



GLENVILLE
STATE UNIVERSITY

AGENDA

**Glenville State University
Board of Governors**

October 18, 2023

9:00 a.m.

**Waco Center
Room A227/228**

**Glenville State University
Board of Governors
Meetings Schedule
2023-24**

Board of Governors Meetings

All Board of Governors meetings will be held in the Waco Center, Rooms A227/228 at 9:00 am in person unless noted otherwise in the schedule.

All Other Committees of the Board

All other committees will meet at the time indicated below via Zoom unless noted otherwise in the schedule.

*Board Governance and HR Committee at 9:00 am
Academic Affairs Committee at 11:00 am
Athletics Committee at 2:00 pm*

*Enrollment and Student Life Committee at 10:00 am
Business and Finance Committee at 1:00 pm
Executive Committee 3:00 pm*

Join Zoom Meeting

<https://us06web.zoom.us/j/3896758045?pwd=d29TWjNzZmx1S0FYenhzcjJ1MzJCQT09>

Meeting ID: 389 675 8045

Passcode: GSU

or

Dial by your location: +1-929-205-6099 US (New York)

Meeting ID: 389 675 8045

Passcode: 551330

Schedule

Wednesday, August 2, 2023	All Committees of the Board
Wednesday, August 16, 2023	Board of Governors
Thursday, September 21, 2023 Via ZOOM @ 11:00 am at https://us06web.zoom.us/j/3896758045?pwd=d29TWjNzZmx1S0FYenhzcjJ1MzJCQT09 <i>Meeting ID: 389 675 8045 Passcode: GSU or Dial by your location • +1 929 205 6099 US (New York) Meeting ID: 389 675 8045 Passcode: 551330</i>	Special Board of Governors
Wednesday, October 4, 2023	All Committees of the Board
Wednesday, October 18, 2023	Board of Governors
Wednesday, November 15, 2023	All Committees of the Board
Friday, December 8, 2023	Board of Governors
Wednesday, February 7, 2024	All Committees of the Board
Wednesday, February 21, 2024	Board of Governors
Wednesday, April 17, 2024	All Committees of the Board
Wednesday, May 1, 2024	Board of Governors
Wednesday, May 29, 2024	All Committees of the Board
Wednesday, June 12, 2024	Board of Governors



BOARD OF GOVERNORS
October 18, 2023
Waco Center, Rooms 227/228
9:00 AM

AGENDA

1. Call to Order
2. Establishment of a quorum
3. Public Comment Period
4. Special Presentations
 - A. Teacher Education Update – *Connie Stout O’Dell, Dean of Teacher Education*
 - B. College of Health Sciences Update – *Kevin Evans, Dean of Health Sciences*
5. Constituent Comments
 - A. Alumni Council - *Dustin Crutchfield, Director of Alumni Relations*
 - B. Faculty Senate – *Maureen Gildein, President*
 - C. Staff Council - *Eric Marks, Chair*
 - D. Student Government Association – *Jahzeiah Wade, President*
6. **Consent Agenda (Action Item)**
 - A. Minutes of the August 16, 2023 Meeting
 - B. Minutes of the September 21, 2023 Special Meeting
 - C. Cash Flow Projection Statement
 - D. Accounts Receivable Report
7. Committee Reports
 - A. Executive Committee - *Ann Green, Chair*
 - B. Board Governance and Human Resources Committee – *Alex Lay, Chair*
 - C. Enrollment and Student Life Committee – *Skip Hackworth, Chair*
 - D. Academic Affairs Committee – *Kathy Butler, Chair*
 - E. Business and Finance Committee – *Doug Morris, Chair*
 - F. Athletics Committee – *Bob Marshall, Chair*
8. President’s Report
9. Discussion/Actionable Items
 - A. Revised Intent to Plan for the Master of Science in Criminal Justice
 - B. Bachelor of Arts in Math
 - C. HLC Substantive Change Requests to approve six WV high school locations to offer more than 50% or more of the GSU Associate of Arts degree program
 - D. Presidential Evaluation – Possible Executive Session
10. Announcements
11. Adjournment

**Glenville State University Board of Governors
Meeting of October 18, 2023**

ACTION ITEM: Consent Agenda

COMMITTEE: Committee of the Whole

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

STAFF MEMBER: Dr. Mark Manchin, President

BACKGROUND:

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

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

1. Minutes of the August 16, 2023 and September 21, 2023 Meetings
2. Cashflow Projection Statement
3. Accounts Receivable Report

Glenville State University
Board of Governors Meeting
August 16, 2023
Waco Center, Rooms 227/228

Members Present: Ms. Ann Green, Chairperson
Ms. Alexandria Lay, Vice Chair
Dr. Kathy Butler
Mr. Daniel Durbin
Mr. Tilden "Skip" Hackworth
Mr. Robert Marshall
Mr. Doug Morris
Mr. Joe Parsons
Mr. Mike Rust
Mr. Duane Chapman, Faculty Representative
Ms. Leslie Mason, Staff Representative
Mr. Jahzeiah Wade, Student Representative

Faculty & Staff Present: Dr. Jason Barr, Assoc. Professor and Chair, Department of Fine Arts
Ms. Rikki Butler, Asst. Vice President of Enrollment Management
Ms. Bridget Carr, Assoc. Directors of International Student Services
Dr. Mari Clements, Provost and Vice President for Academic Affairs
Mr. Dustin Crutchfield, Director of Alumni Relations
Mr. Conner Ferguson, Director of Student Life
Ms. Maureen Gildein, Lecturer and Faculty Senate President
Mr. Dwight Heaster, Assoc. Professor and Chair, Department of Business
Ms. Rita Helmick, Vice President for Administration and General Counsel
Mr. Tim Henline, CFO
Mr. David Hutchison, Vice President for Advancement
Ms. Tegan McEntire, Director of Human Resources
Dr. Mark Manchin, President
Mr. Eric Marks, Information Technology Specialist & Staff Council Chair
Mr. Quentin Murphy, Director of Marketing
Mr. Tom Ratliff, Exec. Director of Operations
Mr. Jesse Skiles, Director of Athletics
Mr. Trae Sprague, Dean of Student Success & Retention
Ms. Teresa Sterns, Executive Assistant to the President
Dr. Marjorie Stewart, Professor of English
Ms. Chelsea Stickelman, Director of Academic Success Center
Mr. Charles Yakubow II, Academic Success Advisor; VA Support
Mr. Jason Yeager, Vice President for Enrollment & Student Life

Others Present: Mr. Jeremy Taylor, Student

Call to Order

Chairwoman Ann Green called the meeting to order at 9:12 am.

Swearing in of new/re-appointed Board members

Ms. Alex Lay administered the Oath of Office to Ms. Ann Green, re-appointed lay member.

Ms. Green administered the Oath of Office to Mr. Bob Marshall, re-appointed lay member; Ms. Leslie Mason, new staff representative; and Mr. Jahzeiah Wade, new student government representative.

A quorum was established.

Public Comment – Mr. Jeremy Taylor, GSU student, addressed the Board regarding student residence housing and possible falsification of his student records. Jeremy further shared his perceptions relating to unhealthy living conditions in Goodwin Hall rooms and alleged that the rooms consisted of asbestos, mold, etc.

Special Presentations

Fine Arts Department Update – Dr. Jason Barr announced the number of majors in Art, BA Music, and Music Ed. Five students majoring in art graduated in spring 2023. The class was the largest GSU graduating class of art majors. Sarah Nale has been hired as the full-time choir director and currently has thirty students enrolled. Jason announced various recitals and concerts scheduled for performances this semester including a visit to GSU by Blood, Sweat & Tears founding artist, Steve Katz, scheduled for October 9, 2023.

MBA Program Update – Dr. Dwight Heaster announced that the MBA Program has launched and there are currently 24 students enrolled and courses are at capacity. The original goal was to enroll eight students. Two of the 24 students enrolled are GSU staff. The program is an 18-month program.

Constituent Comments

Alumni Council – New Alumni Director Dustin Crutchfield introduced the new Director of Marketing, Quentin Murphy. Dustin reported the following:

- Alumni Council met last month.
- 80 attended the Lambert's Winery Alumni Event last week.
- Dustin assisted with welcoming parents and new students during new student orientation.
- Plans are underway to replace the porch and windows in the Alumni Center.
- Dustin's office is located in the Alumni Center.
- The next *Pioneer* magazine is being compiled.
- Invitations are currently being sent to groups who will be honored at Homecoming this fall.

Faculty Senate – Maureen Gildein, President, disseminated written Senate reports to all and announced that the first organizational meeting of the Senate was held yesterday. The new president and vice president were elected. She reported:

- Open faculty positions were filled.
- Faculty preparation work for fall semester occurred last week with a variety of trainings.
- Tenure and trends toward the reduction of tenured faculty was discussed at the Senate meeting.
- Senate discussed *Campus Carry* and legislative approaches.
- Revisions have been made to the faculty handbook.
- Committee vacancies have been filled.
- Elections will be held over the next two weeks to select faculty members to serve on the Promotion & Tenure Committee and University Leadership Council.
- Classes began on Monday, August 14, 2023.

Staff Council –Eric Marks, Chair, reported that staff performed a lot of repairs on buildings and to technology. Staff also worked on grounds beautification over the summer. Maintenance is addressing student housing concerns.

Student Government Association (SGA) –Jahzeiah Wade, President, reported:

- SGA’s first meeting is scheduled for tomorrow.
- Jahzeiah addresses all student complaints that are communicated to him.
- Students are upset with meal plans due to changes from last year. Surveys are being distributed to students to obtain feedback about the meal plan preferences.

Consent Agenda

Teresa Sterns announced that two changes were made to the proposed minutes. Changes were:

1. “Interim” was deleted in Mari Clements’ title on page one.
2. Cody Marks was changed to Cody Moore under the Staff Council report on page 2.

JOE PARSONS MOVED TO APPROVE THE CONSENT AGENDA WITH AMENDMENTS TO THE MINUTES. ALEX LAY SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Committee Reports

Executive Committee/Chair Report

Ann Green reported the Committee met on August 2, 2023 via Zoom and discussed:

- Deferred maintenance projects.
- Alderson Broaddus (AB) closure and initiatives that Dr. Manchin and Executive Cabinet are doing to assist AB transfer students.
- New furniture was purchased for the College of Health Sciences.
- 19 students were enrolled in the MBA program at that time.
- 32 students were enrolled in the Education Masters Programs.
- The University will be receiving \$2.1 million from federal funding for campus safety.
- Finalized the retreat schedule.
- Set today’s Board Agenda.

Board Governance and HR Committee – Alex Lay, Chair, reported that Tegan McEntire provided the Committee with a Human Resources report and Rita Helmick provided a report on legal, facilities, etc. Alex announced that the Committee is taking the initiative to review University policies and conduct the presidential evaluation. She asked Tom Ratliff to speak about deferred maintenance.

Tom Ratliff first addressed the concerns presented during public comment period. He reported that there is no asbestos in Goodwin Hall and the facility has passed all mold testing. Tom noted that once students move in to their rooms, maintenance does not clean the rooms until after the student moves out. Maintenance only performs maintenance work when issues are reported. If students do not clean while occupying the rooms, mildew sets in the rooms.

This is the first year since 2009 that WV institutions of higher education will receive funding for deferred maintenance from the state. This year Noel Knille, HEPC’s Director of Facilities and Sustainability, visited campuses and provided lists of deferred maintenance needed at each institution. The legislature approved

funding for all institutions for deferred maintenance. GSU will begin work on its list of deferred maintenance projects once the funding has been secured.

David Hutchison reported that students who receive scholarships have been working with the Department of Language and Literature to write “Thank you” notes to donors. The Legacy Scholarship needs to be reviewed and updated. The Foundation has raised almost \$7 million in scholarships, \$5 million in bequests and funneled \$3.7 million through the University. David announced that Mr. Stephen Dye has been hired as the new Director of Fundraising. The Hall of Fame Ceremony is scheduled for September 30 and Homecoming will be held on October 14.

Enrollment and Student Life Committee – Skip Hackworth, Chair, asked Jason Yeager and his team to provide updates on fall and spring enrollment along with projections for summer.

Jason Yeager and staff from the Academic Success Center, Student Support Services, International Students, Student Affairs, Fitness Center, Veterans Support Services and Admissions presented a PowerPoint and reported the following:

- Spring enrollment was 1486 and summer is up by 53 students.
- Last fall, 590 students were retained out of the 855 students eligible to be retained and 168 first-time full-time (FTFT) freshmen were retained out of 265 FTFT.
- International enrollment is increasing. 46 students are currently enrolled, approximately 5 are enrolling for online courses, and 23 new students have confirmed they are attending. 159 I-20’s were issued.
- Student orientation included sessions regarding financial, literacy, and sense of community.
- Student Support Services has 123 active students, over thirty applications for this academic year, and a 92 percent persistence rate.
- Exercise machines have been updated in the fitness center.
- Pool has been fixed and water is back in it.
- Registration was extended through this week to accommodate the transfer students from Alderson-Broadus.
- The CRM is ready to launch.
- The 2022-23 retention rate for Veteran students was 83 percent. Charles Yakabow connected with 67 military personnel during fall semester.
- There are 43 new pre-nursing students and eleven returning Marshall nursing students.
- In reference to the public comment period, Jason explained that nursing students receive first priority for living in Pickens Hall due to renovating it with nursing funding.

Chair Green requested that Jason Yeager provide a report with solid numbers clarifying the total FTE for fall at the next meeting. She further requested that Jason send a weekly enrollment report to Teresa Sterns, so she may forward to the Board.

Academic Affairs Committee – Kathy Butler, Chair, reported that the Committee met on August 2, 2023. Mari Clements reported the number of students in graduate programs and the number of majors in each of the undergrad programs. The Committee reviewed the academic policies presented for approval.

Business and Finance Committee – Tim Henline reported:

- Accounts receivable has decreased and will continue to decline more in early fall.
- The projected cash flow will continue to improve through December.
- The audit is underway and on track.
- The revenue budget is above the projected amount to the good.

Athletics Committee – Jesse Skiles announced and commended Joe Parsons and Metro News for being recognized with the National Edward R. Murrow in Overall Excellence award and reported the following:

- Athletes’ academics have improved due to academic merit.
- Jesse would like to plan a welcome reception during Homecoming for Alderson-Broaddus transfer students.
- Jesse commended Dave McEntire for the great job he is doing with monitoring academics.
- GSU football is opening up the season at home against Notre Dame.

Discussion/Actionable Items

The following revised final draft policies were presented for approval.

- GSU Personnel Policy 24 – Faculty Salaries
- GSU Academic Policy 27 – Grade Point Average for Associate and Baccalaureate Degrees
- GSU Academic Policy 31 – Transfer of Credits and Grades
- GSU Academic Policy 33 – University Credit for Prior Learning
- GSU Tuition and Fees Policy 45A – Reduced Tuition and Fee Program for State Residents Who Are at Least Sixty-Five Years of Age

ALEX LAY MOVED TO APPROVE THE PROPOSED REVISED FINAL DRAFT BOARD POLICIES 24, 27, 31, 33, AND 45A FOR FINAL FILING WITH THE HIGHER EDUCATION POLICY COMMISSION. DUANE CHAPMAN SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Announcements

Ann Green announced the following:

- The President’s Evaluation item will continue to the next regularly scheduled Board meeting agenda.
- October 4th – All Committees meet via ZOOM
- October 8-14 – Week of Homecoming
- October 13th – 9:00 AM Tim Carney Golf Outing @ Glenville Golf Club
- October 14th – GSU vs. Wheeling University @ 2:00 pm
- October 18th – Board Meeting @ 9:00 am

Adjournment

With no further business and hearing no objection, Chairperson Green adjourned the meeting at 11:47 am.

Ann Green
Chairperson

Teresa Sterns, Executive Assistant to the President

Glenville State University
Special Board of Governors Meeting
September 21, 2023
Via ZOOM

Members Present: Ms. Ann Green, Chairperson
Ms. Alexandria Lay, Vice Chair
Dr. Kathy Butler
Mr. Daniel Durbin
Mr. Tilden "Skip" Hackworth
Mr. Doug Morris
Mr. Joe Parsons
Mr. Duane Chapman, Faculty Representative
Ms. Leslie Mason, Staff Representative
Mr. Jahzeiah Wade, Student Representative

Members Absent: Mr. Robert Marshall
Mr. Mike Rust

Faculty & Staff Present: Ms. Stephany Amos, Director of Financial Aid
Ms. Rikki, Butler, Assistant Vice President of Enrollment Management
Ms. Bridget Carr, Associate Director of International Student Services
Dr. Mari Clements, Provost and Vice President for Academic Affairs
Dr. Kevin Evans, Dean of Health Sciences
Ms. Sheri Goff, Financial Aid Counselor
Ms. Rita Helmick, Vice President for Administration and General Counsel
Mr. Tim Henline, CFO
Mr. David Hutchison, Vice President for Advancement
Ms. Mary Jones, Financial Aid Counselor
Dr. Mark Manchin, President
Ms. Elizabeth Matory, Assistant Professor of Criminal Justice
Mr. Drew Metheney, Controller
Mr. Quentin Murphy, Director of Marketing
Ms. Ann Reed, Registrar
Ms. Joyce Riddle, Director of Purchasing
Mr. Jesse Skiles, Director of Athletics
Mr. Trae Sprague, Dean of Student Success and Retention
Ms. Teresa Sterns, Executive Assistant to the President
Ms. Chelsea Stickelman, Director of Academic Success Center
Mr. Jason Yeager, Vice President for Enrollment & Student Life

Call to Order

Chairperson Ann Green called the meeting to order at 11:06 am.

A quorum was established.

Enrollment and Student Life Update – Jason Yeager discussed and reported current enrollment numbers and compared all to fall 2022 numbers. Enrollment increased 2.8% in Financial FTE and 2.6% in FTE 15 for fall 2023. He further announced that the new student handbook has been posted online and Admissions is hosting an Open House during Homecoming on October 14, 2023.

Business and Finance Update – Tim Henline presented a PowerPoint and discussed the recent accounts receivable report, cashflow forecast, revenues, expenses, and the FY24 on-campus student revenue budget. Most of the actual enrollment numbers are higher than the numbers that were originally budgeted. All enrollment trends are up with the exception of the Second Chance Pell program which is due to the difficulty in recruiting faculty to teach in the prisons.

Announcements

Chairperson Green asked all members to consider moving the first Board meeting in the new academic year to September in an effort to obtain more accurate enrollment numbers.

Adjournment

With no further business and hearing no objection, Chairperson Green adjourned the meeting at 11:47 am.

Ann Green
Chairperson

Teresa Sterns
Executive Assistant to the President

Update Cashflow Forecast

As of 9/20/2023

Glenville State University						
Cashflow Projection FY 2023						
	Oasis	Actual Aug-23	Projected Sep-23	Projected Oct-23	Projected Nov-23	Projected Dec-23
Beginning Cash	Fund #	\$ 2,115,583	\$ 2,385,428	\$ 4,420,885	\$ 6,112,029	\$ 4,641,768
Cash used		1,481,186	4,474,297	2,448,725	2,168,958	2,765,865
Ending Cash		0	-	-	-	-
Ending Cash		<u>\$ 2,385,428</u>	<u>\$ 4,420,885</u>	<u>\$ 6,112,029</u>	<u>\$ 4,641,768</u>	<u>\$ 2,309,775</u>
Remaining State Funds Included in Bal.		\$ 586,762	\$ 218,029	\$ 1,457,980	\$ 927,980	\$ 132,980
Remaining Energy Savings Loan in Bal.		\$ 94,235	\$ 59,029	\$ 59,029	\$ 59,029	\$ 59,029
Remaining HEPC Ed Grant in Bal.		\$ 753,437	\$ 560,994	\$ 560,994	\$ 560,994	\$ 560,994
Remaining FY 2024 Nursing Grant in Bal.		\$ -	\$ 1,497,418	\$ 1,317,418	\$ 1,237,418	\$ 1,067,418
Remaining Balance of unrestricted funds		<u>\$ 950,995</u>	<u>\$ 2,085,416</u>	<u>\$ 2,716,609</u>	<u>\$ 1,856,348</u>	<u>\$ 489,355</u>

Glenville State University							
Cashflow Projection FY 2023							
	Oasis	Projected Jan-24	Projected Feb-24	Projected Mar-24	Projected Apr-24	Projected May-24	Projected Jun-24
Beginning Cash	Fund #	\$ 2,309,775	\$ 2,703,733	\$ 3,205,014	\$ 2,854,476	\$ 3,350,160	\$ 1,998,616
Cash used		2,193,958	2,792,458	2,293,958	2,268,958	2,718,958	2,028,150
Ending Cash		<u>\$ 2,703,733</u>	<u>\$ 3,205,014</u>	<u>\$ 2,854,476</u>	<u>\$ 3,350,160</u>	<u>\$ 1,998,616</u>	<u>\$ 707,394</u>
Remaining State Funds Included in Bal.		\$ 1,370,931	\$ 840,931	\$ 310,931	\$ 1,398,884	\$ 554,184	\$ 24,184
Remaining Energy Savings Loan in Bal.		\$ 59,029	\$ 59,029	\$ 59,029	\$ 59,029	\$ 59,029	\$ 59,029
Remaining HEPC Ed Grant in Bal.		\$ 560,994	\$ 410,994	\$ 410,994	\$ 410,994	\$ 410,994	\$ 410,994
Remaining FY 2024 Nursing Grant in Bal.		\$ 987,418	\$ 772,418	\$ 592,418	\$ 412,418	\$ 132,418	\$ -
Remaining Balance of unrestricted funds		<u>\$ (274,638)</u>	<u>\$ 1,121,643</u>	<u>\$ 1,481,105</u>	<u>\$ 1,068,836</u>	<u>\$ 841,992</u>	<u>\$ 213,188</u>

Update Accounts Receivable

Accounts Receivable Update 10/4/2023

	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Totals
Current	\$ 5,737	\$ 382,673	\$ 93,346	\$ 6,338	\$ 144,658	\$ 141,082	\$ 13,141	\$ 177,098	\$ 100,975	\$ 41,322	\$ 1,106,371
Prior Report 8/16	\$ 5,737	\$ 382,673	\$ 93,346	\$ 6,338	\$ 145,008	\$ 141,282	\$ 13,141	\$ 178,342	\$ 108,712	\$ 58,716	\$ 1,133,296
Prior Report 8/8	\$ 5,737	\$ 382,718	\$ 93,541	\$ 6,338	\$ 146,058	\$ 145,581	\$ 13,141	\$ 188,596	\$ 139,233	\$ 74,132	\$ 1,195,075
Prior Report 6/14	\$ 5,923	\$ 385,697	\$ 93,541	\$ 6,338	\$ 146,999	\$ 146,172	\$ 13,316	\$ 219,500	\$ 183,735	\$ 318,553	\$ 1,519,774
Reduced by (Since 8/16 Report)	\$ -	\$ -	\$ -	\$ -	\$ (350)	\$ (200)	\$ -	\$ (1,244)	\$ (7,737)	\$ (17,394)	\$ (26,925)
Total Reduction in AR Prior Semesters Since 8/16 Report											\$ (26,925)

	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Totals
Total Reduction Since June 2023 Report	\$ 186	\$ 3,023	\$ 195	\$ -	\$ 2,341	\$ 5,090	\$ 175	\$ 42,402	\$ 82,760	\$ 277,231	\$ 413,404

Total AR (Excluding Fall 2023)	
Total Balance Due	\$ 1,106,370.51
Total Reduction Current Report	\$ (26,925.12)
Total With Last Report (Since June Report)	\$ 413,403.60

Summer 2020 through Summer 2023

Since last report

Current Total Reduction Balance Prior and Current report.

Fall 2023				
	Billed	Paid	Pending	Balance
Current Report	\$ 10,053,708	\$ (7,582,042)	\$ (16,884)	\$ 2,454,782
Prior Report (8/16)	\$ 9,819,837	\$ (6,299,834)	\$ (279,054)	\$ 3,240,949
Prior Report (8/8)	\$ 9,001,629	\$ (656,211)	\$ (4,158,178)	\$ 4,187,240
Difference Since Last Report (8/16)	\$ 233,871	\$ (1,282,208)	\$ (262,170)	\$ (786,168)

Report for Board of Governors

- Accreditation updates
 - New sites for approval (offering 50% or more of the AA degree at these locations; see attachments 1 and 2)
 - Braxton County High School, Calhoun County Middle/High School, Webster County High School
 - Gilmer County High School, Midland Trail High School, Nicholas County High School
 - HLC Financial Indicators Report (linked in Academic Affairs agenda)
 - Submitted on time
 - Awaiting response (which will be, ideally, that they accept the report, but they might request additional documentation)
 - Working toward ABET accreditation of the AS in Land Surveying (and BS, see below)
 - Working toward ACBSP accreditation of BSBA (and later MBA)
 - Teachout plan for former Alderson Broaddus University students approved (attachments 3, 4, and 5)
- Degree updates
 - Master of Science in Criminal Justice: slated for fall 2024
 - Intent to Plan revised and ready for submission to HEPC (see attachment 6)
 - HLC Approval already obtained
 - Master's in Counseling Psychology: slated for fall 2025
 - In planning phase
 - Bachelor of Arts in Math: slated for fall 2024
 - Approved by HLC
 - HEPC did not require approval; only notification
 - Mistakenly not brought to this group after approval by Curriculum Committee in December 2022 (see attachments 7 & 8)
 - Bachelor of Science in Land Surveying: slated for fall 2024, pending hiring an additional faculty person
 - HLC will require screening form to be completed, but likely to approve without additional paperwork
 - HEPC will not require approval; only notification
 - Will bring to Board after it clears Curriculum Committee
 - Health Sciences revising current degrees and exploring graduate degrees
 - To include Master's in Counseling Psychology?
- New hires, planned to start January 2024
 - Dr. Minfeng Li, Associate Professor of Chemistry, H1B obtained

- Dr. Robert Rice, Assistant Professor of Criminal Justice
- Still searching for additional Criminal Justice and Business faculty persons
- Faculty Development
 - Faculty Development Funds: currently \$25,000 per year
 - A good deal of funds allocated to pursuit of doctorates and/or needed specialties/licensure
 - Relatively modest expenditures for conference travel and other scholarly work
 - Proposal from Faculty Development Committee (see attachment 9)
 - Promotion and Tenure working group



Branch Campus and Additional Location(s)

Substantive Change Application

Institution: Glensville State University City, State: Glensville, WV

Name of person completing this application: Mari L. Clements, PhD

Title: Provost & ALO Phone: 304-462-6111 Email: mari.clements@glensville.edu

Date Submitted: 9/4/2023

This completed form will constitute your request for approval of a substantive change. This form will be the basis for review of this application. The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals and has been authorized to submit this form on the institution's behalf.

Please note: HLC plans to update its application forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit hlcommission.org/change to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at hlcommission.org/upload. Select "Change Requests" from the list of submission options to ensure the application is sent to the correct HLC staff member.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Additional locations: Glensville State University requests permission to offer 50% or more of the Associate of Arts degree at Braxton County High School, at Calhoun Middle/High School, and at Webster County High School.

2. **Does another characteristic of the change requested in this application require prior HLC approval?** (Example: distance education, contractual arrangement etc.)

No

Yes

If yes, please explain and submit the relevant application form (or indicate the date on which it was submitted):

3. **Classification of Change Request.**

Note: not every substantive change requires prior review and approval. Visit hlc.commission.org/change to make certain that current HLC policy requires the institution to seek approval.

Location(s):

New additional location(s)

New campus(es)

An institution submitting more than one change request should complete multiple applications, one for each type of change. Change requests may be related to the following topics:

- [New academic programs](#), including degree and certificate programs
- [Changes to existing academic programs](#) involving credit/clock hours, method of delivery or length of term
- Opening or closing [additional locations or branch campuses](#)
- [Provisional Plans](#) (with or without Teach-Out Agreements, as applicable)
- [Teach-Out Agreement](#) if closing a campus or additional location that provides 100% of at least one program
- Access to HLC's [Notification Program for Additional Locations](#)
- Initiating or expanding [distance education or correspondence education offerings](#)
- Offering programs through [competency-based education](#) (credit-based, direct assessment or hybrid)
- Initiating or modifying [contractual arrangements](#)
- Change in [mission](#)
- Change in [student body](#)

4. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

- a) Is the institution, in its relations with other institutional or specialized accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No.

- b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?

No.

- c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

- d) Is the institution experiencing other pressures that might affect its ability to implement the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Internal Approvals.** Attach documentation of internal (faculty, board) approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g. applicable regulation, statute or correspondence).

6. **State Approvals.** Attach documentation of state approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g. applicable regulation, statute or correspondence).

7. **System Approvals.** If applicable, attach documentation of system approval that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g. applicable regulation, statute or correspondence). Check the box below if the institution is not part of a system.

Not Applicable

8. **Foreign Country Approval(s).** If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. Documentation must be written in or translated to English. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

Not Applicable

9. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

10. Changes Requiring Visits. This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See [Change Visit: Required Materials and Submission Procedures](#) for more information.

- Request to embed a Change Visit into an already scheduled visit.

Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the already scheduled visit.

- b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Part 2: Topic-Specific Questions

As many as three new additional locations, or one branch campus or new main campus, may be requested in a single proposal. If more than one location is being requested in this application, please be sure to sufficiently address each location when answering the following questions.

Type of request: Additional location(s) Branch campus or new main campus

Note: The change must be reported the same to HLC and the U.S. Department of Education as either an additional location(s) or branch campus.

Campus or Branch Campus Definition (*Same as the federal definition*): An additional location of an institution that is geographically apart and independent of the main campus of the institution. HLC considers a location of an institution to be independent of the main campus if the location has all four of the following attributes:

- It is permanent in nature.
- It offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.
- It has its own faculty and administrative or supervisory organization.
- It has its own budgetary and hiring authority.

Additional Location Definition (*Based on federal definition*): A facility that is geographically apart from the main campus, where instruction takes place and it is possible for students to do one or more of the following:

- Complete 50 percent or more of the courses in educational programs leading to a degree, certificate or other recognized educational credential.
- Complete 50 percent or more of a degree completion program (even if the degree completion program provides less than 50 percent of the courses leading to that degree).

An additional location may qualify as a branch campus under circumstances that meet the definition of the branch campus.

There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition.

An additional location typically does not have a full range of administrative and student services staffed by the facility's personnel. Such services may be provided from the main campus or another campus.

A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities at that facility. Note: This requirement does not apply for locations in which there is a general computer lab that students might use for distance delivery courses.

An additional location has active status when students are enrolled. Its status is inactive when students are not enrolled. The status can be changed by the institution between active and inactive without approval from HLC in the Location and Campus Update System. However, a location may only be classified as inactive with no student enrollment for a maximum of two consecutive years. At that point, HLC will require the institution to close the location.

Section A. Characteristics of the Change Requested

1. Provide the unique **name** and **street address** of each location requested. (No PO Box addresses.)

Braxton County High School
200 Jerry Burton Drive
Sutton, WV 26601

Webster County High School
1 Highlander Drive
Upperglade, WV 26266

Calhoun County Middle/High School
50 Underwood Circle
Mt. Zion, WV 26151

2. Provide the following information for each branch campus or location:

a) Date on which the branch campus or location is projected to begin operation. (MM/DD/YYYY)

N/A. Dual credit/dual enrollment courses have been offered since at least 1990 at these locations. This is a request for permission to offer 50-99% of the AA degree at each high school.

b) Whether the branch campus or location will be permanent or temporary (for a set number of cohorts).

Permanent.

c) The level of program completion at the new additional location. (Total program, adult degree completion or 50-99% program completion.)

50-99% program completion

3. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

This is not a marked change in student body, as Glenville State University has had a substantial and increasing dual credit/dual enrollment population for some time. The current dual enrollment/dual credit head count for fall 2023 is 453.

Section B. Institution's History with Branch Campus and Additional Location(s)

4. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments.

No. Although Glenville State University does provide instruction leading to the Associate of Arts degree at other high schools, at only Midland Trail High School (see second substantive change

proposal for these additional two high schools) does instruction reach 50%. Similarly, although GSU provides instruction leading to the AS in Business and the BSBA in Management at the Federal Correctional Institute at Gilmer (located in Glenville, WV) and at Huttonsville Correctional Center (located in Huttonsville, WV), the student body and degrees pursued differ at these locations.

5. If approved to open the additional location(s) or branch campus, what future growth does the institution anticipate (e.g., in the next six months, three years) for additional location(s) or branch campus and how does the institution plan to manage this growth?

It is an initiative of the West Virginia Higher Education Policy Commission and of the West Virginia legislature to increase student involvement in Dual Enrollment/Dual Credit coursework, and Glenville State is proud to be part of this initiative. However, the thrust of this statewide initiative is to provide students with the opportunity to obtain up to one-year academic credit toward 4-year degrees in areas identified as at high need within the state. The state has targeted 24 credit hours for these programs, well below 50% for the corresponding 4-year degree and even below 50% for the Associate of Arts and Associate of Science degrees.

Glenville State University has four dual enrollment/dual credit pathways approved by the state: teacher education, health sciences, social services, and natural resource management. None of these currently constitute 50% or more of the degree, but the institution will carefully monitor enrollment in in-person GSU courses at each partner high school and seek approval in advance for high schools approaching the 50% threshold. As noted above, an additional substantive change proposal for additional locations at Midland Trail High School as well as Nicholas County High School (currently offering 45% of the credits required for the AA degree but expected to expand within the near future) and Gilmer County High School (currently offering 47% of the AA degree) is also being submitted at this time.

Given this state climate, dual enrollment/dual credit headcount and offerings are expected to continue to grow over the next three years. In fall 1990, enrollment in GSU dual enrollment/dual credit stood at 86. By 2000, this number had risen to 182, but growth has dramatically increased in the past several years, reaching 433 in 2019 before dropping during COVID-19 pandemic. In the past four years, steady growth has been seen, with 354 students taking at least one college class in fall 2020, 401 in 2021, 432 in 2022, and 453 this fall. To manage this growth, additional adjunct faculty have been recruited and vetted, both from qualified teachers within the local high schools and from the larger Glenville State adjunct pool. In addition, core GSU faculty both teach within programs offered at the high schools and serve as mentors to adjunct faculty teaching in that context. Observations of courses offered in the high school by their corresponding GSU department chairs or subject matter experts have also begun, and this process will be expanded in these proposed additional locations.

Section C. Institutional Planning for Branch Campus and Additional Location(s)

6. What impact might the proposed branch campus or additional location(s) have on the challenge(s) identified as part of or subsequent to the institution's last HLC comprehensive evaluation and how has the institution addressed the challenge(s)?

In the last comprehensive evaluation, the progress GSU has made in assessment, finances, and planning was both recognized and noted to be "important that focus remains in those areas." The institution has prioritized these areas and will be incorporating these proposed additional sites in the overall institutional assessment plan. In terms of assessment, the institutional Director of Assessment and Assurance Coordinator will be working with the Director of Dual Enrollment/Dual Credit to

formulate and implement an even more robust assessment plan, incorporating all courses offered in high school in programmatic assessment efforts. In terms of finances, the impact of dual enrollment/dual credit is, as described elsewhere, already positive and anticipated to improve based on new state funding. Finally, in terms of planning, off-campus programs, including Dual Enrollment/Dual Credit, came under Academic Affairs three years ago, and beginning this fall, now report directly to the Provost. It is the institution's expectation that this move will ensure that the programs are incorporated more fully in institutional planning.

7. Briefly describe the planning process for the new branch campus or location(s), including the involvement of the various constituencies in that process, the management of the branch campus or location(s), and how the management of the branch campus or location(s) fits into the organizational structure of the main campus.

As noted above, the dual enrollment/dual credit program at Glenville State University has been in operation for quite some time. The current request stems from a gradual and cumulative increase in the number of courses offered at Braxton County High School, Calhoun County Middle/High School, and Webster County High School. That is, as students have successfully completed courses, the demand for additional courses at each location has grown, and the university has been pleased to supply that demand. That is, the planning for providing dual enrollment/dual credit courses in these locations happened many years ago, and the evolution into a recognized additional location truly reflects a gradual expansion. Updates in programming and student head count have been discussed at every level, including meetings with the institution's board of governors, the president's cabinet, the faculty, and high school personnel. This growth necessitating this substantive change also results from both a deliberate shift reflecting state policy encouraging increased dual enrollment/dual credit as well as a presidential initiative within the university. Outstanding cooperation from core university faculty in sharing course syllabi, LMS course shells, grading rubrics, and even teaching responsibilities has been obtained. In addition, Glenville State University has a full-time Director of Dual Enrollment/Dual Credit who reports directly to the Provost. The academic records of dual enrollment/dual credit students are managed through the same processes and timelines as on-campus or online Glenville State University students, and course evaluations are solicited from dual enrollment/dual credit students through the university Learning Management System and email in the same way as these evaluations are solicited from other students.

8. For each proposed branch campus or location, provide a description of physical facilities and equipment to support the programs that will be offered at the branch campus or location(s).

All three high schools have standard classroom space equipped with smartboards and/or whiteboards, and appropriate seating and working space. All three also have either conventional libraries or fully equipped media resource rooms. In addition, these high schools have stationary and mobile computer labs, some provided by a grant obtained by Glenville State University. Students use the same textbooks as those in use in the sections of the courses offered on the main Glenville State campus. As is the case in all public high schools across the state, students at these proposed additional locations are issued either laptops or iPads for use in completing both high school and college coursework. Science courses are conducted in laboratory spaces designed and equipped for required learning activities, with all needed apparatus and supplies.

9. What is the evidence that the facilities at the branch campus or location(s) will meet the needs of the students and the curriculum?

The facilities at the additional locations are commensurate with the needs of the courses offered there. For many courses within the Associate of Arts (e.g., first-year English, survey History, and

introductory Psychology courses), these facility needs are quite modest and are easily met in the typical high school classroom. For more specialized courses (e.g., science courses with laboratory needs), GSU faculty consult to ensure the instructional needs of the course can be met in the facility. If the needs of the course cannot be met by a facility, the course is not offered in that setting. For example, biology courses are only offered in schools with labs appropriate to college-level biology courses (and with instructors with degrees in or 18+ graduate hours in the field).

10. What controls are in place to ensure that the information presented to all the constituencies in advertising, brochures and other communications will be accurate?

Flyers, program handbooks, and PowerPoint presentations are developed and jointly vetted by the Director of Dual Enrollment/Dual Credit, the chair or dean of the department offering specific pathways presented to students, the Director of Marketing and Public Relations, and the Provost. Emails about university policies and deadlines sent to students, faculty, and high school administrators are cc'd to the Provost.

11. **For additional location(s) only:** How does the institution ensure that financial planning and budgeting for the additional location(s) is(are) realistic? What are the projected revenues and expenses? What are the projected enrollment and staffing needs?

As the additional locations for which Glenville State is seeking approval have long offered dual enrollment/dual credit coursework both on their campus and online from the Glenville State University campus, there is ample evidence of the financial soundness of the current and continuing arrangements. State policy does not permit additional compensation for dual credit courses taught by public high school teachers in their classrooms during the normal school day, and adjunct faculty (including high school teachers teaching additional sections online to other students) are compensated at the normal Glenville State University adjunct rate. Even with the very modest \$25/credit hour tuition charged to high school dual enrollment/dual credit students, the program covered all instructional costs and accumulated a \$10,000 surplus in 2021-22. Positive changes in enrollment (i.e., fall 2023 enrollment is up over 10% compared to fall 2022) and in tuition reimbursement (i.e., the state reimburses Glenville State University \$75/credit hour for students enrolled in one of the four approved pathways described above), the impact on the university budget is expected to be even more cash positive. The university has promoted the primary staff person in charge of the dual enrollment/dual credit program and has hired additional part-time staff to assist with clerical tasks. All these changes are independent of this substantive change but will support this change as well.

12. **For branch campus only:** Provide a business plan for the branch campus, including a budget projection for the first two years of operation, that describes the educational program(s) to be offered at the branch campus. Please also:

a) Show both projected gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment), projected gross expenses and cash flow at the branch campus.

b) Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Section D. Curriculum and Instructional Design

13. How will the institution effectively oversee instruction at the branch campus or location(s)?

Courses offered in Glensville State University's dual enrollment/dual credit program, including at the high schools covered in this substantive change proposal, are required to share textbooks, learning objectives, and signature assignments with the corresponding courses offered on the main campus. In addition, faculty teaching in the dual enrollment/dual credit context are required to meet the same criteria as faculty teaching on the main campus; generally, either a master's degree in the content area or a master's degree in a related area with 18+ graduate hours in the content area (see pp. 29-32 of the Glensville State University Faculty Handbook, <https://www.glensville.edu/sites/default/files/2021-08/faculty-handbook.pdf>. Note that, despite the URL, this links the 2022-23 handbook. The 2023-24 handbook is under review for final approval at the Faculty Senate but contains identical language on this topic.)

14. What impact, if any, will the new branch campus or location(s) have on instructional capacity at existing approved branch campuses or location(s)?

None. As Braxton County High School, Calhoun County Middle/High School, and Webster County High School have long been a part of the dual enrollment/dual credit program at Glensville State University, they each have hired an adequate number of credentialed teachers who offer GSU courses on their respective campuses. As such, their draw on resources at the FCI-Gilmer and Huttonsville Correctional Center sites is negligible.

15. Do the proposed branch campus or location(s) involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved.

Yes, all three locations are currently exclusively dual enrollment/dual credit sites. That is, although in the distant past, GSU offered courses to residents of the area as well as high school students at partner high schools, this has not been the case for some time. At present, both sites have only high school students taking GSU courses. It is possible that this could change in the future, but additional communication with and permission from HLC would be pursued at that time.

Section E. Institutional Staffing, Faculty, and Student Support

16. How does the institution plan to staff the branch campus or additional location(s), including judging faculty qualifications and full-time vs. part-time faculty? How does this differ from the institution's processes for staffing at the main campus?

As noted above under oversight of instruction at the additional location, credentialing of faculty in Glensville State's dual enrollment/dual credit programs is identical to that of "regular" adjuncts and full-time faculty. Braxton County High School, Calhoun County Middle/High School, and Webster County High School have full-time faculty persons with master's degrees (or higher) in field to provide almost all the necessary instruction for the AA degrees offered there, but additional core or adjunct faculty from GSU teach online courses, some facilitated on-site by high school teachers, that students are also able to take to complete degree requirements.

Although several faculty persons are full-time faculty at the high school at which the AA degree is offered, the processes for staffing are nonetheless largely identical to those in use on the main campus. That is, the need for a course is identified and a qualified instructor is sought by GSU. In the dual enrollment/dual credit context, there is the significant advantage that the high school often has an instructor already onsite who meets criteria. If there is not, a remote faculty person (who may be one of GSU's core resident faculty persons or a qualified adjunct faculty member) is recruited to teach the course online. In some cases, students in these online courses are provided time and workspace during the regular high school day, with or without on-site faculty assistance and monitoring, to complete their college-level work.

17. What is the institution's process for selecting, training and orienting faculty for the branch campus or additional location(s)? What special professional development, support or released time does the institution provide for these faculty?

Because these are continuing programs, there is not the sort of from-scratch recruitment that would typically be necessary in a proposal for an additional location. Instead, GSU's Dual Enrollment/Dual Credit Director tracks formal (i.e., student evaluations, student pass rates) and informal (i.e., timeliness of grade submission, telephone and email communications from students or parents, enrollment patterns) indices of faculty performance. If concerns are raised, they are worked through with the instructor, and as necessary, high school and/or Glenville State University administrators. High school personnel (typically, principals or counselors) contact the GSU Director when faculty needs are anticipated (when faculty members change schools or retire). New faculty members complete the same credentialing processes as all incoming faculty and are required to meet the same criteria as all adjunct and full-time faculty (as noted above, typically a master's degree or higher in the content area or a master's degree in a related area with 18 hours of graduate credit in the content area).

Dual enrollment/dual credit faculty persons, adjunct faculty persons, and full-time faculty at Glenville State University are all expected to participate in trainings and orientations during the Welcome/Prep Week scheduled at the beginning of each Glenville State University semester. Dual enrollment/dual credit and other adjunct faculty persons tend to be more selective in their attendance, but beginning with Fall 2023, key trainings have been offered via Microsoft Teams as well as in-person, and attendance from off-campus faculty persons has increased.

18. What is the evidence that the institution will effectively deliver, support and manage necessary academic and student services at the proposed branch campus or location(s)?

As noted previously, the request for approval of these additional locations reflects the success of the dual enrollment/dual credit program in these schools. Part of that success rests on the work of the university's Director of Dual Enrollment/Dual Credit and the strong collegial relationships she has formed with the high school staff and the faculty providing instruction, as well as her clear and frequent communication to students, faculty, and administrators.

The Director visits all partner high schools, including the two proposed additional location high schools, multiple times per year to aid with application and registration processes as well as to provide degree program advising to students seeking the AA degree. In addition, she is proactive in written communication via email and responsive in verbal communication via telephone. As a result, healthy partnerships have been established and maintained with school counselors and principals at each partner school as well as with the superintendents of their respective counties. Students also view the Director as a resource, and do not hesitate to reach out to her with concerns or problems.

Dual enrollment/dual credit students also have access to student services provided both in-person on the main campus and online. For example, students can schedule phone or video meetings with on-campus peer tutors and/or avail themselves of 24/7 TutorMe services provided through the university. Students from these additional locations also have access to Glensville State University library holdings (including the university's generous Inter Library Loan providing timely electronic resources from other institutions at no cost to the student). Students also have access to GSU campus-based IT support during regular business hours as well as to 24/7 LMS support. In addition, a library of video-based resources for common LMS questions is available to all students, and these resources are communicated to dual enrollment/dual credit students by the Director.

Section F. Evaluation

19. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the offerings.

Substantial efforts have been made in the past three years to ensure that courses offered at the high schools follow the same syllabus, with the same learning objectives and same textbooks, as courses on the main campus. As part of the university's assessment process, all departments complete both annual reviews and comprehensive five-year program reviews. When assessment findings have indicated that changes were needed, these changes have been implemented in the institution's on-campus, online, prison, and dual enrollment/dual credit offerings.

Further, a comprehensive review of faculty teaching in dual credit contexts was undertaken beginning three years ago, and the difficult decision to discontinue approval for faculty not holding adequate credentials was made. In the last three years, the institution has not only strengthened the pool of onsite dual enrollment/dual credit faculty persons, but also recruited additional adjunct faculty, incorporated core GSU faculty in dual enrollment/dual credit teaching and mentoring, and provided greater access to "regular" online offerings for dual enrollment/dual credit students.

The cumulative effect of these policies has provided a set of offerings that prepare dual enrollment/dual credit students well for future college work.

20. Describe the process for assessing and improving student learning, including student persistence and completion, in the offerings.

To date, student learning in dual enrollment/dual credit has not been assessed separately from general departmental assessment processes. That is, students enrolled in courses with signature assignments have completed those assignments, but those results have generally not been disaggregated from overall university evaluation, and in some cases, have not been included in the overall university evaluation. As part of this substantive change, the institution will be changing this process to ensure that signature assignment data from these additional locations is consistently forwarded to the on-campus assessment point person in the academic department for both inclusion in overall university reporting and in site-specific disaggregated reporting. As several courses have implemented not only shared syllabi and shared grading rubrics but also shared assignments, this transition will be largely a matter of process rather than of substance.

As this proposal reflects the expansion of Glensville State University's already successful efforts at these high schools, it is reasonable to use the previous performance of students from Braxton County High School, from Calhoun County Middle/High School, and from Webster County High School as evidence. Specifically, utilizing a mix of in-person and online coursework, eight students from Braxton County High School, one student from Calhoun County Middle/High School, and three students from

Webster County High School earned their Associate of Arts degree in 2022-23. In addition, 17 students from Braxton County High School, four students from Calhoun County Middle/High School, and six students from Webster County High School are currently working toward their AA degrees. An additional 62 students from Braxton County High School, 41 from Calhoun County Middle/High School, and 39 from Webster County High School are enrolled in dual enrollment/dual credit courses in fall 2023 but are not seeking an Associate of Arts degree.

When considering student persistence and completion, it is important to note that in the dual enrollment/dual credit context, there are two different student populations: students who are degree seeking while in high school and students who are interested in obtaining some college credit, but not in obtaining a degree prior to their eventual matriculation as a full-time college student. Students are generally eligible to begin dual enrollment/dual credit coursework with Glenville State University in their junior year of high school. The vast majority of students do return for their senior year in high school, but the clearest data is available from those who are formally seeking their Associate of Arts degrees.

Historically, high percentages of students obtaining their AA degrees from GSU's dual enrollment/dual credit program go on to pursue four-year degrees. Some of those students matriculate at Glenville State University, but other students attend West Virginia University, Marshall University, and other in-state and out-of-state colleges or universities, often to pursue degrees not offered at Glenville State (e.g., Landscape Architecture). Although the institution has no access to the records of students who attend elsewhere, the students who go on to pursue their 4-year degrees at Glenville State University are typically strong students, with many receiving and maintaining institutional merit scholarships as well as state Promise scholarships.

In the past three years, only two students (one each from Braxton County and Webster County) each proposed additional location) have failed to complete the Associate of Arts degree. One student did not pass a required Math course and one failed a required History course. The other eight students at Braxton County High School, nine students at Webster County High School, and one student at Calhoun County Middle/High School who attempted the Associate of Arts in the past three years have successfully completed the degree, for a 90% graduation rate.

21. How are the measures and techniques the institution uses for the location(s) or branch campus equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

The measures and techniques used on the main campus are closely mirrored in the high school locations. Specifically, the consistency of course offerings and their assessment is addressed by shared syllabi and rubrics. In addition, faculty teaching in the dual enrollment/dual credit program are provided with a GSU faculty colleague who often assists in setting up and/or reviewing the course syllabus, assignments, and activities. Students in dual enrollment/dual credit courses complete course evaluations using the same processes as on-campus and online students. In some science courses in which national standardized examinations are available and used on the main campus, the same exams are used in the dual enrollment/dual credit courses and results compared across campuses each year.



Branch Campus and Additional Location(s)

Substantive Change Application

Institution: Glensville State University City, State: Glensville, WV

Name of person completing this application: Mari L. Clements, PhD

Title: Provost & ALO Phone: 304-462-6111 Email: mari.clements@glensville.edu

Date Submitted: 4 September 2023

This completed form will constitute your request for approval of a substantive change. This form will be the basis for review of this application. The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals and has been authorized to submit this form on the institution's behalf.

Please note: HLC plans to update its application forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit hlcommission.org/change to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at hlcommission.org/upload. Select "Change Requests" from the list of submission options to ensure the application is sent to the correct HLC staff member.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Additional locations: Glensville State University requests permission to offer 50% or more of the Associate of Arts degree at Midland Trail High School, Gilmer County High School, and Nicholas County High School.

2. **Does another characteristic of the change requested in this application require prior HLC approval?** (Example: distance education, contractual arrangement etc.)

No

Yes

If yes, please explain and submit the relevant application form (or indicate the date on which it was submitted):

3. **Classification of Change Request.**

Note: not every substantive change requires prior review and approval. Visit hlcommission.org/change to make certain that current HLC policy requires the institution to seek approval.

Location(s):

New additional location(s)

New campus(es)

An institution submitting more than one change request should complete multiple applications, one for each type of change. Change requests may be related to the following topics:

- [New academic programs](#), including degree and certificate programs
- [Changes to existing academic programs](#) involving credit/clock hours, method of delivery or length of term
- Opening or closing [additional locations or branch campuses](#)
- [Provisional Plans](#) (with or without Teach-Out Agreements, as applicable)
- [Teach-Out Agreement](#) if closing a campus or additional location that provides 100% of at least one program
- Access to HLC's [Notification Program for Additional Locations](#)
- Initiating or expanding [distance education or correspondence education offerings](#)
- Offering programs through [competency-based education](#) (credit-based, direct assessment or hybrid)
- Initiating or modifying [contractual arrangements](#)
- Change in [mission](#)
- Change in [student body](#)

4. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

- a) Is the institution, in its relations with other institutional or specialized accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No.

- b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?

No.

- c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

- d) Is the institution experiencing other pressures that might affect its ability to implement the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Internal Approvals.** Attach documentation of internal (faculty, board) approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g. applicable regulation, statute or correspondence).

6. **State Approvals.** Attach documentation of state approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g. applicable regulation, statute or correspondence).

7. **System Approvals.** If applicable, attach documentation of system approval that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g. applicable regulation, statute or correspondence). Check the box below if the institution is not part of a system.

Not Applicable

8. **Foreign Country Approval(s).** If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. Documentation must be written in or translated to English. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

Not Applicable

9. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

10. Changes Requiring Visits. This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See [Change Visit: Required Materials and Submission Procedures](#) for more information.

- Request to embed a Change Visit into an already scheduled visit.

Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the already scheduled visit.

b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Part 2: Topic-Specific Questions

As many as three new additional locations, or one branch campus or new main campus, may be requested in a single proposal. If more than one location is being requested in this application, please be sure to sufficiently address each location when answering the following questions.

Type of request: Additional location(s) Branch campus or new main campus

Note: The change must be reported the same to HLC and the U.S. Department of Education as either an additional location(s) or branch campus.

Campus or Branch Campus Definition (*Same as the federal definition*): An additional location of an institution that is geographically apart and independent of the main campus of the institution. HLC considers a location of an institution to be independent of the main campus if the location has all four of the following attributes:

- It is permanent in nature.
- It offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.
- It has its own faculty and administrative or supervisory organization.
- It has its own budgetary and hiring authority.

Additional Location Definition (*Based on federal definition*): A facility that is geographically apart from the main campus, where instruction takes place and it is possible for students to do one or more of the following:

- Complete 50 percent or more of the courses in educational programs leading to a degree, certificate or other recognized educational credential.
- Complete 50 percent or more of a degree completion program (even if the degree completion program provides less than 50 percent of the courses leading to that degree).

An additional location may qualify as a branch campus under circumstances that meet the definition of the branch campus.

There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition.

An additional location typically does not have a full range of administrative and student services staffed by the facility's personnel. Such services may be provided from the main campus or another campus.

A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities at that facility. Note: This requirement does not apply for locations in which there is a general computer lab that students might use for distance delivery courses.

An additional location has active status when students are enrolled. Its status is inactive when students are not enrolled. The status can be changed by the institution between active and inactive without approval from HLC in the Location and Campus Update System. However, a location may only be classified as inactive with no student enrollment for a maximum of two consecutive years. At that point, HLC will require the institution to close the location.

Section A. Characteristics of the Change Requested

1. Provide the unique **name** and **street address** of each location requested. (No PO Box addresses.)

Midland Trail High School
26719 Midland Trail
Hico, WV 25854

Gilmer County High School
300 Pine Street
Glenville, WV 26351

Nicholas County High School
30 Grizzly Lane
Summersville, WV 26651

2. Provide the following information for each branch campus or location:

a) Date on which the branch campus or location is projected to begin operation. (MM/DD/YYYY)

Dual credit/dual enrollment courses have been offered since at least 1990 at Gilmer County High School and at Nicholas County High School. Courses began in Fayette County in 2017, including in some high schools that were later consolidated. Dual enrollment/dual credit courses began at Midland Trail High School itself in September 2022. This is a request for permission to offer 50-99% of the AA degree at each high school.

b) Whether the branch campus or location will be permanent or temporary (for a set number of cohorts).

Permanent.

c) The level of program completion at the new additional location. (Total program, adult degree completion or 50-99% program completion.)

50-99% program completion

3. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

This is not a marked change in student body, as Glenville State University has had a substantial and increasing dual credit/dual enrollment population for some time. The current dual enrollment/dual credit head count for fall 2023 is 453.

Section B. Institution's History with Branch Campus and Additional Location(s)

4. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities

and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments.

No. Although Glenville State University does provide instruction leading to the Associate of Arts degree at other high schools, at only Braxton County High School, Calhoun Middle/High School and Webster County High School (see second substantive change proposal for these additional three high schools) does instruction reach 50%. Similarly, although GSU provides instruction leading to the AS in Business and the BSBA in Management at the Federal Correctional Institute at Gilmer (located in Glenville, WV) and at Huttonsville Correctional Center (located in Huttonsville, WV), the student body and degrees pursued differ at these locations.

5. If approved to open the additional location(s) or branch campus, what future growth does the institution anticipate (e.g., in the next six months, three years) for additional location(s) or branch campus and how does the institution plan to manage this growth?

It is an initiative of the West Virginia Higher Education Policy Commission and of the West Virginia legislature to increase student involvement in Dual Enrollment/Dual Credit coursework, and Glenville State is proud to be part of this initiative. However, the thrust of this statewide initiative is to provide students with the opportunity to obtain up to one-year academic credit toward 4-year degrees in areas identified as at high need within the state. The state has targeted 24 credit hours for these programs, well below 50% for the corresponding 4-year degree and even below 50% for the Associate of Arts and Associate of Science degrees.

Glenville State University has four dual enrollment/dual credit pathways approved by the state: teacher education, health sciences, social services, and natural resource management. None of these currently constitute 50% or more of the degree, but the institution will carefully monitor enrollment in in-person GSU courses at each partner high school and seek approval in advance for high schools approaching the 50% threshold. As noted above, an additional substantive change proposal for additional locations at Braxton County High School, Calhoun Middle/High School, and Webster County High School is also being submitted at this time.

Given this state climate, dual enrollment/dual credit headcount and offerings are expected to continue to grow over the next three years. In fall 1990, enrollment in GSU dual enrollment/dual credit stood at 86. By 2000, this number had risen to 182, but growth has dramatically increased in the past several years, reaching 433 in 2019 before dropping during COVID-19 pandemic. In the past four years, steady growth has been seen, with 354 students taking at least one college class in fall 2020, 401 in 2021, 432 in 2022, and 453 this fall. To manage this growth, additional adjunct faculty have been recruited and vetted, both from qualified teachers within the local high schools and from the larger Glenville State adjunct pool. In addition, core GSU faculty both teach within programs offered at the high schools and serve as mentors to adjunct faculty teaching in that context. Observations of courses offered in the high school by their corresponding GSU department chairs or subject matter experts have also begun, and this process will be expanded in these proposed additional locations.

Section C. Institutional Planning for Branch Campus and Additional Location(s)

6. What impact might the proposed branch campus or additional location(s) have on the challenge(s) identified as part of or subsequent to the institution's last HLC comprehensive evaluation and how has the institution addressed the challenge(s)?

In the last comprehensive evaluation, the progress GSU has made in assessment, finances, and planning was recognized, but it was also noted to be “important that focus remains in those areas.” The institution has prioritized these areas and will be incorporating these proposed additional sites in the overall institutional assessment plan. In terms of assessment, the institutional Director of Assessment and Assurance Coordinator will be working with the Director of Dual Enrollment/Dual Credit to formulate and implement an even more robust assessment plan, incorporating all courses offered in high school in programmatic assessment efforts. In terms of finances, the impact of dual enrollment/dual credit is, as described elsewhere, already positive and anticipated to improve based on new state funding. Finally, in terms of planning, off-campus programs, including Dual Enrollment/Dual Credit, came under Academic Affairs three years ago, and beginning this fall, now report directly to the Provost. It is the institution’s expectation that this move will ensure that the programs are incorporated more fully in institutional planning.

7. Briefly describe the planning process for the new branch campus or location(s), including the involvement of the various constituencies in that process, the management of the branch campus or location(s), and how the management of the branch campus or location(s) fits into the organizational structure of the main campus.

As noted above, the dual enrollment/dual credit program at Glenville State University has been in operation for quite some time. The current request stems from a gradual and cumulative increase in the number of courses offered at Gilmer County High School and Nicholas County High School. At Midland Trail High School, the increase in course offerings has come more quickly, building on the success established at other Fayette County high schools. In both circumstances, however, as students have successfully completed courses, the demand for additional courses at each location has grown, and the university has been pleased to supply that demand. That is, the planning for providing dual enrollment/dual credit courses in these locations happened many years ago, and the evolution into a recognized additional location truly reflects a gradual expansion. Updates in programming and student head count have been discussed at every level from institutional Board of Governors meetings, President’s Cabinet meetings, faculty meetings, and meetings with high school administrators. This growth also results from a deliberate shift reflecting state policy encouraging increased dual enrollment/dual credit as well as a presidential initiative within the university. Outstanding cooperation from core university faculty in sharing course syllabi, LMS course shells, grading rubrics, and even teaching responsibilities has been obtained.

Glenville State University has a full-time Director of Dual Enrollment/Dual Credit who reports directly to the Provost. The academic records of dual enrollment/dual credit students are managed through the same processes and timelines as on-campus or online Glenville State University students, and course evaluations are solicited from dual enrollment/dual credit students through the university Learning Management System and email in the same way as these evaluations are solicited from other students.

8. For each proposed branch campus or location, provide a description of physical facilities and equipment to support the programs that will be offered at the branch campus or location(s).

All three high schools have standard classroom space equipped with smartboards and/or whiteboards, and appropriate seating and working space. All three also have either conventional libraries or fully equipped media resource rooms. In addition, these high schools have stationary and mobile computer labs, some provided by a grant obtained by Glenville State University. Students use the same textbooks as those in use in the sections of the courses offered on the main Glenville State campus. As is the case in all public high schools across the state, students at these proposed additional locations are issued either laptops or iPads for use in completing both high school and

college coursework. Science courses are conducted in laboratory spaces designed and equipped for required learning activities, with all needed apparatus and supplies.

9. What is the evidence that the facilities at the branch campus or location(s) will meet the needs of the students and the curriculum?

The facilities at the additional locations are commensurate with the needs of the courses offered there. For many courses within the Associate of Arts (e.g., first-year English, survey History, and introductory Psychology courses), these facility needs are quite modest and are easily met in the typical high school classroom. For more specialized courses (e.g., science courses with laboratory needs), GSU faculty consult to ensure the instructional needs of the course can be met in the facility. If the needs of the course cannot be met by a facility, the course is not offered in that setting. For example, biology courses are only offered in schools with labs appropriate to college-level biology courses (and with instructors with degrees in or 18+ graduate hours in the field).

10. What controls are in place to ensure that the information presented to all the constituencies in advertising, brochures and other communications will be accurate?

Flyers, program handbooks, and PowerPoint presentations are developed and jointly vetted by the Director of Dual Enrollment/Dual Credit, the chair or dean of the department offering the specific pathways presented to students, the Director of Marketing and Public Relations, and the Provost. Emails about university policies and deadlines sent to students, faculty, and high school administrators are cc'd to the Provost.

11. **For additional location(s) only:** How does the institution ensure that financial planning and budgeting for the additional location(s) is(are) realistic? What are the projected revenues and expenses? What are the projected enrollment and staffing needs?

As the additional locations for which Glenville State is seeking approval have offered dual enrollment/dual credit coursework both on their campus and online from the Glenville State University campus, there is ample evidence of the financial soundness of the current and continuing arrangements. State policy does not permit additional compensation for dual credit courses taught by public high school teachers in their classrooms during the normal school day, and adjunct faculty (including high school teachers teaching additional sections online to other students) are compensated at the normal Glenville State University adjunct rate. As a whole, even with the very modest \$25/credit hour tuition charged to high school dual enrollment/dual credit students, the program covered all instructional costs and accumulated a \$10,000 surplus in 2021-22. Positive changes in enrollment (i.e., fall 2023 enrollment is up over 10% compared to fall 2022) and in tuition reimbursement (i.e., the state reimburses Glenville State University \$75/credit hour for students enrolled in one of the four approved pathways described above), the impact on the university budget is expected to be even more cash positive. The university has promoted the primary staff person in charge of the dual enrollment/dual credit program and has hired additional part-time staff to assist with clerical tasks. All these changes are independent of this substantive change but will support this change as well.

12. **For branch campus only:** Provide a business plan for the branch campus, including a budget projection for the first two years of operation, that describes the educational program(s) to be offered at the branch campus. Please also:

a) Show both projected gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment), projected gross expenses and cash flow at the branch campus.

b) Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Section D. Curriculum and Instructional Design

13. How will the institution effectively oversee instruction at the branch campus or location(s)?

Courses offered in Glensville State University's dual enrollment/dual credit program, including at the high schools covered in this substantive change proposal, are required to share textbooks, learning objectives, and signature assignments with the corresponding courses offered on the main campus. In addition, faculty teaching in the dual enrollment/dual credit context are required to meet the same criteria as faculty teaching on the main campus; generally, either a master's degree in the content area or a master's degree in a related area with 18+ graduate hours in the content area (see pp. 29-32 of the Glensville State University Faculty Handbook, <https://www.glenville.edu/sites/default/files/2021-08/faculty-handbook.pdf>. Note that, despite the URL, this links the 2022-23 handbook. The 2023-24 handbook is under review for final approval at the Faculty Senate but contains identical language on this topic.)

14. What impact, if any, will the new branch campus or location(s) have on instructional capacity at existing approved branch campuses or location(s)?

None. As Midland Trail High School, Gilmer County High School, and Nicholas County High School have been a part of the dual enrollment/dual credit program at Glensville State University for some time, they each have hired an adequate number of credentialed teachers who offer GSU courses on their respective campuses. As such, their draw on resources shared with other high schools offering dual enrollment/dual credit courses is quite small, and the draw on resources at the approved FCI—Gilmer and Huttonsville Correctional Center negligible.

15. Do the proposed branch campus or location(s) involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved.

Yes, all three locations are currently exclusively dual enrollment/dual credit sites. That is, although in the distant past, GSU offered courses to residents of the area as well as high school students at partner high schools, this has not been the case for some time. At present, both sites have only high school students taking GSU courses. It is possible that this could change in the future, but additional communication with and permission from HLC would be pursued at that time.

Section E. Institutional Staffing, Faculty, and Student Support

16. How does the institution plan to staff the branch campus or additional location(s), including judging faculty qualifications and full-time vs. part-time faculty? How does this differ from the institution's processes for staffing at the main campus?

As noted above under oversight of instruction at the additional location, credentialing of faculty in Glenville State's dual enrollment/dual credit programs is identical to that of "regular" adjuncts and full-time faculty. Midland Trail High School, Gilmer County High School, and Nicholas County High School have full-time faculty persons with master's degrees (or higher) in field to provide almost all necessary instruction for the AA degree, but additional core or adjunct faculty from GSU teach online courses, some facilitated on-site by high school teachers, that students are also able to take to complete degree requirements.

Although several faculty persons are full-time faculty at the high school at which dual enrollment/dual credit coursework is offered, the processes for staffing are largely identical to those in use on the main campus. That is, the need for a course is identified and a qualified instructor is sought by GSU. In the dual enrollment/dual credit context, there is the significant advantage that the high school often has an instructor already onsite who meets criteria. If there is not, a remote faculty person (who may be one of GSU's core resident faculty persons or a qualified adjunct faculty member) is recruited to teach the course online. In some cases, students in these online courses are provided time and workspace during the regular high school day, with or without on-site faculty assistance and monitoring, to complete their college-level work.

17. What is the institution's process for selecting, training and orienting faculty for the branch campus or additional location(s)? What special professional development, support or released time does the institution provide for these faculty?

Because these are continuing programs, there is not the sort of from-scratch recruitment that would typically be necessary in a proposal for an additional location. Instead, GSU's Dual Enrollment/Dual Credit Director tracks formal (i.e., student evaluations, student pass rates) and informal (i.e., timeliness of grade submission, telephone and email communications from students or parents, enrollment patterns) indices of faculty performance. If concerns are raised, they are worked through with the instructor, and as necessary, high school and Glenville State University administrators. High school personnel (typically, principals or counselors) contact the GSU Director when faculty needs are anticipated (when faculty members change schools or retire). New faculty members complete the same credentialing processes as all incoming faculty and are required to meet the same criteria as all adjunct and full-time faculty (as noted above, typically a master's degree or higher in the content area or a master's degree in a related area with 18 hours of graduate credit in the content area).

Dual enrollment/dual credit faculty persons, adjunct faculty persons, and full-time faculty at Glenville State University are all expected to participate in preparatory trainings and orientations during the Welcome Prep Week scheduled at the beginning of each Glenville State University semester. Dual enrollment/dual credit and other adjunct faculty persons tend to be more selective in their attendance, but beginning with Fall 2023, key trainings have been offered via Microsoft Teams as well as in-person, and attendance from off-campus faculty persons has increased.

18. What is the evidence that the institution will effectively deliver, support and manage necessary academic and student services at the proposed branch campus or location(s)?

As noted previously, the request for approval of these additional locations reflects the success of the dual enrollment/dual credit program in these schools. Part of that success rests on the work of the university's Director of Dual Enrollment/Dual Credit and the healthy partnerships she has formed with

the high school staff and the faculty providing instruction, as well as her clear and frequent communication to students, faculty, and administrators.

The Director visits all partner high schools, including the two proposed additional location high schools, multiple times per year to aid with application and registration processes as well as to provide degree program advising to students seeking the AA degree. In addition, she is proactive in written communication via email and responsive in verbal communication via telephone. As a result, strong collegial relationships have been established and maintained with school counselors and principals at each partner school as well as with the superintendents of their respective counties. Students also view the Director as a resource, and do not hesitate to reach out to her with concerns or problems.

Dual enrollment/dual credit students also have access to student services provided both in-person on the main campus and online. For example, students can schedule phone or video meetings with on-campus peer tutors and/or avail themselves of 24/7 TutorMe services provided through the university. Students from these additional locations also have access to Glenville State University library holdings (including the university's generous Inter Library Loan providing timely electronic resources from other institutions at no cost to the student). Students also have access to GSU campus-based IT support during regular business hours as well as to 24/7 LMS support. In addition, a library of video-based resources for common LMS questions is available to all students, and these resources are communicated to dual enrollment/dual credit students by the Director.

Section F. Evaluation

19. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the offerings.

Substantial efforts have been made in the past three years to ensure that courses offered at the high schools follow the same syllabus, with the same learning objectives and same textbooks, as courses on the main campus. As part of the university's assessment process, all departments complete both annual reviews and comprehensive five-year program reviews. When assessment findings have indicated that changes were needed, these changes have been implemented in the institution's on-campus, online, and dual enrollment/dual credit offerings.

Further, a comprehensive review of faculty teaching in dual credit contexts was undertaken beginning three years ago, and the difficult decision to discontinue approval for faculty not holding adequate credentials was made. In the last three years, the institution has not only strengthened the pool of onsite dual enrollment/dual credit faculty persons, but also recruited additional adjunct faculty, incorporated core GSU faculty in dual enrollment/dual credit teaching and mentoring, and provided greater access to "regular" online offerings for dual enrollment/dual credit students.

The cumulative effect of these policies has provided a set of offerings that prepare dual enrollment/dual credit students well for future college work.

20. Describe the process for assessing and improving student learning, including student persistence and completion, in the offerings.

To date, student learning in dual enrollment/dual credit has not been assessed separately from general departmental assessment processes. That is, students enrolled in courses with signature assignments have completed those assignments, but those results have generally not been disaggregated from overall university evaluation, and in some cases, have not been included in the overall university evaluation. As part of this substantive change, the institution will be changing this

process to ensure that signature assignment data from these additional locations is consistently forwarded to the on-campus assessment point person in the academic department for both inclusion in overall university reporting and in site-specific disaggregated reporting. As many courses have implemented not only shared syllabi and shared grading rubrics but also shared assignments, this transition will be largely a matter of process rather than of substance.

As this proposal reflects the expansion of Glenville State University's already successful efforts at these high schools, it is reasonable to use the previous performance of students from Midland Trail High School, from Gilmer County High School, and from Nicholas County High School as evidence. This is the first year that students at Midland Trail High School have enrolled in the AA pathway, and students from Gilmer County High School have not opted for this option in recent years. However, students from Nicholas County High School have successfully completed their AA degree during high school. Specifically, utilizing a mix of in-person and online coursework, five students from Nicholas County High School earned their Associate of Arts degree in 2022-23. In addition, five students from Nicholas County High School are currently working toward their AA degrees for summer 2024 graduation. An additional 30 students from Midland Trail High School, 33 from Gilmer County High School, and 29 from Nicholas County High School are enrolled in dual enrollment/dual credit courses in fall 2023 but are not planning to complete an Associate of Arts degree this academic year.

When considering student persistence and completion, it is important to note that in the dual enrollment/dual credit context, there are two different student populations: students who are degree seeking while in high school and students who are interested in obtaining some college credit, but not in obtaining a degree prior to their eventual matriculation as a full-time college student. Students are generally eligible to begin dual enrollment/dual credit coursework with Glenville State University in their junior year of high school. The vast majority of students do return for their senior year in high school, but the clearest data is available from those who are formally seeking their Associate of Arts degrees.

Historically, high percentages of students obtaining their AA degrees from GSU's dual enrollment/dual credit program go on to pursue four-year degrees. Some of those students matriculate at Glenville State University, but other students attend West Virginia University, Marshall University, and other in-state and out-of-state colleges or universities, often to pursue degrees not offered at Glenville State (e.g., Landscape Architecture). Although the institution has no access to the records of students who attend elsewhere, the students who go on to pursue their 4-year degrees at Glenville State University are typically strong students, with many receiving and maintaining institutional merit scholarships as well as state Promise scholarships.

In the past three years, only one student from Nicholas County High School has failed to complete the Associate of Arts degree. This student did not pass a required Math course. The other 13 students at Nicholas County High School who attempted the Associate of Arts in the past three years have successfully completed the degree, for a 93% graduation rate.

21. How are the measures and techniques the institution uses for the location(s) or branch campus equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

The measures and techniques used on the main campus are closely mirrored in the high school locations. Specifically, the consistency of course offerings and their assessment is addressed by shared syllabi and rubrics. In addition, faculty teaching in the dual enrollment/dual credit program are provided with a GSU faculty colleague who often assists in setting up and/or reviewing the course syllabus, assignments, and activities. Students in dual enrollment/dual credit courses complete course evaluations using the same processes as on-campus and online students. In some science

courses in which national standardized examinations are available and used on the main campus, the same exams are used in the dual enrollment/dual credit courses and results compared across campuses each year.



Academic Affairs

August 29, 2023

John Marr, PhD
 Vice President of Accreditation Relations
 Higher Learning Commission
 230 South LaSalle Street, Suite 7-500
 Chicago, IL 60604-1413

Dear Dr. Marr:

I am writing to request HLC approval for Glenville State University to assist in the teach out of Alderson Broaddus University. Since ABU announced its impending closure, approximately 40 students have transferred to GSU. These students range from students early on in their programs at ABU to students who were planning to graduate in this academic year.

As you know, the speed at which the decision to rescind Alderson Broaddus's ability to grant degrees and their resulting wide scale and immediate layoffs have left AB in a position in which they are not able to execute formal teach out agreements. Nonetheless, Glenville State stands ready and able to take the approximately 40 students who would like to find their academic home with us.

We have made several preparations to enable these students to finish their degrees. First, we have kept students' out-of-pocket costs at or below what they were at Alderson Broaddus. Our tuition is markedly lower, but we have also received donations specifically earmarked for scholarships for former AB students, including an initial \$10,000 seed gift from one of our longtime donors. Second, we are waiving our 30-hour residency requirement for students needing fewer than 30 hours to graduate. Third, our faculty and department chairs have carefully examined the completed coursework of AB transfer students, identifying transfer credit in the form of liberal course substitutions where direct course equivalencies do not exist. For example, the Alderson Broaddus General Education requirements and structure, although similar in coverage, differ markedly from ours. As an exemplar, although both GSU and Alderson Broaddus have Fine Arts goals in our General Education requirements, GSU's goals are met through the successful completion of either ART 200: Survey of Art or MUSC 200, Survey of Music. At AB, this goal is expressed as a "Demonstration of an understanding of the value and role of aesthetic expression as found in fine arts," and is met by their equivalencies of ART 200 and MUSC 200 as well as courses in Media and Society, Elementary Creative Arts, Creative Writing, Western Tradition, Images and Words, Popular Novels and Film Adaptations, Arts in Literature and Film, Digital Photography, Digital Design, Film Genre, Web Design, musical ensembles, The West Virginians, and Musical Theater. With the support of our Fine Arts department, we have been pleased to accept these courses as substitutions for our ART 200 or MUSC 200 coursework. More specialized and advanced in-major courses have undergone review by our faculty in those majors and appropriate course equivalencies, course substitutions, and elective credit identified to preserve as much academic credit as possible while maintaining the integrity of degrees.

Due to the similarity in our rural setting and small size, Glenville State is a welcoming academic home for these displaced students, and we are ready, able, and willing to help these students complete their undergraduate education. We respectfully request your approval of this teach out. If you have questions or concerns, please do not hesitate to reach out.

Sincerely,

Mari L. Clements, PhD
 Provost and Professor of Psychology

cc: Mark Manchin, President, Glenville State University

**Teach-Out Agreement for former Alderson Broaddus University Students
at Glenville State University**

Glenville State University (GSU) stands ready to assist former students of Alderson Broaddus University (ABU). With the knowledge and support of the West Virginia Higher Education Policy Commission and with federal approval obtained by the Higher Learning Commission, Glenville State University plans to execute the following:

1. All Alderson Broaddus University student credits will be immediately accepted toward an equal or comparable degree program at Glenville State University. Glenville State University will accept 100% of all credits granted by Alderson Broaddus University and 100% of all credits accepted in transfer by Alderson Broaddus from accredited universities, with every course individually reviewed and liberal substitutions for required courses allowed (see attached General Education crosswalk for example). Glenville State University guarantees admission to all Alderson Broaddus University students in good academic standing. No application fees will be charged to students transferring from Alderson Broaddus University.
2. The pathway to degree completion for each undergraduate student covered by this teach-out agreement with Glenville State University will enable students to complete their degree program in approximately the same amount of time as it would have taken them to complete at Alderson Broaddus University as long as the student continues to make satisfactory progress and completes all requirements as per the agreed upon plan for the degree program.
3. For each student transferring to Glenville State University from Alderson Broaddus University, the annual undergraduate net tuition to complete required courses for graduation will be the same or less than what the student paid in his or her last year of enrollment. Room and Board as well as fees will be charged at the Glenville State University published rates. Students transferring from Alderson Broaddus University to Glenville State University will be provided complete information about tuition, room, board, and fees and any other costs associated with completing their degrees at Glenville State University. No additional costs will be incurred by students; their net costs will remain the same or lower as those that would have been incurred at Alderson Broaddus University.
4. Glenville State University will waive residency requirements for students who enroll with more than 90 earned or transfer credit hours from Alderson Broaddus University. It is anticipated that residency requirements will be waived for approximately one third of enrolled students (see list below).

GSU ID	AB Major	GSU major	Credits completed
99422	Criminal Justice	Criminal Justice	unknown*
99334	Biology, Chemistry, Environmental Science	Biology, Chemistry, Environmental Science	145
99338	Environmental Science	Biology with Environmental Science minor	128
99451	Physical Education	Regents Bachelor of Arts	121*
99356	Sports Management	Sport Management	106*
99270	Psychology	Psychology	104
92479	Undeclared	Psychology	102
99367	Sports Management	Sport Management	102
99360	Exercise Science	Exercise Science	96
99276	Exercise Science	Exercise Science	92
88614	Secondary Education	Elementary Education	82
74262	Exercise Science	Exercise Science	81*
99344	Nursing	Undeclared/(PreNursing)	67
99406	Exercise Science	Exercise Science	66
99469	Exercise Science	Exercise Science	65
99411	Criminal Justice	Criminal Justice	56
98231	Exercise Science	Exercise Science	49
99340	Psychology	Psychology	48*
99266	Undecided	Undeclared (PreNursing)	44.7
99418	Psychology	Psychology	35
87651	Sports Management	Sport Management	32
99347	Physical Education	Health & Physical Education	30
99363	Sports Management	Sport Management	25
99423	Psychology	Psychology	16
99279	Sports Medicine	Exercise Science	0*
99359	Undeclared; first-year student	Natural Resource Management (Wildlife Mgmt)	0
99402	Undeclared; first-year student	Exercise Science	0
99273	Sports Management	Sport Management	0*
99408	Undeclared; first-year student	Criminal Justice	0
97774	Undeclared; first-year student	General Studies	0
99403	Undeclared; first-year student	Computer & Information Systems	0
99333	Undeclared; first-year student	Undeclared (PreNursing)	0

*estimate; official AB transcript has not yet been received


5. Glenville State University will provide information and advising to Alderson Broaddus University students about options and pathways for completing their degrees at Glenville State University.
6. Glenville State University will deploy admissions, advising, academic success, financial aid, and athletics teams to support the success of continuing Alderson Broaddus University students.
7. Student athletes from Alderson Broaddus University are welcome to seek participation in athletic activities at Glenville State University. Availability on rosters will be team specific.

Participation and/or competition is contingent on meeting all applicable NCAA Division II eligibility requirements. Athletic coaches, compliance officers, and other athletic administrators from Glenville State University will be made available to student athletes from Alderson Broaddus University to assist in formulating options and pathways for athletic participation.

8. Students enrolled in the following Bachelor degree programs offered at Alderson Broaddus University can pursue equivalent or comparable degree programs at Glenville State University as part of this teach-out agreement:

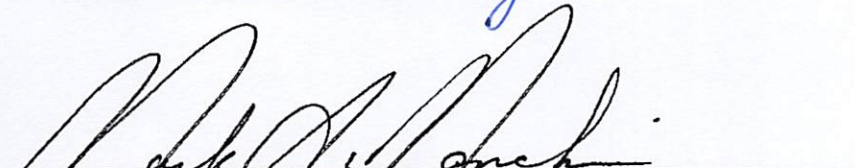
- Accounting
- Biology
- Business
- Business Administration
- Chemistry
- Computer Science
- Criminal Justice
- Elementary Education
- Environmental Science
- Exercise Science
- General Studies
- History
- Integrated Marketing Communication
- Interdisciplinary Studies
- Marketing
- Natural Resource Management
- Psychology
- Secondary Education
- Sport Management

In addition, students in their first year of the Nursing program are eligible to enter Glenville State University as a first-year student with the potential to continue into Marshall's nursing program administered at Glenville State University.



For Alderson Broaddus University

10-3-23
Date



Mark A. Manchin, EdD, President
For Glenville State University

9-23-23
Date



230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

October 6, 2023

Dr. Mark A Manchin
Glennville State University
200 High Street
Glennville, West Virginia 26351

Dear President Manchin,

Thank you for your correspondence, including the teach-out arrangements that **Glennville State University** has made for certain programs at **Alderson Broaddus University**.

Per HLC policy, "HLC staff may act to approve the participation of additional teach-out receiving institutions in a teach-out arrangement after IAC approval of the subject Provisional Plan..." (COMM.B.10.020 Staff Authority, effective February, 2021).

Also, per HLC policy, "Staff may act, without first seeking approval of the Institutional Actions Council, to approve the addition of a permanent location at a site at which the institution is conducting a teach-out for students of another institution that has ceased operating before all students have completed their program of study." (COMM.B.10.020 Staff Authority, effective February, 2021).

Based on HLC staff's review of all materials provided, the institution's accreditation record and HLC policy, the institution's participation as a teach-out receiving institution has been approved. The rationale for this decision appears below:

Staff review of Glennville University's accreditation history, alignment of relevant programs, and specific conditions put forth in the teach-out agreement qualify the institution to be approved as a Teach-Out Receiving Institution for Alderson Broaddus University.

Please be sure to review HLC's current Teach-Out procedure, which includes specific guidance for Teach-Out Receiving Institutions. The procedure is available at https://download.hlcommission.org/Teach-OutRequirements_PRC.pdf.

Notification of this staff action will be provided to other relevant agencies as part of HLC's standard notification procedures.

Please let your HLC liaison, Dr. John Marr, know if you have any questions about this staff action.

Thank you,

Higher Learning Commission

CC: Mari Clements, ALO
John Marr, Liaison

Attachment 6



GLENVILLE
STATE UNIVERSITY

September 29, 2023

Notice of Intent to Plan

Master of Science Criminal Justice

Glenville State University
200 High Street
Glenville, West Virginia 26351

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5.1. Declaration of the Notice of Intent to Plan:

In accordance with Series 11, Submission of Proposals for Academic programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs of Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission (WV HEPC), Glenville State University submits the following intent to plan a new graduate degree program – *Master of Science in Criminal Justice*.

5.2. Projected Timeline

The projected date of submission of the full *Master of Science in Criminal Justice* program proposal is Spring 2023. The projected date of implementation is August 2024.

5.2.1. Educational Objectives

The Mission of Glenville State University is as follows:

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

The Mission of the Glenville State University Graduate programs is as follows:

Glenville State University graduate programs build on the University's history of training quality educators to continue preparing them for careers in life-long professional and public service.

The Department of Criminal Justice faculty measured the attributes defined in the two mission statements when determining the educational objectives for the *Master of Science in Criminal Justice*. The educational objectives frame the implementation and delivery of the MSCJ and provides a robust curriculum that prepares current criminal justice professionals to serve their constituents of central West Virginia.

The candidate for a MSCJ degree from Glenville State University will:

- Acquire and apply ethically advanced administrative and leadership theories and skills beneficial for criminal justice professionals
- Recognize and evaluate principles of management and leadership
- Differentiate and critique technological advances in criminal investigations
- Evaluate research, assessments, and analyses of complex social issues contributing to identified complexities in criminal justice
- Formulate new and innovative approaches to apply justice equitably in a diverse population

Special features/conditions that make the institution a desirable/unique place.

With the criminal justice system offering professions in policing, courts, and corrections, there comes a diverse number of opportunities to advance in supervisory and management areas for criminal justice professionals matriculating through the system. While law enforcement and corrections are often structured under a militaristic hierarchal structure, the courts tend to follow a more business-like structure as experienced in the private sector. Regardless, in each of these professions, new employees typically start at an entry-level position and then work their way into supervisory positions based on education and performance.

A myriad of 2021 news reports reflects police officers and supervisors retiring and/or resigning in droves. Westervelt (2021) articulates a 45% increase in retirements and 20% increase in resignations during the 2020-21 year as compared to the previous year. With such increases in retirements and resignations, officers who have matriculated through departments and are now leaving are with all certainty creating a vast number of opportunities for younger officers to advance in their careers. As clear as these statistics are about the need for trained leadership in the police ranks, they only speak towards the increasing law enforcement vacancies and do not consider employment opportunities in corrections and the courts.

In accessing the most recent data from the U.S. Bureau of Labor and Statistics, categories for Protective Services, Legal, and Management were used to project employment opportunities within these professions. More specifically, professions of police and detectives; corrections and bailiffs; private detectives and investigators; arbitrators, mediators, and conciliators; and paralegals and legal assistants were utilized in this assessment to project anticipated employment opportunities in the criminal justice system. While this is not an exhaustive representation of the system, the data does provide a sufficient overview of information, reflecting the potential of growth. Again, the police, courts, and corrections systems all function in a capacity where supervisors and managers are promoted based on education and experience. While the Bureau of Labor and Statistics does not specifically point towards these data, it does provide overall indication of the profession's growth.

Protective Services

Police and Detective measured at 808,700 jobs during the 2022 year, with an additional 137,900 first-line supervisors. There is an anticipated growth of 28,100 jobs will be added to the profession by 2032 (3% growth both in Police and Detectives and in Supervisors).

Corrections and Bailiffs measured at 395,700 jobs during the 2022 year, with an additional 58,500 first-line supervisory positions. This profession was the only service to reflect an anticipated decline (-7% for officers and -3% for supervisors), with an anticipated 29,000 entry-level and 1,600 supervisory jobs will be lost in the profession. In West Virginia, however, even corrections is a growth industry, as the state has between 700 and 1,000 vacancies in state correctional officers, and the state passed legislation (SB 1005, 1004, and 1003) specifically earmarking funds for correctional officer salaries. Similarly, federal facilities in West Virginia are currently actively recruiting, offering "signing bonus" funds to attract officers.

Private Detectives and Investigators measured at 38,300 jobs during the 2020 year. There is an anticipated 6% growth where 2,300 jobs will be added to the profession.

First-line supervisors of other protective service areas were anticipated to grow 3% from 24,500 to 33,000 from 2022 to 2032.

Legal

Arbitrators, Mediators, and Conciliators measured at 9,100 jobs during the 2022 year. There is an anticipated 5% growth where 500 jobs will be added to the profession (Table 1).

Paralegals and Legal Assistants measured at 354,300 jobs during the 2022 year. There is an anticipated 4% growth where 14,800 jobs will be added to the profession (Table 1).

Apart from corrections, the other areas within law enforcement and courts show promising outlooks on the growth of the industry. Even with the increased retirements and resignations within the law enforcement arena a growth projection of 7% remains.

Program Description

The Master of Science in Criminal Justice prepares students for leadership roles in law enforcement, corrections, and private security professions.

The program specifically focuses on developing administrative and leadership skills while advancing the student's knowledgebase in constitutional law, leadership and managerial skills, social justice practices, enhanced developmental training, and policy analysis. The student then demonstrates the proficiencies of their attained knowledge and skills in a capstone project.

Admission

Admission and Performance Standards

- An application for admission.
- Official undergraduate transcripts sent directly to the GSU Admissions Office from all undergraduate institutions attended.
- Official undergraduate transcript demonstrating an overall 2.75 minimum GPA from the bachelor's degree-granting program. For applicants in their final semester of their undergraduate education, a second official transcript must be sent directly once the degree is awarded.
- Selective Service Registration verification**
- Graduate transcripts from all graduate institutions attended, if any.

**State law provides that a male person who has attained the age of eighteen (18) years may not enroll in a state-supported institution of postsecondary education unless he is following the Military Selective Service Act (50 U.S. Code, Appendix §451, et seq. and the amendments thereto). Also, a male person may not receive a loan, grant, scholarship, or other financial assistance for postsecondary higher education funded by state revenue, including federal funds or gifts and grants accepted by this State, or receive a student loan guaranteed by the State unless he is following the Military Selective Service Act. Selective

Service Act registration information should be available at all U.S. Postal Service facilities and may be available at some high schools. The Selective Service System also provides information through a web site at <http://www.sss.gov>. (GSU, Graduate Catalog, 2022)

Admission into the Master of Science Criminal Justice Program

- Submit a 5- to 8-page writing sample (double spaced), explaining:
 - The applicant's goal with completing a Master of Science in Criminal Justice at Glenville State University,
 - How the degree will benefit them in their current or intended career choice, and
 - Explaining positive and negative attributes currently exhibited in administrative and leadership roles of a selected criminal justice system.
 - Applicant writing samples will be submitted to the Department of Criminal Justice Graduate Program Coordinator for dissemination to criminal justice faculty, who will review and approve or deny the writing samples.
- Three (3) letters of recommendation from professionals within an institution of higher education or the student's current profession.

Program Progression

The Department of Criminal Justice is quite aware that criminal justice professionals tend to work unpredictable hours where emergencies and last-minute obligations can upset the best laid plans. Under this premise, the MSCJ program was designed so the student could enter the program after being fully admitted to the university and at the start of a natural semester session and progress at their own pace. The only exception to this process is the completion of the capstone. Students will need to have completed CRJU 600 Research Methods before entering the CRJU 693 Capstone Project.

Students need to maintain a cumulative GPA of 3.0 in all graduate-level coursework.

Students must complete the MSCJ program within 7 calendar years of initiating the program.

Curriculum

The *Master of Science in Criminal Justice* is comprised of ten 3-credit courses totaling 30 credits in all to complete the program. Apart from the CRJU 693 *Capstone Project* there are no course prerequisites built within the program. The CRJU 500- and 600-level courses may be completed in any order by the student.

Course	Title	Credits
CRJU 500	Constitutional Law in Criminal Justice	3
CRJU 520	Leadership and Management	3
CRJU 540	Critical Infrastructure	3
CRJU 560	Contemporary Issues and Trends in Criminal Justice	3
CRJU 580	Class, Cultures, Crime and Justice	3
CRJU 600	Research Methods	3
CRJU 620	Comparative Criminal Justice Systems	3
CRJU 640	Training and Development in Criminal Justice	3
CRJU 660	Policy Analysis in Criminal Justice	3
CRJU 693	Capstone Project	<u>3</u>
		30

5.2.3. Quality Standards & Assessment

Quality Standards

Aside from the University's accreditation status through the Higher Learning Commission, the only other entity known in the criminal justice profession to certify criminal justice academic programs was through the Academy of Criminal Justice Studies (ACJS). Unfortunately, the ACJS recently discontinued their certification process and are no longer working in this capacity.

There are no other known entities that provide accreditation or certification for criminal justice programs.

Assessment

To assess the new proposed *Master of Science Criminal Justice* program, the department will devise a two-pronged multi-faceted approach that will consist of individualized assessments and a comprehensive pre/post-test where the questions are aligned with the prescribed graduate program outcomes and course learning objectives.

Individual Assessment

Learning Objectives (LOs) will be assessed through a variation of graduate writing and other assignments. Objectives will be measured throughout the semester as it progresses and in a variety of courses where the content is conducive to the objective. Faculty will develop rubrics for assignments to identify the students' performance expectations and measurement levels. The capstone project will also encapsulate points of observation to further assess students' level of comprehension of the defined LOs.

Criminal Justice graduate students will be required to score an 85 percent or greater in a course to constitute an acceptable median for assessment review. With the 85 percent benchmark, grading criteria for the individual assessment pieces will be categorized in percentile ranges, identified as 95-100 percent = excels, 90-94 percent = exceeds, 85-89 percent = meets, and scores \leq 84 percent fails. This criterion is not a grading scale for assignments, but is an established standards range for the assessment measures.

Comprehensive Pre/Post Assessment

The comprehensive assessment will be a composition of multiple-choice and true/false comprehensive examination where several questions seek to assess students' knowledge of the LOs defined in this assessment report. Multiple choice questions mostly seek to measure the LOs singularly, but in a few instances, questions may measure multiple LOs at the same time. In assigning multiple questions for the variety of course demonstrating the three defined levels of learning, the faculty strives to achieve validity in its assessment processes through triangulation.

Faculty will administer the comprehensive online assessment at two junctures during students' enrollment in the program. The pre-test will be administered at the onset of the program when the student engages their first course. The Department of Criminal Justice will track the student's completion of the pre-assessment at the onset of the program. A post-test will be administered to graduates completing the *CRJU 693 Capstone Project* course, to assess what knowledge was attained and what knowledge fell short of faculty expectations.

The administration of this pre-test will help to establish a baseline of knowledge already known to the student at the beginning of the program. The post-test will help to identify learning objectives that were successfully retained by the student. To achieve this assessment, each LO is affiliated with the various constructed questions. LOs are used in multiple questions, bringing about the ability for the criminal justice faculty to conduct multi-faceted analyses, to include the evaluation of triangulation, if present.

The calculated means represents the number of students who answered the question correctly. The pre- and post-tests are segregated according to their status as an introductory or capstone. Differences between the means are then analyzed with the pre- and post-test question by question, and then re-analyzed based of the grouping of the LOs.

5.2.4. Existing Programs

Fairmont State University

Master of Science in Criminal Justice (Criminal Justice/Safety Studies, est. 04/2005)

Marshall University

Master of Science in Criminal Justice (Criminal Justice/Safety Studies, est. 07/1975)

Master of Science in Cybersecurity (Cyber/Computer Forensics and Counterterrorism, est. 12/2019)

FEPAC-accredited Forensic Science Graduate Program (Forensic Science and Technology, est. 07/1994)

West Virginia University

Forensic and Fraud Examination M.S. (Financial Forensics and Fraud Investigation, est. 05/2015)

Master of Science in Forensic and Investigative Science (Forensic Science and Technology (est. 04/2008)

WV State University

Master of Science in Criminal Justice Administration (Criminal Justice/Law Enforcement Administration, est. 04/2010)

5.2.5. Societal, Occupational, Research, or Public Service Needs Met

Careers in the criminal justice system are comprised of positions in which the professional is promoted to managerial status as senior employees matriculate through the organization. With this understanding, the clientele for this program focuses on two specific needs: undergraduates seeking to continue their education to matriculate through supervisor and managerial positions and existing criminal justice professionals seeking to advance their current careers.

Baccalaureate Graduates

Several undergraduates have articulated the desire to continue pursuing their higher education at a master's level to better prepare them for their selected career and to have the advantage in advancement in their career. For instance, several police departments (e.g., Baltimore County Police Department) reduce the time in which a new employee needs to wait to take a promotional exam based on their level of education. Baccalaureate graduates entering their field holding a master's degree greatly increase their probability for promotion and higher salaries. Further, in a number of jurisdictions and municipalities, a master's degree is required for promotion to administrative positions.

Criminal Justice Professionals

Within criminal justice professions are professionals who have already secured a bachelor's degree and entered the workforce. However, with their career paths underway, they have found the need to advance their education to further their career opportunities. With the master's program designed as a 30-credit, asynchronous online program, criminal justice professionals will be able to continue their employment while completing a master's degree.

Employment Opportunities

Within the criminal justice system throughout the continental United States, agencies work on the premise that employees develop seniority and rank, based on whether they have tested and passed the prescribed requirements. With this progression comes the attribute of employees matriculating through the system, achieving higher ranks and positions of supervision as they move forward through their career.

According to the Bureau of Statistics, there are three major segments that encompass the professions within criminal justice: protective services, legal, and management. Except for the subcategory of corrections and bailiffs, the remaining defined subcategories (police & detectives); private detectives and investigators; arbitrators, mediators, and conciliators; and paralegals and legal assistants reflect anticipated growth in the field ranging from 3% - 6% (see Table 1).

Table 1

Bureau of Labor 2022 Statistics

Profession	# Jobs in 2020	Jobs +/- 2022-2032	% +/-
Police & Detective	808,700	23,800	3%
First-line Supervisors of Police and Detectives	137,900	4,300	3%
Corrections & Bailiffs	395,700	-29,000	-7%
First-line Supervisors of Correctional Officers	58,500	-1,600	-3%
Private Detective & Investigators	38,300	2,300	6%
First-line Supervisors of Other Protective Service Workers	24,500	800	3%
Arbitrators, Mediators, & Conciliators	9,100	500	5%
Paralegals & Legal Assistants	354,300	14,800	4%

5.2.6. Additional Resources

With the existence of undergraduate online programs at the University, the technical infrastructure resources needed to deliver the courses, content, and technical support are already in place. However, faculty personnel will need to. Currently, the University has an authorized strength of five full-time criminal justice faculty members but only four current faculty members. It is proposed that an additional one full-time criminal justice faculty members be added to the department to reasonably carry the course loads.

5.2.7. Instructional Delivery Methodologies

The online *Master of Science in Criminal Justice* program is designed as a 30-credit-hour sequence of asynchronous courses. Most coursework will be delivered in 8-week instructional

modules, the only exceptions being CRJU 600: Research Methods and CRJU 493: Capstone Project, which are both 16-week full semester courses. Each fall and spring semester is comprised of two 8-week sessions. Students will be able to sign up for as many as, but no more than, three courses (9 hours) at a time during a semester. Petitions to carry additional hours beyond nine hours would be reviewed by the Graduate Studies Council.



Dec 1, 2022
Notice of Intent to Plan
Bachelor of Arts Mathematics

Glenville State University
Department of Science and Mathematics
200 High Street
Glenville, West Virginia 26351

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5.1. Declaration of the Notice of Intent to Plan:

In accordance with Series 11, Submission of Proposals for Academic programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs of Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission (WV HEPC), Glenville State University submits the following intent to plan a new undergraduate degree program – Bachelor of Arts in Mathematics.

5.2. Projected Timeline

The projected date of submission of the full Bachelor of Arts in Mathematics program proposal is spring 2023. The projected date of implementation is August 2023.

5.2.1. Educational Objectives

Relation of the objectives to the mission and vision of the institution

The Mission of Glenville State University states:

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

The Vision of Glenville State University states:

Glenville State University will provide a safe, supportive learning community, equipping students to make a positive impact on the world.

Glenville State University has carefully considered the two statements to craft the Bachelor of Arts in Mathematics educational objectives. The educational objectives are:

1. Analyze patterns, relations, and functions of one and multiple variables, including algebraic functions and transcendental functions.
2. Demonstrate a thorough understanding of the concepts of calculus, and use the concepts and mathematical modeling to represent and solve problems taken from real-world contexts.
3. Design investigations, collect data, and use a variety of ways to display data and interpret data representations, as well as use statistical inferences to draw conclusion from data.
4. Use mathematical models to represent and understand quantitative relationships.
5. Develop and evaluate mathematics arguments and proof.

Special features/conditions that make GSU a desirable/unique place to initiate such a program.

Mathematics is an indispensable component of business, design, innovation, basic research, and higher education. The importance of mathematics and statistics are not only linked to STEM but also non-STEM careers. Such careers include a broad range of options, including finance, economics, and medicine, that require strong mathematical and statistical foundations. Courses in the mathematical sciences have been taught as part of a classical education for thousands of years and continue to gain new meaning and relevance. Rapid advances in technology and in

connections between mathematics and other fields present tremendous opportunities. The ideas, techniques, and methodologies of the field are essential to many other disciplines and a broad range of enterprises. In addition, the intangible skills associated with problem solving, critical thinking, and abstraction are crucial to the development of versatile citizens prepared for rapid changes occurring in society. Students of mathematics learn how to weave together ideas from a variety of disciplines and are not intimidated by the diverse scope of data and information they encounter.

In accessing the most recent data from the U.S. Bureau of Labor and Statistics, a few categories that are strongly related to mathematics and statistics were used to project employment opportunities within these professions. Almost all of them grow much faster than the average for all occupations.

Occupational Outlook from U.S. BUREAU OF LABOR STATISTICS

Profession	Entry-Level Education	2021 Median Pay	Number of Jobs, 2021	Job Openings per year	Job Outlook, 2021-2031
Actuaries	Bachelor	\$105,900	28,300	2,400	21%
Economists	Bachelor	\$105,630	16,900	1,400	6%
Data Scientists	Bachelor	\$100,910	113,300	13,500	36%
Computer Systems Analysts	Bachelor	\$99,270	538,800	44,500	9%
Financial Analysts	Bachelor	\$95,570	373,800	32,000	9%
Mathematicians or Statisticians	Master	\$96,280	36,100	4,100	31%
Operations Research	Bachelor	\$82,360	104,200	10,300	23%
Postsecondary Teachers		\$79,640	1,324,000	132,600	12%
Market Research Analysts	Bachelor	\$63,920	792,500	99,800	19%
Survey Researchers	Master	\$59,740	10,400	1,000	6%

5.2.2. Program Description

The mathematics program is to provide students with analytical and problem-solving skills in the mathematical sciences, which is in high demand for careers in K-12 schools, higher education, and industry. The program provides multiple pathways into and through mathematical sciences majors with early exposure to statistics, modeling, data science, and computer science. Experiential learning opportunities and capstone experiences that enable students to identify workplace applications of their acquired mathematical understanding.

5.2.3. Quality Standards & Assessment

Assessment of the new proposed four year math program will consist of individualized course assessments and comprehensive gateway assessment in Math 293 as well as capstone assessment in Math 493 which are to be aligned with the prescribed program outcomes and course learning objectives.

Individual Assessment Learning Objectives will be assessed through a variation of undergraduate exams, projects, presentations and other assignments. Objectives will be measured throughout the semester in a variety of courses where the content is conducive to the objective. Faculty will develop rubrics (see below for an example) for assignments to identify the students' performance expectations and measurement levels.

Departmental Grading Rubric:

Below is a sample departmental rubric used for grading each problem on each module test and/or exam:

Mathematical Knowledge and Strategy:

Exemplary	Acceptable	Developing	Unacceptable
<p><u>100-90%</u>: Shows complete understanding of the problem's mathematical concepts and principles. An efficient and sophisticated strategy is chosen and progress towards a solution is evaluated. Adjustments in strategy, if necessary, are made along the way, and/or alternative strategies are considered. Evidence of analyzing the situation in mathematical terms, and extending prior knowledge is present. Applies procedures accurately to correctly solve the problem and verifies the results. Explanation shows complete understanding of the mathematical concepts used to solve the problem.</p>	<p><u>89-60%</u>: Shows some understanding of the problem's mathematical concepts and principles. A correct strategy is chosen based on the mathematical situation in the task. Planning or monitoring of strategy is evident. Evidence of solidifying prior knowledge and applying it to the problem solving situation is present. A systematic approach and/or a justification of correct reasoning are present. Applies procedures to correctly solve the problem, but may contain minor errors or missing steps. Explanation shows substantial understanding of the mathematical concepts used to solve the problem.</p>	<p><u>59-30%</u>: Shows limited understanding of the problem's mathematical concepts and principles. A partially correct strategy is chosen, or a correct strategy for only solving part of the task is chosen, or an inappropriate strategy for solving the problem is chosen. Evidence of drawing on some previous knowledge is present, showing some relevant engagement in the task. Some correct reasoning or justification for reasoning is present with trial and error, or unsystematic trying of several cases. Explanation shows limited understanding of the mathematical concepts needed to solve the problem.</p>	<p><u>29-0%</u>: Shows no understanding of the problem's mathematical concepts and principles. No strategy is chosen, or a strategy is chosen that will not lead to a solution. There is little or no evidence of engagement in the task present. Neither correct reasoning nor justification for reasoning is present. There were so many errors in the mathematical procedures that the problem could not be solved. Explanation shows no understanding of the underlying concepts needed to solve the problem or no explanation is provided.</p>

Accuracy of Solution:

Fully Correct	Partially Correct	Incorrect
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Commented [RLA1]: Should this specifically list the learning outcomes listed above and map them the courses where those are assessed?

<p>100%: The student provided a correct solution to the problem and included all required parts to the solution (units, mathematical symbols, rounding, simplified form, tables, etc).</p>	<p>99-1%: The student provided a correct solution to the problem, but did not include all required parts to the solution or provided incorrect parts to the solution (units, mathematical symbols, rounding, simplified form, tables, minor errors in the solution process, etc).</p>	<p>0%: The student did not provide a correct solution to the problem.</p>
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5.2.4. Existing Programs

West Virginia University

B.A. in Mathematics

B.S. in Mathematics

Marshall University

B.S. in Mathematics

B.S. in Statistics

Fairmount State University

B.S. in Mathematics

West Virginia Wesleyan College

B.S. in Mathematics

Davis and Elkins College

B.S. in Mathematics

Commented [RLA2]: I am only seeing a slight difference here too.

Commented [RLA3]: In looking at their program requirements they look very similar to our program requirements. Why are we a BA and they are a BS?

5.2.5. Societal, Occupational, Research, or Public Service Needs Met

The mathematics program provides students with core knowledge in the mathematical sciences that is in high demand in the job market. Graduates are able to use calculus, statistics, linear algebra, data/numerical analysis, and programming tools to solve problems and are able to apply these tools in multiple settings. The undergraduate programs provides multiple pathways into and through mathematical sciences majors with early exposure to statistics, modeling, and computation. The study of mathematics also provides great value to students who pursue majors other than mathematics. Relatively few entry-level, post-baccalaureate jobs specifically require a mathematics degree. Rather, many positions require analytical, data management, problem solving, and technical communication skills, along with the ability to both generalize and integrate ideas. Such skills are naturally embedded in undergraduate mathematics courses and programs which prepare graduates for a rapidly changing, technology-focused, data-driven workplace.

There are two to five anticipated student demand for this program each year at GSU by math faculty. Several groups of students who are possibly enrolled in this math program:

1. Students who are only interested in purely mathematics instead of mathematics education for an undergraduate degree.
2. Students who would prefer to double major in mathematics education and mathematics (this is common among several West Virginian institutions).
3. Students who would prefer to double major in mathematics and another existing program (e.g. chemistry/biology/computer science) to fit their future goals (e.g. graduate school).
4. Students in the BAED mathematics education 5-12 or 5-9 programs with unsuccessful experience.

Commented [RLA4]: Is there something a little odd about these sentences? It may be me.

5.2.6. Additional Resources

As we already have math education (5-adult) BAED program, the proposed BA program in mathematics will increase our total teaching load by 2 to 4 credits each semester since many of the content courses will be required of both programs. The expertise of our current mathematics faculty is diverse (mathematics education, pure mathematics, and applied mathematics), which will offer several perspectives to the future mathematics students. This will also enable the program to truly be comprehensive by offering courses that align with industry requirements and faculty expertise.

5.2.7. Instructional Delivery Methodologies

The proposed BA program in mathematics is designed to be delivered on-site. Students are recommended to take 15 credits each semester on average and complete the program in 4 years with 120 credits. Some courses may utilize several software and technology to enhance students' experiences with the mathematical concepts they will explore throughout the program, but the primary form of instructional delivery will take place in a physical classroom.

Attachment 8

BACHELOR OF ARTS

Mathematics

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

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

General Education Requirements **30 hours**

Candidates must take MATH 110 and PHYS 201 as part of the general education requirements.

Mathematics Major Courses **70 hours**

CSCI 230	Introduction to Computer Programming	3
MATH 201*	Introduction to Reasoning and Proof	3
MATH 202*	Calculus I	4
MATH 207	Calculus II	4
MATH 230	Euclidean Geometry for College Students	3
MATH 256	Probability and Statistics I	3
MATH 293	Techniques of Mathematics	1
MATH 303	Modern Algebra	3
MATH 308	Calculus III	4
MATH 315	Linear Algebra	3
MATH 321	History of Mathematics	3
MATH 330	Discrete Mathematics	3
MATH 356	Probability and Statistics II	3
MATH 408	Differential Equations	3
MATH 421	Introduction to Topology	3
MATH 431	Intro to Numerical Methods	3
MATH 493	Senior Research Seminar	2
MATH Electives (select from the following categories)		19

At least 9 credits from one of the following categories; At least 3 credits from each of the remaining categories.

Applied Topology

• LAND 121*	Introduction to Land Surveying	3
• LAND 193*	Survey Math and Geomatics I	3
• LAND 230	Survey Math and Geomatics II	3
• NRMT 125	Computer Assisted Mapping	3
• NRMT 234	GIS Applications I	3
• NRMT 334	GIS Applications II	3

Business

• ACCT 231	Principles of Accounting I	3
• ACCT 232	Principles of Accounting II	3
• BUSN 230	Quantitative Business Analysis	3
• ECON 201	Principles of Microeconomics	3

- ECON 202 Principles of Macroeconomics 3
- ECON 420 The Financial System and Economy 3

Computer Science

- CSCI 220 Introduction to Linux 3
- CSCI 330 C++Programming 3
- CSCI 304 Networking & Security 3
- CSCI 305 Web Design 3
- CSCI 352 Operating Systems Principles 3
- CSCI 381 Database Management 3
- CSCI 405 Web Application Development 3

Science/Engineering

- BIOL 371** Evolution 4
- BIOL 400** Ecology and Field Biology 4
- BIOL 456** Genetics 4
- BIOL 470** Conservation Biology 4
- PHYS 202 General Physics II 4
- PHYS 304 Problems in Physics 3
- PHYS 310 General Astronomy 4
- PHYS 350 Modern Physics 3

*MATH 115, and MATH 120 or MATH 125 may be required as a prerequisite(s) if candidates do not have an ACT Math score of 26 or above or SAT Math score 610 or above. It can be counted as general electives if any is taken.

** BIOL 120 and/or 121, or NRMT 201 may be required as a prerequisite(s). It can be counted as general electives if any is taken.

General Electives

20 Hours

Total minimum hours required for degree

120 hours

GATEWAY ASSESSMENT – MATH 293

CAPSTONE ASSESSMENT – MATH 493

If you are interested in medical or bioinformatics, then the following courses are recommended (See a mathematics and/or biology advisor).

- BIOL 120 Principles of Biology I
- BIOL 121 Principles of Biology II
- BIOL 361 Microbiology
- BIOL 371 Evolution
- BIOL 400 Ecology and Field Biology
- BIOL 456 Genetics
- BIOL 470 Conservation Biology

BA - MATHEMATICS

SUGGESTED PLAN OF STUDY

This plan of study is intended for students with an ACT Math score 26 or above or SAT Math score 610 or above. Other students should consult their advisor for a revised plan of study.

FIRST YEAR	
ENGL 101 3	ART 200, CART 200, FNAR 100
GSC 100 0	(OR) MUSC 200 2
MATH 110 (OR) CART 101 3	CSCI 230..... 3
HIST 201, 202, 207, 208 (OR)	MATH 230..... 3
POSC 203 3	MATH 201 3
MATH 256 3	MATH 202 4
Math/General Elective..... 3	Total Hours - Spring Semester15
Total Hours - Fall Semester..... 15	
SECOND YEAR	
CART 101 (OR) MATH 110 3	ENGL 102..... 3
MATH 207 4	MATH (300-400 level)..... 6
MATH 293 1	Math/General Elective 6
PHSY 201..... 4	Total Hours - Spring Semester15
Math/General Elective..... 3	
Total Hours - Fall Semester..... 15	
THIRD YEAR	
ECON 201, 202, GEOG 203, PSYC 201, SOCL 205 (OR) SOCS 225 3	HIST 201, 202, 207, 208 (OR) POSC 203 3
ENGL 203, 204, 205 (OR) 206 3	MATH (300-400 level)..... 6
MATH (300-400 level) 5-6	Math/General Elective 6
Math/General Elective..... 3-4	Total Hours - Spring Semester15
Total Hours - Fall Semester..... 15	
FOURTH YEAR	
MATH (300-400 level) 6	MATH (300-400 level)..... 6
MATH 493 2	Math/General Elective 9
Math/General Elective..... 7	Total Hours - Spring Semester15
Total Hours - Fall Semester..... 15	

Attachment 9

Personnel Policy 20 governs Faculty Development. Section 20.6.4 charges the Faculty Development Committee (FDC) to review and make suggestions regarding funding for faculty development.

The Professional Development Committee shall establish guidelines for allocations and shall recommend the awarding of funds on a fair and equitable basis. These guidelines shall be nonpartisan, fair and meaningful, and developed with the intent of affording faculty with opportunities to enhance their knowledge and skills.

The Faculty Development Committee conducted an analysis of institutional spending for faculty development for the last three years.

Summary by Category												
	2022-23				2021-22				2021-22			
	Total Cost	Actual Payout	% Payout	Faculty Responsibility	Total Cost	Actual Payout	% Payout	Faculty Responsibility	Total Cost	Actual Payout	% Payout	Faculty Responsibility
Accreditation	\$ -	\$ -	0%	\$ -	\$ 300.00	\$ 300.00	100%	\$ -	\$ -	\$ -	0%	\$ -
Conference	\$27,061.42	\$ 19,155.06	71%	\$ 7,906.36	\$10,530.82	\$ 8,646.85	82%	\$ 1,883.97	\$ 1,476.75	\$ 1,345.00	91%	\$ 131.75
Research	\$ 1,500.00	\$ 1,500.00	100%	\$ -	\$ 5,855.00	\$ 3,855.00	66%	\$ 2,000.00	\$ 2,355.00	\$ 2,355.00	100%	\$ -
Software	\$ -	\$ -	0%	\$ -	\$ 122.50	\$ 122.50	100%	\$ -	\$ -	\$ -	0%	\$ -
Student Focus	\$ 520.00	\$ 518.87	100%	\$ 1.13	\$ 1,609.50	\$ 1,609.50	100%	\$ -	\$ -	\$ -	0%	\$ -
Training	\$ 763.34	\$ 418.20	55%	\$ 345.14	\$ 3,157.37	\$ 3,157.37	100%	\$ -	\$ 409.76	\$ 409.76	100%	\$ -
Tuition	\$20,152.68	\$ 9,000.00	45%	\$ 11,152.68	\$12,819.90	\$ 4,000.00	31%	\$ 8,819.90	\$ 4,656.00	\$ 2,100.00	45%	\$ 2,556.00
Other	\$ 1,825.00	\$ 1,825.00	100%	\$ -	\$ 3,360.00	\$ 930.00	28%	\$ 2,430.00	\$ 800.00	\$ 800.00	100%	\$ -
Grand Total	\$51,822.44	\$ 32,417.13	63%	\$ 19,405.31	\$37,755.09	\$ 22,621.22	60%	\$ 15,133.87	\$ 9,697.51	\$ 7,009.76	72%	\$ 2,687.75

For the last two years, faculty development activities have exceeded the allocated budget:

	Budget	Actual Payout
2022-23	\$24,000	\$32,417.13
2021-22	\$20,000	\$22,621.22

In the 2023-24 budget, faculty development was allocated \$25,000 and as of 10/2/23 (three months into the year) \$12,616 has been allocated.

Important to note, the total cost for faculty development was \$51,822.44 leaving faculty to cover \$19,405.31 out of pocket. A large portion of this is for tuition reimbursement required for accreditation, new program development or other purpose deemed necessary by Academic Affairs.

Summary by Department												
	2022-23				2021-22				2021-22			
	Total Cost	Actual Payout	% Payout	Faculty Responsibility	Total Cost	Actual Payout	% Payout	Faculty Responsibility	Total Cost	Actual Payout	% Payout	Faculty Responsibility
Athletic Trainin	\$ 3,374.27	\$ 2,705.00	80%	\$ 669.27	\$1,590.00	\$1,590.00	100%	\$ -	\$ 800.00	\$ 800.00	100%	\$ -
Business	\$ 6,826.60	\$ 3,972.81	58%	\$ 2,853.79	\$1,659.50	\$1,659.50	100%	\$ -	\$ 100.00	\$ 100.00	100%	\$ -
Criminal Justice	\$ 1,502.90	\$ 1,000.00	67%	\$ 502.90	\$2,726.88	\$2,000.00	73%	\$ 726.88	\$ 1,131.75	\$ 1,000.00	88%	\$ 131.75
Education	\$10,559.28	\$ 5,254.56	50%	\$ 5,304.72	\$13,745.62	\$4,925.72	36%	\$ 8,819.90	\$ 4,860.88	\$ 2,304.88	47%	\$ 2,556.00
English & Lit	\$ 3,710.66	\$ 2,377.50	64%	\$ 1,333.16	\$1,408.96	\$1,408.96	100%	\$ -	\$ 70.00	\$ 70.00	100%	\$ -
Fine Arts	\$ -	\$ -	0%	\$ -	\$0.00	\$0.00	0%	\$ -	\$ -	\$ -	0%	\$ -
Land Resources	\$ 4,240.36	\$ 3,467.72	82%	\$ 772.64	\$6,860.00	\$2,430.00	35%	\$ 4,430.00	\$ -	\$ -	0%	\$ -
Math & Science	\$ 5,645.21	\$ 4,239.17	75%	\$ 1,406.04	\$5,730.12	\$5,142.93	90%	\$ 587.19	\$ 2,530.00	\$ 2,530.00	100%	\$ -
Social Science	\$15,963.16	\$ 9,400.37	59%	\$ 6,562.79	\$4,034.01	\$3,464.11	86%	\$ 569.90	\$ 204.88	\$ 204.88	100%	\$ -
Grand Total	\$51,822.44	\$ 32,417.13	63%	\$ 19,405.31	\$37,755.09	\$22,621.22	60%	\$ 15,133.87	\$ 9,697.51	\$ 7,009.76	72%	\$ 2,687.75

Two items to note:

Athletic Training has been using faculty development funds for training during the last three years. We are recommending this come from staff development funds in the future.

Fine Arts has not requested any faculty development funds during the last three years. Our understanding from the Fine Arts faculty member on the committee was that the faculty in that program could simply not afford to fund faculty development activities out of pocket, even if a percentage was reimbursed in the future. With the current total cost to actual payout percentage of 63%, they cannot afford the 37% average out of pocket amount.

Summary by Rank				
Rank	2022-23			
	Total Cost	Actual Payout	% Payout	Faculty Responsibility
Lecturer Total	\$18,703.86	\$ 9,965.43	53%	\$ 8,738.43
Assistant Total	\$15,573.47	\$ 10,240.84	66%	\$ 5,332.63
Associate Total	\$ 7,738.78	\$ 5,065.40	65%	\$ 2,673.38
Professor Total	\$ 6,432.06	\$ 4,440.46	69%	\$ 1,991.60
Non faculty Total	\$ 3,374.27	\$ 2,705.00	80%	\$ 669.27
Grand Total	\$51,822.44	\$ 32,417.13	63%	\$ 19,405.31

The first goal of the GSU Strategic Plan is to Deliver Quality Education. Goal 1 is to enhance and recognize professional development for faculty and staff.

Goals

Deliver Quality Education

Goal 1: Enhance and recognize professional development for faculty and staff

Goal 2: Establish and promote relevant academic programs

Goal 3: Attain and/or Renew Relevant Professional and Regional Accreditations

Goal 4: Develop Academic and Educational Pathways to responsible citizenship and meaningful lives

Goal 5: Enhance Instructional Facilities

- **The FDC voted to present a budget request to the Board for \$1000 per faculty member per year for faculty development.**
- **Additionally, the FDC passed a recommendation to the board that a faculty member be able to share their funds with other faculty members during the same year.**

Submitted by: *Rita Hedrick-Helmick, Vice President for Administration and General Counsel*

LEGAL

- Goodwin Floods: The first flood is settled, paid, and closed.
- We are in litigation over the second flood.
- One former employee lawsuit has been appealed to the West Virginia Supreme Court of Appeals.
- We have 2 grievances with the same former employee.
- Office of Civil Rights: This is the 3rd time we have been revisited by the Civil Rights Commission regarding the utter failure of Glenville to institute a Title IX policy in 2012. Casey Smola, Susan Petties, Tegan McIntyre, and I worked to complete as much information as possible in an effort to satisfy more action steps required to complete the requirements leveled on us by OCR. After the first communication 2 years ago, we sent 3 large notebooks of information. We heard from OCR after a year telling us that we satisfied a lot of the action steps but not all. So we put together another large notebook of information and samples of Title IX events and information. We heard back in 2 months and 2 weeks ago sent another large notebook of information. We hope by now we have satisfied most of the action steps.

FACILITIES

- Clark Hall roof is complete; remodeling will soon start on the interior.
- PV—the rooms in Building 1 are finished; HVAC has been connected as both units were destroyed.
- Facilities worked hard to prepare for football season.
- Newer buses purchased this summer are in use.
- The boiler room in the Science Hall needs a transformer and that will completely fix the flood damage from Christmas Eve.
- The boiler in Goodwin that was not replaced during flood repairs needs to be re-tubed and needs a pump.
- The air conditioning in the cafeteria is in good repair and working at 100%.

HOUSING CORPORATION

- The Housing Corporation will meet in November. We have not completed updates to faculty/staff housing this summer for two reasons. First, we are waiting on deferred maintenance money from the state and second, we simply cannot find workers to hire. We will diligently get to work on upgrades as soon as we know how much money we have to spend and hope that workers will be easier to hire once the summer season slows down for contractors. I anticipate deferred maintenance money will flow before November; if so, we will have an additional meeting for the sole purpose of discussing how to best spend the money.
- The DMAPS addendum regarding meal prices is updated and signed and in force and effect.
- The new DMAPS director, Dave Farmer, is on board. Tom met with him and our good working relationship continues.

PUBLIC SAFETY

- We hired a new security guard and have another one who started last week. Public safety was operating with minimal employees. We feel fortunate that we are getting a few applicants when positions are posted.

CRISES MANAGEMENT PLAN

- The Facilities and BIT (behavioral intervention team) committee has been including discussion about crises management in our meetings. With other things such as deferred maintenance taking precedence we have not delved deep into the plan. We will have a meeting soon to plan our tabletop event so that we can move forward with a community staged crises. The FBI active shooter training at the beginning of the school year was informative.

IT

- Eric Marks was promoted to Assistant Director of Technology so we have an Assistant Director now.
- The website has upgrades, including the student life page; several pages regarding masters' programs; and a campus safety page that includes the new Behavioral Intervention form that is available to students and employees.
- One of the action steps for Office of Civil Rights mandated an on-call counselor. Kendra Pullen volunteered and Tim Underwood is her backup. IT loaded them a cell phone and the cell number is on the campus safety website page.
- The software that runs the website was updated to the latest version which the end-user might not notice but has been a big job for our web designer.
- IT has been meeting with vendors and contractors on the Clark Hall project as well as deferred maintenance projects.
- The clock tower has a scheduled set of music tunes that play throughout the day.
- In reference to online learning, a new course template was successfully piloted this summer and rolled out this fall. Hopefully this will help students be more successful academically. Currently 158 students are enrolled in an online program—the largest amount ever; this number steadily increased each year since the 2018 inception of online degrees.
- The Single Sign On and database transfer is complete for the Blackbaud Award Management system for the Foundation.
- When the fall semester started, IT set up and reloaded several computers for faculty and student workers in several departments and in heavily used conference rooms.
- Science Hall 103 is in the process of being upgraded for remote nursing courses.
- In an effort to better support eSports, IT is working with Shentel to sponsor/provide a dedicated segment of the network for internet connectivity.
- And IT is working to complete the technology section of the financial audit.
- Tim Withrow passed away in May and IT is working to find a replacement.

Submitted by: David Hutchison, Vice President for Advancement & Governmental Affairs, Executive Director of Foundation, Executive Director of Research Corporation

Government Affairs Update:

- Awarded Year 2 Nursing monies (\$1,500,000)
- Submitted priority list for – Higher Education Deferred Maintenance Surplus
 - College of Health Sciences Asset Preservation - \$5,100,000
 - Partial Demolition of Two Buildings (Pickens & LBH) - \$2,500,000
 - Roads and Paths (Amphitheater) - \$2,350,000
 - Campus Repairs - \$2,000,000
 - Campus Technology Infrastructure Upgrades - \$3,540,000
 - Loan Forgiveness - \$1,000,000
 - HVAC and Energy Projects - \$5,360,000
 - Athletics Maintenance - \$5,000,000
 - Monies to be available Mid-August, projects need to be shovel ready
- BOG Retreat – Legislative Reception, August 15

Alumni Update:

- Working with contractors to repair the front porch and ramp on the Alumni Center.
- Other general improvements to the Center.
- Received a quote for new windows in the Alumni Center.
- Working with the Department of Business on their Hall of Fame event.
- Looking to set dates for some events next semester (winter homecoming, Black Alumni History Week, etc.)
- Working Alumni Council members on various projects
- Preparing to collect prospective graduate information for December graduates; also planning their Senior Sendoff event.

Foundation New Board Members:

- John E. Law '77 – John E. Law CPA, A.C., President & Owner
- Melissa O'Brien '98 – External Affairs Manager for Citynet

Scholarships Awarded FY 23

- 375 Students Awarded Scholarships (+32)
- 602 Foundation Scholarships Awarded (+28)
- \$860,081 Foundation Scholarships Awarded (+\$123,075)
- \$2,293 avg. per student

Tuition Discounts Offset:

- \$495,102 Offset
- Morris Foundation – additional \$500,000 tuition discount offset

Grant Updates:

Received:

- \$865,000 FY 2023 Congressionally Directed Spending
* *Land Resources – Equipment*
- \$439,603 USDA Distance Learning / Telemedicine
* *Campus Technology*
- \$100,000 – Year 4 of McGee Foundation Scholarships
* *working on an extension*

- \$5,065 – Parkersburg Community Foundation, Technology
* *New technology in Foundation Conference Room*

Submitted / In process of submitting:

- \$2,120,695 Congressionally Directed Spending
* *Safety & Security Grant – cameras, locks, & campus lighting*
- \$2,193,786 Department of Education
* *RURAL POSTSECONDARY & ECONOMIC DEVELOPMENT PROGRAM*
- \$250,000 – Maier Foundation \$50,000 x 5 Years, scholarships
- \$50,000 – Milan Puskar Foundation, College of Health Sciences

Marketing & University Relations:

Monthly Social Media Analytics Reports

- * Facebook – up 32% from previous months
- * Twitter – 103% higher than previous months
- * Instagram – 125% higher than previous months
- Pioneer Progress at Morgantown Printers
- Working on a Marketing Strategic plan

Upcoming Events:

- October 13 – Tim Carney Golf Outing (Men's Golf)
- October 14 – Homecoming
- October 21 – Business Hall of Fame
- October 26 – WLC Self-Defense Class

Submitted by: *Jesse Skiles – Director of Athletics*

****Fall Sports Update**

Women's Golf captured their second consecutive MEC Championship...Men's Golf placed fifth...Both the soccer and volleyball teams are on pace to make the MEC Playoffs...Football is 2-3 going into Homecoming Weekend. The MEC Cross Country Championships are set for October 21st...The War in the Waco, which was originally set for October 7th, has been moved to January.

****Enrollment and Roster Updates**

Post-Census date, the total number of Student-Athletes is at 465...390 of which are on campus. We are currently working on our Net Revenue Report for the Fall Semester.

****Personnel Updates**

We are still working to fill our vacant Athletic Training positions...the staff we have are doing a tremendous job of working through the challenges at hand. We have gotten a strong volume of production from our Graduate Assistants.

****A Summary of the exciting Hall of Fame Induction**

We held the annual Hall of Fame Induction on September 30th. The theme of the night was "Small Town West Virginia" – as all five inductees are icons in their respective WV towns.

****Fundraising efforts**

Our Pioneer Derby, which was more of a "Friend-Raiser" for Coach Stoller and her new staff and team, turned out to be a strong Fund Raiser as well. We are also doing well with several other streams of income, and major props to the Foundation for our partnership with them from an Athletic Standpoint.

****A look ahead to the Winter Sports**

Both Basketballs and Wrestling have begun their full-week practice segments. Competitions are on slate for all in less than a month...we feel each one of these squads will be very strong in the Winter of '24.

Submitted by: *Tim Henline*

Report for Board of Governors Business and Finance Committee

- **FY23 Audit**
 - CLA (CliftonLarsonAllen, LLP) engaged.
 - GSU portion complete.
 - Final due October 15th
 - New GASB 96 Requirements (Subscription-Based Information Technology Arrangements)
 - Only six contracts met requirements.
 - None were deemed martial.
 - Single Audit with Ernst & Young
 - GSU portion complete
 - Final due October 15th.
- **GSU Budget for FY24 & FY25**
 - **FY24 & FY 25 Budget updates**
 - Improved income statement. (FY24 & FY25)
 - Improved cash flow. (FY24 & FY25)
 - **State Appropriation**
 - FY25 expected to increase by a minimum of 2.5% - \$7,249,000.
 - New funding formula data compiled by HEPC.
 - **Payroll**
 - Positions not filled has decreased projected payroll expense relative to approved FY24 budget.
 - Positions budgeted but not spent in the first two pay periods of FY24 account for \$95,776, includes estimated benefits).
 - **Food Service**
 - Utilization is significantly higher than last fall.
 - Aramark reports prior Fall utilization around 30 to 30% this Fall 50 to 55%.
 - **Utilities**
 - Showing some stability.
 - **Capital**
 - Deferred Maintenance Funds scheduled to be distributed in October.
 - Application process completed.
 - Awaiting announcement.
 - Plans in place to undertake multiple deferred maintenance projects.
 - **Accounts Receivable**
 - Net Amount due Fall 2023 (as of October 4): \$2,454,782.
 - Prior semester balances have declined \$26,925 since 8/16 report.
 - Total reduction (prior semesters) since June report, (as of October 4) \$413,403.60.

- **Cash Flow Forecast**
 - Improved cashflow through December.
- **Other Revenue**
 - Deferred maintenance funds to become available starting in mid-October.
 - All deferred maintenance awards will be primarily revenue only in the year of award.
- **Tuition Discounting**
 - Working with athletics on tuition discounting impacts.
 - Worked with athletics to put a plan in place to increase revenue side of athletics.
 - Scholarship committee is meeting on tuition discounting.
- **Housing**
 - Increased housing occupancy over prior Fall.
 - Improvements in processes required for billing purposes.
- **Other**
 - **Grants**
 - Nursing Grant: Awarded \$1,577,418, drawn down.
 - **Low Enrollment Analysis**
 - Needs continued analysis and an “all departments” resolution strategy.
 - **Academics**
 - Analysis of faculty and overload/adjunct pay rates continuing.
 - **Processes**
 - Identification of process efficiencies complete.
 - Requisition and Accounts Payable (P2P Process) software process begun.
 - Reporting software process begun.
- Attachments/Enclosures:

Under separate cover

Glenville State University

Business and Finance BOG Committee Update October 4, 2023



FY 23 Audit Update

1. Audit – CLA (Clifton Larson Allen, LLP)

- Requested Final Submissions Underway
- Deadline for completion October 15th.
- GASB 96 - New this year, (Subscription-Based Information Technology Arrangements)
 - Only six contracts met requirements.
 - Were considered not to be material.

2. Single Audit (Ernst & Young)

- GSU not required to participate in HERRF audit.
- October 15th Deadline.

3. Upcoming

- CFO/CPO Conference to be held at Fairmont State November 8th and 9th.

FY24 Payroll & Benefits

Payroll & Benefits

Total Glenville State College:	\$ 10,468,609.15
Less Position Funded by Ed Grant:	\$ (47,500.00)
Less Positions Requested, not approved:	\$ -
Subtotal Approved Positions:	\$ 10,421,109.15
Less amounts covered by Foundation:	\$ (258,250.00)
Benefits @ 30%:	\$ 3,048,858.00
Annual Increment:	\$ 87,360.00
Total w/Benefits & Annual Increment:	\$ 13,299,077.15
Total w/Other Payroll Amounts:	\$ 14,581,512.15

Difference from Budgeted (FY24)	(880,430.31)
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- The first month of payroll was \$93,754.40 less than projected, mostly from unfilled positions.

Update Accounts Receivable

Accounts Receivable Update 10/4/2023

	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Totals
Current	\$ 5,737	\$ 382,673	\$ 93,346	\$ 6,338	\$ 144,658	\$ 141,082	\$ 13,141	\$ 177,098	\$ 100,975	\$ 41,322	\$ 1,106,371
Prior Report 8/16	\$ 5,737	\$ 382,673	\$ 93,346	\$ 6,338	\$ 145,008	\$ 141,282	\$ 13,141	\$ 178,342	\$ 108,712	\$ 58,716	\$ 1,133,296
Prior Report 8/8	\$ 5,737	\$ 382,718	\$ 93,541	\$ 6,338	\$ 146,058	\$ 145,581	\$ 13,141	\$ 188,596	\$ 139,233	\$ 74,132	\$ 1,195,075
Prior Report 6/14	\$ 5,923	\$ 385,697	\$ 93,541	\$ 6,338	\$ 146,999	\$ 146,172	\$ 13,316	\$ 219,500	\$ 183,735	\$ 318,553	\$ 1,519,774
Reduced by (Since 8/16 Report)	\$ -	\$ -	\$ -	\$ -	\$ (350)	\$ (200)	\$ -	\$ (1,244)	\$ (7,737)	\$ (17,394)	\$ (26,925)
Total Reduction in AR Prior Semesters Since 8/16 Report											\$ (26,925)

	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Totals
Total Reduction Since June 2023 Report	\$ 186	\$ 3,023	\$ 195	\$ -	\$ 2,341	\$ 5,090	\$ 175	\$ 42,402	\$ 82,760	\$ 277,231	\$ 413,404

Total AR (Excluding Fall 2023)	
Total Balance Due	\$ 1,106,370.51
Total Reduction Current Report	\$ (26,925.12)
Total With Last Report (Since June Report)	\$ 413,403.60

Summer 2020 through Summer 2023

Since last report

Current Total Reduction Balance Prior and Current report.

Fall 2023				
	Billed	Paid	Pending	Balance
Current Report	\$ 10,053,708	\$ (7,582,042)	\$ (16,884)	\$ 2,454,782
Prior Report (8/16)	\$ 9,819,837	\$ (6,299,834)	\$ (279,054)	\$ 3,240,949
Prior Report (8/8)	\$ 9,001,629	\$ (656,211)	\$ (4,158,178)	\$ 4,187,240
Difference Since Last Report (8/16)	\$ 233,871	\$ (1,282,208)	\$ (262,170)	\$ (786,168)

Update Cashflow Forecast

As of 9/20/2023

Glenville State University						
Cashflow Projection FY 2023						
	Oasis	Actual Aug-23	Projected Sep-23	Projected Oct-23	Projected Nov-23	Projected Dec-23
Beginning Cash	Fund #	\$ 2,115,583	\$ 2,385,428	\$ 4,420,885	\$ 6,112,029	\$ 4,641,768
Cash used		1,481,186	4,474,297	2,448,725	2,168,958	2,765,865
Ending Cash		0	-	-	-	-
Ending Cash		<u>\$ 2,385,428</u>	<u>\$ 4,420,885</u>	<u>\$ 6,112,029</u>	<u>\$ 4,641,768</u>	<u>\$ 2,309,775</u>
Remaining State Funds Included in Bal.		\$ 586,762	\$ 218,029	\$ 1,457,980	\$ 927,980	\$ 132,980
Remaining Energy Savings Loan in Bal.		\$ 94,235	\$ 59,029	\$ 59,029	\$ 59,029	\$ 59,029
Remaining HEPC Ed Grant in Bal.		\$ 753,437	\$ 560,994	\$ 560,994	\$ 560,994	\$ 560,994
Remaining FY 2024 Nursing Grant in Bal.		\$ -	\$ 1,497,418	\$ 1,317,418	\$ 1,237,418	\$ 1,067,418
Remaining Balance of unrestricted funds		<u>\$ 950,995</u>	<u>\$ 2,085,416</u>	<u>\$ 2,716,609</u>	<u>\$ 1,856,348</u>	<u>\$ 489,355</u>

Glenville State University							
Cashflow Projection FY 2023							
	Oasis	Projected Jan-24	Projected Feb-24	Projected Mar-24	Projected Apr-24	Projected May-24	Projected Jun-24
Beginning Cash	Fund #	\$ 2,309,775	\$ 2,703,733	\$ 3,205,014	\$ 2,854,476	\$ 3,350,160	\$ 1,998,616
Cash used		2,193,958	2,792,458	2,293,958	2,268,958	2,718,958	2,028,150
Ending Cash		<u>\$ 2,703,733</u>	<u>\$ 3,205,014</u>	<u>\$ 2,854,476</u>	<u>\$ 3,350,160</u>	<u>\$ 1,998,616</u>	<u>\$ 707,394</u>
Remaining State Funds Included in Bal.		\$ 1,370,931	\$ 840,931	\$ 310,931	\$ 1,398,884	\$ 554,184	\$ 24,184
Remaining Energy Savings Loan in Bal.		\$ 59,029	\$ 59,029	\$ 59,029	\$ 59,029	\$ 59,029	\$ 59,029
Remaining HEPC Ed Grant in Bal.		\$ 560,994	\$ 410,994	\$ 410,994	\$ 410,994	\$ 410,994	\$ 410,994
Remaining FY 2024 Nursing Grant in Bal.		\$ 987,418	\$ 772,418	\$ 592,418	\$ 412,418	\$ 132,418	\$ -
Remaining Balance of unrestricted funds		<u>\$ (274,638)</u>	<u>\$ 1,121,643</u>	<u>\$ 1,481,105</u>	<u>\$ 1,068,836</u>	<u>\$ 841,992</u>	<u>\$ 213,188</u>

Update FY24 Budget

	Prior Budget	Current Income Statement	Prior Cashflow Budget	Current Cash Flow
Beginning of FY Cash Balance (Projected)			\$ 1,759,000	\$ 3,154,422
Revenues:				
State Appropriation	7,071,784	7,071,784	7,071,784	7,071,784
On-campus Program Tuition	9,031,800	9,073,900	9,031,800	9,073,900
Room revenue	4,027,200	4,135,800	4,027,200	4,135,800
Board revenue	3,145,800	3,231,400	3,145,800	3,231,400
Textbooks revenue	733,800	736,800	733,800	736,800
Student & Course Fees	917,300	917,600	917,300	917,600
Less: Institutional Discounts	(2,388,300)	(2,118,500)	(2,388,300)	(2,118,500)
Net on-campus student revenue	15,467,600	15,977,000	15,467,600	15,977,000
Off-campus program revenue, net	950,700	874,400	950,700	874,400
Other revenue	1,272,200	1,272,200	1,172,200	1,172,200
Payments Received on Prior Period AR			400,000	400,000
Grants	4,392,600	5,614,000	4,392,600	5,614,000
Loans or other Debt Proceeds				
Subtotal Revenue-Other College activities	6,615,500	7,760,600	6,915,500	8,060,600
Total Revenue, incl. State approp	\$ 29,154,884	\$ 30,809,384	29,454,844	31,109,384
Total Net Cash Available Before Costs:			\$ 31,213,884	\$ 34,263,806

Current Income Statement and Cash Flow are based upon:

- Students as of the end of add drop date.
- Realization of Grants
- Payroll if all positions open were filled after 10/3/2023
- Adjustment in Foundation payroll covered costs
- Projected income and expenses updated.

Update FY24 Budget Cont.

EXPENSES		Prior Budget	Current Income Statement	Prior Cashflow Budget	Current Cash Flow
Payroll and benefits		15,457,300	14,839,762	15,457,300	14,839,762
Less: Payroll Reimbursed by Foundation		(159,700)	(258,250)	(159,700)	(258,250)
Total Payroll		15,297,600	14,581,512	15,297,600	14,581,512
Non-payroll		3,876,600	4,008,650	3,876,600	4,008,650
Food service Cost		2,555,800	2,641,400	2,555,800	2,641,400
Book Store Cost		677,000	680,000	677,000	680,000
Utilities		1,400,000	1,400,000	1,400,000	1,400,000
Allowance for Doubtful Accounts					
Accrued Accounts Receivable at Year End			-	400,000	400,000
Net Current Year vs Prior Year Accrued Expenses			-	(100,000)	(100,000)
Total Operating Costs		8,509,400	8,730,050	8,509,400	9,030,050
Capital Projects				2,000,000	2,000,000
Interest on debt-(Bonds and PNC)		1,693,400	1,693,400	1,693,400	1,693,400
Principal on debt-(Bonds, PNC, Other)				1,118,000	1,118,000
Total Debt Service Costs		1,693,400	1,693,400	2,811,400	2,811,400
Depreciation		2,650,000	2,650,000		
Net expenses / costs:		28,150,400	27,654,962	29,918,400	28,422,962
Net Revenue / (Loss)		\$ 1,004,484	\$ 3,154,422		
Net Ending Cash Balance				\$ 2,295,484	\$ 5,840,844

Current Income Statement and Cash Flow are based upon:

- Students as of the end of add drop date.
- Realization of Grants
- Payroll if all positions open were filled after 10/3/2023
- Adjustment in Foundation payroll covered costs
- Projected income and expenses updated.

Update FY25 Budget

	Income Statement Adjusted	Prior Budget	Income Statement Projected	Cash Flow Adjusted
Beginning of FY Cash Balance (Projected)				\$ 5,840,844
Revenues:				
State Appropriation	7,249,000	7,249,000	7,249,000	7,249,000
On-campus Program Tuition	9,614,000	9,448,000	9,614,000	9,614,000
Room revenue	4,235,600	4,187,300	4,235,600	4,235,600
Board revenue	3,323,000	3,284,700	3,323,000	3,323,000
Textbooks revenue	795,800	780,900	795,800	795,800
Student & Course Fees	975,900	961,800	975,900	975,900
Less: Institutional Discounts	(1,900,000)	(2,269,400)	(1,900,000)	(1,900,000)
Net on-campus student revenue	17,044,300	16,393,300	17,044,300	17,044,300
Off-campus program revenue, net	960,400	960,400	960,400	960,400
Other revenue	1,355,164	1,272,200	1,355,164	1,255,164
Payments Received on Prior Period AR				400,000
Grants	1,181,598	692,600	3,396,598	1,181,598
Loans or other Debt Proceeds				
Subtotal Revenue-Other College activities	3,497,162	2,925,200	5,712,162	3,797,162
Total Revenue, incl. State approp	\$ 27,790,462	\$ 26,567,500	\$ 30,005,462	28,090,462
Total Net Cash Available Before Costs:				\$ 33,931,306

Update FY25 Budget Cont.

EXPENSES	Income Statement Adjusted	Prior Budget	Income Statement Projected	Cash Flow Adjusted
Payroll and benefits	15,136,557	15,766,446	15,537,339	15,136,557
Less: Payroll Reimbursed by Foundation	(258,250)	(162,900)	(258,250)	(258,250)
Total Payroll	14,878,307	15,603,546	15,306,589	14,878,307
Non-payroll	4,008,650	3,576,600	4,008,650	4,008,650
Food service Cost	2,707,000	2,680,000	2,707,000	2,707,000
Book Store Cost	735,000	721,000	735,000	735,000
Utilities	1,400,000	1,400,000	1,400,000	1,400,000
Allowance for Doubtful Accounts				
Accrued Accounts Receivable at Year End	-		-	400,000
Net Current Year vs Prior Year Accrued Expense	-		-	(100,000)
Total Operating Costs	8,850,650	8,317,600	8,850,650	9,150,650
Capital Projects				500,000
Interest on debt-(Bonds and PNC)	1,654,600	1,654,600	1,654,600	1,654,600
Principal on debt-(Bonds, PNC, Other)				1,155,000
Total Debt Service Costs	1,654,600	1,654,600	1,654,600	2,809,600
Depreciation	2,850,000	2,850,000	2,850,000	
Net expenses / costs:	28,233,557	28,425,746	28,661,839	27,338,557
Net Revenue / (Loss)	\$ (443,095)	\$ (1,858,246)	\$ 1,343,623	
Net Ending Cash Balance				\$ 6,592,749

Prior Budget Cashflow

\$ 1,632,238

Internal Financial Processes & Procedures

Personnel

- Key Personnel Selected
- Retained Personnel in Current Positions
- Cross Trained

Systems

- Purchase to Payment System
- Reporting System
- Linking with OASIS

Submitted by: *Dr. Jason Yeager, Vice President for Enrollment & Student Life*

Enrollment - 2024

- Fall Recruitment – Open House – October 14 – 156 Registered
 - a. Riley – Maryland, DC, Virginia, and Kentucky
 - b. Charles – Kentucky, Lexington / Rupp Arena October 10 – Kanawha County and Military Academies in Virginia
 - c. Larry – Entire State of West Virginia
- Spring Enrollment Projections – Goals for spring term
 - a. Returning Students – Advising begins October 23 - Registration begins November 6
 - b. Graduate Students – Business / Criminal Justice – CJ graduate approval for fall 2024 class
 - c. Online Only – Increasing numbers for Spring semester
 - d. Out-of-State – Increasing numbers for Spring Semester
 - e. Nursing – current numbers for the fall semester – 23 Nursing Students have contacted Admissions and requested to enroll for the fall term – 5 students are being vetted for the Osteopathic School pathway
 - f. International – 4 students are in the hopper – new for the spring semester
 - g. Slate – moving forward with implementation

Student Life

- Student Activities – Homecoming
- Intramurals – almost 100 students are participating in intramurals this fall term
- Stop the Stigma Walk / Run – 139 participants – largest group ever recorded

- National Society of Leadership and Success – this is housed within the office of Student Life and now has 109 members in just two semesters (it is the largest student group at GSU).
- West Virginia Association of Student Personnel Administrators (WVASPA) Conference is scheduled for the end of October
- LGBTQ Awareness Day
- Housing
 - a. PV – Flooring scheduled for house 9 & 10 – work will be completed over Christmas break
 - b. Goodwin Hall – StarRez – new CRM for housing

Submitted by: *Tegan N. McEntire, Director of Human Resources*

Active Positions:

Staff	Open Positions
Assistant Athletic Trainer	1 New
Information Technolgy Consultant	1 Replacement- Timothy Withrow
Administrative Assistant- Office of Admissions	1 Replacement- Joy Wine
Campus Service Worker	1 Replacement- Samantha Marks
Director of Student Support Services	1 Replacement- Erin Fultineer
Admissions Counselor	1 Replacement- Hannah McKown
Faculty	Open Positions
Assistant Professor of Criminal Justice	1 Replacements - Ken Lang
Assistant Professor of Business	1 New
Assistant Professor or Lecturer of Business in Second Chance Pell Program	1 New/1 Replacements- Frank Carothers

New Staff:

- Sadie Murphy – Administrative Assistant for SSS
- Brian Williams – Director of Residence Life
- Stephen Dye – Director of Athletic Fundraising
- Anthony Kellar – Residence Hall Associate
- Ricky Siggelow – Athletic Training Administrative Assistant
- Kenneth Cizek – Security Guard
- Cole Herdman – Student Loan Officer
- Jim Chapman – Project Manager

October Domestic Violence Awareness Month

- Training
 - Sexual Violence Awareness
 - Title IX Sexual Harassment
- Events
 - Wear purple every Thursday
 - These Hands Don’t Hurt – October 10th
 - Homecoming

PEIA

- GSU had 151 employees enrolled in a health plan in June
- 24 employees were affected by the PEIA surcharge

- 5 of those 24 submitted affidavits showing they were not eligible for the surcharge and it was removed
- 4 of those 24 dropped their spouse from their coverage to avoid the surcharge
- 15 of the 24 are currently paying the surcharge as of 9/1/23
- Of the 15 who are paying the surcharge:
 - 3 employees benefited from the salary tier adjustment and was moved into a lower salary tier
 - 5 have recently been promoted or their title has been adjusted with a result of extra pay above the \$1,000.
- 9 employees are seeing less net pay than this time last year on their paycheck stubs.

**Glennville State University Board of Governors
Meeting of October 18, 2023**

ACTION ITEM: Master of Science in Criminal Justice Intent to Plan

COMMITTEE: Academic Affairs

RECOMMENDED RSOLUTION: Be it RESOLVED that the Board of Governors approves the Master of Science in Criminal Justice Intent to Plan for submission to the West Virginia Higher Education Policy Commission (HEPC), with target implementation date of Fall 2024.

STAFF MEMBER: Dr. Mari Clements

BACKGROUND:

The Board previously approved the Master of Science in Criminal Justice Intent to Plan, but this degree was not submitted to HEPC due to staffing shortages in the Criminal Justice faculty. Subsequent to two faculty hires and a planned third hire, there is now institutional capacity to offer this degree. Minor changes have been made to the previously approved proposal (i.e., elimination of one course, updates to labor statistics, removal of requests for renovations to Louis Bennett Hall, and deletion of requests for faculty that are now either already hired or in the budget). GSU has already received approval from the Higher Learning Commission to offer this degree.

(See Academic Affairs Update, Attachment 6)

**Glenville State University Board of Governors
Meeting of October 18, 2023**

ACTION ITEM: Bachelor of Arts in Math

COMMITTEE: Academic Affairs

RECOMMENDED RSOLUTION: Be it RESOLVED that the Board of Governors approves the Bachelor of Arts in Math for implementation Fall 2024.

STAFF MEMBER: Dr. Mari Clements

BACKGROUND:

The faculty of Science and Math have proposed a Bachelor of Arts in Mathematics to complement the existing Bachelor of Arts in Math Education. This degree was approved by the Curriculum Committee in December 2022 and was mistakenly not brought to the Board at that time. HEPC did not require approval (only notification) and GSU has received approval from the Higher Learning Commission. Permission to offer this degree beginning Fall 2024 is sought.

(See Academic Affairs Update, Attachments 7 & 8)

**Glennville State University Board of Governors
Meeting of October 18, 2023**

ACTION ITEM: HLC Substantive Change request for GSU additional locations to offer 50% or more of the Associate of Arts degree.

COMMITTEE: Academic Affairs

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves Braxton County High School, Calhoun County Middle/High School, Gilmer County High School, Midland Trail High School, Nicholas County High School, and Webster County High School as Glennville State University sites offering 50-99% of the associate's degree.

STAFF MEMBER: Dr. Mari Clements

BACKGROUND:

An institution must seek approval from the Higher Learning Commission to offer programs at a branch campus or additional locations. GSU is requesting approval to offer fifty percent or more of the Associate of Arts degree at multiple high school locations.

(See Academic Affairs Update, Attachments 1 & 2)

**Glennville State University Board of Governors
Meeting of October 18, 2023**

ACTION ITEM: Presidential Evaluation

COMMITTEE: Board Governance & HR Committee

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approve the Presidential Evaluation as presented.

COMMITTEE STAFF MEMBER: Ms. Alex Lay, Chair

BACKGROUND:

In adherence to GSU's Presidential Evaluation Process, GSU Policy 23, WV HEPC Series 5, and W.Va. Codes §18B-1B-4 and §18B-1B-6, the Board will conduct a formal and structured written performance evaluation of the President every year of his/her employment. The President's performance shall be evaluated in relation to the duties and responsibilities assigned the President by the Board, the success of the institution in meeting the goals of its strategic plan, and any other criteria previously established by the Board. The Board's evaluation shall be reported to the President, Chancellor, and Chair of the Higher Education Policy Commission.