



GLENVILLE STATE COLLEGE

AGENDA

Glenville State College
Board of Governors

October 18, 2017
12:30 p.m.

Waco Center
Hall of Fame Room

**Glennville State College
Board of Governors Meeting
Schedule
2017-2018**

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

Wednesday, August 9, 2017	Executive Committee
Wednesday, August 23, 2017 <i>* The only committee meeting that will meet is the Business and Finance Committee at 3:00 pm at 2888 US Hwy. 33 East, Glennville, WV</i>	Board of Governors– 1:30 p.m. @ Ike and Sue Morris' Residence 2888 US Hwy. 33 East, Glennville, WV
Wednesday, September 27, 2017	Executive Committee
Wednesday, October 18, 2017	Board of Governors
Wednesday, November 15, 2017	Executive Committee
Wednesday, November 29, 2017	Board of Governors
Wednesday, January 24, 2018	Executive Committee
Wednesday, February 7, 2018	Board of Governors
Wednesday, April 4, 2018	Executive Committee
Wednesday, April 18, 2018	Board of Governors
Wednesday, May 30, 2018	Executive Committee
Wednesday, June 13, 2018	Board of Governors

**GLENVILLE STATE COLLEGE
BOARD OF GOVERNORS
OCTOBER 18, 2017**

AGENDA

1. Call to Order
2. Establishment of a quorum
3. Approval of Minutes for August 23, 2017 (*Action Item*) (*see page 3*)
4. Public Comment Period
5. Updates included in Board materials
6. Executive Committee
 - a. Report from Greg Smith, Chair
7. Business and Finance Committee
 - a. Report from Rich Heffelfinger, Chair
 - b. Bond Refinancing Update – John Beckvold, Vice President for Business & Finance
8. Enrollment Management Committee
 - a. Report from Steve Gandee, Chair
9. Student and Academic Affairs Committee
 - a. Report from Ralph Holder, Chair
10. President's Report
11. Announcements
 - a. Hall of Fame Induction Banquet will be held on Friday, October 20, 2017
 - b. Homecoming is scheduled for Saturday, October 21, 2017/GSC vs. Fairmont
 - c. Inauguration is scheduled for November 10, 2017
12. Adjournment

**Glenville State College
Board of Governors Meeting
August 23, 2017
Ike & Sue Morris' Residence
2888 US Hwy. 33 East, Glenville, WV**

Members Present: Mr. Greg Smith, Chairperson
Dr. William Deel
Mr. Mike Forbes
Mr. Stephen Gandee
Mr. Richard Heffelfinger
Mr. Ralph Holder
Ms. Sue Morris
Mr. Mike Rust
Mr. Larry Baker, Faculty Representative
Mr. Dustin Crutchfield, Staff Representative
Mr. J. Cameron Woods, Student Representative

Members Absent: Mr. Tim Butcher, Vice Chair

Staff Present: Dr. Tracy Pellett, Incoming President
Mr. John Beckvold, Vice President for Business & Finance
Mr. Marty Carver, Vice President for Enrollment
Dr. Gary Morris, Vice President for Academic Affairs
Mr. Dennis J. Pounds, Vice President for Advancement & Media Relations
Ms. Teresa Sterns, Executive Assistant to the President

Call to Order

Chairperson Greg Smith called the meeting to order at 1:43 p.m.

A quorum was established.

Approval of Minutes

Ms. Sterns announced that a revision was made to page 11 of the July 11, 2017 minutes regarding the meal price plan reduction action item. The minutes were changed from ... “reducing the total cost from \$2180 to \$2130” to “reducing the total cost from \$2130 to \$2080.”

RICH HEFFELFINGER MOVED TO APPROVE THE MINUTES OF THE JUNE 14 AND JUNE 22, 2017 MEETINGS AS PROPOSED. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY

RICH HEFFELFINGER MOVED TO APPROVE THE MINUTES OF THE JULY 11, 2017 MEETING AS AMENDED. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY

Public Comment

N/A

Executive Committee

Mr. Smith, Chair, reported that the committee discussed the agenda for the upcoming Board meeting, fall enrollment, and the Aramark contract.

President's Report

President Pellett discussed the following:

- Alumni engagement
- Focusing on Affordability, Accessibility, and Accountability for the next capital campaign
- Anticipated closing for the bond refinancing
- Aramark contract and meal pricing plans
- Milestone initiative
- Open Education Resources (OER)
- Academic Planning & Prioritization
- Academic Success Center
- Institutional Tuition Discounting
- Accounts Payable for FY2017
- Senate Chamber Dinner Invitation
- Student Housing

Denny Pounds and Dave Hutchison discussed new initiatives regarding alumni involvement, swag bag for students, and the 1872 club. They announced that the Hall of Fame, Homecoming, and Open House have been combined to take place during one weekend.

Announcements

Mr. Smith made the following announcements:

- Homecoming is scheduled for Saturday, October 21, 2017/GSC vs. Fairmont.
- Presidential Inauguration has been scheduled for Friday, November 10, 2017.
- GSC has a new Twitter and Facebook account.
- The next Executive Committee meeting is scheduled for September 27, 2017 and the next full Board meeting will be held on October 18, 2017.

Adjournment

With no further business and hearing no objection, Chairperson Smith adjourned the meeting at 2:08 p.m.

Greg Smith
Chairperson

Teresa Sterns
Executive Assistant to the President

Submitted by: *Gary Z. Morris, Interim Vice President for Academic Affairs*

Highlights

1. **Education program accreditation update** - Specialized Professional Associations (SPA) reports accreditation of our education programs and all were submitted on time to the Council for the Accreditation of Educator Preparation (CAEP). The next step is the submission of the Institutional Report to CAEP by spring 2018. This will be followed by a CAEP visit in 2019.
2. **HEPC program review update** - Four academic programs are due for a Higher Education Policy Commission (HEPC) required five year review: BS Behavioral Science, BS Business Administration, BA History and BA Music. These will be submitted to the Office for Academic Affairs in time for review by the Board of Governors (BOG) at its April 18, 2018 meeting. If the program reviews are approved by the Board, they will then be submitted to HEPC in May 2018. Also, the three year post-approval audit of the BS of Health and Human Performance was submitted to HEPC in October, per their deadline.
3. **HEPC policy update** - HB2815 stipulates that placement scores-remedial placement standards are now to be set by institutional BOG. This will be reflected in HEPC series 23, which will be rewritten to state "students in remedial courses are to be placed in college level, credit bearing courses with academic support." They are proposing changes to series 11 and 22. Series 11 will be written to shorten the time it takes HEPC to provide feedback on new program submissions.

Series 22 is being proposed to be changed: "If a student earns a grade of "D" or "F" (including failures due to regular and/or irregular withdrawal) on ~~any a~~ a course taken ~~no later than the semester or summer term during which the student attempts the sixtieth semester hour, and if that student repeats this course prior to the receipt of a baccalaureate degree, and if the student repeats this course prior to receipt of the baccalaureate degree,~~ the original grade shall be disregarded and the grade or grades earned when the course is repeated shall be used in determining his/her grade point average. The original grade shall not be deleted from the student's record. In upper division courses, a student may formally repeat up to eight credit hours, a grade of "C", with the written permission of the appropriate head of the academic unit where the student's major is housed. The privilege of the D and F repeat is capped at 21 credit hours including any request for a "C" repeat in an upper division course." This change is being discussed with faculty and staff, to obtain feedback to be shared with HEPC before any action is taken.

Also, HEPC will no longer assess Higher Education Resource Assessment (HERA) funds after July 1, 2018. There will be many affected programs including degree works, several grant programs, and funding for international programs to name a few.

4. **Academic Success Center (ASC) updates** - ASC is a comprehensive initiative designed to provide students with a one-stop-shop for all of their academic needs. The function of ASC is to increase student retention by providing Glenville State College students with support for disability, peer tutoring, Veterans Affairs, academic services, peer-mentoring, career services, Hidden Promise Scholars, dual-enrollment, and at-risk student advising. The Center is currently being housed in Clark Hall. Five of the six counselors have been approved to work at the center. The counselors

are currently engaged in following up with students that did not do well in their four week grades.

5. **On-line four year program update** – A task force has been created to help identify and help implement all of the components needed to offer two programs completely on-line beginning Fall 2018: Criminal Justice and Business Management. The majority of the courses needed are already in an online format. The remaining courses will be developed this coming year. As the program progresses, the courses will be offered in the proper rotation.
6. **Four week grades update** - 38% (565) of students had one or more deficient grades at the four week mark. This has changed little over the past five years (see attachment with data).
7. **Grants received and awarded** - HEPC diversity grant was awarded to Glenville State College for the 2017 – 2018 academic year. This will be used in part to invite speakers to the campus to talk about diversity-related topics (e.g. women in science). The NASA Space Grant Consortium has awarded funding for undergraduate research students that will be working under Dr. Jeremy Keene for his application titled Field & Molecular Analysis of the Genera in the Subtribe Gloxiniinae within Panama. This funding will enable him to travel to Panama to collect specimens and take at least one student with him. This grant required a one-to-one matching from Glenville State College.
8. **Facilities changes for academic departments** – Currently, plans are being created to complete renovation of the *exercise science laboratory* that will be housed in the Jesse R. Lilly Gymnasium. The lab will be utilized for the Health and Human Performance academic program. This will be funded through monies made available through the bond refinance. Also, a *digital media graphic art studio* has been placed in a section of the Fine Arts Gallery. The studio will include 12 computers, a 3D printer, and high resolution printers. This will assist with promotion of the program and help reduce the cost for Glenville State College of developing and printing promotional material. The gallery was divided to make space for this new addition. The remaining space in the gallery will be sufficient to support art shows. The *Criminal Justice Department* has requested to relocate to the Morris Criminal Justice Training Center (MCJTC). This is being considered and will be taken before the facilities committee for further discussion before any recommendations are made. Finally, the *Open Source Intelligence Exchange (OSIX)*, housed at the MCJTC is being utilized again after not being used for several years. GSC became one of ten sites in the nation to allow volunteer students to monitor social media outlets for threats when high profile dignitaries (i.e. President of the United States) are visiting the State of West Virginia. Through the course of such a visit, OSIX serves to review, identify, and forward potential threats to the United States Secret Service (USSS) for evaluation and follow up. Fairmont State University has a highly active OSIX program that was proved to be instrumental in the protection of President Barack Obama during past visitations. This initiative will give students practical experience they can utilize after they graduate.
9. **Higher Learning Commission (HLC) update** – The HLC has tentatively approved Huttonsville Correctional Center and FCI-Gilmer as Glenville State College off-site locations, so the College may offer academic programs. The completion of this phase is pending a visit to each of the sites which should occur in the next six months.

Challenges

1. **Banded tuition proposal** - Currently, Glenville State College does not charge any more tuition to students that enroll in over 12 credit hours. This represents a potential loss in revenue to the College. The proposal that will be presented to the Board at its November 2017 meeting is one that charges students the same tuition for those enrolling in 12 – 15 hours. Students who enroll in 16 or more hours will be charged the normal tuition per credit hour. There are currently (Fall 2017) 509 students carrying 16 or more credits. If we assume each student is carrying one additional 3 credit hour course and each student continues in the course until the end of the semester, the College is losing \$467K in revenue each semester. Even at ½ that amount, it falls right to the bottom line unless we are paying faculty extra to teach the extra courses. There are many schools across the country that charge students who enroll in credits over 15. There appears to be no reason not to charge for excess credits. The only issue is at what number of credits to begin charging for excess.

Attachments/Enclosures:

1. Degree Works sample – Degree Works is a program that allows students and faculty to look at a student’s academic progress. It is a wonderful tool to aid both faculty and students with advising. Statistics on the Degree Works usage since August 13, 2017, include 536 students that have logged into Degree Works at least once and 3554 that have had “What if” audits run.



GLENVILLE STATE COLLEGE

Academic Affairs

TO: GSC Board of Governors

FROM: Gary Z. Morris
Interim Vice President for Academic Affairs

DATE: September 18, 2017

SUBJECT: Degree Works

Recently I received an inquiry about Degree Works and thought it might be of interest to you. Degree Works is a web-based tool for students to monitor their academic progress toward degree completion. Included you will find frequently asked questions on Degree Works and the Audits. This information is available through a student's EdNet account. You will notice the audit for a student currently enrolled in a BSBA – Accounting shows the student has completed 75% of the degree requirements. Also, included is a "What-if" audit for the same student showing he has completed only 46% of the course work for a Business & Marketing (5-adult) program.

Students appreciate the ability to monitor their progress toward degree completion.

Degree Works FAQ

What is Degree Works?

Degree Works is a web-based tool for students to monitor their academic progress toward degree completion any time. It is designed to enhance the academic advising process and is not intended to replace face-to-face meetings with your academic advisor. The "What If" function allows you to hypothetically change your degree, major, minor or concentration to show you what coursework is required, what courses you have taken that satisfy requirements and what courses are still left for you to take.

Can I access Degree Works on any computer?

Yes. Access to Degree Works is located on the main menu of your EdNet account. Anywhere you can log into your EdNet account you will have access to Degree Works.

Is my information confidential?

Yes. The only individuals that have access to your Degree Works information are you, your advisor and selected staff who will need access for the purpose of supporting your progress to completion of your academic degree.

How current will my information be in Degree Works?

The information in Degree Works is refreshed each night. Any changes made today (i.e. grade changes, dropping and adding of classes, course substitutions, etc.) will be seen in Degree Works tomorrow. If your information isn't up-to-date it could be due to paperwork not being completed or an outstanding transcript for transfer work. Check with the Registrar's Office if your audit does not reflect transfer work you have completed.

Audit FAQ

A Degree Works audit is a review of past and current coursework that provides information on completed and outstanding catalog requirements necessary to complete your degree. The audit is divided into block requirements such as Degree, General Education, and Major Requirements. Each block works like a checklist that has boxes that are automatically checked when a requirement is met.

Will I be able to view my entire course history?

Degree Works uses information that is current for your transcript. You will be able to view any courses that you have completed/registered for/transferred by the date your audit was last refreshed. (Data is refreshed nightly). Keep in mind that any transfer work or grade changes that have not been formally submitted and accepted will not appear on your audit. You should follow up with your academic advisor to ensure necessary paperwork has been completed.

Where can I find my major GPA?

Your major GPA is a calculated GPA based on coursework used to fulfill major requirements. This GPA will appear within the major block requirements of your audit.

How do I know what classes I need to take?

Your audit will outline for you courses still needed to meet degree, major, minor and/or concentration requirements within each specific block. You may then use this information to discuss your plan with your academic advisor.

I think the requirements for my major are wrong.

Look at the catalog term that appears on the major requirements block of the audit. According to our records this is the catalog that you are using to complete your degree. If you want to change your catalog year, you will need to stop by the Registrar's Office to take care of that.

I'm getting two degrees. Why can't I see my second degree?

You can access your second degree audit by using the Degree drop-down menu at the top of the screen.

Why isn't my transfer work meeting a requirement?

There could be two reasons. First, the transfer course was determined not to be an equivalent course. Second, the course did not meet either the minimum number of credits and/or minimum grade requirement for use in your program of study.

If I withdraw from a class, will that be reflected in my audit?

Yes. Courses from which you have withdrawn will appear in the Not Passed Block on your audit.

"What If" Audit FAQ

If I use the "What If" feature does this mean I have changed my major?

No. The "What If" function is for information purposes only. You will see the header "What If" Audit displayed at the top of the audit whenever an audit is run on the "What If" scenario.

Can my advisor see my "What If" scenario?

Since "What If" scenarios are not stored on Degree Works, your advisor can only see your results if the two of you work through a "What If" procedure together.

Can I view multiple "What If" scenarios on the same screen?

Yes, Degree Works will allow you to select multiple majors, minors and concentrations. Consult your catalog for approved degree/major/minor/concentration combinations.

Can I print a "What If" scenario?

Yes.

Why am I receiving an error when I run a "What If" scenario?

The "What If" tool requires that you make a selection in the "Academic Year" field. Failure to select a year will result in an error.


Current Program

Glenville State College

Student View AA931D6K as of 09/27/2017 at 13:04

Student	[REDACTED]	Degree	BSBA - BS Business Admn	Glenville GPA	2.75
ID	[REDACTED]	Major	Accounting	Transfer GPA	4.00
Class	Junior	Concentration		Overall GPA	3.01
Advisor	McKinney, Cheryl F	Minors	Management, Leadership Nonprofit	Academic Standing	
				Holds	

Degree Progress

Requirements  75%
Results as of 09/27/2017. The percentage shown assumes successful completion of requirements currently in progress.

<input type="checkbox"/> BS Business Administration	Academic Year	2015 - 2016	Credits Required:	120
	GPA:	3.01	Credits Applied:	92

Of the total hours required for graduation, a minimum of 39 must be earned in courses on the junior and senior level (numbered 300-499). You have taken 24 but need 15 more semester hours.

This degree requires 120 credit hours. You currently have 92, (which may include hours not required for this degree). You still need a minimum of 28 credit hours. Changing and/or adding additional majors or minors may increase this number.

A minimum of 120 credits is required.

Reason:

You meet the minimum Overall GPA requirement

You meet the minimum Glenville GPA requirement

GSC 100: The First Year Experience

General Education Requirements

Still Needed: See **General Education for BSBA** section

Business Administration Core

Major Requirements

Still Needed: See **Accounting Major** section

2 Minors

Still Needed: See **Management Minor** section See **Nonprofit Leadership & Management Minor** section

Electives

The First Year Experience

Academic Year 2015 - 2016

GPA: 0.00

Completed First Year Experience

General Education for BSBA

Academic Year 2015 - 2016

GPA: 3.11

Credits Required: 39

Credits Applied: 34

THE HUMANITIES

Critical Reading and Writing I ENGL 101 Critical Reading and Writing I A 3 SP 2016

Critical Reading and Writing II: American Mosaic ENGL 102 ~CRW II: The American Mosaic C 3 FA 2016

Survey of Literature ENGL 204 ~Survey of English Lit II C 3 SP 2017

Introduction to Public Speaking CART 101 ~Intro to Public Speaking B 3 FA 2016

Survey of Art/Theatre/Music or Intro to Fine Arts FNAR 100 ~Introduction to Fine Arts B 3 SP 2017

THE NATURAL SCIENCES AND MATHEMATICS

<input checked="" type="checkbox"/>	College Algebra	MATH 115	College Algebra	A	3	FA 2015
		Satisfied by MATH109 - Algebra - New River Comm&Tech College				
		BIOL 120	Principles of Biology I Lab	A	1	SU 2017
		Satisfied by BIOL103L - General Biology Lab - New River Comm&Tech College				
		BIOL 120	Principles of Biology I	A	3	SU 2017
		Satisfied by BIOL101 - General Biology - New River Comm&Tech College				

Natural Sciences

Students are required to complete 8 hours in lab science courses; you have taken 4 credits and need 4 more. ENVR 101, SCNC 101, 102, 103 and 104 are recommended. However, other lab science courses may satisfy this requirement. These can be found under the Course Description section of the GSC Catalog.

Still Needed:

THE SOCIAL SCIENCES

<input checked="" type="checkbox"/>	History & Political Science	HIST 202	History of World Cultures II	C	3	SP 2016
		POSC 203	American National Government	A	3	SU 2017
		Satisfied by POSC200 - American Government & Economy - New River Comm&Tech College				
		ECON 201	~Principles of Microeconomics	C	3	FA 2016

HEALTH AND PHYSICAL EDUCATION

First Aid and Safety

Still Needed: 1 Class in PED 201

TECHNOLOGY

<input checked="" type="checkbox"/>	Computing Concepts	CSCI 101	Computing Concepts	A	3	FA 2015
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Business Administration Core

Academic Year	2015 - 2016	Credits Required:	33
GPA:	3.00	Credits Applied:	33

<input checked="" type="checkbox"/>	Principles of Accounting I	ACCT 231	Principles of Accounting I	A	3	FA 2013
		Satisfied by ADOF201 - Office Accounting - New River Comm&Tech College				
		ACCT 232	Principles of Accounting II	C	3	SP 2016
		BUSN 100	Introduction to Business	B	3	SP 2016
		BUSN 193	Applied Busn Communications	A	3	SP 2017
		BUSN 230	Quantitative Busn Analysis I	C	3	FA 2015
		BUSN 270	Business Law I	C	3	FA 2016
<input checked="" type="checkbox"/>	Quantitative Business Analysis II	BUSN 330	Quantitative Busn Analysis II	IP	(3)	FA 2017
		CSCI 260	Management Information Systems	A	3	SU 2016
		ECON 202	Principles of Macroeconomics	A	3	SU 2017
		Satisfied by ECON211 - Principles of Economics I - New River Comm&Tech College				
		MGMT 201	Principles of Management	C	3	SP 2016
		MRKT 201	Principles of Marketing	B	3	FA 2015

Accounting Major

Credits Required:	42
Credits Applied:	18

GPA:	2.75
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<input checked="" type="checkbox"/>	Intermediate Accounting I	ACCT 331	Intermediate Accounting I	B	3	FA 2016
<input checked="" type="checkbox"/>	Intermediate Accounting II	ACCT 332	Intermediate Accounting II	B	3	SP 2017
<input type="checkbox"/>	Individual Income Tax Accounting	Still Needed:	1 Class in ACCT 334*			
<input checked="" type="checkbox"/>	Cost Accounting	ACCT 337	Cost Accounting	IP	(3)	FA 2017
<input type="checkbox"/>	Business Income Tax Accounting	Still Needed:	1 Class in ACCT 344*			
<input checked="" type="checkbox"/>	Advanced Accounting	ACCT 432	Advanced Accounting	IP	(3)	FA 2017
<input type="checkbox"/>	Auditing	Still Needed:	1 Class in ACCT 435*			
<input type="checkbox"/>	Accounting Systems	Still Needed:	1 Class in ACCT 436*			
<input type="checkbox"/>	Accounting Ethics Seminar	Still Needed:	1 Class in ACCT 438*			
<input type="checkbox"/>	Business Law II	Still Needed:	1 Class in BUSN 470*			
<input type="checkbox"/>	Strategic Management and Planning	Still Needed:	1 Class in BUSN 493*			
<input type="checkbox"/>	The Financial System and Economy	Still Needed:	1 Class in ECON 420*			
<input checked="" type="checkbox"/>	Business Finance	FINC 321	Business Finance	B	3	SP 2017
<input checked="" type="checkbox"/>	Introduction to Statistical Analysis	STAT 361	Intro to Statistical Analysis	C	3	SP 2017

<input type="checkbox"/>	Management Minor	Academic Year	2015 - 2016	Credits Required:	18
		GPA:	3.00	Credits Applied:	6

<input type="checkbox"/>	Management Courses					
<input type="checkbox"/>	Small Business Management	Still Needed:	1 Class in MGMT 202*			
<input type="checkbox"/>	Labor-Management Relations	Still Needed:	1 Class in MGMT 383*			
<input checked="" type="checkbox"/>	Human Resources Management	MGMT 384	Human Resource Management	IP	(3)	FA 2017
<input type="checkbox"/>	Organizational Behavior	Still Needed:	1 Class in MGMT 484*			
<input type="checkbox"/>	Operations Management	Still Needed:	1 Class in MGMT 487*			
<input checked="" type="checkbox"/>	Department of Business Elective	FINC 321	Business Finance	B	3	SP 2017

<input type="checkbox"/>	Nonprofit Leadership & Management Minor	Academic Year	2015 - 2016	Credits Required:	24
		GPA:	3.00	Credits Applied:	21

Students should complete PSYC 201 as General Education requirement or as an elective in the baccalaureate program.

<input checked="" type="checkbox"/>	Principles of Accounting I	ACCT 231	Principles of Accounting I	A	3	FA 2013
		Satisfied by	ADOF201 - Office Accounting - New River Comm&Tech College			
<input checked="" type="checkbox"/>	Appl Business Comm or Dimensions in Prof Dev	BUSN 193	Applied Busn Communications	A	3	SP 2017
<input checked="" type="checkbox"/>	Quantitative Business Analysis I	BUSN 230	Quantitative Busn Analysis I	C	3	FA 2015
<input checked="" type="checkbox"/>	Business Law I	BUSN 270	Business Law I	C	3	FA 2016
<input checked="" type="checkbox"/>	Human Resource Management	MGMT 384	Human Resource Management	IP	(3)	FA 2017
<input checked="" type="checkbox"/>	Principles of Marketing	MRKT 201	Principles of Marketing	B	3	FA 2015
<input type="checkbox"/>	Introduction to Nonprofit Organizations	Still Needed:	1 Class in NPLM 101			
<input checked="" type="checkbox"/>	Nonprofit Practices and Procedures	NPLM 201	Nonprofit Practices/Procedures	IP	(3)	FA 2017

Academic Year 2015 - 2016
GPA: 0.00

Electives for BSBA

General electives can be shared with minors and second majors.

Electives Not Required

Fallthrough Courses

Credit Hours Applied: 1 Class Hours Applied: 1

GSC 100	The First Year Experience	CR	1	FA 2015
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Not Passed

Credit Hours Applied: 3 Class Hours Applied: 1

ACCT 231	Principles of Accounting I	AU	3	FA 2015
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In-progress

Credit Hours Applied: 15 Class Hours Applied: 5

ACCT 337		IP	3	
ACCT 432		IP	3	
BUSN 330		IP	3	
MGMT 384		IP	3	
NPLM 201		IP	3	

Notes

	Who	Date
Approved as transient @ New River POSC 203 summer 2017	Reed, Ann M	05/12/2017
Approved as transient @ New River CTC ECON 202 @ BIOL 120 summer 2017	Reed, Ann M	05/01/2017
Approved as transient @ New River MATH 115 winter 2015	Reed, Ann M	12/16/2015

Legend

- Complete
- Not Complete
- Complete except for classes in-progress
- Nearly complete - see advisor
- (T) Transfer Class
- @ Any course number

Disclaimer

This degree audit is NOT intended to replace the requirement that you meet with your academic advisor. It is a guide to help you with course selection. For assistance interpreting this report, please contact your academic advisor. This degree plan is not notification of the awarding of a degree, and it is not an official transcript. For an official transcript or to apply for graduation, please contact the Office of the Registrar.

"What-if" Program

Glenville State College

Student View WA0246hH as of 10/09/2017 at 08:26

Student	[REDACTED]	Degree	BAED - Bachelor of Arts Educ	Glenville GPA	2.75
ID	[REDACTED]	Major	Business & Marketing (5-adult)	Transfer GPA	4.00
Class	Junior	Concentration		Overall GPA	3.01
Advisor	McKinney, Cheryl F	Minor		Academic Standing	
				Holds	

Degree Progress

Requirements  46%
Results as of 10/09/2017. The percentage shown assumes successful completion of requirements currently in progress.

<input type="checkbox"/> Bachelor of Arts Education	Academic Year	2017 - 2018	Credits Required:	129
	GPA:	3.01	Credits Applied:	92

Unmet conditions for this set of requirements:

Of the total hours required for graduation, a minimum of 39 must be earned in courses on the junior and senior level (numbered 300-400). You have taken 24 but need 15 more semester hours.

This degree requires 129 credit hours. You currently have 92, (which may include hours not required for this degree). You still need a minimum of 37 credit hours. Changing and/or adding additional teaching specializations may increase this number.

- A minimum of 129 credits is required. **Reason:**
- You meet the minimum Overall GPA requirement
- You meet the minimum Glenville GPA requirement
- GSC 100: The First Year Experience
- General Education Requirements **Still Needed:** See **General Education for BAED** section
- Major Requirements **Still Needed:** See **Business & Marketing Education (5-adult)** section
- Professional Education **Still Needed:** See **Professional Education** section
- Admission to Tchr Educ/Internship Requirements **Still Needed:** See **Admission to Tchr Educ/Internship Requirements** section
- Student Internship Requirements **Still Needed:** See **Student Internship Requirements** section

<input checked="" type="checkbox"/> The First Year Experience	Academic Year	2017 - 2018
	GPA:	0.00

- Completed First Year Experience

<input type="checkbox"/> General Education for BAED	Academic Year	2017 - 2018	Credits Required:	39
	GPA:	3.11	Credits Applied:	34

Unmet conditions for this set of requirements:

39 semester hours are required. You currently have 34, you still need 5 more semester hours.

- THE HUMANITIES
- Critical Reading and Writing I ENGL 101 Critical Reading and Writing I A 3 SP 2016
- Critical Reading and Writing II: American Mosaic ENGL 102 ~CRW II: The American Mosaic C 3 FA 2016
- Survey of English or American Literature ENGL 204 ~Survey of English Lit II C 3 SP 2017

<input checked="" type="checkbox"/>	Principles of Macroeconomics	ECON 202	Principles of Macroeconomics	A	3	SU 2017
		Satisfied by	ECON211 - Principles of Economics I - New River Comm&Tech College			
<input checked="" type="checkbox"/>	Fin Sys & Econ or Busn Finc or Risk Mgmt & Ins	FINC 321	Business Finance	B	3	SP 2017
<input type="checkbox"/>	Entrepreneurship	Still Needed:	1 Class in MGMT 202*			
<input type="checkbox"/>	Human Resource Management	MGMT 384	Human Resource Management	IP	(3)	FA 2017
<input checked="" type="checkbox"/>	Principles of Marketing	MRKT 201	Principles of Marketing	B	3	FA 2015
<input type="checkbox"/>	Introduction to Graphic Design	Still Needed:	1 Class in MRKT 203*			
<input type="checkbox"/>	Sales Management and Technology	Still Needed:	1 Class in MRKT 377			
<input type="checkbox"/>	Advertising and Sales Promotion	Still Needed:	1 Class in MRKT 379			
<input checked="" type="checkbox"/>	Introduction to Statistical Analysis	STAT 361	Intro to Statistical Analysis	C	3	SP 2017

<input type="checkbox"/>	Professional Education	Academic Year	2017 - 2018	Credits Required:	24
		GPA:	0.00	Credits Applied:	0
Unmet conditions for this set of requirements:		Your GPA is 0.00; a GPA of 2.75 is required			
		24 semester hours are required. You currently have 0, you still need 24 more semester hours.			

<input type="checkbox"/>	Foundations of Education	Still Needed:	1 Class in EDUC 203			
<input type="checkbox"/>	Educational Psychology	Still Needed:	1 Class in EDUC 205*			
	Remark:	Before enrolling in Education 205, a student must attempt PRAXIS I or be exempt from this requirement due to ACT or SAT score.				
<input type="checkbox"/>	Computer Skills for Education	Still Needed:	1 Class in CSCI 267			
<input type="checkbox"/>	Classroom Management & Teaching Strategies	Still Needed:	1 Class in EDUC 310*			
<input type="checkbox"/>	Curriculum & Assessment: Content (5-Adult)	Still Needed:	1 Class in EDUC 412*			
<input type="checkbox"/>	Teaching Reading in Middle & Adolescent Ed	Still Needed:	1 Class in READ 317*			
<input type="checkbox"/>	Educating the Student with Diversities	Still Needed:	1 Class in SPED 220*			
<input type="checkbox"/>	Strategy for Students w/Disabilities & Disorders	Still Needed:	1 Class in SPED 334*			
<input type="checkbox"/>	Teaching Business & Marketing (5-Adult)	Still Needed:	1 Class in EDUC 341*			

<input type="checkbox"/>	Admission to Tchr Educ/Internship Requirements	Academic Year	2017 - 2018	Credits Required:	17
		GPA:	3.00	Credits Applied:	9
Unmet conditions for this set of requirements:		17 semester hours are required. You currently have 9, you still need 8 more semester hours.			

Courses must be passed with a grade of 'C' or better.

<input type="checkbox"/>	COURSE REQUIREMENTS					
<input checked="" type="checkbox"/>	Introduction to Public Speaking	CART 101	~Intro to Public Speaking	B	3	FA 2016
<input type="checkbox"/>	Computer Skills for Education	Still Needed:	1 Class in CSCI 267			
<input type="checkbox"/>	Foundations of Education	Still Needed:	1 Class in EDUC 203			
<input type="checkbox"/>	Educational Psychology	Still Needed:	1 Class in EDUC 205*			
<input checked="" type="checkbox"/>	Critical Reading & Writing I	ENGL 101	Critical Reading and Writing I	A	3	SP 2016

<input checked="" type="checkbox"/>	Introduction to Public Speaking	CART 101	~Intro to Public Speaking	B	3	FA 2016
<input checked="" type="checkbox"/>	Survey of Theatre or Introduction to Fine Arts	FNAR 100	~Introduction to Fine Arts	B	3	SP 2017
<input type="checkbox"/>	THE NATURAL SCIENCES AND MATHEMATICS					
<input checked="" type="checkbox"/>	College Algebra	MATH 115	College Algebra	A	3	FA 2015
		Satisfied by	MATH109 - Algebra - New River Comm&Tech College			
		BIOL 120	Principles of Biology I Lab	A	1	SU 2017
		Satisfied by	BIOL103L - General Biology Lab - New River Comm&Tech College			
		BIOL 120	Principles of Biology I	A	3	SU 2017
		Satisfied by	BIOL101 - General Biology - New River Comm&Tech College			
<input type="checkbox"/>	Natural Sciences		Students are required to complete 8 hours in lab science courses; you have taken 4 credits and need 4 more. ENVR 101, SCNC 101, 102, 103 and 104 are recommended. However, other lab science courses may satisfy this requirement. These can be found under the Course Description section of the GSC Catalog.			
		Still Needed:	102, 103 and 104 are recommended. However, other lab science courses may satisfy this requirement. These can be found under the Course Description section of the GSC Catalog.			
<input checked="" type="checkbox"/>	THE SOCIAL SCIENCES					
		HIST 202	History of World Cultures II	C	3	SP 2016
<input checked="" type="checkbox"/>	History & Political Science	POSC 203	American National Government	A	3	SU 2017
		Satisfied by	POSC200 - American Government & Economy - New River Comm&Tech College			
<input checked="" type="checkbox"/>	Principles of Microeconomics	ECON 201	~Principles of Microeconomics	C	3	FA 2016
<input type="checkbox"/>	HEALTH AND PHYSICAL EDUCATION					
<input type="checkbox"/>	First Aid and Safety		Still Needed:	1 Class in PED 201		
<input checked="" type="checkbox"/>	TECHNOLOGY					
<input checked="" type="checkbox"/>	Computing Concepts	CSCI 101	Computing Concepts	A	3	FA 2015

Business & Marketing Education (5-adult) Credits Required: 54
Credits Applied: 36

GPA: 3.00

Unmet conditions for this set of requirements: 54 semester hours are required. You currently have 36, you still need 18 more semester hours.

<input checked="" type="checkbox"/>	Principles of Accounting I	ACCT 231	Principles of Accounting I	A	3	FA 2013
		Satisfied by	ADOF201 - Office Accounting - New River Comm&Tech College			
<input checked="" type="checkbox"/>	Principles of Accounting II	ACCT 232	Principles of Accounting II	C	3	SP 2016
<input checked="" type="checkbox"/>	Introduction to Business	BUSN 100	Introduction to Business	B	3	SP 2016
<input checked="" type="checkbox"/>	Applied Business Communications	BUSN 193	Applied Busn Communications	A	3	SP 2017
<input checked="" type="checkbox"/>	Quantitative Business Analysis I	BUSN 230	Quantitative Busn Analysis I	C	3	FA 2015
<input checked="" type="checkbox"/>	Business Law I	BUSN 270	Business Law I	C	3	FA 2016
<input type="checkbox"/>	Professional Office Procedures		Still Needed:	1 Class in BUSN 305*		
<input type="checkbox"/>	Business Law II		Still Needed:	1 Class in BUSN 470*		
<input checked="" type="checkbox"/>	Management Information Systems	CSCI 260	Management Information Systems	A	3	SU 2016

<input checked="" type="checkbox"/>	Critical Reading & Writing II	ENGL 102	~CRW II: The American Mosaic	C	3	FA 2016
<input type="checkbox"/>	First Aid and Safety	Still Needed:	1 Class in PED 201			
<input type="checkbox"/>	PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS (CORE)					
<input type="checkbox"/>	Core Reading/Writing/Mathematics					
<input type="checkbox"/>	Core Academic Skills: Reading (5712) Required					
<input type="checkbox"/>	Core Academic Skills: Writing (5722) Required					
<input type="checkbox"/>	Core Academic Skills: Math (5732) Required					
<input type="checkbox"/>	ADMISSION TO TEACHER EDUCATION					
<input type="checkbox"/>	Not Fully Admitted					
<input type="checkbox"/>	PLT-PRINCIPLES OF LEARNING & TEACHING					
<input type="checkbox"/>	PLT 7-12 Required					
<input type="checkbox"/>	TEST(S) REQUIRED FOR SPECIFIC LICENSURE AREAS					
<input type="checkbox"/>	Business & Marketing (5-adult) Content Tests					
<input type="checkbox"/>	Business (5-adult) Content Test Required					
<input type="checkbox"/>	Marketing (5-adult) Content Test Required					

<input type="checkbox"/>	Student Internship Requirements	Academic Year	2017 - 2018	Credits Required:	12
		GPA:	0.00	Credits Applied:	0
Unmet conditions for this set of requirements:		12 semester hours are required. You currently have 0, you still need 12 more credits.			

<input type="checkbox"/>	BUSINESS (5-ADULT)					
<input type="checkbox"/>	Capstone Assessment	Still Needed:	1 Class in EDUC 493*			
<input type="checkbox"/>	Student Internship - Content (5-9)	Still Needed:	1 Class in EDUC 454			
<input type="checkbox"/>	Student Internship - Content (9-adult)	Still Needed:	1 Class in EDUC 455			

Fallthrough Courses				Credit Hours Applied: 22	Class Hours Applied: 8
ACCT 331	Intermediate Accounting I	B	3	FA 2016	
ACCT 332	Intermediate Accounting II	B	3	SP 2017	
ACCT 337	Cost Accounting	IP	3	FA 2017	
ACCT 432	Advanced Accounting	IP	3	FA 2017	
BUSN 330	Quantitative Busn Analysis II	IP	3	FA 2017	
GSC 100	The First Year Experience	CR	1	FA 2015	
MGMT 201	Principles of Management	C	3	SP 2016	
NPLM 201	Nonprofit Practices/Procedures	IP	3	FA 2017	

Not Passed				Credit Hours Applied: 3	Class Hours Applied: 1
ACCT 231	Principles of Accounting I	AU	3	FA 2015	

In-progress				Credit Hours Applied: 15	Class Hours Applied: 5
ACCT 337		IP	3		
ACCT 432		IP	3		
BUSN 330		IP	3		
MGMT 384		IP	3		

NPLM 201



IP

3

Notes

	Who	Date
Approved as transient @ New River POSC 203 summer 2017	Reed, Ann M	05/12/2017
Approved as transient @ New River CTC ECON 202 @ BIOL 120 summer 2017	Reed, Ann M	05/01/2017
Approved as transient @ New River MATH 115 winter 2015	Reed, Ann M	12/16/2015

Legend

- Complete
- Not Complete
-  Complete except for classes in-progress
-  Nearly complete - see advisor
- (T) Transfer Class
- @ Any course number

Disclaimer

This degree audit is NOT intended to replace the requirement that you meet with your academic advisor. It is a guide to help you with course selection. For assistance interpreting this report, please contact your academic advisor. This degree plan is not notification of the awarding of a degree, and it is not an official transcript. For an official transcript or to apply for graduation, please contact the Office of the Registrar.

Submitted by: *Marty Carver, Vice President of Enrollment Management*

Highlights

1. Fall 2017 Headcount for new traditional main campus students was 383. This number represents 45 students above the fall 2017 goal of 338 (or 13.31%).
2. The Office of Admissions Recruitment Plan has been revised for fall 2018. This year's plan demands greater focus on the Primary Market. To accomplish this, the top 12 WV counties have been elevated to the Primary VIP market. The Primary VIP market also includes all Hidden Promise, PEEP, and Legacy students. In addition, some initial sources with a proven track record for producing students may be included.
3. The AutoProcess/Communication Plan has been greatly modified to support the recruitment plan. The AutoProcess is a fully automated system that assists with communication to prospective students. This communication can include scheduled calls, sending email, postcards, and letters. This year's communication plan includes tracks for the following:
 - Future Year Inquiries (<= HS Sophomore)
 - Junior Inquiries
 - Senior Inquiries (Primary VIP & Primary)
 - Senior Inquiries (Secondary)
 - Senior Inquiries (Tertiary)
 - Senior Applicants
 - Transfer Inquiries
 - Transfer Applicants
 - Admitted (All)
 - Senior Applicants – Parents
 - Senior Admitted – Parents
 - Senior Registered – Parents
 - High School Counselors

The AutoProcess includes communication from admissions, financial aid, student life, residential life, academic departments, student organizations, alumni and parents of current students. (See attachment for a Sample Track)

4. The 2017-2018 Admission Event schedule has been finalized

October 21, 2017 (Saturday)	Fall Open House (Fall Preview) *Homecoming
November 18, 2017 (Saturday)	Blue & White Visit Day
December 29, 2017 (Friday)	Spring 2017 Documentation Deadline
January 6, 2018 (Saturday)	Blue & White Visit Day
February 3, 2018 (Saturday)	Winter Open House (Winter Preview) *Tailgate
March 17, 2018 (Saturday)	Blue & White Visit Day
April 7, 2018 (Saturday)	Early Registration Week (Day 1)
April 9-13, 2018 (Monday-Friday)	Early Registration Week (Days 2-6)
April 28, 2018 (Saturday)	Spring Open House (Spring Preview)

May 19, 2018 (Saturday)	Blue & White Visit Day
June 16, 2018 (Saturday)	Blue & White Visit Day (Summer Registration Day)
June 26, 2018 (Tuesday)	Transfer Tuesday (Visit Day)
July 18, 2018 (Wednesday)	PEEP Orientation
July 27, 2018 (Friday)	Fall 2018 Documentation Deadline
Daily Visits (Monday-Friday)	10:00 AM & 2:00 PM

Challenges

1. Staffing: The Office of Admissions currently has a Program Assistant I (Office Manager) position open. In addition, even though we have reduced the number of college fairs we are attending this fall, it has been a challenge to cover all college fairs and office production with the reduced number of counselors. *Initiative:* Working to determine the best way to resolve this issue. Options are to hold on the program assistant position and hire an admissions counselor or hire the program assistant and hold on the admissions counselor. Some of the office production issues have been resolved by hiring additional student workers.
2. Accurate Report/Comparison Data: This has been an ongoing issue for many years but it is vital that we get it corrected. *Initiative:* Working with the institutional research office to correct this issue.
3. Lack of mail communication: Last year, the only mail communication we sent to prospective students were required items postcards (limited #) and acceptance packets. *Initiative:* Developing 10 to 15 themed postcards to highlight the many exciting aspects of GSC. The postcards will only be used within the Primary Market. Themes include:
 - Inquiry Thank You
 - Be a Pioneer (General Info)
 - Academics
 - Student Life
 - Resident Life
 - GSC Value
 - Financial Aid
 - Transfer Specific
 - Alumni Success
 - Campus Visit
 - Application Thank You
 - Acceptance Congrats – Parent

Attachments/Enclosures:

1. Sample AutoProcess Track (Senior Inquiry)
2. Enrollment Comparisons

The following is a sample of 1 track within the AutoProcess.

Track: Senior Inquiry (INQ) Track (Primary Market)	
# of Days	Initial Inquiry Entered
1	EMAIL 100: INQ Thank You
2	EMAIL 100: INQ Thank You Post Card
3	1
4	TEXT: INQ Thank You
5	CALL: INQ Thank You
6	3
7	EMAIL 101: Quickbook
8	EMAIL 101: Quickbook (Selected Sources)
9	3
10	EMAIL: VIP/ Legacy Acknowledgement
11	EMAIL 103: Be a Pioneer
12	MAIL 103: Be a Pioneer Postcard
13	7
14	EMAIL 104: Value (Fin Aid/Cost/Etc)
15	MAIL 104: Value Postcard
16	7
17	EMAIL 105: Academics (Programs)
18	MAIL 105: Academics (Programs) Postcard
19	7
20	EMAIL 106: Student Life (Activities)
21	MAIL 106: Student Life (Activities) Postcard
22	TEXT: INQ General #2
23	CALL: INQ General #2
24	7
25	EMAIL 107: Student Life (Residence)
26	MAIL 107: Student Life (Residence) Postcard
27	7
28	EMAIL 108: Athletics (Mascot/Pride)
29	MAIL 108: Athletics (Mascot/Pride) Postcard
30	14
31	EMAIL 109: APP/Visit Appeal #1
32	MAIL 109: APP/Visit Appeal #1 Postcard
33	CALL: APP/Visit Appeal #1
34	TEXT: APP/Visit Appeal #1
35	
14	EMAIL 110: APP/Visit Appeal #2
36	MAIL 110: APP/Visit Appeal #2 Postcard
37	CALL: APP/Visit Appeal #2
38	TEXT: APP/Visit Appeal #2
39	14
40	EMAIL 111: APP/Visit Appeal #3
41	MAIL 111: APP/Visit Appeal #3 Postcard
42	CALL: APP/Visit Appeal #3
43	TEXT: APP/Visit Appeal #3
44	14
45	NOTE 112: Loop to 332 (No Mail 2nd Run)
46	14
47	EMAIL 113: Final Appeal
48	14
49	
50	
	End of Track
	Note(s):
	-Visit Call to Action is part of every contact
	-Application Call to Action is part of every contact
	Additional Non-AutoProcess Contact(s):
	-Open House
	-Birthday Cards/Email
	-ACT/SAT Test Date Reminders with GSC Codes
	-Financial Aid Deadline Reminders with GSC FAFSA Code
	-Social Media (as available)
	-Instant WebChats (as requested)

Glenville State College
Enrollment Activity Comparisons
Fall 2014 to Fall 2017
 October 7, 2014 – 2017

	Fall 2017	Fall 2016	Fall 2015	Fall 2014
Total Enrollment	1663	1594	1652	1738
Main	1051	1088	1064	1107
In-State	830	860	817	876
(New First-Time, Transfer, Readmit)	284	0	0	0
(Continuing)	546	0	0	0
Out-of-State	221	228	247	231
(New First-Time, Transfer, Readmit)	97	0	0	0
(Continuing)	124	0	0	0
Regular Out-of-State Fee	178	172	181	174
Metro Out-of-State Fee	40	54	62	53
SREB Out-of-State Fee	3	2	4	4
Off-Campus Programming	612	506	588	631
HS	310	228	267	224
Degree Seeking PELL Pilot	0	97	NA	NA
Non-Degree Seeking Non-PELL	0	131	NA	NA
FCI	60	82	153	139
Degree Seeking PELL Pilot	0	29	NA	NA
Non-Degree Seeking Non-PELL	0	53	NA	NA
Huttonsville	138	103	NA	NA
Degree Seeking PELL Pilot				
DMAPS	104	93	168	268
Degree Seeking	28	30	50	178
Degree Seeking 2 year	11	11	NA	NA
Degree Seeking 4 Year	17	19	NA	NA
Non-Degree Seeking	76	63	118	90

Submitted by: *Dennis Pounds, Vice President for Advancement and Media Relations*

Marketing and Public Relations

- Continuing with popular weekly Pioneer Update to over 6,000 email accounts
- Interviewed four digital marketing firms and selected Suddenlink as the provider
- Completing weekly banner ads for the front page of the Glenville Democrat/Pathfinder
- Organized a photo shoot and created postcards for admissions
- Monitoring social media for effectiveness and content
- Continuing Dr. Pellett tweets

Print Shop

- Completed all back to class materials for faculty and administration
- Dealing with performance issues with new printer – hopefully resolved

College Advancement

- Updated phone numbers and addresses in Razor’s Edge database prior to Call Star beginning
- Interviewed and hired the Call Star students
- Still building membership in Club 1872
- Attended Dominion Golf Tournament to receive our 21st annual gift from Dominion
- Coordinated the ordering and distribution of Eclipse glasses to all Gilmer County students
- Forming the “Half Time Heroes” recognition program
- Looking at options for overflow housing if expected enrollment increases occur
- Working on a 150th Anniversary Silver Coin initiative
- Organizing GSC’s first National Day of Giving for Tuesday, November 28, 2017

Alumni Relations

- Over 1,000 followers on the recently formed Glenville State College Alumni and Friends Facebook page
- Planning the 2017 Hall of Fame Induction
- Working with SGA on Homecoming activities

GSC Foundation Report to the Board of Governors – As of September 12, 2017

The Annual Fund’s Call Star Program is rolling out the week of September 25, 2017. 17 students have been hired and trained to make these important contacts with alumni and friends of the college to gather updated contact information, inform them of the initiatives currently underway, and ask for support through unrestricted monies to move those initiatives forward.

The tables below recap the activities for the period 08/07/2017 through 09/12/2017:

Donor Level	Fiscal Year Through 08/07/2017		Fiscal Year Through 09/12/2017	
	# Donors	Gift \$	# Donors	Gift \$
< \$100	17	605.00	30	1,158.46
\$100 – 499	23	3,471.76	53	9,564.28
\$500 – 999	7	4,117.69	13	7,907.69
\$1,000 – 2,499	6	8,987.00	15	22,476.05
\$2,500 – 4,999	2	7,100.00	4	16,315.25
\$5,000 – 9999	2	10,000.00	5	26,910.00
\$10,000 – 24,999	0	0	1	10,000.00
\$25,000 – 99,999	1	32,130.52	1	48,974.79
100,000 – 999,999	1	750,000.00	1	760,116.00
1,000,000 +				
Totals	59	816,411.97	123	903,422.52

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

	# Donors	Gift \$
Repeat at same level	27	28,281.21
Increased giving	38	845,364.77
New donors	24	3,236.54
Recovered > 2 years	21	15,514.00
Decreased	13	11,026.00
Totals	123	903,422.52

Submitted by: *John Beckvold, Vice President for Business and Finance*

Financial

- Bond refinancing completed-Closing set for September 28, 2017- (*see attached financing summary*)
- Met the September 15 deadline for submission of draft audited financial statements. On target to complete audit prior to the October 15 deadline.
- Begun project to collect old student accounts more than year old.
- Carefully monitoring cash flow on a weekly basis. Beginning to pay down older accounts payable.
- VP Beckvold to participate in HEPC/Governor's Committee to study structure of State Higher Education. First meeting is 9/27.

Operations

- Finalized Aramark contract and settlement. 624 students on meal plans this semester. Nearly 100 more than budgeted, resulting in additional margin to College of \$150K this semester.
- Permanent controller search underway. Expect to complete in 30 days.
- Conrad used for overflow student housing for up to 12 students. Returning to use exclusively as a motel effective September 23.

Facilities

- Work continues on selected projects designated for use of bond proceeds.
- Many campus improvement projects completed before students arrived, including Conrad, landscaping, visual changes to Goodwin and Mollohan, Waco Center weight room, and football locker rooms.
- Use of prison labor to supplement facilities staff.
- Improving reporting of projects and activities ongoing and planned.

Glennville State College

Summary of Bond Refinancing

History

1. 5 separate borrowings from 2005-2011, used to finance campus renovation and expansion, secured by a variety of pledged fees.
2. Moody's reduced rating in Feb. 2016, citing concerns regarding:
 - a. Liquidity
 - b. Operating performance & Enrollment trends
 - c. Debt structure including call provision
 - d. WV economy including appropriations
 - e. Management

Refinancing

1. Refinancing discussions began over a year ago, but became serious in Feb, 2017 with hiring of Piper Jaffray.
2. Larry Porter did the majority of the work supporting the transaction.
3. Added \$2M for FY 2018 facilities projects.
4. Structured in 5 different maturities each carrying a different rate—one half is at 30-year maturity.
5. Terms include no principal repayment in first two years.
6. Simple compliance and reporting and stronger pledge of certain fees and nearly all auxiliary revenues.

Results

1. Investor call on August 29 was a huge success-put forth the College story convincingly. Effectively addressed the Moody's concerns of 18 months prior.
2. Buyer demand was 3.5 times the amount of bonds being sold. Four institutional buyers wanted to buy all \$18.5 M of the 30-year bonds which carry the highest risk. Strong statement of support.
3. Interest rate and issuance costs were both slightly less than budgeted.
4. Net cash flow improvement for college of about \$1,000,000 in first two years; about \$400,000 thereafter.
5. HEPC is strong supporter of this refinance; looking for other schools to follow this lead.

**Glenville State College
Summary of Bond Transaction**

Original Amount Issued	Description	project	Bond Proceeds		Reserve Funds Proceeds	Total payoff
	2017 projects		2,000,000.00			
	Costs of issuance		222,941.79			
	Underwriters Fee		907,125.00			
	Series 2017 Reserve Fund		2,447,900.00			
1,500,000	BB&T	Mollohan	878,520.78	pay off 2006 Bonds		878,520.78
4,125,000	United Bank	Science	2,865,081.29	pay off 2007 Bonds		2,865,081.29
25,500,000	BB&T	Goodwin	21,543,791.40	pay off 2009 bonds	1,589,159.81	23,132,951.21
4,245,000	Trustees of 2011 Bonds	Pioneer	3,288,152.39	pay off 2011 Bonds	235,050.30	3,523,202.69
2,525,000	United Bank	Conrad/MCJTC	1,999,086.55	pay off 2011 bank loan		1,999,086.55
		original issue discount	132,400.80			
37,895,000		Total	36,285,000.00		1,824,210.11	32,398,842.52

maturity year	Interest Rate	Amount
2002	3.25%	2,135,000
2017	4.00%	4,105,000
2032	4.50%	5,040,000
2037	5.00%	6,345,000
2047	5.25%	18,660,000
		36,285,000

GLENVILLE STATE COLLEGE
Year-to-Date Financial Estimated Results
Date 30-Sep-17
By: Lisa Northwood

Revenue	Actual	Annual Budget
Appropriations	\$ 1,540,869	5,622,099
Tuition & Fees (Net)	5,030,571	7,800,142
Housing & Board (Net)	2,984,362	7,197,806
Operating Grants and other	69,533	383,892
Total Estimated Revenue	<u>9,625,336</u>	<u>21,003,939</u>
Expenses (cash basis)		
Salaries & Wages	(2,983,108)	(8,927,698)
Benefits	(776,721)	(2,772,516)
Utilities	(273,164)	(672,000)
Other Operating Expenses	(1,404,773)	(6,331,616)
Depreciation	<u>(625,000)</u>	<u>(2,500,000)</u>
Total cash expenses	<u>(6,062,766)</u>	<u>(21,203,830)</u>
Operating position as of Sept 30, 2017	<u>\$ 3,562,569</u>	<u>\$ (199,891)</u>

Notes:

This information is based on accrual information for revenue and cash outlays for expenses (except depr). Accordingly, the matching principle has been suspended for the purposes of this report.

Glenville State College 2017-18

What happens in FY 2018 to get above break-even in FY 2018 from a loss in FY 2017

Net (Loss) for FY 2017	<u>(1,300,000)</u>	
Aramark settlement	423,000	
Interest savings from refinancing	350,000	
Improved Student AR collection	200,000	
Improved tuition discounting	100,000	Full impact not felt until FY 2019
Additional students on campus		
Room charges	300,000	50 more students in housing
Board margin	250,000	75 more students on meal plans
Additional students off campus	75,000	
Net improvements	<u>1,698,000</u>	
Estimated net for FY 2018	<u><u>398,000</u></u>	

Submitted by: *Dustin Crutchfield, Public Relations Specialist and Classified Staff Board Rep.*

Highlights

1. Classified Staff Council Representative Dustin Crutchfield attended the Board of Governors Summit in Charleston, West Virginia on August 11. Several topics were discussed ranging from financial aid and open meeting guidelines to legislative updates and higher education trends.
2. Classified Staff Council has several initiatives that remain at the top of our agenda:
 - a. Working to make sure that staff members are recognized for their work and the development of an employee incentive plan
 - b. Actively participating in the implementation of new BOG policies regarding HB 2542 and continuing discussions about a furlough policy on our campus per the recommendation of ACCE
 - c. Securing donations to the general Staff Council account and the Ginny Grottendieck Scholarship account
 - d. Ongoing discussions about how staff are to handle inclement weather events, power outages, and other emergencies so that a plan is in place for the future (especially for those who are considered 'essential personnel')
 - e. Working to develop a welcome packet for new classified employees
 - f. Review of Classified Staff Constitution for possible updates
 - g. Review of Professional Development Award procedures

Challenges

1. Lack of updated guidelines for campus staff in the form of a Staff Handbook. Council plans to continue working with Human Resources to ensure that the Staff Handbook remains a priority both before and after new BOG policies are put in place for HB 2542.

Submitted by: *Larry R. Baker, Faculty Representative*

Highlights **ACF - Advisory Council of Faculty**

1. ACF agenda for 2017-2018 was approved by majority vote of faculty senates from WV state funded higher education institutions.

For the WV Legislature

- a. Create a steady stream of revenue for the higher education of WV students.
- b. Support the critical work of the HEPC and CTCC to ensure transparency and oversight at colleges and universities in administering higher education.
- c. Restore funding for student and faculty programs scheduled to be eliminated on July 1, 2018 per HB 2315. (You will find details in my report submitted to BOG in August 2017– HERA)
- d. Secure the solvency of PEIA with adequate funding.

For the WV HEPC, CTCC and Institutions of Higher Learning

- a. Promote faculty rights and ethical behavior through educating administrators and faculty
 - b. Include faculty in decision-making processes that create initiatives and policies
2. A collection of individual institutional, both CCTC and four year, faculty workload as defined by institutional faculty handbooks has been compiled.

Challenges **ACF**

1. Finalizing ACF brochure for distribution to legislators.
2. Release time to meet with legislators.

Highlights Faculty Senate (-August 22nd and *September 12th)

Attachment (faculty survey from end of last year - spring 2017)

1. -President Pellett welcomed faculty back and gave a brief update. He confirmed we were not burning any books or closing the library. Indicated he wants a strong shared governance. Reported the College's debt is 1.8 million instead of 2.8 million. Discussed 38% of revenue is being used for waivers and this is too high. Importance of student retention by faculty. Need to move forward with online classes. Faculty will be involved with planning as we move forward.
2. -Discussion and agreement for departmental updates at each faculty senate meeting providing time allows.
3. -Faculty Survey from last year was distributed (See attachment).
4. -Discussion of terminal degree and scholarship being more defined by GSC administration.
 - a. Subcommittees were made for researching definitions.
5. -Introduction of tenured track and lecturer track professor's vs our current tenured track and visiting instructor by Dr. Morris.
6. -Appointment of Dr. Curry to serve on election committee.
7. *BOG/ACF report presented, discussion of program reviews and decreasing waivers for current students followed. Dr. Morris indicated we would honor current promises for students.
8. *Approval of Assessment Committee By-Laws by majority vote.
9. *Discussion of definition of terminal degree and scholarship, Dr. Morris pointed out scholarship may differ between and sometimes within departments.
10. *Discussion of lab hours to count as 2/3 credit hour as majority of institutions now practice. Third vote to approve and send to administration for consideration when funding becomes available. Dr. Morris stated we should consider the colleges limited funding. Both this and increasing funding for faculty overload pay will most likely not happen concurrently in the future.

Challenges Faculty Senate (-August 22nd and *September 12th)

1. -Agreement of definition for terminal degree and scholarship is ongoing.
2. -Discussion of tenured track, lecture, and maybe redefining of visiting instructor is ongoing.
3. * Department representative's dissemination of information from faculty senate to department members and department chairs concerning faculty senate issues seems to be lacking at times. Possible cause may be too many overload hours, reports like CAEP, HLC, and assessment duties at this time to ensure solid communications. May suggest

departmental meeting scheduled soon after faculty senate meetings to share information and reduce untruths (such as the library book burning issue or the 2/3 lab credit hour proposal). Quicker return of draft minutes from secretary may also help alleviate communication issues.

Attachment Summary:

Faculty senate formed a subcommittee to address retention issues of faculty. The faculty had experienced a higher than normal number of non-retiring faculty leave during the last two years. In order to both attract and retain faculty, the survey was designed and distributed to all full time faculty in the spring of 2017.

Q1. How important was the following in your decision to accept a faculty position at GSC?

The two most important items by weighted average was Academic rank offered (tenured track) and a tie for second with salary/benefits and support of teaching. The least important for accepting a faculty position was job opportunities for spouse/partner.

Q2. How important is each of the following in your decision to remain at GSC?

The two most important items by weighted average was colleagues in department/college and salary/benefits. The least important was job opportunities for spouse/partner.

Q3. Please indicate the extent to which you agree with each of the statements.

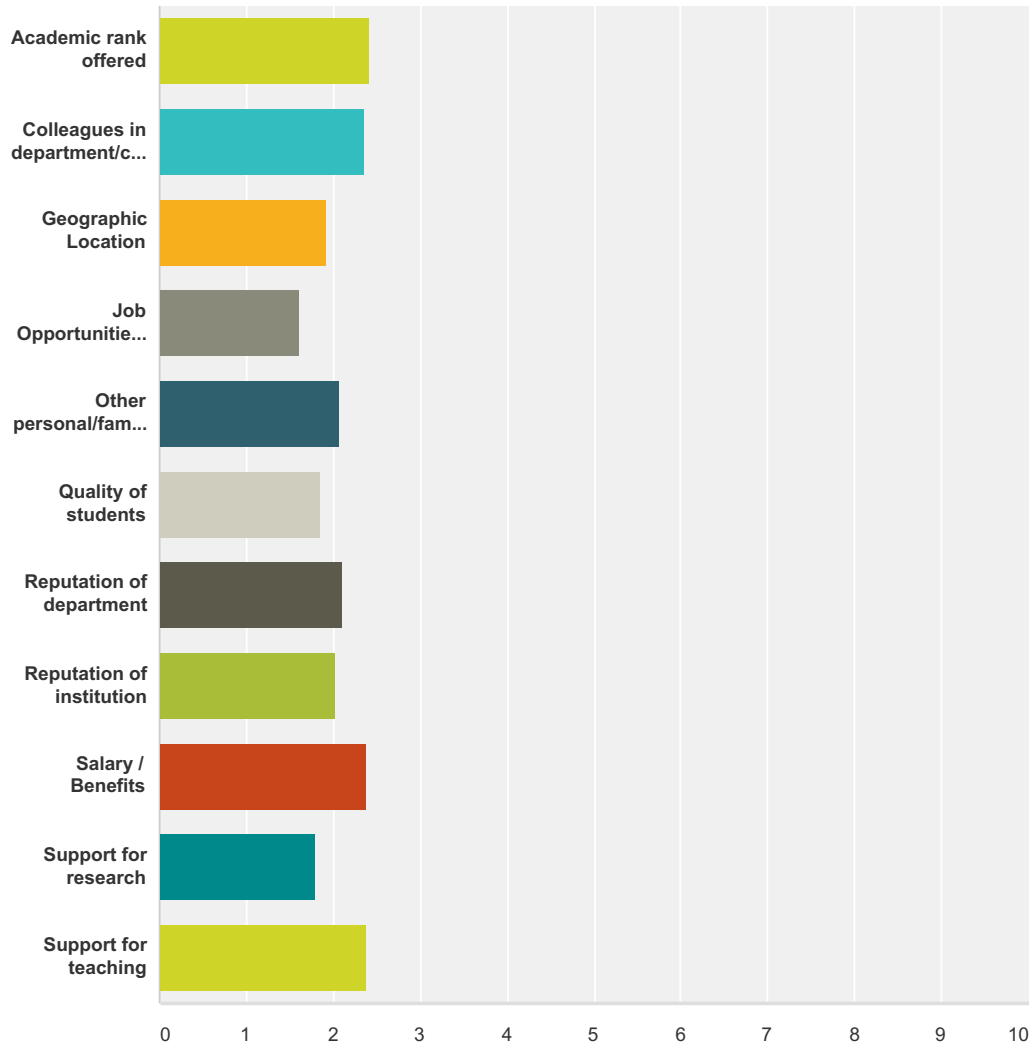
The two most agreed with statements by weighted average were 1) Faculty in my department get along fairly well with each other. 2) The current retirement benefits package adequately meets my needs. The least agreed with statement by weighted average was the process that the college uses to determine merit raises is fair.

Q4. What two issues do you view as the most important and critical to address for success of Glenville State College.

The most common mentioned was the college's financials. Second was to attract more capable academic minded students.

Q1 How important was each of the following in your decision to accept a faculty position at Glenville State College?

Answered: 43 Skipped: 0



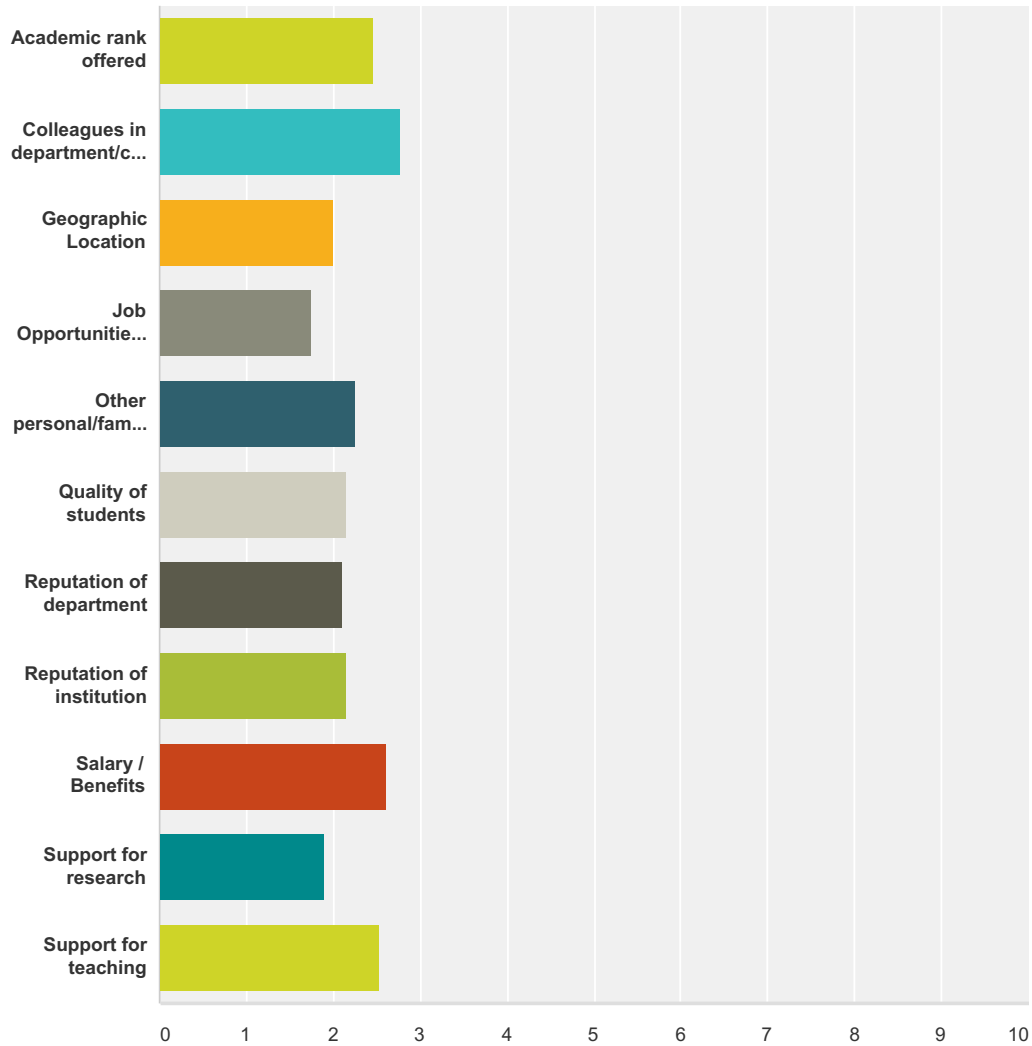
	Very Important	Somewhat Important	Not Important	Total	Weighted Average
Academic rank offered	59.52% 25	23.81% 10	16.67% 7	42	2.43
Colleagues in department/college	59.52% 25	16.67% 7	23.81% 10	42	2.36
Geographic Location	28.57% 12	35.71% 15	35.71% 15	42	1.93
Job Opportunities for spouse/partner	19.05% 8	21.43% 9	59.52% 25	42	1.60
Other personal/family considerations	35.71% 15	35.71% 15	28.57% 12	42	2.07
Quality of students	17.07% 7	51.22% 21	31.71% 13	41	1.85

Reputation of department	34.15% 14	41.46% 17	24.39% 10	41	2.10
Reputation of institution	24.39% 10	53.66% 22	21.95% 9	41	2.02
Salary / Benefits	48.78% 20	41.46% 17	9.76% 4	41	2.39
Support for research	24.39% 10	31.71% 13	43.90% 18	41	1.80
Support for teaching	53.66% 22	31.71% 13	14.63% 6	41	2.39

#	Other (please elaborate):	Date
1	I needed a tenure track job. The geographic location was a negative for me.	4/26/2017 2:27 PM
2	The only significant reason I chose GSC was because I was offered the job.	4/25/2017 9:17 PM
3	I simply wanted my first college teaching position.	4/25/2017 4:05 PM
4	A job is a job-either a person wants to work or they don't.	4/25/2017 3:51 PM
5	Tenure track was very important to me.	4/25/2017 3:51 PM
6	Faculty and staff morale has been low for at least the last three years. Part of this is due to lack of state and private funding to provide them and students with better, more modern facilities in which to teach and learn. Part is because there is an unequal distribution of duties, especially in academic departments, but some staff on the lower end of the pay scale also share an inordinate amount of work while some on the upper end do not.	4/25/2017 3:34 PM

Q2 How important is each of the following in your decision to remain at Glenville State College?

Answered: 43 Skipped: 0



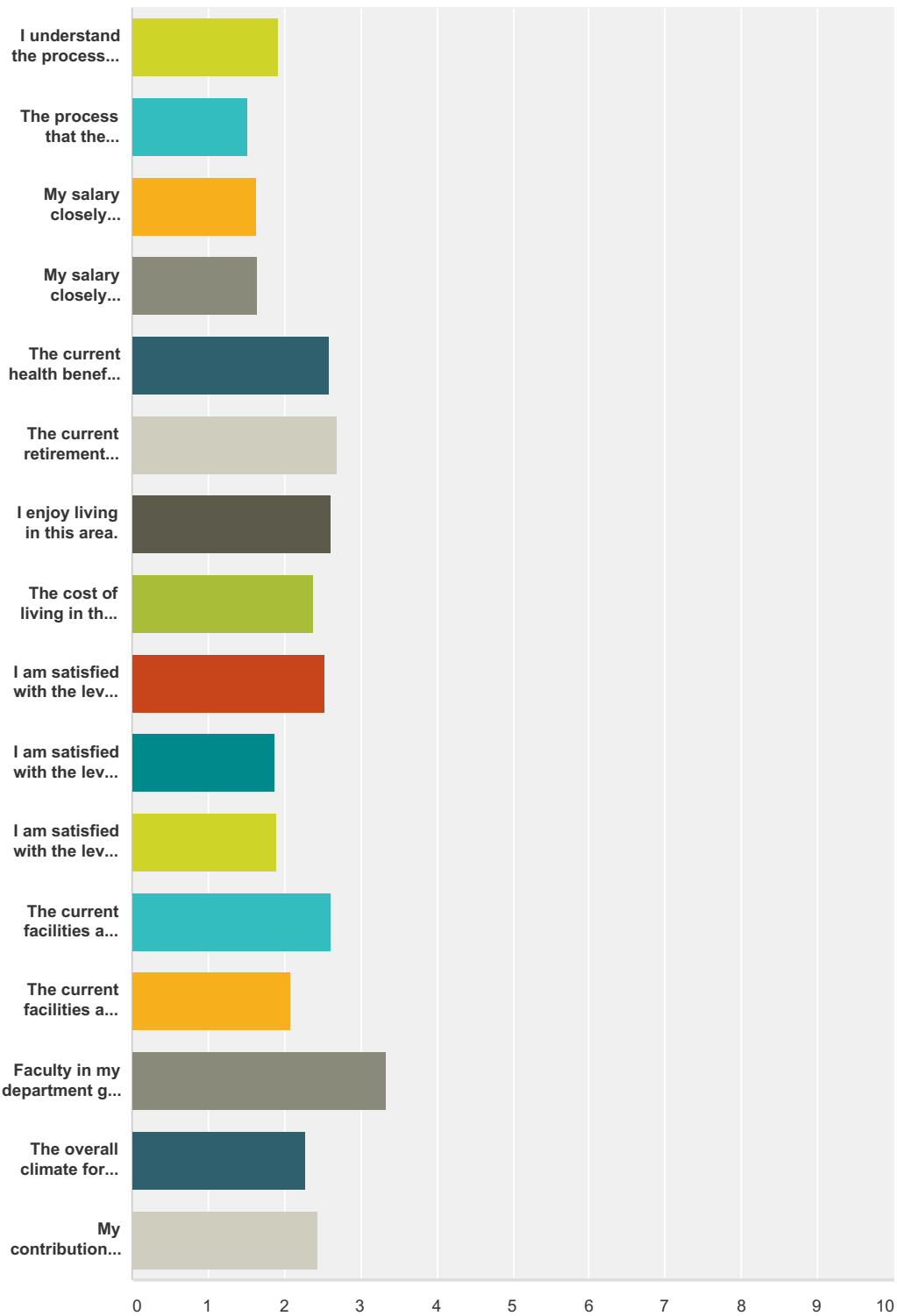
	Very Important	Somewhat Important	Not Important	Total	Weighted Average
Academic rank offered	58.14% 25	30.23% 13	11.63% 5	43	2.47
Colleagues in department/college	81.40% 35	13.95% 6	4.65% 2	43	2.77
Geographic Location	32.56% 14	34.88% 15	32.56% 14	43	2.00
Job Opportunities for spouse/partner	23.81% 10	28.57% 12	47.62% 20	42	1.76
Other personal/family considerations	42.86% 18	40.48% 17	16.67% 7	42	2.26
Quality of students	35.71% 15	42.86% 18	21.43% 9	42	2.14

Reputation of department	35.71% 15	38.10% 16	26.19% 11	42	2.10
Reputation of institution	34.88% 15	44.19% 19	20.93% 9	43	2.14
Salary / Benefits	67.44% 29	25.58% 11	6.98% 3	43	2.60
Support for research	28.57% 12	33.33% 14	38.10% 16	42	1.90
Support for teaching	64.29% 27	23.81% 10	11.90% 5	42	2.52

#	Other (please elaborate):	Date
1	Hard to answer these - support for teaching are very important, and yet inadequate. I'm still here, but to say they're important factors for keeping me suggests I shouldn't be.	4/26/2017 9:14 AM
2	Whether I am promoted, whether I lose salary, and job opportunities for my spouse will determine whether I stay or not.	4/25/2017 9:17 PM
3	The professional treatment of faculty is also a very important decision to stay or leave.	4/25/2017 7:41 PM
4	I feel that if I stay I can help attract better students and grow my program. I enjoy the work and the students, and I like my colleagues in my department a lot. I am passionate about my work, and I will always strive for improvement in myself, my education, and in the program. I'm happy with my work, my environment, and the contributions I can make here. However the pay is abysmal and the opportunity for upward mobility is, in my situation, simply not there. I am expected to pursue a doctoral degree with no tuition support and on a salary of just over \$40K. Grad school would cost \$20K per year (\$5K per course; one course per semester and two in the summer). I can't justify working this hard, with my knowledge and experience, for a net of \$20K per year for the next 5 to 7 years. If GSC would accept years in the profession/field in lieu of a doctoral degree and allow me to be promoted and get pay raises as if I had the doctoral I'd be more likely to stay. Or if GSC were to offer tuition support I'd be excited about pursuing the degree. But the college expects too much for too little.	4/25/2017 4:40 PM
5	I stay because the job is great and I can make a difference here.	4/25/2017 3:51 PM
6	Getting a quality education for my children has become very important. Getting quality healthcare has become very important.	4/25/2017 2:34 PM

Q3 Please indicate the extent to which you agree with each of the questions below:

Answered: 43 Skipped: 0



	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know or Not Applicable	Total	Weighted Average
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I understand the process that the college uses to determine merit raises.	9.30% 4	23.26% 10	27.91% 12	30.23% 13	9.30% 4	43	1.93
The process that the college uses to determine merit raises is fair.	6.98% 3	13.95% 6	32.56% 14	18.60% 8	27.91% 12	43	1.53
My salary closely corresponds to the contributions I make to the college.	2.38% 1	14.29% 6	28.57% 12	52.38% 22	2.38% 1	42	1.62
My salary closely corresponds to the contributions I make to my department.	2.38% 1	16.67% 7	26.19% 11	52.38% 22	2.38% 1	42	1.64
The current health benefits package adequately meets my needs.	9.30% 4	58.14% 25	16.28% 7	13.95% 6	2.33% 1	43	2.58
The current retirement benefits package adequately meets my needs.	13.95% 6	55.81% 24	20.93% 9	4.65% 2	4.65% 2	43	2.70
I enjoy living in this area.	27.91% 12	34.88% 15	11.63% 5	20.93% 9	4.65% 2	43	2.60
The cost of living in this area is high relative to my salary.	6.98% 3	39.53% 17	39.53% 17	11.63% 5	2.33% 1	43	2.37
I am satisfied with the level of college support I receive to teach my courses.	13.95% 6	44.19% 19	23.26% 10	18.60% 8	0.00% 0	43	2.53
I am satisfied with the level of college support I receive to conduct my research.	6.98% 3	32.56% 14	20.93% 9	20.93% 9	18.60% 8	43	1.88
I am satisfied with the level of professional development support I receive from the college.	4.65% 2	18.60% 8	46.51% 20	23.26% 10	6.98% 3	43	1.91
The current facilities are adequate to support my teaching responsibilities.	11.90% 5	50.00% 21	26.19% 11	11.90% 5	0.00% 0	42	2.62
The current facilities are adequate to support my research.	9.30% 4	37.21% 16	25.58% 11	9.30% 4	18.60% 8	43	2.09
Faculty in my department get along fairly well with each other.	41.86% 18	48.84% 21	9.30% 4	0.00% 0	0.00% 0	43	3.33
The overall climate for faculty in the college is good.	6.98% 3	39.53% 17	30.23% 13	20.93% 9	2.33% 1	43	2.28
My contributions to teaching are adequately recognized by the college and/or my department	13.95% 6	34.88% 15	32.56% 14	18.60% 8	0.00% 0	43	2.44

#	If you have recommendations for improving support and professional development, please provide them here:	Date
1	We have not had a raise for many years. A on-time, one-year free parking pass would go a long way.	5/2/2017 9:37 AM
2	I did not know there are merit raises. I thought salaries were frozen, so I can't speak to that issue, other than that I think merit raises would improve working conditions.	4/26/2017 2:27 PM
3	Do NOT cut faculty salary!	4/25/2017 9:17 PM
4	A recent issue stems from other entities on campus off-loading their work onto faculty. For example, Admissions recently compelled departments to make accommodations and adhere to their plan and schedule without first consulting the departments to measure the impact. To accommodate Admissions several classes had to be cancelled-which is not in compliance with the current faculty procedure. Another example, it is rumored that departments will need to begin assembling and tracking data pertaining to the alum. Isn't this a function of Alumni Affairs?	4/25/2017 5:25 PM
5	I feel appreciated by my department but not by the college.	4/25/2017 4:40 PM
6	Bear in mind the institution has nothing to do with health benefit packages...	4/25/2017 3:51 PM
7	While GSC is not a research institution, we should be participating in the research specific to our disciplines. This means more than saying that we have our summers to do research; it means providing some release time and enough funds to conduct research.	4/25/2017 3:34 PM

8	The current operations standard seems to place too much emphasis on Hidden Promise and athletics, rather than focus on retention of students and faculty.	4/25/2017 2:56 PM
9	Overloads MUST be addressed	4/25/2017 2:52 PM

Q4 The incoming President, at the request of the Faculty Senate, was asked by the faculty senate president if he would like to add any additional questions within this survey. His response was this question. What two issues do you view as the most important and critical to address for the success of Glenville State College ?

Answered: 41 Skipped: 2

#	Responses	Date
1	(1) Clearly and realistically identify the College's goals for the next decade. (2) Pay down debt as quickly as possible while building financial reserves to use in achieving goals and surviving downturns in state support.	5/2/2017 5:55 PM
2	Retention of quality teachers. Most are given little to no support for their academic programs. Most faculty have not had raises of any sort for 5 or more years while cost of living continues to rise. Turnover rates have risen steadily. Student retention and recruitment depends on quality teachers and quality programs. Students want the best for their high tuition rates. Bureaucracy at the college is high and takes months if ever to get anything approved. Committees routinely overstep their authority in denying or approving proposals when their primary responsibility is to guide and/or recommend expertise. Approval or denial lies with the administration which seems to foster this practice or never receives the proposals. Fresh ideas or support for academics are often overlooked or buried in bureaucracy leading to faculty turnover or low moral. Budget and fee money amounts are kept from the departments or faculty.	5/2/2017 3:39 PM
3	Merit pay Sufficient departmental budgets	5/2/2017 2:42 PM
4	I think ensuring that kids aren't forced to endure any more of an increase in their tuition than absolutely necessary, while not cutting services unnecessarily either, is the balancing act that with potential funding cuts ahead might be the most important thing we face. Getting good staff and faculty is also vital.	5/2/2017 2:05 PM
5	1. Fiscal responsibility to the students, faculty and staff. We need an administration that understands that Revenue and Cash are not the same thing. We give too many scholarships that are not backed by cash. We get the head count, but not the cash to operate and move us forward. 2. Transparency. In order to reach goals everyone needs to understand what those goals are and how to obtain them.	5/2/2017 10:05 AM
6	1. holding the previous administration accountable for their mismanagement of the college 2. Making academics a top priority in the budget process	5/2/2017 10:02 AM
7	Although the hidden promise is an excellent program we are now known as the college that would rather accept students that cannot receive the WV Promise and those students whose parents did not graduate from college. Although this is not true it is the perception the majority service area high school students and parents currently have of GSC. We have not marketed or provided funding to equally counterbalance the need for high achieving students. Second, if you teach ½ your classes on-line the administration still requires the same 10 hours of office time during the week at the physical college. There is a lack of understanding that on-line professors answer questions from 6 AM to 10 PM and on weekends but mostly not during specific office hours at their desk M-F. In short we need an experienced on-line educator/administrator overseeing and expanding our on-line course offerings/procedures/pay incentives/flex scheduling and curriculum support. Having IT oversight of on-line offerings/courses (although they are good at IT) is not working to move us fast enough to take advantage of current student needs and the moneys the college could obtain.	5/2/2017 9:37 AM
8	Increasing enrollment and faculty salaries	4/27/2017 11:22 AM
9	Increases in revenue. Increase in numbers of students	4/27/2017 11:07 AM
10	Recruitment of students who have the cognitive skills and the IQ to actually be able to complete college work. Another piece to this is enrolling students who are willing to put in the time in order to be successful. We have far too many students who lack in one area or the other or both, and this contributes significantly to attrition. Sorting out the college's finances. Even tenured faculty have little sense of job security when rumors swirl constantly that the college is going to be shut down or that the college can barely make payroll. We know for a fact that making payroll is not a rumor, and this has already impacted several faculty and staff members. The financial storm clouds above our heads are contributing to faculty attrition.	4/27/2017 3:10 AM

11	financial solvency	4/26/2017 2:27 PM
12	1. Physical plant and infrastructure. Due to the focus on the development of high end sports facilities and areas of study favored by some board members, the majority of improvements to physical plant support the minority of students. The majority of classroom facilities have not been improved or renovated in the past 15 years. 2. Inequities in hiring across departments. High emphasis is placed on those areas with low enrollments and graduation rates. There is no equity or any way to determine budgeting priorities.-	4/26/2017 11:59 AM
13	The retention of quality students as well as faculty. The overall financial stability of GSC.	4/26/2017 10:32 AM
14	Financial support for teaching and research, including salary improvement and cutting dead wood in administrative positions - put resources where they benefit students, in quality, satisfied faculty and better living and studying conditions instead of assistant vice presidents for assistant vice presidents . . .	4/26/2017 9:14 AM
15	the enrollment and the foundation	4/26/2017 8:39 AM
16	Allowing and encouraging students to repeat foundation classes until passed, no matter the number of repetitions. These classes were originally remedial classes for nontraditional students returning to school from the military or workforce. The use of online classes as obvious revenue generators, since traditional distance learning institutions (e.g. the Open University of the UK) do not consider immediate public school graduates as a suitable student body or target audience.	4/26/2017 8:10 AM
17	Recruiting Qualified Students Financial support for extended training.	4/26/2017 6:41 AM
18	Strong political support in state governance. A ten year moratorium on construction, excluding replacement due to catastrophic loss, and an emphasis on becoming financially less dependent on the state.	4/25/2017 9:17 PM
19	1. The lack of respect given to our faculty by the administration and the Board as talented and proven experts in our fields. 2. Too much wasted monetary resources in new administrative and staff positions added within the past 5-7 years.	4/25/2017 7:41 PM
20	1. We need to do a better job of promoting/selling GSC. (For example, our TV ads are kind of lame compared to those of other schools.) 2. When budget cuts must be made, they must come out of academics LAST and then only out of great necessity. We can't cut academics any more.	4/25/2017 6:49 PM
21	Improving our external offerings(online programs, contracts) to raise outside sources of revenue to offset continued cutbacks in state funding Fix the classroom buildings (peeling paint, insects, poor heating and cooling, overhead technology) show that the students feel that they are in a professional setting	4/25/2017 6:40 PM
22	Marketing the institution Finances	4/25/2017 6:22 PM
23	Finances for the college to remain in existence Retaining our outstanding faculty -- making them want to stay here	4/25/2017 6:05 PM
24	1.) Determining expenditures of funds: When requesting funds from acquired lab fees for a course to buy materials for the class, I was denied access to those lab fees. With the order already placed the finance office utilized the department's budget to facilitate the order. As a result the budget was quickly exhausted. 2.) Enrollment (but not at the expense of faculty and classroom instruction). Recently, new enrollment efforts have hindered classes. On one occasion Admissions demanded certain scheduled hours of faculty. To meet the demand, classes had to be cancelled. Some of these classes were cancelled so that faculty could meet with 1 enrolling student and register them for classes. Another instance occurred when Hidden Promise scheduled events that conflicted with class instruction. Again, to facilitate this administrative demand, classes were cancelled.	4/25/2017 5:25 PM
25	Get rid of nonproductive employees and reward productivity and innovation; institute student/peer review as part of the promotion process. Merit pay, in other words. Make student/peer comments anonymous but available to the person being reviewed. Make the college a better value for students by lowering tuition. We used to be the lowest in the state, which drew students; now we're among the most expensive.	4/25/2017 4:40 PM
26	Quality of students Quality of faculties	4/25/2017 4:12 PM
27	equitable salaries for faculty getting the news out of all the positive things that are happening around campus	4/25/2017 4:05 PM
28	I have no issues. This is a wonderful job and incredible institution. I kind of wish certain faculty would stop looking at this job as a "stepping stone" to a better career somewhere else.	4/25/2017 3:51 PM
29	1) Support of faculty and increasing faculty retention 2) Communication to faculty and students and the community of activities and events on campus (with sufficient time to plan to go, or offer extra credit, etc).	4/25/2017 3:51 PM

30	Faculty retention. Glenville is a hard place to live due to location. Salaries are constrained. If you want to be broke and miserable, you can do that anywhere. This means GSC must go the extra mile to be an exceptionally welcoming and friendly faculty environment. Right now, it is the opposite, and it almost seems the more you try to do the more you get punished and hassled for it. We must turn things around and make this a great place to go in to work every day instead of a huge headache of an uphill battle with everything you try to do. Transparency. The administration has perpetuated fear through pretending things are fine when we know they're not fine. We need to have more transparency in what is going on and how we can help -- not more hiding of the college's situation.	4/25/2017 3:39 PM
31	1) Students leave college in the first few weeks because of non-cognitive issues: loneliness, depression, self-isolation, lack of self-confidence, and the overall inability to navigate college life. Our GSC 100 classes purportedly are designed to deal with these issues, but they are not enough. We need to get our Student Life department back to the level it once was with an experienced director. Additionally, our school counselor, Tim Underwood, needs help with the volume of students that he sees daily. Perhaps we should hire another counselor at least part time. Additionally, faculty need more training and resources to recognize non-cognitive issues and direct students to the right place. We need to address the real reasons behind lack of student retention. 2) GSC is the only centrally-located college in West Virginia, and we need to persist in spite of historical attempts to close or absorb the school. Therefore, we need to reach more citizens. Online classes are good, and I agree that we need more of them, but perhaps we are not looking ahead hard enough at what students, communities, employers, and the State of West Virginia needs in the coming decades. We need to be more forward-thinking.	4/25/2017 3:34 PM
32	1. Better communication between administration, faculty, staff, and departments, i.e. more transparency. 2. Financial stability.	4/25/2017 3:13 PM
33	Administrators need to hold faculty and staff accountable for their lack of work/behavior. There is never any follow through when it comes to faculty or staff who do not do their job. Glenville State Administration and Board of Governor's, as well as faculty/staff are often their own worst enemies due to some of the decisions that are made. A common sense approach needs to be used when making both long and short-term decisions at the college. However, this is often not the case. Too many decisions are made based on the control of community members, not well thought out decisions by faculty and staff.	4/25/2017 3:00 PM
34	Faculty Professional Development funding Retention (selection of an individual that can plan, assess, and make changes when necessary) Transparent budgeting and proper accounting	4/25/2017 2:56 PM
35	Faculty morale/support financially/ teaching loads and expectations are out of control. The administration need to use the expertise of the faculty to make decisions. It feels as though faculty are NOT respected; there is great gender bias - and particularly if you are not from West Virginia.	4/25/2017 2:52 PM
36	Additional credits for teaching courses with labs Adequate internal funding for professional development and research Increase operational budget and 100% of lab fees should go to the department Tenure and promotion	4/25/2017 2:51 PM
37	\$	4/25/2017 2:43 PM
38	I feel that there needs to be an increase in campus wide collegiality, respect for and appreciation of each college and their fields of study. GSC needs to be a leader of change for students rather than continue to dwell on how 'it was done' before, or that we will never change the students. This suggests that conversations need to occur within and between departments to ensure that the vision of where we desire students to be is a shared vision.	4/25/2017 2:41 PM
39	GSC must focus on recruiting more from the top of the high school classes. It is admirable to focus on helping those students who are underprepared, but we must not neglect the more prepared students. Attracting more of these students will require that more money be diverted to academic scholarships for incoming students. There has been a recent trend among faculty members, especially newly hired faculty members, to treat their positions as 12 hours in class, 10 office hours, and go home. These faculty members tend to have similar low expectations for their students. Glenville State College will not advance with this "enough to get by" attitude. Fixing this will be difficult, but a place to start would be to install chairs with consistent expectations.	4/25/2017 2:40 PM
40	Declining enrollment and budget.	4/25/2017 2:34 PM
41	1. Faculty morale. The extremely high turn over rate cannot simply be viewed as "normal." We have a high rate of tenured faculty that leave. 2. including faculty on decision making - especially within their own departments. The dictatorship that currently exists where decisions are made by a select few does not benefit the college, the faculty, or the students.	4/25/2017 2:32 PM

Submitted by: *J. Cameron Woods; President, Student Government Association*

Highlights

1. Student Government Association has been diligently working on this year's upcoming Homecoming events and activities.
 - a. Homecoming Events such as Coronation, Homecoming Dance, Homecoming Chili Cook-off, Homecoming Bonfire, Homecoming Spirit and Banner Competitions, and the Homecoming Parade.
2. Student Government Association is collaborating with several other organizations on campus to coordinate a Halloween event on campus for members of the community.
 - a. The target audience for this event is elementary school aged children. This event will be a great marketing tool for the college as well as a way to get more members of the community to feel more welcome on campus.
3. Parking fines on campus
 - a. SGA will be working with the Glenville State College Parking Committee to propose a new structure for parking fines on campus.
4. Student Government Association is partnering up with the Director of Student Activities.
 - a. We are partnering to re-evaluate Student Government Association's structure, and to help coordinate weekend activities with the Office of Student Life.

Challenges:

1. Student Government Association's low Senate member count.
 - a. Recruitment efforts have become a focal point in the organization.
2. Student Government Association's meeting time has been compromised due to scheduling conflicts.
 - a. The conflict occurs during the hour of 12:30 pm -1:30 pm. We are considering proposing a new meeting time which will allow more students to attend.

Submitted by: *Rusty Vineyard, Vice President of Student Life & Athletics*

Highlights:

1. Added 20 new “WAPs” Wireless Access Points to Goodwin Hall and 30 at Pioneer Village. These access points will greatly improve wireless coverage in these spaces.
2. The following student activities were offered: Reed Diffusers, Etch it, and Comedy Night. The events saw 650 student participants.
3. Student Life partnered with an outside agency to conduct a game show, “Think Fast,” to educate students on the importance of highway safety, texting and driving etc.
4. Finalizing the purchase of \$190,000 of new fitness equipment to be placed in the Mollohan Center. This install will take place in December.

Challenges:

1. Laundry equipment (washers & dryers) at Goodwin Hall and Pioneer Village are in need of repair and replacement. A group met with “Caldwell and Gregory” to discuss a new plan to better inform our students on how to report broken machines. Additionally, this company is coming back to us with a proposal to enhance our equipment.
2. Shuttle Vans continue to be a challenge. Reliability is the main concern, the vans are old and are continuously broken down. Additionally, the vans have aesthetic problems as well (broken windshields, body rust, etc.). The maintenance of these vehicles has been moved from Residence Life to maintenance and facilities for better upkeep.
3. Door Security for Goodwin Hall, Pioneer Village, WACO Center, and the Fieldhouse. A small group tasked by the President is working on a plan to better secure the facilities.

Attachments/Enclosures:

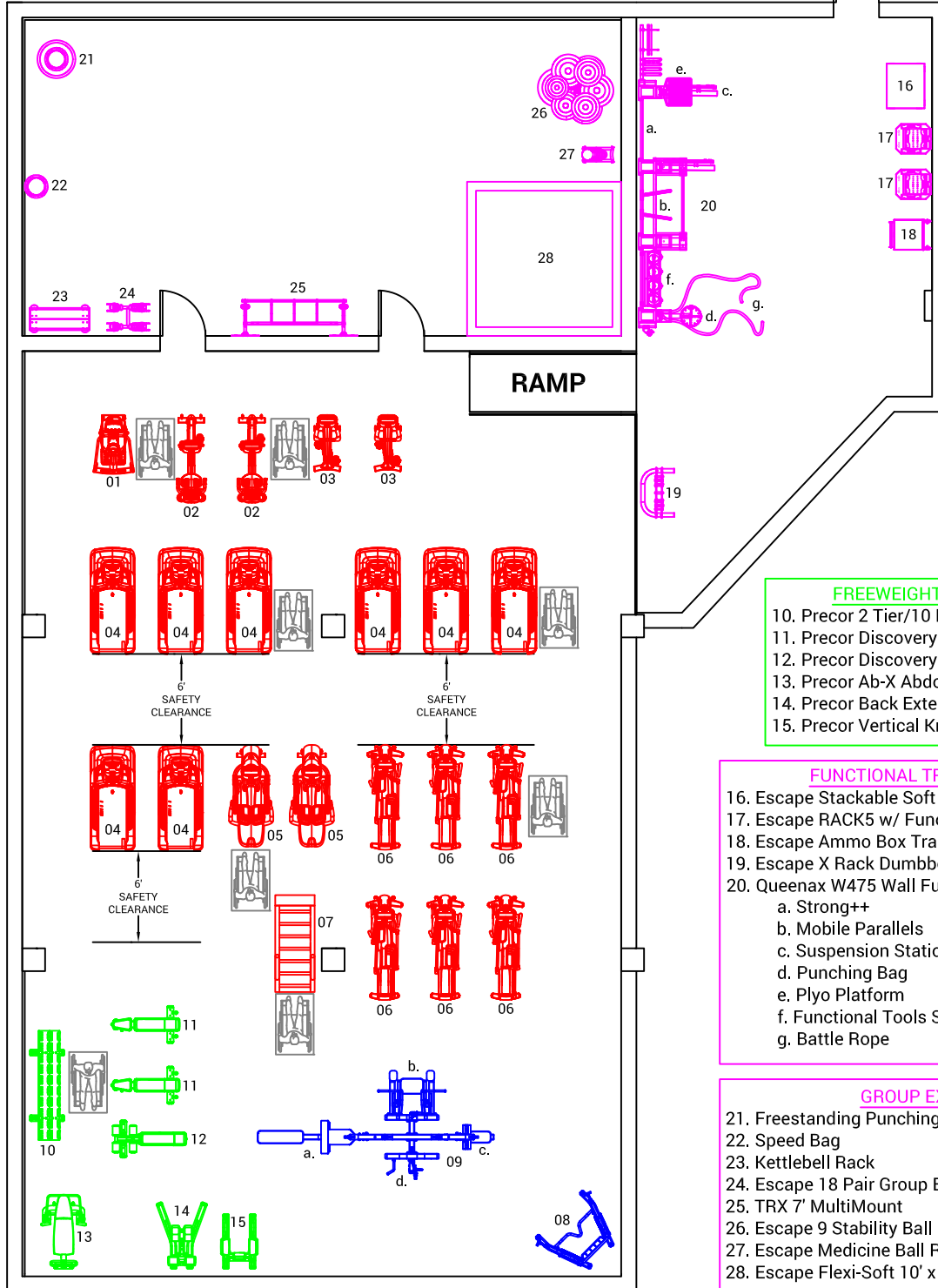
1. See the attached fitness center layout.

CARDIO TRAINING STATIONS

- 01. Precor CLM835 Climber
- 02. Precor RBK835 Recumbent Bike
- 03. Precor UBK835 Upright Bike
- 04. Precor TRM835 Treadmill
- 05. Precor AMT835 Adaptive Motion Trainer
- 06. Precor EFX835 Elliptical
- 07. Jacob's Ladder

STRENGTH TRAINING STATIONS

- 08. Precor FTS Glide Functional Trainer
- 09. Precor CW2131 Multi-Station
 - a. Long Pull
 - b. Dip/Chin Assist
 - c. Lat Pulldown
 - d. Hi/Low Pulley



FREWEIGHT TRAINING STATIONS

- 10. Precor 2 Tier/10 Pair Dumbbell Rack, 5-50 Lbs
- 11. Precor Discovery Multi-Angle Bench
- 12. Precor Discovery Adjustable Decline Bench
- 13. Precor Ab-X Abdominal Trainer
- 14. Precor Back Extension
- 15. Precor Vertical Knee Raise

FUNCTIONAL TRAINING STATIONS

- 16. Escape Stackable Soft Plyo Boxes
- 17. Escape RACK5 w/ Functional Training Tools
- 18. Escape Ammo Box Training Tools Storage
- 19. Escape X Rack Dumbbell Rack, 10 pair
- 20. Queenax W475 Wall Functional Training Frame
 - a. Strong++
 - b. Mobile Parallels
 - c. Suspension Station
 - d. Punching Bag
 - e. Plyo Platform
 - f. Functional Tools Storage
 - g. Battle Rope

GROUP EX STATIONS

- 21. Freestanding Punching Bag
- 22. Speed Bag
- 23. Kettlebell Rack
- 24. Escape 18 Pair Group Exercise Dumbbell Rack
- 25. TRX 7' MultiMount
- 26. Escape 9 Stability Ball Rack
- 27. Escape Medicine Ball Rack
- 28. Escape Flexi-Soft 10' x 10' Ab & Stretching Area

Customer Name:

Customer Signature:

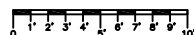
Approval Date:

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**Glenville State College
Fitness Center**

(Draft 4.2 - 09/01/2017)

(overall fitness - 3,874 [2,418 + 830 + 626] square feet)



Power/Cable/Data Requirements

- 120V 20A NEMA 5-20R Outlet - DEDICATED CIRCUIT
- Standard 120V Duplex Outlet
- 240V Outlet - SEE SPECS
- Coax Cable Outlet - RG6
- Data Outlet (Cat-6 Preferred)

Custom Layout Designed by:



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

Highlights

1. Twenty new wireless access points have been installed in Goodwin Hall. This will allow every student in every room access to ample wireless signal. Thirty new wireless access points will be installed in Pioneer Village. Currently working with contractors to pull cabling under the houses and mount the access points. These improvements will significantly improve wifi access in residential living spaces.
2. The core phone system equipment will be installed the weekend of September 22. This will replace the core infrastructure of the phone system that is no longer serviceable.
3. The core switch, firewall, and internet shaper (slows down Facebook & speeds up administrative internet needs) is to be installed the weekend of September 22. This equipment is no longer serviceable. The end user should see better speeds to shared drives, Office 365 applications, and the internet in general.
4. A cart and thirty laptops have arrived for Huttonsville Correctional Center. These computers will be loaded and delivered for the students to complete their course work, specifically computer science 101.
5. Quotes/Proposals are being solicited to redesign and transfer the Glenville State College website to a format that is more update friendly. This will give more individuals abilities to keep their pages they are responsible for more current and up to date.

Challenges

1. Four of the College's oldest model access points will have to be replaced. The wireless system had to be updated to accommodate the newest models.
2. One hundred computers have arrived for computer labs and selected staff. Some IT personnel's duties will be curtailed, so these can be deployed in a more timely fashion.