Landworks, Inc.* – Newport Beach, CA

Provided GIS support for land development & project management. Performed take-offs and earthwork estimates through analysis of existing and proposed terrain conditions. Produced cartographic representation and mapping products illustrating land development phases and progress, including utilities layout, lots and pads, and work plans schedules. Administered hardware and software maintenance, scheduled backups, data management, and quality control. Performed survey grade GPS measurements with Trimble equipment and ESRI ArcPAD. Developed GIS software and customization (C#, VB.NET, VBA), develop web based customer support interfaces & Internet Mapping Services. Developed an internal accounting application and maintained its SQL database.

### **Golden Valley Ranch - Los Angeles County, CA**

Managed data resources for project management, earth work calculations and GPS surveying. The project involves calculation, revision and project cost management to improve work flow performance and time scheduling of construction phases, including maintenance of utility databases, take-offs and land development costs estimate.

## **Field Geologist/Engineer**

Dec 1996 – May 2000

*Schlumberger Oilfield Services* - Milan, Italy and Sugarland, TX

Performed advanced borehole geophysical prospection to target oil reservoirs through application and interpretation of electric, sounding, gamma ray, and nuclear logs. Duties included installation, maintenance and calibration of sophisticated sensors and logging equipment. Established close client relations by ensuring prompt responses to client's needs and inquiries.

## **SOFTWARE ENGINEERING AND SKILLS**

### **Programming Proficiency:**

.NET (C#, ASP.NET MVC, WebForms, WinForms, XAML)  
T-SQL and general SQL (Stored procedures, Views, Triggers, Maintenance, etc)  
HTML5/CSS, JavaScript, JQuery, Ajax, Bootstrap  
ESRI ArcGIS ArcObject

### **Programming Knowledge:**

VB.NET, C/C++, R, Python, PHP, VBA

### **Libraries and Frameworks:**

MVC and WebAPI, REST, XML, JSON  
NHibernate, Entity Framework  
N-Unit testing / Moq  
IoC/DI technology (Autofac)  
Telerik DevCraft (Kendo UI, Reporting)  
OpenStreetMaps UI for the Web  
Microcontrollers: Arduino/AVR, ESP32 and ESP8266

### **Tools:**

Team Foundation Server, Subversion, Git, Bitbucket, SourceTree Continuous Integration, Bug Tracker.

## **OUTREACH**

### **Certified Instructor**

2012– 2017

*Vermont Fish and Wildlife, Milton, VT*

Teach hunter safety education in classroom and field settings to children and adults. Topics includes: safety, ethics, conservation, first aid, survival skills.

### **Volunteer Instructor**

2012– 2017

*Machia Wilderness Camp, Jericho VT*

Teach outdoor activities including sports, hunting, marksmanship, fishing, to children between the ages of 8 and 16, during summer camp.

## **SKILLS**

Federally Licensed Amateur Radio Operator, SkyWarn trained spotter, build radios, electronic devices, Raspberry Pi & Arduino programming, robotics, woodworking and craftsmanship, create maps, cartography, orienteering, kayaking/canoeing, hiking, camping, cross country skiing, snowboarding, archery, marksmanship, biathlon, dog training, dog agility training. Past certifications include: CPR, firefighting, deep water survival

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# JACOB PETRY

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Grantsville, WV 26147 ♦ Cell: (304) 593-4986 ♦ [Jacob.A.Petry@gmail.com](mailto:Jacob.A.Petry@gmail.com)

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## PROFESSIONAL SUMMARY

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Faculty well equipped to adopt new material or policy to help students comprehend subject matter. Exceedingly prepared to instruct both large class sizes and smaller groups depending on enrollment demands. Outgoing personality with outstanding history of professional relationships with students, staff, and faculty members.

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## WORK HISTORY

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**Lecturer of Land Surveying**, 12/2021 to Present

**Glennville State College** – Glennville, WV

- Introduction to Land Surveying
- Survey Math & Geomatics I
- NCEES FS Exam Review
- Computer Assisted Mapping
- Remote Sensing and Aerial Photo Interpretation
- Introduction to Drone Technology
- Advised a student in undergraduate research in collaboration with Department Chair

**Adjunct Instructor**, 08/2021 to 12/2021, 08/2020 to 12/2020

**Glennville State College** – Glennville, WV

**Mathematics Tutor**, 01/2019 to 05/2020

**Glennville State College** – Glennville, WV

Increased students' understanding on the following courses:

- Calculus I, II, and III.
- College Trigonometry.
- College Algebra.

**Land Survey Intern**, 05/2019 to 08/2019

**Antero Resources Corp.** – Marietta, OH

- Assisted in collecting Shallow Well data.
- Utilized GPS and basic field survey equipment.
- Drafted in AutoCAD 2019.
- Created exhibits with drones utilizing FAA Part 107, Unmanned Aircraft Pilot Certificate.

**Infantry Rifleman, 07/2015 to 12/2016, (Retired)**

**U.S. Army – Fort Polk, LA**

- Developed and maintained physical training plans and exercises for soldiers.
- Assisted in health and rehabilitation.
- Taught basic fundamentals of tactical field care, transportation and evacuation, land navigation, construction of minor fortifications, first aid, and battle drills.

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**EDUCATION**

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**Professional Science Masters:** Engineering and Business, expected graduation 12/2023

**University of Maine - Orono, Maine**

- Concentration in Surveying Engineering

**Bachelor of Science:** Natural Resource Management with a Minor in Mathematics, 12/2021

**Glennville State College - Glennville, WV**

- Graduated summa cum laude
- 6 weeks of upper-level undergraduate mathematics research, sponsored by NASA West Virginia Space Grant Consortium, Summer 2020
- 16 weeks of upper-level undergraduate research: *Predicting Tree Diameter, Height, and Crown Area from Drone Aerial Imagery*, sponsored by NASA West Virginia Space Grant Consortium, Spring 2021
- President’s List: Spring 2018 - Fall 2021
- Member of Chi Beta Phi, International Student Association, Land Surveying Club, Forestry Club

**Associate of Science:** Land Surveying Technology, 05/2020

**Glennville State College - Glennville, West Virginia**

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**ACCOMPLISHMENTS**

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- Facilitated NCEES accreditation of 4-year Land Surveying degree at Glennville State College, 2022
- Acknowledged in *Mathematics Magazine* for solving problem 2095, VOL. 94, NO. 2, April 2021
- Awarded 1<sup>st</sup> Place at Glennville State College Pioneer Showcase in Science & Math, April 2021
- Awarded Citations from West Virginia Governor Earl Ray Tomblin and the State Legislature for 180 hours of volunteer cleanup of the Brown Cemetery in Hartford, West Virginia, December 2015

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**SKILLS**

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- |                             |                      |                                     |
|-----------------------------|----------------------|-------------------------------------|
| • Mathematical calculations | • Lesson Development | • Individualized Student Assistance |
| • Testing & Evaluation      | • Teachable          | • Excellent work ethic              |
| • Academic Research         | • Leadership         | • Online teaching                   |

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**CERTIFICATIONS**

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- West Virginia Board of Professional Surveyors, **Surveyor Intern, S.I. # 219**, November 2020
- FAA 107 Unmanned Aircraft Pilot Certificate, 2019
- SafeLandUSA Certificate, 2019

**THOMAS EDWARD SNYDER**

1968 Churchville Road  
Camden, West Virginia 26338  
(304) 269-1560 (Home)  
(304) 517-7974 (Cell)

**EDUCATION**

Glenville State College, Glenville, West Virginia. August 1977 – May 1982.

Bachelor of Arts in Business Administration Degree.  
Major concentration in Management

Associate in Science Degree in Forest Technology

Associate in Science Degree in Land Surveying

**WORK EXPERIENCE**

**ACADEMIC LABORATORY TEACHING ASSISTANT – November 1984 to present.**

Glenville State College, 200 High Street, Glenville, West Virginia 26351

Responsibilities include maintenance of vehicles, assisting students in laboratory exercises, assisting with Dendrology and Wood Identification courses, demonstrating the use of handheld equipment, instructing students in the operation of heavy equipment (JD 450 C, Case 850 Dozer, JD 440 B Skidder), requisitioning equipment for the department, scheduling vehicles for field trips, supervising student assistants, maintaining access roads on the College property used by the department.

**SURVEYOR – October 1982 to November 1984.**

Davis Land Surveying, Weston, West Virginia 26452

Responsibilities included Headchain, Instrument Man, Drafting, and Deed Research.

**RESIDENT ASSISTANT – March 1981 to May 1982.**

Glenville State College, Glenville, West Virginia 26351

Responsibilities included monitoring student interaction, enforcing residence hall regulations.

**PROFESSIONAL INVOLVEMENT**

Attended Society of American Foresters Regional Meeting

Attended Gypsy Moth Seminar

Attended Council of Eastern Forestry Schools

Instructed a seminar on the use of heavy equipment in forestry to a group of twelve Chilean Educators

Instructed a Wood Identification course for candidates preparing for the West Virginia Association of Land Surveyors Examination

Member – West Virginia Association of Land Surveying

West Virginia Forestry Association – Logger Safety Initiative Facilitator – 2012

Taught Tree Identification for Department of Highways at Pipestem State Park – 2013

Hunter Education Program Instructor since 2005

Hunter Education Program Leader (Lewis County) since 2010

Member Board of Directors West Virginia Trappers Association 2013

Taught Tree Identification for Department of Highways at Camp Dawson 2021

## **HONORS AND AWARDS**

Registered Forester 504, October of 2000

Honorary member of the Glenville State College Forestry Club

Department of Natural Resource Hunter Education Program Instructor of the Year – 2011

Enshrined into the West Virginia Agriculture & Forestry Hall of Fame 2019

Inducted into the West Virginia Trappers Association Hall of Fame 2021

## **SPECIAL SKILLS**

Game of Logging Instructor – Level II

# Charles R. Sypolt, A.S., B.S., M.S.

## Professor Emeritus

Department of Land Resources  
Glennville State College  
200 High Street  
Glennville, West Virginia 26351

3888 Highway 5 West  
Glennville, WV 26351  
(304) 462-8922  
charles.sypolt@glenville.edu

## Education

|      |      |                                                                         |
|------|------|-------------------------------------------------------------------------|
| 1964 |      | High School Diploma, Rowlesburg High School                             |
| 1975 | A.S. | Land Surveying, Glennville State College, Glennville, West Virginia.    |
| 1970 | B.S. | Forest Management, West Virginia University, Morgantown, West Virginia. |
| 1971 | M.S. | Forest Hydrology, West Virginia University, Morgantown, West Virginia.  |

Completed 39 hours of additional academic work after the Masters Degree.

Worked with Drs. Bill MacDonald and Mark Double on chestnut blight research for three summers at West Virginia University.

## Licensure

Professional Surveyor #529 (1975)  
Registered Forester #360 (1995)

## Teaching Experience

Taught a variety of classes in Forestry and Land Surveying from 1973 to 2014 at Glennville State College in Glennville, West Virginia and attained the rank of professor.

Classes taught include: Forest Ecology, Silviculture, Tree and Wood Identification, Forest Management, Timber Harvesting Techniques, Introduction to Land Surveying, Forest Surveying, Measurements and Computations I, Computer Assisted Mapping, Geographic Information Systems, Retracement Surveys, Hydrology and Drainage, Energy Resource Surveying, and Professional Decisions.

Served as Department Chairman on three occasions with the last being from August 2006 thru 2012.



## **Professional Experience**

**Forestry** -I completed several timber cruises, advertised the sales, and monitored the harvesting operations.

Operated a Christmas tree farm for over 35 years and have grown several different species of trees. Own and manage approximately 420 acres of forest land in central West Virginia.

Helped develop a spreadsheet for timber cruising.

Started two chestnut orchards with the cooperation of The American Chestnut Foundation at Glenville State College in the spring of 2009 and 2011.

**Surveying** – I worked for several summers for Smith Land Surveying in Glenville, WV and consulted on several projects with Echard Surveying. These projects have involved retracement, topographic and hydrology and subdivision design surveys.

I served on the complaint review committee for the Board of Examiners of Land Surveyors and have done investigative work for them. I also served on the exam writing committee for many years.

## **Professional Memberships**

West Virginia Society of Professional Surveyors

West Virginia Forestry Association

The American Chestnut Foundation

West Virginia Farm Bureau

## **Activities Since Retirement in 2014**

I oversaw the development of two nature trails. One of these was on the Gilmer County Park and Recreation Center of approximate .9 miles in length and the other one was on the Glenville State College property of about 0.5 miles in length.

I have taught a boundary law review seminar for the West Virginia Society of Professional Surveyors since 2014. I had served as President of the Society twice in previous years. I also served on the Board of Professional Surveyors for many years and served one term on the West Virginia Forestry Association Board of Directors. Last year I co-taught a seminar for the Society concerning the history of land surveying during my career at Glenville State College.

In the fall of 2020, I co-taught a hydrology and drainage course at the College. I also taught a lecture concerning trail building and maintenance at the College. I am currently teaching two lectures and labs at GSU (GSC) concerning mine surveying. I have been asked to co-teach the hydrology and drainage course again this fall.

**Additional Awards**

I served as a Faculty Marshall at GSC

Attained the rank of Specialist 5 in the U.S. Army

Inducted into the Agriculture and Forestry Hall of Fame

Outstanding Forestry Alumni of WVU

Surveyor of the Year

Faculty Marshall

**JAMES R. WITTE (Retired)**  
5689 Sinking Creek Road  
Cox's Mills, WV 26342  
(304) 462-7920  
E-mail: [james.witte@glennville.edu](mailto:james.witte@glennville.edu)

**Education:** *B.S. in Business Administration* (December, 1986) Glennville State College  
Glennville, WV 26351

*A.S. in Land Surveying* (December, 1986) Glennville State College Glennville, WV  
26351

Graduate courses in Distance Education (2001-2003)  
University of Maryland, University College, Adelphi, MD 20783

Master Degree in Technology Education, (Dec 2006)  
West Virginia University, Morgantown, WV 26501

**Licensure:** *Professional Surveyor* WV License #1976

**Teaching Experience:**

*Assistant Professor of Land Surveying* (2001-present) Glennville State College  
Glennville, WV 26351 Classes taught include: Computer Assisted Mapping,  
Introduction to Land Surveying, Forest Surveying, Route Construction and  
Design, Legal Descriptions: Interpretation and Writing, Cartography, and  
Computations II.

*Adjunct Instructor* (1990 –2000) Glennville State College Glennville, WV 26351  
Taught Computer Assisted Mapping and Design.

*Program Speaker* (2003-2006) Invited speaker at the WV Association of Land  
Surveyors Annual conference. Delivered seminars on land surveying and  
presented workshops for surveyors preparing to take the licensing exam.

**Professional Land Surveying Experience:**

*Surveyor* (2001) Covey Engineering, Sutton, WV 26601 Responsibilities  
included all aspects of surveying, encompassing both field and office work,  
including mine permitting, AML and NPDES design and extensive experience in  
computer applications.

*Surveyor* (1998-2000) Zande and Associates Buckhannon, WV 25314  
Responsibilities included a broad range of surveying applications as well as the  
use of computer assisted mapping technology.

*Computer Operator/CADD Specialist, Surveyor (1987-1998) Smith Land Surveying, Inc. Glenville, WV 26351 Responsibilities included performing boundary surveys, oil and gas well locations. Computer skills included data input and mass storage of all field information, final computer based calculations, hard copy output, plats, computerized drafting and design, small access road design and related earthwork computations, and topographic surveys.*

**Professional Membership:**

West Virginia Society of Professional Surveyors  
West Virginia Farm Bureau

**Continuing Education and Professional Development.**

Since joining the faculty of GSC in August, 2001, I have completed course work in Technology Education and attended seminars on a variety of topics. These are listed by year and include:

| YEAR | ACTIVITY                                                                                                                                                                                                                                 |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2006 | Rights of way and Geometry of the roads in WV, and Civil War Surveying, an Historical perspective. In addition to attending classes and seminars, I have given a licensing review class for the WVSPS in the years 2004, 2005, and 2006. |
| 2005 | The Use and Preparation of Boundary Agreements in the resolution of boundary disputes.                                                                                                                                                   |
| 2004 | Positional Accuracy Standards                                                                                                                                                                                                            |
| 2003 | Rural and city lot boundary solutions, Structure and uses of Continuously Operating Reference Stations (those maintained by the NGS) and Standards and Ethics as provided by the Board of Examiners for Surveyors in WV.                 |
| 2002 | Surveying Instrument adjustment and maintenance, Legal aspects of client and employee relations.                                                                                                                                         |

**MR. JARED D. WILSON**

Department of Land Resources  
Glenville State College  
Glenville, WV 26351  
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**POSITION**

Assistant Professor of Land Surveying

**EDUCATION**

M.S. May 2001 – May 2002      Engineering Technology, East Tennessee State  
University, Johnson City, TN 37614  
B.S. September 1997 – May 2001      Surveying and Mapping, East Tennessee State  
University, Johnson City, TN 37614

**TEACHING AND ADVISING**

*Land Surveying Professor, Glenville State College*

- Coordinator for the land surveying program
- Planned and taught courses in elementary land surveying, drafting, geographic information systems, advanced land surveying computations, and land hydrology
- Used instructional technology to enhance pedagogical technique
- Review course curriculum and determine if the material follows NCEES and West Virginia guidelines for land surveying applications
- Review software applications and learn the concepts of each to instruct students in drafting and surveying techniques
- Serve as faculty advisor for the Glenville State College chapter of the West Virginia Society of Professional Surveyors
- Troubleshoot various software and hardware problems for the Surveying Technology Program

*Lecturer of Land Surveying, East Tennessee State University*

- Reviewed course curriculum and determine if the material follows NCEES guidelines for land surveying applications
- Reviewed software applications and learn the concepts of each to instruct students in drafting and surveying techniques
- Served as faculty advisor for the East Tennessee State University chapter of the ACSM surveying and mapping science club
- Performed student advisement counseling
- Aided in the ABET accreditation program for the Surveying and Mapping Science Program
- Served on the College of Business and Technology's Ethics Task Force
- Served on the various search committees for the Department of Technology and

## Geomatics

- Troubleshoot various software and hardware problems for the Surveying and Mapping Science Program
- Maintained the Surveying and Mapping Science Program's equipment facility
- Obtained new equipment for the students and department

## PRESENTATIONS

Drew Amick, Joseph Nichols, Ryan Slider, Jack Varndell and Jared Wilson. April 2017. Boundary Analysis and Location of 895 Walnut Street, Glenville, WV. 2017 Pioneer Showcase, Glenville State College, Glenville, WV.

Benjamin Atkinson, Brandy Bachman, Christopher Varner, Brandon Wotring, and Jared Wilson. April 2017. Boundary Analysis and GIS Representation of 411 Kanawha Street, Glenville, WV. 2017 Pioneer Showcase, Glenville State College, Glenville, WV.

Adam Black and Jared Wilson. Fun With Fundamentals. Land Resources Exploration Day. April 2017. Land Resources Exploration Day, Glenville State College, Glenville, WV.

Jared Wilson. Deeds and Legal Descriptions. April 2017. Gilmer County Elementary School Dominion Grant Seminars, Glenville, WV.

Jared Wilson. History of Land Boundary. April 2017. Gilmer County Elementary School Dominion Grant Seminars, Glenville, WV.

Jared Wilson. Basic Field Equipment and Procedures I & II. April 2017. Gilmer County Elementary School Dominion Grant Seminars, Glenville, WV.

Jared D. Wilson. February 2017. Proper Personnel Management and Leadership. West Virginia Society of Professional Surveyors Annual Convention. Flatwoods, WV.

William Morris, Ethan Starcher, and Jared Wilson. April 2016. Boundary Analysis and Location of 710 Walnut Street, Glenville, WV. 2016 Pioneer Showcase, Glenville State College, Glenville, WV.

Andrew Butcher, William Martin, Nathan Spencer, and Jared Wilson. April 2016. Topographical Analysis of the Heflin Administration Building of Glenville State College. 2016 Pioneer Showcase, Glenville State College, Glenville, WV.

Adam Black and Jared Wilson. Fun With Fundamentals. Land Resources Exploration Day. April 2016. Land Resources Exploration Day, Ike Morris Camp, Huntersville, WV.

Kevin Brockett, John Judy, Kaden Linkinoggor, Nicholas Rice, and Jared Wilson. April 2015. Boundary Analysis and Location of Neal Blankenship Property, Calhoun County, WV. 2015 Pioneer Showcase, Glenville State College, Glenville, WV.

Jared D. Wilson. February 2012. Basic Field Procedures. West Virginia Society of Professional Surveyors Annual Convention. Flatwoods, WV.

Jared D. Wilson. June 2011. Using LotNet. Carlson Software User Group. Glenville State College, Glenville, WV.

### **HONORS, AWARDS, CERTIFICATIONS**

- West Virginia Society of Professional Surveyors: Board of Directors (2011), President Elect (2012), President (2013)
- West Virginia Society of Professional Surveyors: Surveyor of the Year (2016)
- Licensed Land Surveyor in West Virginia License No: 2212
- Carlson Software
- Autodesk technologies
- Land Survey Equipment-Transits, Laser and robotic transits, GIS, GPS
- Basic networking and LAN design
- Utility line construction/inspection
- Utility line location
- Fork lift operation
- Trench safety inspection
- Cross Connection training
- First Aid training
- CPR training

## **Appendix IV – Enrollment in Classes by Semester**



| DEPT-COURSE # | TITLE                                                | ENROLLMENT BY SEMESTER OFFERED |    |    |           |    |    |           |    |    |           |    |    |           |    |    |
|---------------|------------------------------------------------------|--------------------------------|----|----|-----------|----|----|-----------|----|----|-----------|----|----|-----------|----|----|
|               |                                                      | 2011-2012                      |    |    | 2012-2013 |    |    | 2013-2014 |    |    | 2014-2015 |    |    | 2015-2016 |    |    |
|               |                                                      | FA                             | SP | SU | FA        | SP | SU | FA        | SP | SU | FA        | SP | SU | FA        | SP | SU |
| FRST 109      | Dendrology II                                        | 17                             |    |    | 29        |    |    | 28        |    |    | 18        |    |    | 17        |    |    |
| FRST 216      | Tree and Wood Identification                         | 9                              | 20 |    | 10        | 17 |    | 8         | 12 |    | 8         | 9  |    | 11        | 5  |    |
| LAND 121      | Introduction to Land Surveying                       | 9                              | 17 |    | 7         | 12 |    | 8         | 10 |    | 8         | 10 |    |           | 15 |    |
| LAND 123      | Land Surveying Descriptions - Interpreting & Writing |                                | 8  |    |           | 11 |    |           | 11 |    |           | 9  |    |           | 7  |    |
| LAND 124      | Land Surveying Boundary Law                          |                                | 9  |    |           | 8  |    |           | 11 |    |           | 5  |    |           | 6  |    |
| NRMT 125      | Computer Assisted Mapping                            | 30                             | 9  |    |           | 17 |    | 19        |    |    | 29        | 9  |    | 13        |    |    |
| LAND 193      | Surveying Measurements & Computations I              |                                | 7  |    |           | 8  |    |           | 11 |    |           | 7  |    |           | 5  |    |
| LAND 197      | Work Experience                                      |                                |    | 10 |           |    | 12 |           |    | 8  |           |    | 7  |           |    | 4  |
| LAND 230      | Surveying Measurements & Computations II             | 14                             |    |    | 5         |    |    | 8         |    |    | 11        |    |    | 6         |    |    |
| LAND 231      | Retracement Surveys                                  | 8                              |    |    | 5         |    |    | 8         |    |    | 10        |    |    | 7         |    |    |
| LAND 232      | Cartographic Surveying                               | 11                             |    |    | 5         |    |    | 8         |    |    | 12        |    |    | 6         |    |    |
| LAND 240      | Route & Construction Surveys                         |                                | 12 |    |           | 5  |    |           | 8  |    |           | 10 |    |           | 6  |    |
| LAND 241      | Energy Resource Surveying                            |                                | 12 |    |           | 5  |    |           | 8  |    |           | 8  |    |           | 5  |    |
| LAND 244      | Remote Sensing Aerial Photo Interpretation           | 20                             | 7  |    | 11        | 7  |    | 16        |    |    | 10        | 11 |    | 19        |    |    |
| LAND 293      | Survey Decisions/Professional Applications           |                                | 14 |    |           | 5  |    |           | 8  |    |           | 9  |    |           | 7  |    |
| LAND 335      | Hydrology, Drainage & Subdivision Design             |                                |    |    | 14        |    |    | 6         |    |    |           |    |    | 15        |    |    |

\* NOTES: For Associate program include all program area courses. For Baccalaureate program include only upper division courses in the major. FA = Fall; SP = Spring; SU = Summer.

## **Appendix V – Majors and Graduates**

Enrollment and graduates in the Land Surveying Technology program by academic year.

| <b>Term</b>    | <b>Enrollment</b> | <b>Academic Year</b> | <b>Degrees Granted</b> |
|----------------|-------------------|----------------------|------------------------|
| Fall 2016      | 42                | 2016/2017            | 5                      |
| Fall 2017      | 15                | 2017/2018            | 8                      |
| Fall 2018      | 15                | 2018/2019            | 9                      |
| Fall 2019      | 22                | 2019/2020            | 8                      |
| Fall 2020      | 22                | 2020/2021            | 4                      |
| <b>Average</b> | <b>23.2</b>       | <b>Average</b>       | <b>6.8</b>             |

## **Appendix VI – Advisory Committee**

| Name                  | Company                           |
|-----------------------|-----------------------------------|
| Nelson Douglass       | Waterman, Douglass, & Associates  |
| Randall Myers         | Randall Myers Land Surveying      |
| Marshall Robinson     | Allegheny Surveys, Inc.           |
| Gregory Smith         | Smith Land Surveying              |
| David Sypolt          | Surveyor & Associates, Inc.       |
| Rick Casteel          | MSES Consultants                  |
| James Howes           | The Thrasher Group, Inc.          |
| Aaron Rawe            | The Thrasher Group, Inc.          |
| Doug Bell             | Bell Land Surveying PLLC          |
| Robert Andriotto      | Mon-Valley Surveying, LLC         |
| Jimmy Simpson         | Metro Earthworks                  |
| Terry Shreve          | Angle Right Surveying             |
| C. Vic Moyers         | Smith Land Surveying              |
| Charles "Rick" Sypolt | Glenville State College - Retired |
| James Witte           | Glenville State College - Retired |
| Thomas Snyder         | Glenville State College           |
| Doyle Hupp            | Glenville State College           |
| Jacob Petry           | Glenville State College           |

## **Appendix VII – Work Experience Employer Evaluations**

| CRITERION                                                                                      | Number of students - <u>27</u> | Rating Scale: | EXTREMELY WELL | VERY WELL | VERY LITTLE | NOT WELL | NO DATA COLLECTED |
|------------------------------------------------------------------------------------------------|--------------------------------|---------------|----------------|-----------|-------------|----------|-------------------|
| 1. How well <b>prepared</b> was the student for the job?                                       |                                |               | 7              | 16        | 4           |          |                   |
| 2. How frequently was the student <b>punctual</b> ?                                            |                                |               | 22             | 5         |             |          |                   |
| 3. How <b>interested</b> did the student seem to be in their work?                             |                                |               | 19             | 8         |             |          |                   |
| 4. How much <b>improvement</b> did the student appear to show over the summer?                 |                                |               | 10             | 17        |             |          |                   |
| 5. How well did the student <b>follow directions</b> ?                                         |                                |               | 16             | 11        |             |          |                   |
| 6. How well did the student appear to <b>grasp new ideas</b> presented to them?                |                                |               | 14             | 13        |             |          |                   |
| 7. How well did the student appear to <b>cooperate with others</b> ?                           |                                |               | 7              | 8         | 1           |          |                   |
| 8. How well did the student <b>communicate</b> (verbal and/or written)?                        |                                |               | 11             | 14        | 1           |          |                   |
| 9. How well did the student display <b>problem solving/critical thinking skills</b> ?          |                                |               | 6              | 15        | 1           |          | 3                 |
| 10. How well was the student able to do <b>basic computations</b> ?                            |                                |               | 8              | 8         | 2           |          | 9                 |
| 11. How well was the student able to do <b>courthouse research</b> ?                           |                                |               | 4              | 8         |             |          | 15                |
| 12. How well was the student able to <b>operate theodolites and/or levels</b> ?                |                                |               | 4              | 17        | 1           |          | 5                 |
| 13. How well was the student able to <b>apply his/her surveying knowledge</b> to new problems? |                                |               | 6              | 10        | 3           |          | 5                 |
| 14. How well was the student able to do <b>basic field surveying tasks</b> ?                   |                                |               | 11             | 13        | 1           |          | 2                 |

| QUESTIONS                                                                         | Answers: | YES | NO | WHY OR WHY NOT?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------|----------|-----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <b>Would you recommend</b> that this student continue their work in this area? |          | 27  |    | (1) Works well with all (2) Has a passion for working outdoors and eager to learn and do well (3) He has shown much improvement in just 3 months, very technically minded (4) He is very motivated and intelligent (5) He is capable, but not very good at self-direction (6) Could show more initiative (7) He clearly loves surveying and is very interested in learning as much as he can (8) he has a genuine interest in surveying and can gain knowledge over time (10) quick group of operating principles (11) very efficient with great work ethic (12) already has knowledge and concepts (13) bright future in the field (14) he is a great kid (15) he has learned much this summer and show good potential (16) he seems to grasp and understand his role within our company (17) learns new tasks easily (18) student will make a fine surveyor for either public or private sector (18) expresses great interest in the profession and the opportunities it may provide for his goals in life (19) his willingness to provide intelligent questions about surveying could assist with updating or profession standards (20) attention to detail, dedication to the job, excellent work ethic, and enthusiastic (21) student show genuine interest and willingness to learn more about the surveying profession. |
| 2. Would you consider <b>hiring this student permanently</b> ?                    |          | 27  |    | (1) Works well with all (2) yes, but it is difficult in the state system to hire new permanent employees (3) has a passion for working outdoors and eager to learn and do well (4) he is very reliable and shows good work ethic and critical thinking skills (5) very good employee, I would consider it, but as always it depends who else is available, it is competitive (6) excellent employee (7) he has a good head on his shoulders (8) he seems to grasp and understand his role within our company (9) he learns new tasks easily (10) I would hire this student as a surveyor for the USFS (11) work ethic, willingness to learn, and ability to retain information and research processes (12) adapted great to the job and was able to assimilate the local problems and was able to adapt and overcome (13) student shows a genuine interest and willingness to learn more about the surveying profession (14) very punctual (15) easy to get along with (16) quick adaptation to a multitude of surveying requirements (17) hard working                                                                                                                                                                                                                                                                        |
| 3. Would you consider <b>hiring another GSC student</b> next year?                |          | 25  | 2  | (1) works well with all, and very knowledgeable (2) depends on student and our needs; I would consider hiring another student if they showed the same potential (3) I have three other GSC students employed full time (4) he is not the only GSC student we have used (5) they have worked out well (6) if they had the same ethics and standards as this student (7) good program (8) skill set and basic knowledge are above par (9) they have potential (10) if this student isn't available (11) always, anytime, just let us know (12) we have had mixed results with GSC students, this student is by far the best GSC student we have had (13) yes, most definitely! In fact I would like to talk to someone about this ASAP! (14) it is a privilege to support the profession and GSC by providing learning opportunities to young surveying students (15) students from GSC are well-trained and have pertinent basic standards (16) will decide next year (17) not many people want to do this kind of work, so that would be definite yes.                                                                                                                                                                                                                                                                         |



## Suggestions and Comments:

1. A more in-depth introduction to natural resource management and additional wildlife techniques would be a good addition to Glenville's curriculum. Consider working more with Trimble GPS and Avenza Maps for smart phones and tablets (iOS, Android and Windows) in your courses. If time permits, you may also consider adding Esri on-line training as optional or part of your GIS courses.
2. The student did a very good job of learning how to use the Trimble data collector, using both the robotic S6 and the Trimble R8 GPS. In highways we use a robotic total station and GPS extensively. Students need to understand state plane coordinates and ellipsoids. Terms like WGS-84, NAD27, NAD83, NGVD29, NAVD88, ECEF should not be like Greek to them. GSC could (and should) go to a 4 year surveying degree with more coursework related to geodesy and rotating/translating coordinates
3. Applicable training with a variety of different surveying equipment from various producers. Focus on "worst case scenarios" and promote problem solving
4. More GPS training and robotics.
5. Utilizing computer-based products in greater depth (AutoCAD, Carlson-Mining, GIS, Surveying extensions, etc.). Giving any students with an interest in working in an underground setting the resources to go out and receive the proper/required underground training prior to interviewing/working will make said students much more marketable to companies with underground surveying needs.
6. Better knowledge of the instruments and tools we use and the programs that run them.
7. Definitely need basic skills taught such as how to read/use a compass, how to read a topographical map. Need to teach more in the field application of GPS, total station(s), with the Carlson data collection. Teach topographic data collection and construction stake out with hubs and tacks.
8. Data management. File management is a huge part of modern surveying. Finding survey data in a reasonable and quick manor is not being taught, to my knowledge, at GSC. Naming conventions, database management and GIS systems are all needed to start integrating the surveyors work into a usable system today.
9. Robotic Total Station, Total Station Scanning, RTK GPS (Base/Rover/VRS) post processing and understanding accuracies, UAV (Orthomosaic/LIDAR), other emerging technologies that will assist GSC surveying students appeal with future employers with hope of growing the program in the future. The equipment our profession utilizes is rapidly expanding and our education needs to be advancing to provide the best education possible for entry if not slightly advanced entry positions, all the while keeping the students aware and practicing the history of surveying equipment and procedures.
10. Hands-on field work with instructor.
11. I have no recommendations on additional training. My own experience in this profession is based solely on a working knowledge obtained by 33 years of on the job training. I never had the academic education that is a requirement in the surveying field today. I love what I do. In the brief time that I have worked with this student he has shown a genuine interest in learning all that he can about land surveying. That "interest" is a must in this job. If it's not interesting, you're not going to have much of a future at it. As far as I can see, GSC has a well-balanced educational program in land surveying and forestry. Just keep doing what you are doing.

## **Appendix VIII – Professional Exam Pass Rate**

| <b>Testing Attempts</b>                             |                               |                  |                  |                  |                  |                                        |                  |                  |                  |                  |                                     |                  |                  |                  |                  |
|-----------------------------------------------------|-------------------------------|------------------|------------------|------------------|------------------|----------------------------------------|------------------|------------------|------------------|------------------|-------------------------------------|------------------|------------------|------------------|------------------|
| <b>WV Board of Professional Surveyors Test Type</b> | <b>Total Testing Attempts</b> |                  |                  |                  |                  | <b>Total Successful Testing Scores</b> |                  |                  |                  |                  | <b>Percentage of Passing Scores</b> |                  |                  |                  |                  |
|                                                     | <b>2016-2017</b>              | <b>2017-2018</b> | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2016-2017</b>                       | <b>2017-2018</b> | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2016-2017</b>                    | <b>2017-2018</b> | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> |
| Part I – Fundamentals                               | 6                             | 5                | 5                | 9                | 7                |                                        |                  | 1                | 2                | 3                | 0                                   | 0                | 20               | 22               | 43               |
| Part II – Principles and Practice                   | 2                             | 2                | 6                | 4                |                  |                                        | 2                | 2                | 3                |                  | 0                                   | 100              | 33               | 100              |                  |
| Part III – West Virginia                            | 5                             | 2                | 2                | 2                | 1                | 2                                      | 2                | 1                |                  | 1                | 40                                  | 100              | 50               | 0                | 100              |

| <b>NCEES – FS Exam</b> | <b>2016-2017</b> | <b>2017-2018</b> | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> |
|------------------------|------------------|------------------|------------------|------------------|------------------|
| Pass Rate Goals        | 50%              | 50%              | 50%              | 50%              | 50%              |

## **Appendix IX – Senior Exit Surveys**

**Exit Survey**  
**Major: A.S. Land Surveying Technology**

**Glenville State College**  
**Department of Land Resources**  
**2016/2017 – 2020/2021**

Would you say that you are very dissatisfied, dissatisfied, satisfied or very satisfied with each of the following elements as they relate to your major program?

|                                                             | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|-------------------------------------------------------------|----------------|-----------|--------------|-------------------|
| Availability of classes within the Land Resource Department | <b>11</b>      | <b>12</b> |              |                   |
| Overall quality of instruction                              | <b>13</b>      | <b>10</b> |              |                   |
| Usefulness of Land Resources' texts and course materials    | <b>12</b>      | <b>11</b> |              |                   |
| Access to faculty                                           | <b>19</b>      | <b>3</b>  |              |                   |
| Content and structure of the major                          | <b>13</b>      | <b>10</b> | <b>1</b>     |                   |
| Quality of advising about course work in your major         | <b>13</b>      | <b>10</b> |              |                   |
| Opportunities for useful non-classroom experiences          | <b>17</b>      | <b>5</b>  | <b>1</b>     |                   |
| Quality of facilities and equipment                         | <b>11</b>      | <b>11</b> | <b>1</b>     |                   |

Please indicate whether you strongly disagree, disagree, agree or strongly agree with each of the following statements.

|                                                                                                                    | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--------------------------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| Required Land Resources courses were offered with reasonable frequency                                             | 5              | 5     |          |                   |
| Class sizes were appropriate                                                                                       | 18             | 14    |          |                   |
| Faculty members were genuinely interested in my welfare                                                            | 20             | 3     |          |                   |
| There were opportunities to participate in independent projects, internships, or community service                 | 16             | 7     |          |                   |
| Degree requirements were relevant to my professional goals                                                         | 12             | 9     | 1        |                   |
| Participating in a student organization improved my knowledge and allowed to me to know other students in my major | 10             | 11    | 2        |                   |
| I would recommend Glenville State College to others who are interested in my field of study                        | 16             | 8     |          |                   |

On a scale of 1 to 4, with 1 being "not at all" and 4 being "a great deal," please rate the degree to which your major program helped you in the following skill areas by checking (✓) the number that most closely corresponds to your view.

| <i>My experience in my major program ...</i>                              | 1<br>Not at all | 2 | 3  | 4<br>A great deal |
|---------------------------------------------------------------------------|-----------------|---|----|-------------------|
| Gave me a sense of competence in my major field of study                  |                 |   | 6  | 15                |
| Helped me understand current issues                                       |                 | 1 | 17 | 3                 |
| Involved the application of theoretical knowledge to practical situations |                 | 1 | 11 | 11                |

My academic program developed or enhanced my ...

1 Not at all      2      3      4 A great deal

|                               |   |   |    |   |
|-------------------------------|---|---|----|---|
| Critical thinking skills      |   | 2 | 10 | 6 |
| Quantitative reasoning skills |   | 1 | 9  | 6 |
| Written communication skills  |   | 2 | 12 | 3 |
| Oral communication skills     |   | 1 | 13 | 4 |
| Leadership skills             | 1 | 1 | 9  | 6 |

How useful has your education at Glenville State College been in preparing you for a career or advanced study?    ✓ One

|    |             |   |                   |  |                 |  |                   |
|----|-------------|---|-------------------|--|-----------------|--|-------------------|
| 19 | Very useful | 4 | Moderately useful |  | Slightly useful |  | Not at all useful |
|----|-------------|---|-------------------|--|-----------------|--|-------------------|

How useful was the Work experience credit for preparing you for a career?

|    |             |   |                   |  |                 |  |                   |
|----|-------------|---|-------------------|--|-----------------|--|-------------------|
| 18 | Very useful | 2 | Moderately useful |  | Slightly useful |  | Not at all useful |
|----|-------------|---|-------------------|--|-----------------|--|-------------------|

How useful did you find Community service in terms of problem solving, communication or leadership skills?

|   |             |   |                   |   |                 |  |                   |
|---|-------------|---|-------------------|---|-----------------|--|-------------------|
| 6 | Very useful | 8 | Moderately useful | 3 | Slightly useful |  | Not at all useful |
|---|-------------|---|-------------------|---|-----------------|--|-------------------|

Did you participate in Independent research?

|   |     |    |    |
|---|-----|----|----|
| 3 | Yes | 18 | No |
|---|-----|----|----|

If you participated in independent research, did the experience improve your problem solving, communication or leadership skills?

|  |     |  |    |
|--|-----|--|----|
|  | Yes |  | No |
|--|-----|--|----|

| <i>How satisfied are you with ...</i> | DID NOT USE | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---------------------------------------|-------------|----------------|-----------|--------------|-------------------|
| The Robert F. Kidd Library            | 14          |                | 9         |              |                   |
| Land Resources Library                | 1           | 13             | 9         |              |                   |
| Land Resources computer lab           | 1           | 19             | 3         |              |                   |

Have you primarily been a full-time or part-time student? ✓ One

|    |           |   |           |
|----|-----------|---|-----------|
| 20 | Full-time | 2 | Part-time |
|----|-----------|---|-----------|

While at GSC, did you work? ✓ One

|                  |   |                  |    |                |   |            |
|------------------|---|------------------|----|----------------|---|------------|
| Mostly full-time | 7 | Mostly part-time | 12 | Intermittently | 2 | Not at all |
|------------------|---|------------------|----|----------------|---|------------|

Which of the following best describes your plans after graduation? ✓ One

|                               |  |                                            |
|-------------------------------|--|--------------------------------------------|
| Job related to your major     |  | Volunteer Service (e.g., Peace Corps)      |
| Job not related to your major |  | Graduate Education (Masters or PhD Degree) |
| Military Service              |  | Other                                      |

Do you have job offer (related to your major) upon graduation?

|    |     |   |    |
|----|-----|---|----|
| 15 | Yes | 2 | No |
|----|-----|---|----|

Was the job offer from the employer with which you performed your work experience?

|   |     |   |    |
|---|-----|---|----|
| 6 | Yes | 2 | No |
|---|-----|---|----|

Have you applied to graduate school (Masters Degree or PhD Degree programs)?

|  |     |   |    |
|--|-----|---|----|
|  | Yes | 8 | No |
|--|-----|---|----|



If you applied to graduate school, have you been accepted?

|  |     |  |    |
|--|-----|--|----|
|  | Yes |  | No |
|--|-----|--|----|

How confident are you that you will find a job in your field within the first year after graduation.

|  |                      |   |           |   |                |   |                |
|--|----------------------|---|-----------|---|----------------|---|----------------|
|  | Not at all confident | 5 | Confident | 3 | Very Confident | 1 | Not Applicable |
|--|----------------------|---|-----------|---|----------------|---|----------------|

How did you learn about the Land Resources programs at Glenville State College?

|   |     |   |                               |   |          |   |        |   |                  |
|---|-----|---|-------------------------------|---|----------|---|--------|---|------------------|
| 4 | Web | 4 | Recruiter at your high school | 4 | Relative | 9 | Friend | 1 | Printed Material |
|---|-----|---|-------------------------------|---|----------|---|--------|---|------------------|

## **Appendix X – External Reviewer Report**



March 9, 2022

Doyle Hupp Jr.  
Lecturer of Land Surveying  
Department of Land Resources  
Glenville State University  
Glenville, WV 26351

Dear Mr. Hupp:

I have reviewed the program review document for the Land Surveying Technology program at Glenville State College you shared with me in February, 2022. My comments are both on the document itself and on the program. Enclosed is the program review document with some suggested edits for you to consider and I will summarize some of my comments here as well.

The program mission and vision statement and the resources is detailed in the program review document are clear and straight forward. The one concern that was noted in the review was the retention rate of around 30%. As you can see several of my comments were centered around or related to the student experience. I would suggest adding to the report in future years the data on why students left the program early or after the first year.

The program has continued to maintain professional facility with extensive field and real-life surveying experience or background. The program review noted the support for continued professional development for the facility. Continued life and professional development and education is a cornerstone for long-term success in any endeavor. The program and GSC leadership should continue to support faculty professional develop.

The curriculum is consistent with what would be expected from an associated degree program. As noted in the program review documentation a few changes have been made over the years to stay current with the changing technology and HEPC. The program content has a balanced mix or general education, mathematics and legal or professional decisions. I feel the program content really hits the mark for the survey profession. The class rooms at the Waco Center have adequate resources and the available laboratory field areas to have continued success.

The learning outcomes as presented in the program review document are clear and continue to build from year 1 semester 1 through completion of the program with land 293 professional development. This is where the program has really excelled over the years and has remained unchanged for the past 30 years. A GSC graduate has the ability to “hit the ground running” when coming out of the program with the current learning outcomes. The program has a very robust summer internship program in which each student is required to work a minimum of 8

weeks or 320 hours at a land surveying or related employment. This work experience requirement is both good for the student and for the potential future employer.

Again the concern that I have is retention and as noted in my comments I think the program can do a better job on the retention or a better job of understanding the reasons for the lower retention.

I am a 1987 graduate of the program, and currently a Vice President at Civil & Environmental Consultants Inc. (CEC). The Glenville State College Land Surveying Technology Program has given me the tools to be a successful technical Professional Surveyor and businessman. At CEC we employ over 115 professionals in Bridgeport West Virginia. This includes 5 Professional Land Surveyors and 12 Professional Engineers. We currently have GSC students working as interns and have had students as part of our summer internship program. The GSC interns that we currently employ have a solid background in mathematics and the fundamentals of surveying.

In closing I am pleased to offer my opinion on Glenville State College Land Surveying Technology Program Review. I hope this review is useful and if you have any comments please feel free to contact me.

Sincerely,

CIVIL & ENVIRONMENTAL CONSULTANTS, INC.



Dennis E. Miller  
Vice President



**GLENVILLE**  
**STATE UNIVERSITY**

**PROGRAM REVIEW**  
General Studies

2022

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# Mission & Vision

## DEGREE

### Associate Degree of General Studies

#### GENERAL EDUCATION MISSION STATEMENT

*In the tradition of quality higher education institutions, Glenville State University offers an educational experience designed to provide the breadth and depth essential for personal and professional success. The educational experience offered by the University consists of interrelated elements, including a general education curriculum, a major, and elective courses.*

*The mission of Glenville State University's general education requirements is to broaden one's education and to provide a foundation for advanced study in one's major. Assumed within this mission is the development of skills, attributes, values, and knowledge that will foster a lifetime of learning.*

#### GENERAL EDUCATION VISION STATEMENT

*The student will graduate with a broad educational foundation, an appreciation of lifelong learning, and an enhanced sense of responsibility.*

## **Faculty**

There are no unique courses to the Associate of Art in General Studies, therefore its curriculum draws from existing courses that support other established programs. Because of this, there are no unique faculty positions specifically assigned to this program. General Study's courses are taught by faculty in each department that offers General Education courses. The Associate of Art in General Studies is not housed in an academic department, it is housed directly under the Office of Academic Affairs.



# Curriculum

## GENERAL STUDIES ASSOCIATE OF ARTS

The General Studies program is not open to students enrolled in other academic programs.

**GSU 100 The First Year Experience ..... 0 hour**

**Written and Oral Communication ..... 15 hours**

CART 101 Introduction to Public Speaking ..... 3  
ENGL 101 Critical Reading & Writing I\* ..... 3  
ENGL 102 Critical Reading & Writing II\* ..... 3  
ENGL 203, 204, 205, 206 Survey of English or American Lit I/II ..... 3

\*A minimum grade of “C” is required in English 101 and English 102 in order to meet English proficiency requirements.

One of the following ..... 3

ART 200 Survey of Art  
CART 200 Survey of Theatre  
FNAR 100 Introduction to Fine Arts  
MUSC 200 Survey of Music

**Problem Solving and Critical Thinking ..... 11 hours**

MATH 106 or higher course number ..... 3  
Two four hour lab science courses ..... 8

*Recommended for programs in the Departments of Business, Criminal Justice, Fine Arts, Language and Literature, and Social Science:*

ENVR 101 Environmental Science  
SCNC 101 Earth Science  
SCNC 102 Nature of Sound and Light  
SCNC 103 Contemporary Biology

Other Science courses may satisfy these requirements. Please consult with your advisor and the *University Catalog*.

**\*see requirements of specific degree programs to select appropriate general education courses.**

**Culture and Society ..... 10 hours**

One of the following ..... 1

PED 201 First Aid and Safety  
PED 301 Lifelong Wellness

Two of the following ..... 6

HIST 201 History of World Cultures I  
HIST 202 History of World Cultures II  
HIST 207 US History to 1877  
HIST 208 US History Since 1877  
POSC 203 American National Government

- One of the following 3
- ECON 201 Principles of Microeconomics
- ECON 202 Principles of Macroeconomics
- GEOG 203 World Regional Geography
- PSYC 201 General Psychology
- SOCL 205 Principles of Sociology
- SOCS 225 Introduction to Global Studies

**Technology 3 hours**

- CSCI 101 Computing Concepts ..... 3
- CSCI 267 Computer Skills for Education

**Area of Emphasis (200 level or higher) ..... 9 hours**

All nine hours must be selected from courses offered within a single academic department. Applicable departments are Business, Criminal Justice, Education, Health and Physical Education, Fine Arts, Land Resources, Language and Literature, Science and Mathematics, or Social Science.

A minimum grade of “C” is required in all courses in the Area of Emphasis.

**General Electives ..... 12 hours**

**Total minimum hours required for degree ..... 60 hours**

## **Resources**

There are no unique resources assigned to this program. It is supported by personnel and courses from other departments across campus. It does not have an operations budget of its own. The bulk of the courses required to complete the degree are part of the Universities general education requirements. As each general education requirement is housed in a respective academic department, resource allocation is through each academic department that supports general education requirements.

# **Student Learning Outcomes**

## GENERAL EDUCATION LEARNING OUTCOMES

1. Students will demonstrate effective written and oral communication skills.
2. Students will demonstrate the ability to think critically and analytically and to formulate informed, reasoned opinions.
3. Students will demonstrate a logical approach to solving mathematical problems.
4. Students will logically apply scientific concepts and methods.
5. Students will respond critically and aesthetically to literary and artistic works.
6. Students will demonstrate an understanding of cultural diversity and societal processes in current and historical contexts.
7. Students will demonstrate proficiency in use of technology.

## **Other Learning and Service Activities**

Not established or assessed for this degree.

## Viability

The Associate of Art in General Studies was established at GSU in 1985, but was a low productivity program. We had one AA General Studies graduate in Spring 2016 and one in Fall 2015. Summer 2015 had 3, Spring 2015 had 1, and Fall 2014 had 3. However, in fall 2018 Glenville State University began awarding the General Studies degree as a “milestone achievement” for students. Since then there has been a significant increase in the number of students enrolled in it.

| <b>Term</b> | <b>Enrollment</b> | <b>Academic Year</b> | <b>Degrees Granted</b> | <b>Milestone</b> | <b>Completed Bachelor</b> | <b>Still Enrolled</b> |
|-------------|-------------------|----------------------|------------------------|------------------|---------------------------|-----------------------|
| Fall 2017   | 234               | 2017/2018            | 150                    | 141              | 141                       | 3                     |
| Fall 2018   | 329               | 2018/2019            | 96                     | 90               | 83                        | 18                    |
| Fall 2019   | 386               | 2019/2020            | 121                    | 112              | 89                        | 57                    |
| Fall 2020   | 326               | 2020/2021            | 119                    | 103              | 34                        | 66                    |

The milestone is having an impact on student retention, as roughly 90% awarded a milestone go on to be awarded a bachelor degree. Given that it has an impact on student retention, but has no added cost to the institution, this is a viable program for GSU.

## **Program Improvement**

The Associate of Art in General Studies was established at Glenville State University in 1985, when the State of West Virginia permitted all four year institutions of Higher Education to offer both four and two programs. In 2003, HB 2224 removed GSC Community and Technical College, which became New River CTC. Enrollment dropped from 2174 students to 1377 students, between 2002 and 2003. Glenville State University was one of five WV four year institutions of higher education that was permitted to retain two year programs following the adoption of HB 2224. Glenville State University currently has five two year programs: Business, Criminal Justice, Forest Technology, General Studies, and Land Surveying.

The Associate of Art General Studies serves two purposes at GSU. First, students that do not meet the criteria for admission into a Bachelor's degree program (Graduated from an accredited high school with at least a 2.0 average and an ACT composite score of at least 18 or an SAT I score of 870 or an SAT score of 940 (if taken March 2016 or after). A student who graduates with at least a 3.0 high school GPA, regardless of the ACT or SAT/SAT I score, will be eligible for regular admission to a bachelor's degree program.), can be admitted into an Associate Degree. The AAGS works for students interested in transitioning into a bachelorette program upon completion of the associates. The second function of the AA GS, is to be awarded as a milestone. The milestone is an initiative that comes from the Complete College America, a non-profit initiative focused on help institutions of higher education graduate students in four years. As part of their initiative, CCA recommends that at the end of the second year, students be awarded a milestone. Their evidence supports that this increases student retention. The milestone was implemented at Glenville State University in 2018.

Glenville State University does not have a unique learning outcomes, mission statement, or vision statement for the Associate of Art in General Studies at this time. Instead, since the curriculum in the program is built upon the general education requirements for all associate degrees, it also uses the same learning outcomes, mission statement, and vision statement used the General Education Learning Outcomes. Assessment of the program, thus is done through the assessment of the general education program. Academic departments that house general education courses assess those courses annually. Generally, the Academic Assessment Committee guides each department in those assessments, monitoring when and how each data-fueled action item from the previous year is addressed. This includes suggestions for improving assessments, data collection, and data analysis. For example, most departments initially used a pre- and post-diagnostic system to assess student learning, but the Committee suggested using signature assignments as the assessment piece instead. Over the past five years, departments have moved to the signature assignment assessments; these have provided richer data and better ability to foster student learning in the general education courses.