



**GLENVILLE**  
**STATE UNIVERSITY**

## AGENDA

Glenville State University

Board of Governors

February 21, 2024

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.

**Committees of the Board**

All committees will meet beginning at 9:00 am via Zoom on the dates listed in the schedule unless noted otherwise.

Committees will meet in the following order:

1. *Board Governance and HR Committee*
2. *Enrollment and Student Life Committee*
3. *Academic Affairs Committee*
4. *Business and Finance Committee*
5. *Athletics Committee*
6. *Executive Committee*

Join Zoom Meeting (Committee and Board of Governors meetings)

<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	Special Board of Governors
Via ZOOM @ 11:00 am at <a href="https://us06web.zoom.us/j/3896758045?pwd=d29TWjNzZmx1S0FYenhzcjJ1MzJCQT09">https://us06web.zoom.us/j/3896758045?pwd=d29TWjNzZmx1S0FYenhzcjJ1MzJCQT09</a> 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	
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**  
**February 21, 2024**  
**Waco Center, Rooms 227/228**  
**9:00 AM**

**AGENDA-Updated 2-16-24**

1. Call to Order
2. Possible Swearing-In of New Board Lay Member
3. Establishment of a quorum
4. Public Comment Period
5. Special Presentations
  - A. eSports Update – *Logan Harrison, Coordinator of Outdoor Adventure and eSports*
  - B. Advisory Council of Faculty (ACF) Update – *Kandace Queen, ACF Representative*
  - C. Audit Presentation – *CliftonLarsonAllen LLP*
  - D. Student Life Update – *Jason Yeager, Rikki Butler, and Conner Ferguson*
6. 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*
7. **Consent Agenda (Action Item)**
  - A. Minutes of the December 8, 2023 Meeting
  - B. Cash Flow Projection Statement
  - C. Accounts Receivable Report
8. 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*
9. President's Report
10. Discussion/Actionable Items
  - A. **Auditor's Report for FY23**
  - B. **Master of Science in Criminal Justice Full Proposal**
  - C. **Bachelor of Math Program Budget**
  - D. **Bachelor of Science in Land Surveying & Mapping Full Proposal**
11. Announcements
  - A. Founder's Day Mardi Gras Gala on Saturday, February 24, 2024 (Reception at 6:00 pm and Dinner/Gala at 7:00 pm) at the Mollohan Campus Community Center Ballroom.
12. Adjournment

Submitted by: *Kandas Queen, Assoc. Professor and ACF Representative*

### **Report for Board of Governors**

- Updates from Advisory Council of Faculty (ACF)

#### **Attachments/Enclosures :**

- These are updated logos and infographics with ACF information shared with faculty:
  - ACF Logo – Updated ACF logo.
  - ACF Postcard 1 – Contains general information about ACF and QR code
  - ACF Postcard 2 – Contains same information as Postcard 1 with different graphic
  - ACF Infographic 1 – Gives information about ACF, the purpose of ACF, membership, and contact information
  - ACF Biz Card Size – graphic for ACF business card with QR code.
- Roster of ACF Representatives

#### **Attachments/Enclosures:**

- Roster doc.ACF.23.24 – Updated roster of all WV ACF Representatives.
- Legislation Status Chart

#### **Attachments/Enclosures:**

- Legislation Status Chart – Week of Jan 29 – This charts legislation that relates to higher education. It is updated and shared with ACF representatives who share with their institutions.
- Legislation Status Chart – 02.09.24 – This is the recent chart shared on Feb. 11, 2024.
- West Virginia Great Teachers Seminar (WVGTS)

#### **Attachments/Enclosures :**

- 2023-WVGTS – Papers – PDF – This paper contains teaching strategies and insights faculty submitted during the 31<sup>st</sup> Annual WVGTS (June 19-23, 2023)
- GTS Flier 2024.Save Date – This flyer was distributed to WV educators to announce the 32<sup>nd</sup> Annual WVGTS (June 17-20, 2024)



*Dr. Kandas Queen*  
*GSU ACF Representative*  
*February 2024*

**GLENVILLE STATE UNIVERSITY**

[www.wvacf.org](http://www.wvacf.org)

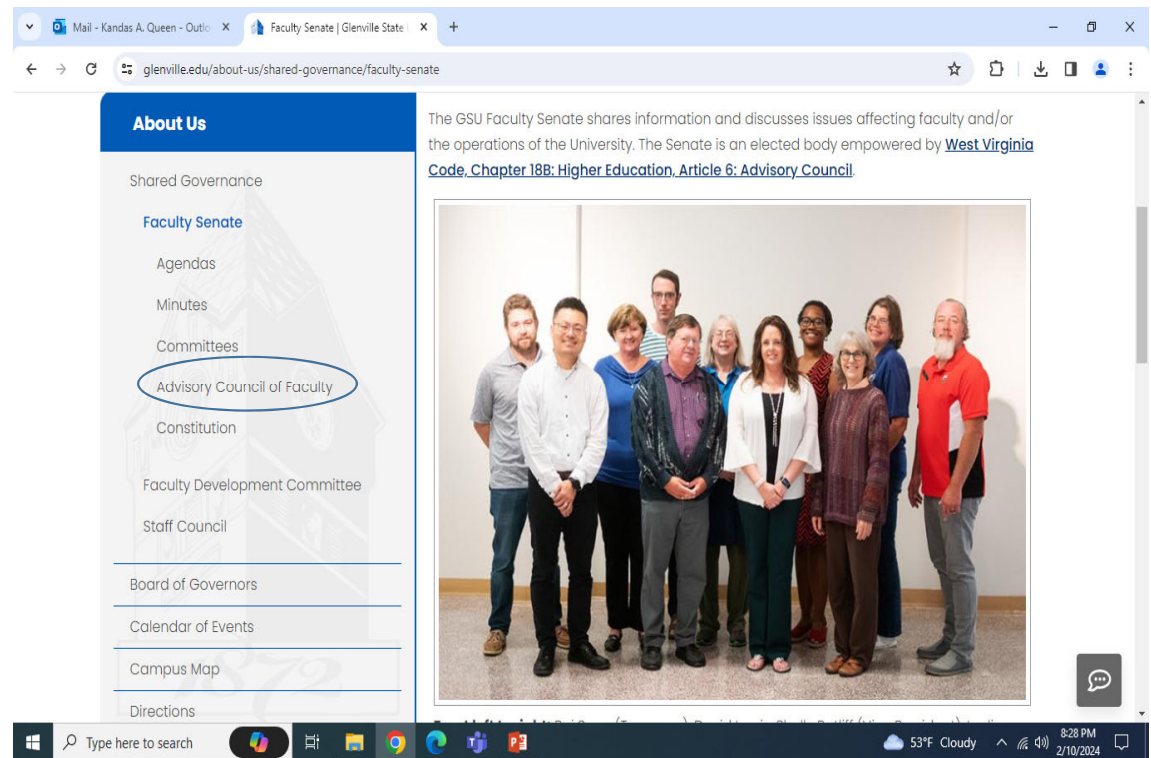


## **ABOUT WVACF**

The Advisory Council of Faculty (ACF) was established by West Virginia Code §18B-6-2 as an advisory body of Higher Education faculty. Membership consists of higher education faculty representing 21 public universities and community colleges throughout West Virginia.

# GSU Faculty Senate Member

- ACF Representative is part of GSU Faculty Senate
- Link to ACF built into our Faculty Senate webpage



# Legislative Status Chart - via ACF listserv

Mail - Kandas A. Queen - Outlook

outlook.office.com/mail/id/AAMkADY5MzBhYmQ5LTg1YjMtNDQxYS05M2Y0LWFjMmEwY2YyM0YgBGAAAAAAC%2FFjWpkmrdrRa%2FNbfGliHLgB...

All folders < > From: ACF Secure List

Legislation Status Chart - Week of Jan 2... Download Print Save to OneDrive Hide email

West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education

**HOUSE BILL AND SENATE BILL TRACKING**  
Higher Education Bills of Interest

Week of Jan 29-Feb 2, 2024  
1:04PM

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 4172	Amend section providing for waiver of tuition and fees for older persons auditing certain college classes	Rohrbach	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4172&amp;year=2024&amp;sessiontype=s">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4172&amp;year=2024&amp;sessiontype=s</a>	Education	Finance		
HB 4241	To establish cultural competency training for teachers obtaining or renewing a teaching license in West Virginia	Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4241&amp;year=2024&amp;sessiontype=s">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4241&amp;year=2024&amp;sessiontype=s</a>	Education			
HB 4242	Establish the Commission on American History Enrichment	Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4242&amp;year=2024&amp;sessiontype=s">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4242&amp;year=2024&amp;sessiontype=s</a>	Education	Finance		
HB 4243	Mountaineer Games Sports League	Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4243&amp;year=2024&amp;sessiontype=s">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4243&amp;year=2024&amp;sessiontype=s</a>	Education	Government Organization		
HB 4271	Creating the Economic Development Tuition Waiver	Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4271&amp;year=2024&amp;sessiontype=s">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4271&amp;year=2024&amp;sessiontype=s</a>	Education	Finance		
HB 4305	Relating to granting in-state resident status to economic development participants	Stattler, Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4305&amp;year=2024&amp;sessiontype=s">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4305&amp;year=2024&amp;sessiontype=s</a>	Education	Finance	01/31/24: Passed House ED	

[EXTERNAL]: Fw: Legislative Bill Tracking

ACF Secure List <HEPC-ACF-SECURE-LIST@LISTSERV.WVNET.EDU>  
To: +1 other  
Fri 2/2/2024 3:15 PM

Legislation Status Chart - We...  
271 KB

**[EXTERNAL SENDER] CAUTION:**  
This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello all,  
Here is the legislation status chart from HEPC.  
Have a good weekend,  
Eloise

Junk Email [EXTERNAL]: Re: Legislative Bill Track... Mon 1/29 [EXTERNAL SENDER] CAUTION: This ... Inbox

Type here to search 54°F Cloudy 8:45 PM 2/10/2024





# West Virginia Great Teachers Seminar



- West Virginia Educators
- North Bend State Park
- 31<sup>st</sup> Annual WVGTS
  - June 19 – 23, 2023
- 32<sup>nd</sup> Annual WVGTS
  - June 17 – 20, 2024
- Focus: ‘art of teaching’

# Thank you for your support of GSU Faculty!

- Dr. Kandas Queen
  - Associate Professor of Business
  - Director of RBA
- Contact information:
  - [Kandas.queen@glennville.edu](mailto:Kandas.queen@glennville.edu)
  - (304) 462-6255



**WEST VIRGINIA ADVISORY COUNCIL OF FACULTY**

*"The voice of higher education faculty"*



## ABOUT WVACF

The Advisory Council of Faculty (ACF) was established by West Virginia Code §18B-6-2 as an advisory body of Higher Education faculty. Membership consists of higher education faculty representing 21 public universities and community colleges throughout West Virginia.

[www.wvacf.org](http://www.wvacf.org)



SCAN ME

The logo for the West Virginia Advisory Council of Faculty (ACF) features the letters 'ACF' in a large, blue, serif font with a gold outline. The 'A' is stylized with three curved lines extending from its left side.

**WEST VIRGINIA ADVISORY COUNCIL OF FACULTY**

*"The voice of higher education faculty"*

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**SCAN ME**



WEST VIRGINIA ADVISORY COUNCIL OF FACULTY

"The voice of higher education faculty"

### ABOUT

The Advisory Council of Faculty (ACF) was established by West Virginia Code §18B-6-2, as an advisory body of Higher Education faculty.



### PURPOSE

- Serve as a resource to the legislature and advise legislation on Higher Education
- Provide advice to the HEPC and CTCS in policy development and Higher Education matters
- Report to and advise local boards of governors and faculty
- Provide a voice for all full-time and part-time HEPC and CTCS faculty



### MEMBERSHIP

Higher education faculty representing 21 public universities and community colleges throughout West Virginia.



### CONTACT WVACF

Visit the WVACF website for details, documents, and more information.



www.wvacf.org



**WVACF**

**WEST VIRGINIA ADVISORY COUNCIL OF FACULTY**

*"The voice of higher education faculty"*

[www.wvacf.org](http://www.wvacf.org)

## 2023-2024 Advisory Council of Faculty Member

Institution	ACF Representative	Phone	Email
Bluefield State University	Jack Sheffler	304. 327.4316	jsheffler@bluefieldstate.edu
Blue Ridge CTC	Kathy Cox	304.260.4380 x 2324	kcox@blueridgectc.edu
Bridge Valley CTC	Lana Andrean	304.205.6688	lana.andrean@bridgevalley.edu
Concord University	Joseph L. Allen <i>ACF Legislative Coordinator</i>	304.384.5238	allenj@concord.edu
Eastern WV CTC	Anthony Prato	304.434.8000x9244	anthony.prato@easternwv.edu
Fairmont State University	Todd Clark	304.333.3618	todd.clark@fairmontstate.edu
Glenville State University	Kandas Queen	304.462.6255	kandas.queen@Glenville.edu
Marshall University	Amine Oudghiri-Otmani	304.696.6449	amine.oudghiri@marshall.edu
Mountwest CTC	Heather Hussell	304.710.3412	hussell8@mctc.edu
New River CTC	Karen Berneburg <i>ACF Vice-Chair</i>	304.929.5447	kberneburg@newriver.edu
Pierpont CTC	Anthony Anobile	304.367.4306	aanobile1@pierpont.edu
Shepherd University	Max Guirguis	304.876.5266	mguirgui@shepherd.edu
Southern WV CTC	Stephanie Mounts	304.896.7630	stephanie.mounts@southernwv.edu
West Liberty University	Douglas McCall	304.336.8195	douglas.mccall@westliberty.edu
WV Northern Community College	Kathy Herrington <i>Secretary/Treasurer</i>	304.214.8872	kherrington@wncc.edu
WV School of Osteopathic Medicine	Matthew Williams	304.647.6275	mwilliams2@osteo.wvsom.edu
WV State University	Barbara Ladner <i>ACF Webmaster, Listserv Mgr</i>	304.766.4113	ladnerbe@wvstateu.edu
West Virginia University	Eloise Elliott <i>ACF Chair</i>	304.293.0869	eloise.elliott@mail.wvu.edu
WVU Institute of Technology	Andi Kent	304.929.1312	andrea.kent@mail.wvu.edu
WVU at Parkersburg	Joel Farkas	304.424.8392	joel.farkas@wvup.edu
WVU-Potomac State College	Mia Martini	304.788.6959	mia.martini@mail.wvu.edu



**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 4172	Amend section providing for waiver of tuition and fees for older persons auditing certain college classes	Rohrbach	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4172&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4172&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4241	To establish cultural competency training for teachers obtaining or renewing a teaching license in West Virginia	Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4241&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4241&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4242	Establish the Commission on American History Enrichment	Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4242&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4242&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
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HB 4271	Creating the Economic Development Tuition Waiver	Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4271&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4271&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4305	Relating to granting in-state resident status to economic development participants	Statler, Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4305&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4305&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	01/31/24: Passed House ED	
HB 4357	To prohibit public university names for gender affirming care	Pritt, C.	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4357&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4357&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Judiciary		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 4387	Relating to nondiscrimination at institutions of higher education	Pritt, C.	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4387&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4387&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4439	Prohibit requiring Covid-19 vaccine or booster shot to attend in person classes at colleges and universities	Kimble	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4439&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4439&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Education		
HB 4500	To provide all National Merit Scholars free tuition to any West Virginia higher education institution in order to keep these scholars in state	Kimble	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4500&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4500&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4572	Relating to Social Media privacy and educational institutions	Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4572&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4572&amp;year=2024&amp;sessiontype=rs</a>	Education	Judiciary		
HB 4592	Relating to a state-funded psychiatric residency program <b>(similar to SB330)</b>	Summers, Tully, Rohrbach, Griffith	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4592&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4592&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Finance		
HB 4629	Hunger-Free Campus Act	Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4629&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4629&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4637	To establish a grant program for colleges that take steps to establish themselves as Student Basic Needs campuses	Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4637&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4637&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 4693	Expanding the amount of promise scholarship funds awarded to persons majoring in science, technology, engineering and mathematics	Fluharty	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4693&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4693&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4709	Relating to vocational and technical education programs	Dean	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4709&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4709&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4720	Tuition and fee exemptions for service-connected Disabled Veterans and their dependents.	Cooper	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4720&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4720&amp;year=2024&amp;sessiontype=rs</a>	Veterans' Affairs and Homeland Security	Finance	01/23/24: Passed House VAHS, it goes next to House FIN	
HB 4763	Establishing the behavioral health workforce education initiative at the Higher Education Policy Commission	Ellington, Toney, Statler	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4763&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4763&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	1/17/27: Passed House ED, it goes next to House FIN	
HB 4768	Relating to increasing the number of out-of-state medical students receiving in-state tuition rates who agree to practice for a specific time within West Virginia	Ellington, Toney, Statler, Brooks	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4768&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4768&amp;year=2024&amp;sessiontype=rs</a>	Education		01/17/24: Passed House ED, it goes next to the Floor; 01/22/24: Read 1st time; 02/23/24: Read 2nd time; 01/24/24: Read 3rd time and <b>Passed 97-0-2</b>	

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 4795	Relating to permitting an academic medical center to operate an opioid treatment facility	Summers, Tully, Pushkin, Rohrbach, Sheedy, Griffith, Brooks	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4795&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4795&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources		01/22/24: Passed House HHR and read 1st time; 01/23/24: Read 2nd time	
HB 4814	Relating to extending the reporting and sunset dates of the State Advisory Council on Postsecondary Attainment Goals	Ellington, Toney, Statler	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4814&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4814&amp;year=2024&amp;sessiontype=rs</a>	Education		01/22/24: Passed House ED, it goes next to the Floor; 01/25/24: Read 2nd time, no amendments; 01/26/24: Read 3rd time and <b>Passed 90-3-6</b>	
HB 4819	To require higher education institutions in West Virginia to accept the CLT as an ACT or SAT equivalent	Dillon	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4819&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4819&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4846	Relating to "In God We Trust" signs donated in schools ( <b>similar to SB152</b> )	Hillenbrand, Thorne, Ridenour, Adkins, Phillips, Kimble, Hump, Burkhammer, Clark, W. Chiarelli, Hanshaw (Mr. Speaker)	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4846&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4846&amp;year=2024&amp;sessiontype=rs</a>	Education	Judiciary		
HB 4882	Extending in-state tuition rates to all members and veterans of the National Guard, reserves, and armed forces as well as their spouses and dependents ( <b>similar to SB484</b> ) ( <b>Bill requested by Governor</b> )	Hanshaw (Mr. Speaker), Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4882&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4882&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	01/29/24: Passed House ED, it goes next to House FIN	

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 4883	Relating to increasing annual salaries of certain employees of the state ( <i>similar to SB485</i> ) (Bill requested by Governor)	Hanshaw (Mr. Speaker), Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4883&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4883&amp;year=2024&amp;sessiontype=rs</a>	Finance			
HB 4899	WV Belief-Based Campus Student Organization Bill	Pinson, Burkhammer	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4899&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4899&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4919	Relating to the Promise Scholarship	Riley	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4919&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4919&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4921	Relating generally to tuition for children of out of state alumni of WV state universities	Sheedy, DeVault, Pritt, E., Willis, Foggin, Foster, Ferrell, Stephens	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4921&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4921&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4939	Banning certain practices by medical students without informed consent	Crouse, Petitto, Smith, Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4939&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4939&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources			
HB 4958	To create the American Campuses Act ( <i>HB3049 in 2023</i> )	Holstein	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4958&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4958&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4981	Gun carry allowed on college campuses ( <i>HB4747 in 2022 and HB2077 in 2023</i> )	Martin	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4981&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4981&amp;year=2024&amp;sessiontype=rs</a>	Education	Judiciary		
HB 5001	State Employee Paid Leave Act	Kirby, Dean, Pritt, E., Hansen	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5001&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5001&amp;year=2024&amp;sessiontype=rs</a>	Government Organization	Finance		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 5014	Supplementing and amending appropriations to West Virginia University General Administration Fund	Hanshaw (Mr. Speaker)	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5014&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5014&amp;year=2024&amp;sessiontype=rs</a>	Finance		01/29/24: Passed House FIN, it goes next to the Floor; 02/01/24: Read 2nd time, no amendments; 02/02/24: Read 3rd time and <b>Passed 93-0-7</b>	
HB 5027	Relating to State-funded institutions to purchase food from in-state sources	Hornby, Burkhammer, Chiarelli, McGeehan, Phillips, Foggin	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5027&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5027&amp;year=2024&amp;sessiontype=rs</a>	Government Organization	Finance	01/24/24: Passed House GO, it goes next to House FIN	
HB 5029	To create a tuition reimbursement program for Corrections employees	Brooks, Chiarelli, Kirby, Foggin, Vance, Kump	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5029&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5029&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	01/31/24: Passed House ED	
HB 5038	Relating to research and economic development agreements for state institutions of higher education ( <b>similar to SB543</b> )	Rohrbach, Linville, Lucas, Hornbuckle, Riley, Ellington, Worrell	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5038&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5038&amp;year=2024&amp;sessiontype=rs</a>	Education		01/29/24: Passed House ED, it goes next to the Floor	
HB 5050	Relating to authorizing legislative rules regarding higher education ( <b>agency bill</b> )	Ellington, Toney, Willis, Hornby, Clark, W., Lucas, Longanacre	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5050&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5050&amp;year=2024&amp;sessiontype=rs</a>	Education		01/29/24: Passed House ED, it goes next to the Floor	
HB 5072	To require drones used by state and county personnel to be produced in the United States	Nestor, Kimble, Zatezalo, Phillips, Kump, Ridenour, Mazzocchi, Longanacre, Cooper, Heckert, Hanshaw (Mr. Speaker)	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5072&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5072&amp;year=2024&amp;sessiontype=rs</a>	Judiciary	Finance		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 5078	To include Salem University in programs wherein the Promise Scholarship is accepted <b>(same as SB529)</b>	Kimble, Riley, Petito, Marple, Mazzocchi, Warner, Jeffries, Ferrell, Kelly, Statler, Willis	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5078&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5078&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	01/31/24: Passed House ED	
HB 5099	Relating to prohibitions on contracting with companies that boycott Israel	Ridenour, Martin, Burkhammer, Foster, Coop-Gonzalez, Pritt, C., Hillenbrand, Heckert, Worrell, Kimble	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5099&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5099&amp;year=2024&amp;sessiontype=rs</a>	Government Organization			
HB 5127	Including Potomac State College in the definition of community and technical college education program for participation in the "Learn and Earn Program" <b>(*note* - this bill passed during the August Special Session and became effective on passage)</b>	Howell	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5127&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5127&amp;year=2024&amp;sessiontype=rs</a>	Economic Development and Tourism		01/30/24: Passed House ECDT, it goes next to the Floor; 02/01/24: Read 1st time; 02/02/24: Read 2nd time, no amendments	
HB 5141	Universities must accept religious, medical, or right of conscience exemptions to taking vaccinations <b>(HB3000 in 2023)</b>	Pritt, C.	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5141&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5141&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Judiciary		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 5153	Relating to revising, updateing and streamlining the requirements governing the West Virginia Science, Technology, Engineering, and Mathematics Scholarship ( <i>similar to SB546</i> )	Ellington, Statler, Toney, Hornby, Clark, W., Lucas, Longanacre	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5153&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5153&amp;year=2024&amp;sessiontype=rs</a>	Education		01/29/24: Passed House ED, it goes next to the Floor	
HB 5175	Eliminate funding for the Center for Nursing and transfer its duties and authorities to the Higher Education Policy Commission ( <i>similar to SB563</i> )	Ellington, Tully Summers, Statler, Toney, Hornby, Lucas, Longanacre	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5175&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5175&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Education		
HB 5240	Eliminate woke, anti-women words from state government	Crouse, Petitto, Adkins, Dean	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5240&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5240&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Finance		
HB 5248	Relating to the regulation of behavioral health centers	Summers, Tully	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5248&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5248&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources			
HB 5265	Require governmental meetings to have agendas posted on websites three days prior to the meeting ( <i>HB4727 in 2022; HB2053 in 2023</i> )	Pritt, C.	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5265&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5265&amp;year=2024&amp;sessiontype=rs</a>	Government Organization			
HB 5354	Relating to the Grant Transparency and Accountability Act	Riley	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5354&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5354&amp;year=2024&amp;sessiontype=rs</a>	Finance			



**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 5372	Relating to repeal of severability provisions	Rohrbach, Akers, Forsht, Hornby, Clark, T., Smith, Stephens, Mallow, Sheedy, Hanshaw (Mr. Speaker)	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5372&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5372&amp;year=2024&amp;sessiontype=rs</a>	Judiciary			

**SENATE BILL TRACKING**

SB 152	Displaying official US motto in public schools	Azinger, Boley, Deeds, Hunt, Phillips, Roberts, Rucker, Swope, Tarr, Taylor, Woodrum Grady, Stuart, Jeffries, Maynard	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=152&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=152&amp;year=2024&amp;sessiontype=rs</a>	Education		01/10/24: Read 1st time; 01/11/24: Referred to Senate ED on 2nd reading; 01/18/24: Com sub read 1st time; 01/22/24: Read 2nd time; 01/23/24: Read 3rd time and <b>Passed 31-1-2</b>	
SB 259	Requiring Higher Education Policy Commission to create and administer PROMISE Plus Program	Takubo	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=259&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=259&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	01/18/24: Passed Senate ED, it goes next to Senate FIN	
SB 273	Prohibiting certain divisive acts or concepts from schools, state agencies and any groups receiving state funding	Karnes	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=273&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=273&amp;year=2024&amp;sessiontype=rs</a>	Judiciary	Finance		
SB 292	Hunger-Free Campus Act	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=292&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=292&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
SB 330	Creating psychiatric residency program	Deed, Grady, Takubo	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=330&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=330&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Finance		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
SB 334	Enabling WVSU and Bluefield State University to offer associate degrees	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=334&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=334&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
SB 343	Providing medical examination transportation services for students who seek support after experiencing sexual violence	Woelfel, Deed, Takubo	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=343&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=343&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Finance		
SB 361	Promise for Promise Act	Stuart	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=361&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=361&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
SB 367	Anti-Racism Act of 2024	Tarr	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=367&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=367&amp;year=2024&amp;sessiontype=rs</a>	Judiciary	Finance		
SB 370	Updating Public Employees Grievance Board procedure that certain decisions be appealed to Intermediate Court of Appeals	Woodrum	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=370&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=370&amp;year=2024&amp;sessiontype=rs</a>	Judiciary			
SB 372	Updating paid and unpaid family leave time for state employees	Nelson	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=372&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=372&amp;year=2024&amp;sessiontype=rs</a>	Banking and Insurance	Finance		
SB 410	Requiring all state buildings provide private room for nursing or breastfeeding purposes	Chapman	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=410&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=410&amp;year=2024&amp;sessiontype=rs</a>	Government Organization		01/23/24: Passed Senate GO, it goes next to the Floor; 01/25/24: Read 2nd time, no amendments; 01/26/24: Referred to Senate FIN on 2nd reading	

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
SB 417	Creating Paid Parental Leave Pilot Program	Trump	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=417&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=417&amp;year=2024&amp;sessiontype=rs</a>	Judiciary	Finance		
SB 484	Extending in-state tuition rates to all members, veterans and spouses of National Guard, Reserves and armed force <b>(similar to HB4882) (Bill requested by Governor)</b>	Blair (Mr. President), Woelfel	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=484&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=484&amp;year=2024&amp;sessiontype=rs</a>	Finance			
SB 485	Increasing annual salaries of certain state employees <b>(similar to HB4883) (Bill requested by Governor)</b>	Blair (Mr. President), Woelfel	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=485&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=485&amp;year=2024&amp;sessiontype=rs</a>	Finance			
SB 503	Protecting belief-based student organizations from certain types of discrimination <b>(similar to HB4899)</b>	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=503&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=503&amp;year=2024&amp;sessiontype=rs</a>	Education	Judiciary	01/25/24: Passed Senate ED, it goes next to Senate JUD	
SB 507	Relating to repeal of WV EDGE	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=507&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=507&amp;year=2024&amp;sessiontype=rs</a>	Education		02/01/24: Passed Senate ED, it goes next to the Floor	
SB 529	Including Salem University in PROMISE Scholarship program	Queen, Caputo	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=529&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=529&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	02/01/24: Passed Senate ED, it goes next to Senate FIN	

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
SB 543	Relating to research and economic development agreements for state institutions of higher education	Maynard, Grady, Jeffries, Oiverio, Woelfel	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=543&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=543&amp;year=2024&amp;sessiontype=rs</a>	Economic Development		01/31/24: Passed Senate ECD; 02/02/24: Read 1st time	
SB 546	Updating STEM scholarship program <b>(similar to HB5153) (agency bill)</b>	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=546&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=546&amp;year=2024&amp;sessiontype=rs</a>	Education		02/01/24: Passed Senate ED, it goes next to the Floor	
SB 547	Authorizing legislative rules for Higher Education Policy Commission <b>(agency bill)</b>	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=547&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=547&amp;year=2024&amp;sessiontype=rs</a>	Education		02/01/24: Passed Senate ED, It goes next to the Floor	
SB 558	Requiring publicly funded medical schools to teach certain life-saving methods	Azinger	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=558&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=558&amp;year=2024&amp;sessiontype=rs</a>	Education	Health and Human Resources		
SB 563	Updating Center for Nursing to Office of Nursing Education and Workforce Development <b>(similar to HB5175) (agency bill)</b>	Grady, Rucker	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=563&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=563&amp;year=2024&amp;sessiontype=rs</a>	Education	Health and Human Resources	02/01/24: Passed Senate ED, it goes next to Senate HHR	
SB 584	Including Salem University in PROMISE Scholarship program <b>(same as SB529 and HB5078)</b>	Oliverio, Martin, Caputo	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=584&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=584&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
SB 589	Permitting campus police officers to participate in Deputy Sheriffs Retirement System	Oliverio, Plymale, Caputo, Woelfel, Hamilton	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=589&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=589&amp;year=2024&amp;sessiontype=rs</a>	Pensions	Finance		
SB 599	Exempting certain military veterans and their dependents from tuition	Weld, Chapman, Deed, Nelson	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=599&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=599&amp;year=2024&amp;sessiontype=rs</a>	Military	Finance		

**RESOLUTIONS**

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**HOUSE COMMITTEE ABBREVIATIONS**

ANR	Agriculture & Natural Resources
BI	Banking & Insurance
ED	Education
EB	Enrolled Bills
ECDT	Economic Development and Tourism
EN	Energy & Manufacturing
FIN	Finance
GO	Government Organization
HHR	Health & Human Resources
IC	Interstate Cooperation
JUD	Judiciary
PR	Pensions & Retirement
PS	Political Subdivisions
RMR	Rule Making Review
RUL	Rules
PTSA	Prevention & Treatment of Substance Abuse
SCFI	Senior, Children, and Family Issues
TI	Transportation & Infrastructure
TEC & I	Technology & Infrastructure
VAHS	Veterans' Affairs & Homeland Security
FDEMS	Fire Departments and Emergency Medical Services
WD	Workforce Development

**SENATE COMMITTEE ABBREVIATIONS**

AG	Agriculture
BI	Banking & Insurance
CONF	Confirmations
ECD	Economic Development
ED	Education
EIM	Energy, Industry & Mining
EB	Enrolled Bills
FIN	Finance
GO	Government Organization
HHR	Health & Human Resources
IC	Interstate Cooperation
JUD	Judiciary
MIL	Military
NR	Natural Resources
PEN	Pensions
RUL	Rules
TI	Transportation & Infrastructure
TEC & I	Technology & Infrastructure
WF	Workforce

**HOUSE BILL AND SENATE BILL TRACKING**  
Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
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**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 4172	Amend section providing for waiver of tuition and fees for older persons auditing certain college classes	Rohrbach	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4172&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4172&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4241	To establish cultural competency training for teachers obtaining or renewing a teaching license in West Virginia	Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4241&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4241&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4242	Establish the Commission on American History Enrichment	Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4242&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4242&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4243	Mountaineer Games Sports League	Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4243&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4243&amp;year=2024&amp;sessiontype=rs</a>	Education	Government Organization		
HB 4271	Creating the Economic Development Tuition Waiver	Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4271&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4271&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4305	Relating to granting in-state resident status to economic development participants	Statler, Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4305&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4305&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	<b>01/31/24:</b> Passed House ED	
HB 4357	To prohibit public university names for gender affirming care	Pritt, C.	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4357&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4357&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Judiciary		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 4387	Relating to nondiscrimination at institutions of higher education	Pritt, C.	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4387&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4387&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4439	Prohibit requiring Covid-19 vaccine or booster shot to attend in person classes at colleges and universities	Kimble	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4439&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4439&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Education		
HB 4500	To provide all National Merit Scholars free tuition to any West Virginia higher education institution in order to keep these scholars in state	Kimble	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4500&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4500&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4572	Relating to Social Media privacy and educational institutions	Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4572&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4572&amp;year=2024&amp;sessiontype=rs</a>	Education	Judiciary		
HB 4592	Relating to a state-funded psychiatric residency program <i>(similar to SB330)</i>	Summers, Tully, Rohrbach, Griffith	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4592&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4592&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Finance		
HB 4629	Hunger-Free Campus Act	Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4629&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4629&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4637	To establish a grant program for colleges that take steps to establish themselves as Student Basic Needs campuses	Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4637&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4637&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		



**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 4693	Expanding the amount of promise scholarship funds awarded to persons majoring in science, technology, engineering and mathematics	Fluharty	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4693&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4693&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4709	Relating to vocational and technical education programs	Dean	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4709&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4709&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4720	Tuition and fee exemptions for service-connected Disabled Veterans and their dependents.	Cooper	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4720&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4720&amp;year=2024&amp;sessiontype=rs</a>	Veterans' Affairs and Homeland Security	Finance	<b>01/23/24:</b> Passed House VAHS, it goes next to House FIN	
HB 4763	Establishing the behavioral health workforce education initiative at the Higher Education Policy Commission	Ellington, Toney, Statler	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4763&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4763&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	<b>01/17/27:</b> Passed House ED, it goes next to House FIN	
HB 4768	Relating to increasing the number of out-of-state medical students receiving in-state tuition rates who agree to practice for a specific time within West Virginia	Ellington, Toney, Statler, Brooks	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4768&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4768&amp;year=2024&amp;sessiontype=rs</a>	Education		<b>01/17/24:</b> Passed House ED, it goes next to the Floor; <b>01/22/24:</b> Read 1st time; <b>02/23/24:</b> Read 2nd time; <b>01/24/24:</b> Read 3rd time and <b>Passed 97-0-2</b>	

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 4795	Relating to permitting an academic medical center to operate an opioid treatment facility	Summers, Tully, Pushkin, Rohrbach, Sheedy, Griffith, Brooks	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4795&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4795&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources		<b>01/22/24:</b> Passed House HHR and read 1st time; <b>01/23/24:</b> Read 2nd time	
HB 4814	Relating to extending the reporting and sunset dates of the State Advisory Council on Postsecondary Attainment Goals	Ellington, Toney, Statler	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4814&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4814&amp;year=2024&amp;sessiontype=rs</a>	Education		<b>01/22/24:</b> Passed House ED, it goes next to the Floor; <b>01/25/24:</b> Read 2nd time, no amendments; <b>01/26/24:</b> Read 3rd time and <b>Passed 90-3-6</b>	
HB 4819	To require higher education institutions in West Virginia to accept the CLT as an ACT or SAT equivalent	Dillon	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4819&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4819&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4846	Relating to "In God We Trust" signs donated in schools ( <b>similar to SB152</b> )	Hillenbrand, Thorne, Ridenour, Adkins, Phillips, Kimble, Hump, Burkhammer, Clark, W. Chiarelli, Hanshaw (Mr. Speaker)	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4846&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4846&amp;year=2024&amp;sessiontype=rs</a>	Education	Judiciary		
HB 4882	Extending in-state tuition rates to all members and veterans of the National Guard, reserves, and armed forces as well as their spouses and dependents ( <b>similar to SB484</b> ) ( <b>Bill requested by Governor</b> )	Hanshaw (Mr. Speaker), Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4882&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4882&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	<b>01/29/24:</b> Passed House ED, it goes next to House FIN	

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 4883	Relating to increasing annual salaries of certain employees of the state ( <i>similar to SB485</i> ) (Bill requested by Governor)	Hanshaw (Mr. Speaker), Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4883&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4883&amp;year=2024&amp;sessiontype=rs</a>	Finance			
HB 4899	WV Belief-Based Campus Student Organization Bill	Pinson, Burkhammer	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4899&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4899&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4919	Relating to the Promise Scholarship	Riley	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4919&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4919&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4921	Relating generally to tuition for children of out of state alumni of WV state universities	Sheedy, DeVault, Pritt, E., Willis, Foggin, Foster, Ferrell, Stephens	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4921&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4921&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 4939	Banning certain practices by medical students without informed consent	Crouse, Petitto, Smith, Young	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4939&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4939&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources			
HB 4958	To create the American Campuses Act ( <i>HB3049 in 2023</i> )	Holstein	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4958&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4958&amp;year=2024&amp;sessiontype=rs</a>	Education			
HB 4981	Gun carry allowed on college campuses ( <i>HB4747 in 2022 and HB2077 in 2023</i> )	Martin	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4981&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=4981&amp;year=2024&amp;sessiontype=rs</a>	Education	Judiciary		
HB 5001	State Employee Paid Leave Act	Kirby, Dean, Pritt, E., Hansen	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5001&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5001&amp;year=2024&amp;sessiontype=rs</a>	Government Organization	Finance		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 5014	Supplementing and amending appropriations to West Virginia University General Administration Fund	Hanshaw (Mr. Speaker)	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5014&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5014&amp;year=2024&amp;sessiontype=rs</a>	Finance		<b>01/29/24:</b> Passed House FIN, it goes next to the Floor; <b>01/31/24:</b> Read 1st time; <b>02/01/24:</b> Read 2nd time, no amendments; <b>02/02/24:</b> Read 3rd time and <b>Passed 93-0-7</b> ; <b>02/05/24:</b> Introduced in Senate	
HB 5027	Relating to State-funded institutions to purchase food from in-state sources	Hornby, Burkhammer, Chiarelli, McGeehan, Phillips, Foggin	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5027&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5027&amp;year=2024&amp;sessiontype=rs</a>	Government Organization	Finance	<b>01/24/24:</b> Passed House GO, it goes next to House FIN	
HB 5029	To create a tuition reimbursement program for Corrections employees	Brooks, Chiarelli, Kirby, Foggin, Vance, Kump	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5029&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5029&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	<b>01/31/24:</b> Passed House ED	
HB 5038	Relating to research and economic development agreements for state institutions of higher education ( <i>similar to SB543</i> )	Rohrbach, Linville, Lucas, Hornbuckle, Riley, Ellington, Worrell	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5038&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5038&amp;year=2024&amp;sessiontype=rs</a>	Education		<b>01/29/24:</b> Passed House ED, it goes next to the Floor; <b>02/05/24:</b> Read 1st time	
HB 5050	Relating to authorizing legislative rules regarding higher education ( <i>agency bill</i> )	Ellington, Toney, Willis, Hornby, Clark, W., Lucas, Longanacre	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5050&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5050&amp;year=2024&amp;sessiontype=rs</a>	Education		<b>01/29/24:</b> Passed House ED, it goes next to the Floor; <b>02/05/24:</b> Read 1st time	
HB 5072	To require drones used by state and county personnel to be produced in the United States	Nestor, Kimble, Zatezalo, phillips, Kump, Ridenour, Mazzocchi, Longanacre, Cooper, Heckert, Hanshaw (Mr. Speaker)	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5072&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5072&amp;year=2024&amp;sessiontype=rs</a>	Judiciary	Finance	<b>02/08/23:</b> Passed House JUD with amendment, goes next to House FIN	

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 5078	To include Salem University in programs wherein the Promise Scholarship is accepted <i>(same as SB529)</i>	Kimble, Riley, Petito, Marple, Mazzocchi, Warner, Jeffries, Ferrell, Kelly, Statler, Willis	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5078&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5078&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	<b>01/31/24:</b> Passed House ED	
HB 5099	Relating to prohibitions on contracting with companies that boycott Israel	Ridenour, Martin, Burkhammer, Foster, Coop-Gonzalez, Pritt, C., Hillenbrand, Heckert, Worrell, Kimble	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5099&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5099&amp;year=2024&amp;sessiontype=rs</a>	Government Organization			
HB 5127	Including Potomac State College in the definition of community and technical college education program for participation in the "Learn and Earn Program" <i>(*note* - this bill passed during the August Special Session and became effective on passage)</i>	Howell	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5127&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5127&amp;year=2024&amp;sessiontype=rs</a>	Economic Development and Tourism		<b>01/30/24:</b> Passed House ECDD, it goes next to the Floor; <b>02/01/24:</b> Read 1st time; <b>02/02/24:</b> Read 2nd time, no amendments; <b>02/05/24:</b> Read 3rd time and <b>Passed 95-2-3</b> , it goes next to the Senate; <b>02/06/24:</b> Introduced in Senate	
HB 5141	Universities must accept religious, medical, or right of conscience exemptions to taking vaccinations <i>(HB3000 in 2023)</i>	Pritt, C.	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5141&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5141&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Judiciary		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 5153	Relating to revising, updateing and streamlining the requirements governing the West Virginia Science, Technology, Engineering, and Mathematics Scholarship <i>(similar to SB546)</i>	Ellington, Statler, Toney, Hornby, Clark, W., Lucas, Longanacre	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5153&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5153&amp;year=2024&amp;sessiontype=rs</a>	Education		<b>01/29/24:</b> Passed House ED, it goes next to the Floor; <b>02/05/24:</b> Read 1st time; <b>02/06/24:</b> Read 2nd time, no amendments; <b>02/07/23:</b> Read 3rd time and <b>Passed 96-4-0</b> , it goes next to the Senate; <b>02/08/23:</b> Introduced in Senate, committee reference waived; <b>02/09/24:</b> Read 1st time	
HB 5175	Eliminate funding for the Center for Nursing and transfer its duties and authorities to the Higher Education Policy Commission <i>(similar to SB563)</i>	Ellington, Tully Summers, Statler, Toney, Hornby, Lucas, Longanacre	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5175&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5175&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Education	<b>02/06/24:</b> Passed House HHR, it goes next to House ED	
HB 5232	The Business Liability Protection Act	Maynor, Phillips, Smith, Crouse, McGeehan, Horst, Steele, Willis, Gearheart, Hornby, Hite		Judiciary		<b>02/07/24:</b> Read 1st time; <b>02/08/24:</b> Read 2nd time; <b>02/09/24:</b> Read 3rd time and <b>Passed 98-0-2</b> , it goes next to the Senate	
HB 5240	Eliminate woke, anti-women words from state government	Crouse, Petitto, Adkins, Dean	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5240&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5240&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Finance		
HB 5248	Relating to the regulation of behavioral health centers	Summers, Tully	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5248&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5248&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources		<b>02/05/24:</b> Read 1st time; <b>02/06/24:</b> Read 2nd time and amended	

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 5265	Require governmental meetings to have agendas posted on websites three days prior to the meeting <i>(HB4727 in 2022; HB2053 in 2023)</i>	Pritt, C.	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5265&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5265&amp;year=2024&amp;sessiontype=rs</a>	Government Organization			
HB 5354	Relating to the Grant Transparency and Accountability Act	Riley	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5354&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5354&amp;year=2024&amp;sessiontype=rs</a>	Finance			
HB 5372	Relating to repeal of severability provisions	Rohrbach, Akers, Forsht, Hornby, Clark, T., Smith, Stephens, Mallow, Sheedy, Hanshaw (Mr. Speaker)	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5372&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5372&amp;year=2024&amp;sessiontype=rs</a>	Judiciary			
HB 5435	Establishing the registered apprenticeship to associate of applied science program to be administered by the Council for Community and Technical College Education	Rohrbach, Ellington, Worrell, Criss, Statler, Maynor, Green, Moore, Clark, T., Winzenreid, Campbell	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5435&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5435&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
HB 5442	Free to Speak Act	Dillon, Coop-Gonzalez	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5442&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5442&amp;year=2024&amp;sessiontype=rs</a>	Education	Judiciary		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
HB 5450	Supplementing and amending appropriations to Fairmont State University <i>(similar to SB650)</i> (Bill requested by Governor)	Hanshaw (Mr. Speaker), Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5450&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5450&amp;year=2024&amp;sessiontype=rs</a>	Finance			
HB 5458	Supplementing and amending appropriations to the Higher Education Policy Commission, administration, control account <i>(similar to SB655)</i> (Bill requested by Governor)	Hanshaw (Mr. Speaker), Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5458&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5458&amp;year=2024&amp;sessiontype=rs</a>	Finance			
HB 5469	Supplementing and amending appropriations to the Higher Education Policy Commission, Administration, Control Account <i>(similar to SB662)</i> (Bill requested by Governor)	Hanshaw (Mr. Speaker), Hornbuckle	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5469&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=5469&amp;year=2024&amp;sessiontype=rs</a>	Finance			

**SENATE BILL TRACKING**



**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
SB 152	Displaying official US motto in public schools	Azinger, Boley, Deeds, Hunt, Phillips, Roberts, Rucker, Swope, Tarr, Taylor, Woodrum Grady, Stuart, Jeffries, Maynard	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=152&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=152&amp;year=2024&amp;sessiontype=rs</a>	Education		<b>01/10/24:</b> Read 1st time; <b>01/11/24:</b> Referred to Senate ED on 2nd reading; <b>01/18/24:</b> Com sub read 1st time; <b>01/22/24:</b> Read 2nd time; <b>01/23/24:</b> Read 3rd time and <b>Passed 31-1-2</b> ; <b>01/24/24:</b> Introduced in House	
SB 259	Requiring Higher Education Policy Commission to create and administer PROMISE Plus Program	Takubo	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=259&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=259&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	<b>01/18/24:</b> Passed Senate ED, it goes next to Senate FIN	
SB 273	Prohibiting certain divisive acts or concepts from schools, state agencies and any groups receiving state funding	Karnes	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=273&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=273&amp;year=2024&amp;sessiontype=rs</a>	Judiciary	Finance		
SB 292	Hunger-Free Campus Act	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=292&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=292&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
SB 330	Creating psychiatric residency program ( <i>similar to HB4592</i> )	Deed, Grady, Takubo	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=330&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=330&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Finance		
SB 334	Enabling WVSU and Bluefield State University to offer associate degrees	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=334&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=334&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
SB 343	Providing medical examination transportation services for students who seek support after experiencing sexual violence	Woelfel, Deed, Takubo	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=343&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=343&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Finance		
SB 361	Promise for Promise Act	Stuart	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=361&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=361&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
SB 367	Anti-Racism Act of 2024	Tarr	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=367&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=367&amp;year=2024&amp;sessiontype=rs</a>	Judiciary	Finance		
SB 370	Updating Public Employees Grievance Board procedure that certain decisions be appealed to Intermediate Court of Appeals	Woodrum	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=370&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=370&amp;year=2024&amp;sessiontype=rs</a>	Judiciary			
SB 372	Updating paid and unpaid family leave time for state employees	Nelson	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=372&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=372&amp;year=2024&amp;sessiontype=rs</a>	Banking and Insurance	Finance		
SB 410	Requiring all state buildings provide private room for nursing or breastfeeding purposes	Chapman	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=410&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=410&amp;year=2024&amp;sessiontype=rs</a>	Government Organization		<b>01/23/24:</b> Passed Senate GO, it goes next to the Floor; <b>01/25/24:</b> Read 2nd time, no amendments; <b>01/26/24:</b> Referred to Senate FIN on 2nd reading	
SB 417	Creating Paid Parental Leave Pilot Program	Trump	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=417&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=417&amp;year=2024&amp;sessiontype=rs</a>	Judiciary	Finance		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
SB 484	Extending in-state tuition rates to all members, veterans and spouses of National Guard, Reserves and armed force <i>(similar to HB4882)</i> (Bill requested by Governor)	Blair (Mr. President), Woelfel	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=484&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=484&amp;year=2024&amp;sessiontype=rs</a>	Finance			
SB 485	Increasing annual salaries of certain state employees <i>(similar to HB4883)</i> (Bill requested by Governor)	Blair (Mr. President), Woelfel	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=485&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=485&amp;year=2024&amp;sessiontype=rs</a>	Finance			
SB 503	Protecting belief-based student organizations from certain types of discrimination <i>(similar to HB4899)</i>	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=503&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=503&amp;year=2024&amp;sessiontype=rs</a>	Education	Judiciary	<b>01/25/24:</b> Passed Senate ED, it goes next to Senate JUD	
SB 507	Relating to repeal of WV EDGE	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=507&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=507&amp;year=2024&amp;sessiontype=rs</a>	Education		<b>02/01/24:</b> Passed Senate ED, it goes next to the Floor; <b>02/05/24:</b> Read 1st time; <b>02/06/24:</b> Read 2 time, no amendments	
SB 529	Including Salem University in PROMISE Scholarship program	Queen, Caputo, Oliverio, Martin	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=529&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=529&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance	<b>02/01/24:</b> Passed Senate ED, it goes next to Senate FIN; <b>02/05/24:</b> Read 1st time; <b>02/06/24:</b> Read 2nd time, no amendments	

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
SB 543	Relating to research and economic development agreements for state institutions of higher education <i>(similar to HB5038)</i>	Maynard, Grady, Jeffries, Oiverio, Woelfel	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=543&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=543&amp;year=2024&amp;sessiontype=rs</a>	Economic Development		<b>01/31/24:</b> Passed Senate ECD; <b>02/02/24:</b> Read 1st time; <b>02/05/24:</b> Read 2nd time, no amendments; <b>02/06/24:</b> Read 3rd time and <b>Passed 33-0-0</b> ; <b>02/07/23:</b> Introduced in House and Read 1st time; <b>02/08/23:</b> Read 2nd time, no amendments; <b>02/09/24:</b> Read 3rd time and <b>Passed the House 95-3-2</b> , now completed legislation	
SB 546	Updating STEM scholarship program <i>(similar to HB5153) (agency bill)</i>	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=546&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=546&amp;year=2024&amp;sessiontype=rs</a>	Education		<b>02/01/24:</b> Passed Senate ED, it goes next to the Floor; <b>02/05/24:</b> Read 1st time	
SB 547	Authorizing legislative rules for Higher Education Policy Commission <i>(agency bill)</i>	Grady	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=547&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=547&amp;year=2024&amp;sessiontype=rs</a>	Education		<b>02/01/24:</b> Passed Senate ED, it goes next to the Floor; <b>02/05/24:</b> Read 1st time; <b>02/06/24:</b> Read 2 time, no amendments; <b>02/07/24:</b> Read 3rd time and <b>Passed 31-0-3</b> , goes next to the House; <b>02/08/24:</b> Introduced in House and Read 1st time; <b>02/09/24:</b> Read 2nd time, no amendments	
SB 558	Requiring publicly funded medical schools to teach certain life-saving methods	Azinger	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=558&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=558&amp;year=2024&amp;sessiontype=rs</a>	Education	Health and Human Resources		

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
SB 563	Updating Center for Nursing to Office of Nursing Education and Workforce Development <i>(similar to HB5175) (agency bill)</i>	Grady, Rucker	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=563&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=563&amp;year=2024&amp;sessiontype=rs</a>	Education	Health and Human Resources	<b>02/01/24:</b> Passed Senate ED, it goes next to Senate HHR	
SB 584	Including Salem University in PROMISE Scholarship program <i>(same as SB529 and HB5078)</i>	Oliverio, Martin, Caputo	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=584&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=584&amp;year=2024&amp;sessiontype=rs</a>	Education	Finance		
SB 589	Permitting campus police officers to participate in Deputy Sheriffs Retirement System	Oliverio, Plymale, Caputo, Woelfel, Hamilton	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=589&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=589&amp;year=2024&amp;sessiontype=rs</a>	Pensions	Finance		
SB 599	Exempting certain military veterans and their dependents from tuition	Weld, Chapman, Deed, Nelson	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=599&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=599&amp;year=2024&amp;sessiontype=rs</a>	Military	Finance		
SB 650	Supplementing and amending appropriations to Higher Education Policy Commission, Fairmont State University <i>(similar to HB5450) (Bill requested by Governor)</i>	Blair (Mr. President), Woelfel	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=650&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=650&amp;year=2024&amp;sessiontype=rs</a>	Finance			

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
SB 655	Supplementing and amending appropriations to Higher Education Policy Commission, Control Account <i>(similar to HB5458)</i> (Bill requested by Governor)	Blair (Mr. President), Woelfel	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=655&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=655&amp;year=2024&amp;sessiontype=rs</a>	Finance			
SB 662	Supplementing and amending appropriations to Higher Education Policy Commission, Administration <i>(similar to HB5469)</i> (Bill requested by Governor)	Blair (Mr. President), Woelfel	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=662&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=662&amp;year=2024&amp;sessiontype=rs</a>	Finance			
SB 723	Creating Unmatched Medical Graduate Advisory Council	Rucker	<a href="https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=723&amp;year=2024&amp;sessiontype=rs">https://www.wvlegislature.gov/Bill_Status/bills_History.cfm?input=723&amp;year=2024&amp;sessiontype=rs</a>	Health and Human Resources	Finance		

**RESOLUTIONS**

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**HOUSE COMMITTEE ABBREVIATIONS**

ANR	Agriculture & Natural Resources
BI	Banking & Insurance
ED	Education
EB	Enrolled Bills
ECDT	Economic Development and Tourism
EN	Energy & Manufacturing
FIN	Finance
GO	Government Organization
HHR	Health & Human Resources
IC	Interstate Cooperation

**SENATE COMMITTEE ABBREVIATIONS**

AG	Agriculture
BI	Banking & Insurance
CONF	Confirmations
ECD	Economic Development
ED	Education
EIM	Energy, Industry & Mining
EB	Enrolled Bills
FIN	Finance
GO	Government Organization
HHR	Health & Human Resources

**HOUSE BILL AND SENATE BILL TRACKING**  
 Higher Education Bills of Interest

BILL NO.	SHORT TITLE	SPONSORS	BILL LINK	FIRST COMMITTEE	SECOND COMMITTEE	STEP	LAST ACTION
IC	Interstate Cooperation			HR	Health & Human Resources		
JUD	Judiciary			IC	Interstate Cooperation		
PR	Pensions & Retirement			JUD	Judiciary		
PS	Political Subdivisions			MIL	Military		
RMR	Rule Making Review			NR	Natural Resources		
RUL	Rules			PEN	Pensions		
PTSA	Prevention & Treatment of Substance Abuse			RUL	Rules		
SCFI	Senior, Children, and Family Issues			TI	Transportation & Infrastructure		
TI	Transportation & Infrastructure			TEC & I	Technology & Infrastructure		
TEC & I	Technology & Infrastructure			WF	Workforce		
VAHS	Veterans' Affairs & Homeland Security						
FDEMS	Fire Departments and Emergency Medical Services						
WD	Workforce Development						



# **The 2023 West Virginia Great Teachers Seminar**

*PARTICIPANT PAPERS  
&  
TRICKS OF THE TRADE*



Melanie Campbell, MBA, C.E.C

Assistant Professor of Hospitality and Tourism Management

Davis and Elkins College, Elkins, WV 26241

#### Innovation Teaching:

The example I would like to share is the class challenge of working with students from different disciplines and years in college to build teams in management to replicate building teams in an organization.

I begin by allowing them to construct their teams over a three-day period, reminding them they will need to look at the individuals based on their skills and ability. Before this assignment, we do several activities to explore what these individuals' strengths are for them to better understand what they bring to the table and others to better address the needs of the team.

This is just the beginning – as the semester goes they will experience lectures, slides, and readings then apply those to teamwork – as an individual, as a team, and as a whole class as a team.

In the wrap-up of the semester, they have a final which includes individual, team, and whole class assignments to explore and “wrap up the experience and the takeaways of this experience in this class.”

I have received positive feedback from students as this is not a usual final first and foremost but it is memorable and something they can do in “real life.” I also get lots of hugs as it is meaningful and effective to develop not only the management but the ultimate goal is Leadership.

Melanie Campbell, MBA, C.E.C

Assistant Professor of Hospitality and Tourism Management

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Problem: Cellphones

The cell phone has been a challenge I still struggle with during class. I have tried many things: including using the phone in class to asking them to be out stored of sight. Nothing works!! HELP!!

(I feel like I am competing with the cell phone for the student's attention.) Earbuds are part of this, of course.

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The trick of the trade:

Now the student's name and interests and use this in class to make the day special by making learning fun! Yes, fun! This is simple as getting ready for class with examples and ideas from current news and ideas they are interested in. Makes it relevant to what they know and is part of the environment they are experiencing. Example: CBS Sunday Morning News – fun, current, and relevant topics. Provokes them to think about a 5-8 minute piece as the example. Or coaches and the way they coach from a management point of view.

Hi. My name is David Cartwright. Here is my finished homework.

1. Innovations- life skills/project learning

I have incorporated “life skills” for students in my classes. My colleagues teach resume building, wellness, interviewing skills, and advanced study skills in those areas of expertise. We might miss some depth of study, but my graduating students tell me it is well worth it.

I also have included community-based projects for most of my classes. These projects give students a ring-side view of how real people use the class material to solve problems in the workplace.

2. Problems- Grading online

I have a problem letting grading pile up on me until midterms and then until the final grades are due, especially in my online classes. I need to create habits of consistent grading.

3. Trick of the trade- snippet tool!

Better than sliced bread! Snip anything and use it in presentations, class notes, and anything else as long as you cite the work.

2023 WVGTS Pre-Conference Homework

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## “The Innovation Paper – Discussions in online courses”

This paper describes my attempt to improve the use of ‘Discussions’ for online courses. Feedback from students indicated they found no value in using Discussions, and stated that they did not learn much from participating in some of these activities. As a faculty member, I frequently used discussions to provide students with the student-to-student learning experience. My Quality Matters training had indicated that student-to-student learning, along with student-to-faculty learning, was an important part of designing a quality online course to engage students in the learning process. To better understand the issue students were having, I drilled deeper in the feedback we had collected to see if I could identify a reason as to why they felt that way towards Discussions and why it differed from what I felt was a good LMS tool.

I learned two important things in reviewing the data and debating the matter with my students. The first thing I learned was that sometimes the Discussion prompt only lead to one correct answer. Once one student had answered the prompt correctly, what ‘discussion’ could follow since reply comments of “I agree” or “Great job” were not acceptable as stand alone replies. Students were encouraged to say what they agreed with or why that was a great job. However, when the prompt did not promote an open dialog or a discussion on the topic the only response left for them was to parrot back the first student’s answer. This did not promote much learning on their part and was a valid point made by the students. It led to a review of all my Discussion prompts. The second thing they noted as an issue related to the timing of when Discussions were due. Many noted that if there was just one due date of both the initial post and the replies to classmates, there would often not be enough initial posts to review and to provide reply comments as too many students were waiting till shortly before the assignment was due to post both. This prevented the students from engaging in a meaningful discussion on the topic. Another valid point from the students as the end user of this LMS tool designed to help them learn more about a topic or subject matter. Discussions in my online courses now cover the span of two weeks; first week to make the initial post and the second week to reply to classmates. It turns out that it was not the use of Discussion, but how the Discussions were used that caused students to reflect negatively on their experiences with them.

“The Problem Paper – To be or not to be: The uncertainty of AI and it’s benefit to our world”

In the business environment, innovative ways to complete tasks and get the job done satisfactorily are important concepts. Many times, technology is a key ingredient for success in terms of improving a job process. In a recent experiment with AI, a colleague used ChatGPT to write a draft of a job description for a position we were advertising. The AI tool wrote a good job description that was specific for the job and the tasks that would be expected. It also provided the skills and education required for the position. This led to questions of why AI tools should or should not be promoted to educate our business students.

When I posed this scenario to some students in class one day, their responses were largely in favor of utilizing technology to reduce time wasted on tasks that could easily be completed using AI and other forms of technology. While I thought their reasoning had merit (and to play devil’s advocate to provoke more thought on the matter), my response to students was this - without having a solid background on job descriptions and prior learning experiences of what a job description should be, how did they know the AI tool had written a good job description.

This did provoke some lively discussion, which somehow lead to AI being used in multiple ways, including automobiles. I found it interesting to note that many thought it was great to use to write a paper, job description, and many other uses. However, none really thought it was a good idea to apply AI to vehicles and preferred to keep that control limited to humans. This did result in my telling a story about when I was a student back in the day and we had to write a paper on our dream car or mode of transportation... by the way, mine was a automated vehicle that could drive itself leaving me free to other more important things. Now... here we are many decades later and such technology is possibly and perhaps on the way of becoming part of our every day lives. I further reminded them that as I continue to age, it might be in society’s best interest to consider alternative forms of transportation for people like me... as I like to travel, but driving myself might not be my strong suit in another decade or so. The life saved by using AI in automobiles might be their own. Regardless, they remained unconvinced that this was a good path to pursue for AI, which brings me to the problem of how, or should, we use AI in education.

“Trick of the Trade – Sage on the stage or guide on the side: Student engagement”

How do students learn? It is my belief that learning is an active process and students need to be engaged in that process. While the amount of lecturing required in the classroom sometimes depends on the topic and how familiar students are with the subject matter, I always like to incorporate activities that require them to think about the topic under discussion and apply it. I also like to view my classrooms more as a place for discussion rather than a lecture hall. I share ideas and concepts with students, both from the textbook and real-life experiences from my time in the business world. After a topic has been introduced I like to for them to think about how they can apply it.

I teach business and management, and most of my students are seeking jobs in the business world as managers or entrepreneurs. However, many of them see themselves as hourly workers rather than salaried managers. This is largely due to the fact that those who have held jobs in the workforce have done so as hourly workers. They speak from the position in which they have experience. This often leads to discussions of how their boss, or manager, does it all wrong, which leads to me ask them how they could apply what they have learned to improve the situation if they were the person in charge. We also do group work on case studies and scenarios to give them a chance to practice what they will be called upon to do when they become leaders in the workforce.

I view myself more as a sage guide that can help students navigate their educational journey and acquire the skills they need to be successful in the world. Providing students with opportunities to build and develop themselves is part of my teaching effectiveness. Thinking about ways to help students gain an appreciation for what the business world will expect from them is part of my focus. Gaining an understanding of who they are and what type of manager or leader they want to be requires the use of multiple tools to help them define leadership and to understand how their own personalities will interact with other people, such as their peers or the people they will manage.

If I were to narrow this process to one single idea or tool... it would be talk to students, not at them.



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## 1. "THE INNOVATION PAPER"

### Critical Thinking Project

I teach a freshmen level critical thinking math course for non-STEM majors, most of whom do not enjoy math at all. The course is focused on real-life applications of math like finances, probability, basics of geometry, unit conversions, and more. In order to give my students an opportunity to apply what they have learned in our course and demonstrate their critical thinking skills, I ask them to write a paper about a personally meaningful topic. Asking the students to research a topic that they find interesting and relatable to their lives motivates them. It seems strange that they are asked to write a paper in math class that's not even about math, but it's been a successful assignment.

Throughout our course, I give smaller assignments to help my students develop their paper. They start by introducing themselves to their classmates and sharing some things that interest them, which hopefully gets them thinking about a topic. We discuss how to determine if a website is reliable or not by comparing two different sites for information about a sample topic. I ask the students to compare and contrast the sites with a Venn diagram and then rate different types of sources by reliability.

There are three different assignments throughout the semester where the students are asked to "add in the math." I give them sample paragraphs and direct them to complete certain mathematical calculations. For example, I give them information about how many cups per year Starbucks uses, and I ask them to convert that to cups per second. They then write about how to interpret the results. I also have an assignment with a few different graphs, and I ask the students to draw reasonable conclusions about them.

After they submit their rough drafts, I ask the students to use the review tool in Word to give a classmate feedback. This gives them an opportunity for peer-to-peer interaction and a chance to consider how the classmate used math in their paper. When they submit their final drafts, they answer some reflection questions about the project. This gives them an opportunity to reflect on their growth over time.

I assess how they have used critical thinking and check that they have used math in at least four ways in their papers. Many times my students think that it will be very difficult to incorporate math into their papers about their pets, their travel plans, their sports, their hobbies, etc. But, they often realize by the end of the project that math can be applied to anything. The students who put effort into the project benefit in many ways!

## 2. "THE PROBLEM PAPER"

I would like to learn more about an effective method for tracking students who stop participating. I do not track attendance for a grade, and I have stopped recording attendance for my HyFlex courses (students can participate in person, virtually, or asynchronously). I give homework assignments frequently but I set the due date for the day of the unit exam to give my students some flexibility. With prolonged due dates, I find it challenging to actively track student involvement and identify students who are falling behind. How do I keep my students motivated to stay active in the course, especially when they don't enjoy math? What kind of system can I implement to keep myself organized, ensuring that I don't miss a student?

### 3. "TRICK OF THE TRADE"

I used to pass around a class list to record attendance, but of course we had to stop physical contact with the epidemic. I came up with an alternative method of recording attendance, using a QR code, a Google form, and the associated Google sheet. When I displayed the QR code on a PowerPoint slide, my students would scan it at the beginning of class and enter their names and the number of the day in the Google form. I would change the number each day to try to avoid students checking in when they were not really present in class. The information is collected in a Google sheet with a date and time stamp, which was easy to sort by last name. This made it easy to see who was there, and I would have the information recorded and saved for the entire semester. The QR code linking to the Google form is easy to create with the help of one of many different websites.

Pictures to give you an idea:



Number of the day:

34

	A	B	C	D	E	F	G
1	Timestamp	First name	Last name	What is the number of the day?			
2	8/23/2022 11:05:53			14			
3	8/23/2022 11:05:54			14			
4	8/23/2022 11:05:54			14			
5	8/23/2022 11:05:56						
6	8/23/2022 11:05:56						
7	8/23/2022 11:05:56						
8	8/23/2022 11:05:56						
9	8/23/2022 11:05:56						
10	8/23/2022 11:05:56						
11	8/23/2022 11:05:57						
12	8/23/2022 11:05:57						
13	8/23/2022 11:05:58						
14	8/23/2022 11:05:58						
15	8/23/2022 11:05:59						
16	8/23/2022 11:05:59						
17	8/23/2022 11:05:59						
18	8/23/2022 11:05:59						
19	8/23/2022 11:05:59						
20	8/23/2022 11:06:00			14			
21	8/23/2022 11:06:01			14			

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Innovation Paper

In my Biology II classes (where evolution is a main concept), I have began a portfolio-style, semester length project in which my students create a randomly generated organism using dice and a list of characteristics; throughout the semester, we use these individual creatures to interact and simulate the various topics we are learning about that week. If we are talking about mutation, I will give my students a prompt to write on: such as “your creature’s habitat has flooded and 65% of the species dies; the remaining ones are well adapted to swimming and survive. How does this change in environment drive the species for the next 100 years?” or “your creature is in a habitat that has bountiful flora- choose two plants and detail how they are important to your creature in diet, camouflage, etc.”: and the students will write a short paper about the prompt, using the terminology we have learned that week. I found my first year that students had a difficult time comprehending the magnitude of the concepts we were learning because they couldn’t see it happening; by using their own creature to experience these concepts and apply them, I’ve seen a higher retention rate of the information across the semester. At the end of the semester, the students have a portfolio about their creatures that contains examples of all of the main concepts of the class.

## Problem Paper

I work in a location that has a high need for my students (mainly ECA/high school juniors and seniors waking college courses) to be: active in extracurriculars, part time workers, maintain 3.8+ GPAs, and still have time to sleep. I understand that many students in WV balance these activities, but I have a hard time some semesters helping my students find a good balance. I've noticed that they will focus all of their energy on two or three of those activities and fall behind in the remaining ones, then switch their focus but typically too late to fully recover. I try to be flexible with due dates and homework demands, while keeping a good coverage of my subject. Any advice or wisdom on the topic of helping students find this balance would be appreciated.

## Trick of the Trade

Working in the Community College level, I frequently find students approach Biology with the mindset that "I won't need this later in my field so I need to just get through it". Something I have done to help alter that mindset is inter-subject connections. I start every semester having my students tell me what their career goal is, and I let that information shape how I approach my subject. Have a lot of aspiring writers and artists? Show how knowing about plant formation and the human anatomical limits would work in their medium. Have engineers or architects? Focus on the form and function of systems and how that relates to human creations of architecture. Science is a subject that is involved in every single aspect of life; I focus on showing my students that fact.

**Great Teachers Seminar**  
**Christie Alexander, New River Community and Technical College**  
**Innovation Paper**

From 2004-2009, I was the K-12 Math Specialist for the Bentonville, Arkansas, Public Schools. One of my high school teachers would bring his guitar to school and sing to his students. They said it helped them remember rules, steps to solve problems, etc.

During my eleven years teaching mathematics at the university and community college level, I have used songs to help students remember things. I sing to the tune of “Oh, Christmas Tree” the steps to order of operations (PEMDAS). While singing, I use hand gestures to indicate parentheses and other operations in the order of operations.

I use the tune “Pop Goes the Weasel” to sing a song about the quadratic formula. I use the tune, “Oh How I Love Jesus” to teach the Pythagorean Theorem. Since this is a religious tune, some students don’t recognize it, but they like the explanation in the song of how to use the formula. I’ve only used the Pythagorean song once, but the others I have used for years.

It seems the songs are successful for several reasons. First, it gives the students a stress outlet. Students are stressed just being in a math class, so songs, movement, humor, and nicknames for formulas which we don’t like (gobbledygook, hocus-pocus, etc.) allow them an outlet to reduce stress. They often smile or laugh during the songs, and both of these have been shown to increase mental health and confidence.

Another reason for the success of using songs in a classroom is it awakens the right-brain cells of students who are inclined to the arts. Some try to write poems, songs, etc. to contribute to the classroom setting. I do have to remind them they are being graded on assignment completion, but I always allow time to show their work if they want.

This also gives them a sense of contributing to the class and being involved in the learning by all students. Lastly, it makes an impression that it’s ok to be vulnerable. My students may not remember all the math I taught them, but they remember that I was willing to be vulnerable to help them learn in a non-conventional manner. The songs seem to be the one item they remember best.

## Problem Paper

Since Covid, I often have mostly online or ZOOM classes. For the past thirty years, my methods of hands-on materials, websites, group work, singing, and open-ended questioning have been very successful. Using ZOOM mostly to teach, I am not usually getting the response I hope from the students. They turn on their device and then “zone out”. Even when I require answers in the Chat Box, they don’t enter a solution until I’ve worked the problem. If I call roll during the middle of the class, approximately one-third of the students are not present, although their device is on.

I tried using break-out rooms, but my students panicked and left the class altogether. I also make videos for most of the lessons; for online, I make a video for every lesson, review, etc. Students do not watch them most of the time.

A second problem I’ve had is the extreme low knowledge of my students. Examples are: not knowing the difference in even and odd, not knowing the difference in a graph going up vs. going down, not knowing the difference in left and right. I’ve always thought I could teach anyone, but my confidence has been tested by college students not knowing what I consider first grade skills. I’ve used number charts, direction arrows, and even acted out “going up” on an elevator vs. down.

I love hands-on activities in a face-to-face class, and I miss it since Covid changed the modalities used. I support using ZOOM, online, and other options. I hope to use more videos and other materials to create variety, but any suggestions will be appreciated.

## Trick of the Trade

Throughout my career, I have used numerous math manipulatives, some home-made. One of my favorite activities is congruent triangles. Students work in groups of 2-4 with a set of triangles. They match the triangles to see which parts are the same (2 sides and the angle between the sides, etc.). By using these materials, students discover the “rules” for congruent triangles (Side-angle-side, Angle-side, angle, Side-angle-angle, and Side-side-side). They also realize that Angle-angle-angle and Side-side-angle do NOT create congruent triangles.

Another manipulative is with the Pythagorean Theorem. Students Cut two 5 x 5 squares, one 4 x 4 square, and one 3 x 3 square from centimeter grid paper. They take one 5 x 5 square and cut out a 4 x 4 square from it. They take the leftover pieces and create a new square and discover that it is 3 x 3.

The students then take their original 3 x 3, 4 x 4, and the other 5 x 5 and make a triangle with them. They see there is a right triangle. Students conclude that if a large square can be made into two smaller squares, then the three squares can be arranged to make a right triangle.

We then use 2 x 2, 3 x 3, and 4 x 4 and see that a 3 x 3 can be removed from the 4 x 4, but there is “too much left over” for the 2 x 2. If we place the 2 x 2, 3 x 3, and the 4 x 4 in a triangle, they see an obtuse triangle in the middle and conclude that  $c^2$  is BIGGER than the sum of  $a^2 + b^2$ , then an obtuse triangle is formed. We repeat the process with two 3 x 3 and one 4 x 4. Now, we don’t “have enough” to make the two 3 x 3 squares, so when create the triangle, we see an acute triangle in the middle.

Lastly, we discover if we use a 2 x 2, 3 x 3, and a 6 x 6, we cannot create a triangle, so students conclude that the lengths of the two smaller sides combined must be larger than the length of the largest side to create a triangle; otherwise, the sides won’t “connect” to the larger side.



## Innovation Paper

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This paper will explain the innovation that I used to help students to learn how to calculate dosages. The innovation that I came up with was using the ShowMe whiteboard app that I purchased and the students can view for free. With this app I can record short lectures that the students can see my notes and hear me talk about the topic. This was especially helpful when teaching the students how to calculate dosages. Errors with dosage calculations can have serious consequences when administering medications to patients so it is vitally important that medical assistant students learn to do them correctly. I found that students had poor calculation skills and were having trouble with the basic conversions. I recorded short ShowMe lecture videos in which I break down the different parts of the calculations starting with the basics of converting units. I covered this during class but it helped the students to have a lecture that they could watch as many times as needed to help them with the assignments that went with each lecture. I made these mini lectures for each step in the dosage calculations including the more complex dosages that use weight and body surface area.

The last cohort have had an easier time learning how to calculate dosages. Students have commented that they liked having the lectures available because even though we covered it in class when they got home and started completing their work they could watch the lectures to review.

## Problem Paper

The problem that I have encountered the most while teaching in classroom or lab for which I have not found a workable answer is helping students learn order of the draw, blood tube additives, and which tests go with which tube. Order of the draw is the correct order that blood tubes have to be drawn to prevent the cross-contamination of chemicals into other tubes which may cause errors in testing. This is what my Medical Assistant, PCT, and phlebotomy students struggle the most with. The students will either know the order of the draw or they will know the additives. I have tried several things to help them. I have a poster board that I have glued actual tubes to in the correct order and labeled them with the additives and the most common tests for each tube hanging in the lab. I have found mnemonics to help them to remember the order of the draw. I have even pulled out arts and crafts to help by having coloring sheets that have blank tubes on them and they can color the tubes in the correct order of draw based on the tubes that they are given. I bring in different colored pony beads and have the students either make a bracelet or keychain in order of the draw. I found a website similar to Quizlet that focuses on tube additives and the students can review flashcards, play games, and take quizzes about the different tube colors but I don't know if students are accessing it. This is an important aspect of phlebotomy that they need to learn.

## Trick of the Trade

My trick of the trade has to do with test anxiety. To help students with test anxiety I started allowing them to have 2 attempts on their first exam in my class. They cannot see the answers to the questions that they missed on the first attempt, they can only see how many questions they missed. These students have never taken one of my tests before so they don't know what to expect and this allows them the chance to see the test format then try to get a better grade. The due date for the test does not change so if they do not do the second attempt by the due date then they do not get do it. They only get 2 attempts on the first exam; all other exams have one attempt. I also give study guides which some instructors do not like to give. However, when I post the study guide I tell the students that if they only know the things on this study guide they will get a C and if they want a better grade then they will also need to study their notes, review their assignments, and should have read their book. I have had positive feedback from the students on their end of semester course evaluations.

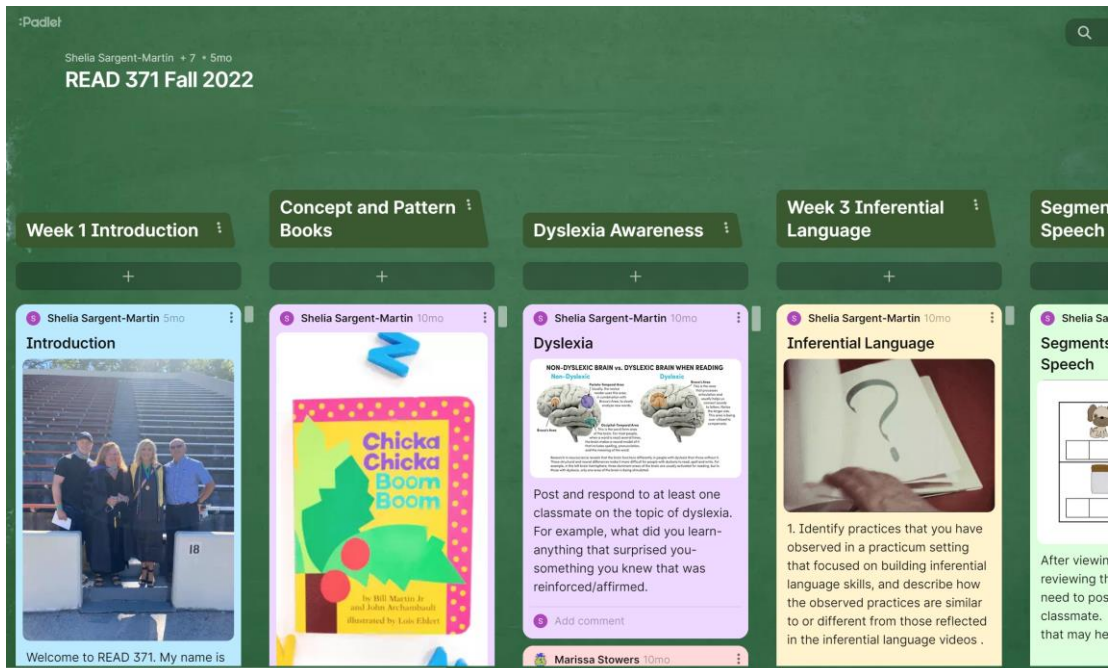
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## Innovation

I have implemented Padlet as a discussion board in both seated and online classes. Padlet is a free, real time collaborative virtual bulletin board (Padlets) that allows participants to share content in a secure location in real time.

I wanted to find something that may be more appealing to students than the traditional discussion board/forum in our LMS, Moodle, with the hope that student responses would be more meaningful and responses would go beyond agree and disagree.

I have used Padlet for three semesters and do consider it successful. I found that students are more open and provide a more meaningful post and response to classmates. Student responses are not as focused on a word count as quality. I have also been fortunate to use in a group of virtual teachers using the Canvas LMS. It was used to share professional development ideas, student projects, and pictures of events like spirit week.



### Problem

I like the thoughts of group projects, but it seems like one or two students end up doing all of the work. What are some effective ways you utilize group work in both seat and online environments?

## Trick of the Trade

### Entry/Exit Ticket


I use Entry/Exit tickets as formative assessment. I ask students to respond to prompts both electronically (i.e. Nearpod) and on paper (ie index cards) tickets. Prompts often include information students learn within the class and are used to discuss or explain information. For example, tell me three things you learned or explain \_\_\_\_ concept. The tickets also serve as a means for students to ask for clarification on information or topics within the course. For example prompts may include, I am unclear about \_\_\_\_, I would like to know more about \_\_\_\_, and/or I did not fully understand \_\_\_\_.

**EXIT TICKET**

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

Write down one question you have after today's lesson.

Write down 3 facts from today's lesson.

 **Exit Ticket** Name: \_\_\_\_\_ Date: \_\_\_\_\_

- Today I learned that \_\_\_\_\_
- What I liked most about this lesson was \_\_\_\_\_
- Today I felt \_\_\_\_\_
- Something I need to revise is \_\_\_\_\_

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## 1- THE INNOVATION PAPER

I implemented the flipped-learning method in my marketing classes. Students were expected to familiarize themselves with new and unfamiliar class content in their own time, so that in-class lecture time could be used to complete hands-on task-based activities. With the introduction of technologies to facilitate video-recorded lecture content that can be made available ahead of time in the flipped classroom approach, students are able to pursue self-directed learning at their own pace. By using this strategy class time was primarily for interaction, rather than instruction. This approach greatly increased student engagement leading to active learning. In addition, Students showed more enthusiasm, and I received positive feedback from students. As a long-term benefit research showed that Engaged students are known to be more likely to stay on at university and continue with further studies (Russell-Bennett et al., 2010). From theoretical perspective, teaching through the series of hands-on interactive learning experiences that are facilitated by flipped classrooms, grounded in social constructivism. In social constructivism, the emphasis is on the student as an active agent and on the teacher or lecturer as playing a deemphasized, facilitative, rather than instructive role.

### Example:

Marketing course	Readings for teaching content	Flipped learning experience	Assessment
Principals of marketing	<ul style="list-style-type: none"><li>- Four Ps</li><li>- Extended marketing mix</li></ul>	<ul style="list-style-type: none"><li>- Team-based activities in class</li><li>- Guest speaker from industry</li></ul>	Develop a marketing pitch for a product; present to industry reps



## 2- THE PROBLEM PAPER

I encountered challenges with the flipped learning classes. Given that there are two phases to the flipped classroom (phase 1: pre-learning; phase 2: in-lecture engagement), the flipped classroom experience was more challenging to implement among students with low motivation levels, students who were not high achievers, and those who were new to the university experience. If students do not complete phase 1 of the flipped classroom experience (i.e., self-driven independent learning of prerecorded lecture content), then phase two will likely suffer as a result. This issue not only disturbed unprepared students' own learning and their educational progress but also that of their group mates and fellow student peers who relied on the whole group having done sufficient preparatory work to engage in meaningful discussion during class.

## 3- TRICK OF THE TRADE

Think-pair share and small group discussion activities are two common forms of active learning (Lake, 2001). Throughout the lesson, students work in pairs or in small groups. I include these activities after each of the discussion sections. Students working in groups have a greater ability to analyze critically what they learn (Wilkinson, 1979, Collier, 1980). Hence, it can act as a pause which can help the students to digest discussed topic (Johnson, 1991). Finally by including discussion activities learners became more aggressive, asking and answering more questions (Goodwin et al., 1991).

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### **Innovation Paper**

Prior to the pandemic, I used the giant sheets of easel paper for class activities. We would have round robin brainstorming sessions and I would keep the paper from week to week as we worked on semester-long projects. Of course, with the pandemic's social distancing and so many students attending virtually or missing class, that was no longer a workable option.

I now use Jamboard for class activities. My main classroom is an old computer lab so students who do not have their laptop with them (or more likely, forgot their charger) can still participate. I have the students (in-person and virtual) log into the class Jamboard space and work through the activity. They can flip between slides and add comments for their classmates. Students who watch the lecture recordings can also participate in the activity. This is especially helpful when we have semester-long projects since I can track their progress and we can use past activities as a reference.

Jamboard have a limit on the number of slides so I may have to download them as a PDF and then post that in the course space as a reference, but it has not been a huge barrier. If you have a VERY large class, you might have to assign their Jamboard link based on name/topic/group or something to have enough slides for everyone. I am sure you could also use PowerPoint or Word in Office 365 Online, too. I have tried Microsoft Whiteboard but students using Macs seem to have trouble with that option.

### **Problem paper**

The Community Health Promotion program courses are offered as HyFlex (or online). Essentially, students are not required to be on campus for classes with the CHEP prefix. The problems summarized below were problems before we moved to the HyFlex format and are similar to those shared by so many other professors I have met.

1. The main challenge is getting the students to read (and synthesize) their assigned reading assignments. I prefer to spend class time covering material that is not in the readings and practicing applying the information to real-life issues. It is a mixed bag when the students come to class unprepared.
2. Students having outside distractions is another huge issue. I have students who are primary caregivers for adults in their lives, balancing multiple jobs, caring for their children, all the usual things that prevent students from concentrating on school. Moving the CHEP courses to HyFlex is one step toward making it easier for students to participate in class even when they are dealing with non-academic challenges. Not sure what else would make it less stressful for students.

### **Trick of the Trade**

I received an HEPC grant to install room microphones in the classrooms that we use for HyFlex teaching. This has been a huge help in getting students in the classroom connected with students participating virtually. It also helps the students who are watching the lecture recordings.

I am not sure it is especially innovative, but I have adopted Canva and Unsplash into many of my classes. I learned about both of these in the first few weeks of the pandemic, and they have been fun “rabbit holes”. I use them to design visually attractive syllabi in hopes that students will actually read them. I use the content planner to create program-specific social media posts that are scheduled 3-6 months in advance (good activity for insomnia nights!). Students use the resources for designing health promotion materials in several classes. It also gives them something to add to their resume. Since the full version of Canva is free if you sign up with a school email, it is especially helpful for students to begin using it while in school.

I am moving all of the CHEP courses to OERs, instead of purchased textbooks. Again, the early days of the pandemic provided me with time to learn basic website design (I learned html programming in the 1990s/early 2000s but had not made an actual website in probably 15 years). For one class, I created an extensive website with the majority of the course’s required readings. I also added lots of other resources to help keep students interested. The homepage is pretty plain, but I am still pleased with the rest of the site, though some of it needs updating (<https://chep1100.weebly.com/>). I have used LibGuides in the past and will probably move it back to LibGuides, eventually, to prevent a commercial company from randomly deleting the site.

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### **The Innovation Paper**

I am relatively new to teaching students, I have been with my program 4 years as an adjunct (1 lecture class per semester) and 1 year as full-time (15 hours taught). I am not sure at this point what is innovative and what is survival, haha. Seriously, I taught patients about themselves for years, how much different could students be? Right? Turns out, a lot different in some ways but one thing I found the same is the buy in. I found over the years (more than 20) the key to getting people to work and stick with Physical Therapy was to get them involved and "on board" with the process. So, I needed to find a way with each patient to get them to "buy in", normally this happens with trust and building rapport with the patient. Make sure they see that you as the clinician know what you are talking about and what you are asking them to do will help them. After that compliance was hardly ever an issue.

I found the same to be true with students. I do teach in a specific program so I have the same cohort students everyday for a year, that helps with the rapport building. I was able to use the last 20+ years of clinical knowledge to give them real-world examples of the concepts I was teaching them, that let them know I knew what I was doing. After that most of the students felt comfortable enough to come to me when struggling and ask for additional assistance, I think my passion for making sure they were learning was a big help too.

I am not sure if this is the type of thing you are looking for, I am not sure that I would call in an innovation. I do believe that it helped my students to feel that their instructor was invested in their learning and cared about them as a person. I do believe that my students benefitted from being an active participant in their education, after that buy in most were much more engaged in class and got more out of the course. I know I have a lot to learn but I am going to hang on to this.

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### **The Problem Paper**

This is my first year of full-time teaching, ever. I have been adjunct in my program since 2019 but only taught one course a semester. I have encountered several problems over the last year, luckily, I have fantastic support from my fellow faculty members to help me through. My one big problem is how to help the students with testing anxiety. I give written/computerized examinations as well as lab practical examinations and with both my students are so anxious and wound up, I am always left wondering if they truly do not know the material or if their nerves got the best of them. I would love some input on how some other teachers deal with this because I do not necessarily feel that my students scores are always a reflection of what they know, and that's why we test them, right?

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### **The Tricks of the Trade**

Again, I'm new here. The main trick that I have at this point is to mix it up. I like to use all different sorts of mediums to teach. I do lecture (and I love to talk!), I use Power Points, I teach lab classes so I get to do hands on. I use videos of patients with certain conditions so the students can actually see what a condition or illness looks like. I encourage and assist students make note cards. Everybody learns differently, so I try and get a little bit of every type in my style and have something for all my students.

## 1. "THE INNOVATION PAPER"

For my 'teaching innovation', I'd like to reflect on a recent experience that deeply impacted the ways in which I will incorporate reading assignments into future courses. The "TLDR" is: I'm shifting from denser, theoretical texts to more personal writing on lived experiences as I teach my students about contemporary photographic practice and what it means to be an informed artist.

This past semester, I taught *Image & Meaning*, which is meant to serve as an introduction to photographic theory for intermediate students (usually: juniors and seniors who have had several other photo classes that have entailed \*light\* theoretical reading assignments). I use this course to focus heavily on issues surrounding diversity, equity, inclusivity, and belonging, which is achieved by looking at the works of a wide range of artists and then placing those works within larger contemporary socio-cultural contexts to highlight the relevance and significance of each individual artist as part of the greater conversation of art. We ask what art *is*, who can make art, who has historically *looked* and who has *been looked at*, who has the right to represent whom in art, etc.

My educational background in lens-based artmaking was highly focused on theory and concept, sometimes to the detriment of actual production – i.e., too much *talking* about the work and not enough *making* work. The longer I've been teaching, the more self-aware I've become about this shortcoming in my own education, and consequently, the more I've attempted to rectify that shortcoming in my current pedagogical practices. I've taught the *Image & Meaning* class twice now, and it started by focusing heavily on the theoretical texts I was most drawn to in college and grad school. I've often (wrongly) assumed that students know more than I did when I was in undergrad, so I've underestimated how challenging these texts can be. This past semester, I noticed the students were struggling with these texts even more than I'd seen in the past (the first few texts I assigned earlier in the semester were covering some dense topics like semiotics, the politics of representation, and picturing whiteness in photography); it seemed that the content did not feel accessible to my students. After midterms, I pivoted to a text that I'd never used before – "Queer in the Holler: Appalachian Image-Making" by Julie Rae Powers. This text reads like a personal testimonial about the joys and challenges of a queer person living and making art in Appalachia. Because it was written almost like a casual (but intimate) conversation, it felt more difficult to summarize into bullet points; it was more difficult to say "the key takeaways from this text are blah blah blah..." So, I was nervous about the reading discussion. What would they learn from this? How would it be applied to their own practices? My students responded to this text most positively (by far) when I sent them final course evaluations to complete (I make my own using Google Forms instead of solely relying on the institution's one-size-fits-all version). Here is one reading response that I found particularly compelling:

*"This is a writing about the power of photography as identity. I tend to think of it in this way as well, if I am not sure how I am feeling in the moment, I will capture my surroundings and often attempt to contextualize them later. I also identify with lacking a true sense for what queerness is; as someone that basically grew up in nature and away from most "normal" kids, when the time came to step out into the real world, the fear and feeling of judgement for being different is unbearable. That is what makes art by the marginalized so compelling to me, there is always a frantic sense of needing to express so much at once and its intense. Coming from a place of fear or ecstasy, it seems like those that create from their experiences of being different have a really raw sense of creating artwork. I also think that stories like this are what make being an artist so important; we all have anxieties about how to express ourselves and self-discovery, but it is through expressing all of it that we find the answers."*

A parting note: a book on teaching that I continue to revisit every year or two is bell hooks's *Teaching to Transgress: Education as the Practice of Freedom*. In the chapter titled "Theory as Liberatory Practice," she claims that "any theory that cannot be shared in everyday conversation cannot be used to educate the public," and later demonstrates that the dichotomy between theory and practice is a false one; it is vital to critically analyze and utilize both in tandem with one another (especially when they seem diametrically opposed). We can't do one without the other.

## 2. "THE PROBLEM PAPER"

An ongoing challenge that I have yet to overcome is getting *all* students to engage meaningfully in discussions – including both reading discussions (for which the students are assigned to do a reading and write a response, due the night before in-class discussion) and impromptu discussions that arise during lectures. This seems to be a perpetual challenge for most educators (?), so I'm very interested in hearing from others about their strategies for facilitating more engaged discussion from *all* students – even those who are more quiet and/or may experience social anxiety of some kind.

Participation in discussions has always been part of my grading structure, usually built in with attendance (awarding 10/10 points for coming on time and participating each class period, 0/10 points for not attending, then numbers in between are based on varying levels of participation and timeliness). However, it does not seem like this is enough of a motivation to make students speak up during discussions. My current workaround is to give students the option to take notes during discussions, which they must submit to me by the end of that same day – they do this in lieu of speaking aloud during class. This demonstrates that they were at least mentally engaged during the discussion. Obviously, more robust/compelling conversations are more likely to occur with greater participation from all students, so that is the larger goal.

I'd be curious to know the outcomes of other educators' strategies. For instance, what are the differences between more authoritarian approaches (stricter punitive measures for not participating?) and more empathetic approaches (speaking with the student one-on-one; figuring out how to make the student intrinsically want to participate and see the value in it for themselves)?



### 3. "TRICK OF THE TRADE"

I can't say I think of this as a 'trick', but something I have found immensely helpful when presenting a lecture is adding questions throughout that are open-ended and/or require subjective answers (rather than rote memorization answers). This gets them thinking more critically about the content, and – hopefully – drawing larger connections across the topics covered in class. Generally speaking, I try to not continue speaking for longer than about 5-10 minutes at a time before interjecting with a question for the class. I'm not ashamed to admit I get the occasional sleepy-eyed student, but this strategy has helped a lot with keeping them more present.

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## Innovation

### Intergenerational Community Discussions:

Worldwide, the number of older adults is steadily increasing. The number of adults ages 65 and older will more than double in the coming years, reaching 80 million in 2040 and outnumbering children for the first time ever (U.S. Census Bureau, 2018). Despite these statistics, students in higher education are hardly ever exposed to aging-related information or interact with older adults. With this information in mind, I incorporated intergenerational community discussions in my PSYC 343 Psychology of Aging course, designed to be an engaging, reflective classroom learning experience. Shepherd students and community older adults interact (via ZOOM) to share their thoughts, opinions, and lived experience on a variety of selected topics.

*Older Adult Community Participants:* Shepherd University is located in Shepherdstown, WV. Within the town is a fairly large, active, and engaging retired population. Shepherd Village is the first co-housing community in West Virginia, designed to create a close-knit neighborhood that supports aging in place and staying actively engaged in life. It is located about a half mile from the university. Shepherd University also has an active Lifelong Learning program. West Virginia also has Osher Lifelong Learning at WVU Morgantown and Charleston. Another older adult population in Shepherdstown is SAIL (Shepherdstown Area Independent Living). According to their website, SAIL is an organization that “enables its members to remain active, connected, independent, and in their homes and community as long as possible. SAIL was the first “Village” in West Virginia and is recognized as a model for non-urban villages nationwide.” Members from all of these organizations and housing communities participated in the Psychology of Aging course community discussions with Shepherd students.

*Community Discussions:* Discussion topics are selected based on textbook chapter topics and their universal relevance to adults of all ages. Some topic examples are age stereotypes, ageism, living arrangements related to age, social needs, stress and coping, and quest for meaning. After each discussion, students are required to complete a reflection paper answering various prompts which focus on three main areas: Importance of engaging with others on this topic (Why is this topic important to discuss with others of different ages?), what did the student learn/observe, and how will the student incorporate this experience into their life (How will they think or act in the future as a result of this experience?). Overall, student reflection responses demonstrate a more heightened awareness of ageism, age stereotypes, and their consequences. Both age groups become more comfortable interacting with people of a different age than themselves. The Shepherd students are often surprised and impressed that the older community members listen and are supportive. Both groups realize they have more in common across generations than they have differences. They look forward to each discussion and express sadness when the semester ends.

## **Problem**

One consistent problem I have in the classroom is student engagement beyond speaking in class. Depending on the class, I will often have a small, consistent number of students who enjoy attending class, asking and answering questions, and generally being attentive. Post-pandemic, that number is getting smaller and significantly declines as the semester progresses. My challenge: How do I motivate students to be more invested in their learning while in the classroom (in the presence of others)? I do utilize a variety of in-class activities but what more can I do?

## **Trick of the Trade**

I stay very active in professional organizations, attend teaching workshops and webinars, engage with like-minded professional, and generally glean teaching ideas from anywhere I can. I read as much as I can on teaching innovation and am always looking for new ways to engage students within psychology and across different disciplines. I believe strongly in applied learning. I am a fairly creative person which is helpful in developing applied activities that will engage students.

Homework: 2023 WVGTS

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9 June 2023

## Teaching Innovation

### Choose Your Path: Youth Team Building

Scenario: Esports will host a multi-day gaming workshop that focuses on increasing team functionality, strategy, leadership and pre-game planning. Youth attend in two sessions: Session One – ages 9-13 and Session Two ages 14-18.

Purpose: To develop an activity suitable for multiple age levels that clearly demonstrates outcome differences when prior planning and communication is conducted as compared to when planning and communication is not conducted.

Learning Objective: By the conclusion of the workshop, participating youth will articulate outcome difference when the game is conducted without prior planning and communication of roles as compared to planning and communicating roles prior to start.

Learning Objective (extra): By the conclusion of the workshop, participants will articulate the importance of reading and clarifying rules/instructions

Learning Objective (extra): By the conclusion of the workshop, participants will demonstrate increased communication and strategy planning.

### Choose Youth Path Activity

For this game you will collect as many payments as possible within the designated time. Payments are received for completed job. Each job located within the job field receives payment for completion, while depends on the complexity of the job being produced.

To complete this game, you will find a job in the field, bring the job back to the workshop, complete the task and submit your job for payment. Note: Individuals are limited to handling one job at a time – meaning, and individual may only find and transport one job OR assemble one job OR submit one job for verification OR return one job. Participants should only have ONE job card in their hand at any given time.

### Instructor Tasks –

Workshop will be broken down into three sessions:

- 1) Session One - Instructor will start the workshop with the game. Individual sets of instructions will be provided to the participants without verbal direction from the instructor. If the instructor is asked a question, they will respond. Provide 3 minutes of preparation prior to start of game.
- 2) Session Two – Discuss outcomes from session one. Clarifying rules, emphasizing teamwork and discussing strategies for completion of jobs using teamwork.
- 3) Session Three – Discuss outcomes from session two. Developing teambuilding strategies based on individual skill and ability.

### Teaching Problem – Reading Assigned Work and/or Feedback

Whether teaching in person or online, students rarely read all assigned work and/or feedback provided on submitted work. In fact, most classroom populations can be broken down into – 10% read everything, 30% read some of the material, 60% skimmed or read nothing. As a result, students rarely come to class prepared to discuss/participate in classroom activities, submit assignments with limited development in relation to learning objectives and/or use of instructor time responding to student inquiries that are clearly outlined within the readings or feedback.

### Tick of the Trade – Coffee and Discussion

Created an informal, online meeting space (Zoom) for students to drop in and ask questions or complete work in a “classroom” setting. The time for this meeting is usually a weekend morning. The instructor intentionally wears casual clothing and consumes coffee for the purpose of projecting an informal setting. These sessions are the result of feedback from students stating that instructors often appear to be unapproachable or unavailable. After attending a Coffee and Discussion session, students are more likely to contact the instructor with questions or concerns as compared to students who have not attended Coffee and Discussion sessions.

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## **THE INNOVATION PAPER**

A number of years ago, it became clear that some of the papers assigned were not “hitting the mark”. The students might do perfectly well in the class, but clearly had no real in-depth understanding of the material. After a period of consideration, I implemented a “blog” assignment. This assignment is really showing the student’s ability to write for a lay audience rather than an expert audience (basically the instructor). Students need to select a topic related to the class that they are interested in and explain information accessed via peer-reviewed publications for the average person. I tell my students to visualize explaining information like they’re talking to a family member or someone they meet standing in line at the grocery store. Most of my students are able to begin to explain these concepts studied to a lay audience. Now, this is a skill that takes work, so students’ efforts range from still learning to excellent. Some of my students’ attempts look like they could be published blogs.

I think that students, on the whole, really enjoy this assignment for a number of reasons. One, is they get to write about something they are interested in. Two, they can use art, slang, analogies, etc. to explain material and that seems to be more intuitive. One student came to my office this spring and told me this assignment was a winner and not to change it, so clearly it is getting to some students. I use this assignment, or a version of it, in 200-400 level classes as well as when I teach for master’s level students.

## **THE PROBLEM PAPER**

Most of what I teach surrounds the field of behavioral neuroscience. In doing this, I am usually teaching a group of students from multiple majors, including psychology (the department I am affiliated with), biology, chemistry, health sciences, and sometimes social work and criminology. I teach an animal lab that is part of physiological psychology. One challenge I have continued to have is to explain to students with limited lab experience why what we're doing is useful beyond this one class. Part of the issue is likely how I approach the material, but I have a lot of psychology students heading towards counseling programs and health sciences students heading towards careers in physical therapy that all seem to lack connection with the lab. The lab walks students through the techniques used to test the response of rats to drugs and medications (predominantly nicotine). Changing the entire make up of the lab isn't really feasible. What am I missing to make this experience meaningful and not such a challenge for students? I know that most of my students aren't going to be testing lab rats, but there are still lessons that are applicable such as how to design studies and think critically about experimental results.

## TRICK OF THE TRADE

I love the (borrowed) assignment below. I use it in multiple classes where my students need to conceptualize effects of drugs and medications. This assignment is interesting and the students enjoy working on it in groups. I lost the citation information, but it was shared in a Facebook teaching group I belong to.

**Group  
Names:**

### **Psychoactive Drugs as Weapons Against Zombies** In-class activity 2

**In groups of 3-4, answer the 3 following sets of questions about using drugs to fight off zombies. Write your answers below each question. In total, you should choose 1 neurotoxin, 1 therapeutic drug, and 1 drug of abuse. Questions may have more than one acceptable answer.**

1. **One of your classmates thinks that we should try to shoot a poison dart to paralyze the zombies coming after us.**
  - a. Determine what kind of chemical you might use and what led you to believe this. You don't have to give the exact chemical name, but you could name a source where it comes from
  - b. Determine what the observed behavioral effects of the drug are (i.e., what the zombie would feel after using the drug?).
  - c. Determine what receptors, transporters, enzymes, or neurotransmitters could be involved and how the drug affects these receptors, transporters, or neurotransmitters.
2. **The zombies were immune to your poison dart! Another student suggests that you try to calm down the zombies instead by flinging pills into their mouths with a slingshot.**
  - a. Determine what drug you might use and what led you to believe this.
  - b. Determine what the observed behavioral effects of the drug are (i.e., what the zombie would feel after using the drug?).

- c. Determine what receptors, transporters, enzymes, or neurotransmitters could be involved and how the drug affects these receptors, transporters, or neurotransmitters.
  
3. **UGH! Your first two tries both didn't work. The zombies are getting closer and closer so you only have one last option. Someone in class suggested that maybe the zombies are in pain and that's why they are so angry.**
  - a. Determine what drug you might use and what led you to believe this.
  
  - b. Determine what the observed behavioral effects of the drug are (i.e., what the zombie would feel after using the drug?).
  
  - c. Determine what receptors, transporters, enzymes, or neurotransmitters could be involved and how the drug affects these receptors, transporters, or neurotransmitters.

THE INNOVATION PAPER  
By Dr. Amanda Banks (Bluefield State)

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**Innovation Approach:** *Scenario-Based Learning*

Several years ago, I began implementing realistic scenarios in my on-campus courses to improve student engagement, encourage problem-solving, and authentically assess student knowledge and performance.

**Overview:**

Topics in K-12 education deserve far better representation than sage on the stage lectures. The impact of teachers' knowledge and actions is often long-lasting and far-reaching for schoolchildren and their families. To illustrate the complexity of dilemmas preservice teachers may face in their eventual classrooms, I began designing and introducing short, realistic scenarios that small groups could analyze as part of a jigsaw activity. My own background as the parent of two children with autism, a special education teacher, researcher, and associate professor of education place me in an excellent position to create diverse, interesting scenarios that mirror real-life issues in K-12 education. I also rely on the literature to reinforce evidence-based approaches to solving problems related to particular topics of exploration.

In preparation for weekly class meetings, I create a one to two paragraph scenario centered on the focus of the week. Each scenario contains several stakeholders (e.g., a K-12 student, teacher, parent, and school administrator) and a challenging situation within a school setting. Details include each stakeholder's role, actions, accountability, and overall involvement in a shared dilemma. I also create a handout that includes a graphic organizer containing a set of guiding questions corresponding to each stakeholder within the scenario.

Typically, I embed a scenario within my PowerPoint presentation for a 55 to 75 minute class. I introduce the topic for the week, highlight the most essential information, and then introduce the first scenario on slide four or five. I read the (projected) scenario aloud, asking students to follow along using their handout. Students are then assigned to a group of three to four members seated near each other. I assign each group a particular stakeholder and ask them to use the corresponding guiding questions to analyze the scenario from the perspective of that individual. For example, Table A might look through the lens of the parent; Table B, the lens of the student; Table C, the lens of the teacher; and so on.

I typically allot 20 minutes for groups to collaborate before coming back as a whole group to share, debate, and negotiate various solutions that might benefit all stakeholders in the scenario. As students collaborate, I rove the room, listen to their conversations, answer questions, and provide greater detail on some aspects of the scenario. This is an excellent opportunity for me to formatively assess the extent to which students apply what they've learned from materials on our LMS page and from in-class discussions.

In my experience, scenario-based learning allows for a much richer exchange of ideas than does lecture alone, other types of interactive activities, or independent analyses. The magic appears rooted in the firsthand, face-to-face exchanges of solution-oriented ideas, personal experiences, common empathy, and unique sets of prior knowledge.

## THE PROBLEM PAPER

### Problem Without a Straightforward Solution: *Students' Lack of Engagement with LMS Materials*

Although I heavily use open educational resources (OERs) in a variety of formats (e.g., video, podcast episode, research article, website article, interactive website, parent organization webpage, etc.) in my course LMS learning modules, there is evidence that the majority of my students in both my on-campus and online classes do not access all (or in some cases, any) of the materials provided. For example, if I assign an article, video, and voiced-over PowerPoint on a certain topic and ask students to assimilate key information from each source in a 600-word essay based on guiding questions, many of my students will rely completely on their opinions and lived experiences to craft their essay. They wing it with little or no mention of evidence-based information from the assigned materials.

This is problematic for me in a number of ways. First, I am a constructivist dedicated to flipping my classroom, which necessitates that students work through some or all of the weekly learning LMS-based materials before coming to class. If students come prepared, I am able to assign them engaging small group (extension) activities such as scenario or case study analyses, jigsaw tasks, impromptu collaborative presentations, and/or video production to extend their knowledge of key information they independently explored prior to class. However, if they arrive to class unprepared, these types of activities are nearly impossible.

The second issue is ethical and relates to grading. If the majority of my students bypass the assigned materials in my learning modules, should I give them a failing or low grade? This is especially an issue in online courses and has become more of a problem since the pandemic. If students are not exposed to the meat of a course, how I can I in good conscience, pass them? To overcome students' lack of engagement with LMS materials, I have added additional learning modalities such as voice recordings (Vocaroo.com online recorder) that they can easily access via ear buds, Air Pods, and/or Bluetooth while driving, etc. Additionally, I have completely removed textbooks and book chapters from some of my courses and shifted to visually based information. However, the problem continues.

In addition to bypassing online learning materials, a number of my students fail to carefully read multi-step instructions for complex assignments. Not only does this interfere with their success on assignments, but it also makes grading a much more arduous task. I end up typing copious comments, references to the instructions, and detailed explanations of why some of the information they omitted is so critical to the assignment. In some cases, I spend more time giving feedback than students spend on the assignment.

## TRICK OF THE TRADE

I heavily rely on [www.vocaroo.com](http://www.vocaroo.com), a free online voice recorder, to produce voice clips that I use to introduce myself/my courses on my LMS pages, clarify assignment directions, create class announcements (to broadcast via email); and generate detailed, personalized feedback on students' assignments. I came across this tool in the Chronicle of Higher Education a few years ago, and it's proven to be a game changer. The Vocaroo recorder is easy to use, free, and quickly accessible with no download required (it is not software, but web-based). A shareable link or QR code is instantly generated in one or two clicks. You can embed your shareable links into emails, text messages, documents, etc. The links last up to three months (some of mine have lasted as long as 18 months), or you can download them into an MP3 file for permanent storage.

## **Embracing Technology: A Successful Teaching Innovation**

The teaching innovation I attempted was integrating technology into my teaching methodology, specifically, adopting a blended learning approach. The traditional classroom setting was transformed into a technology-enhanced learning environment, combining face-to-face instruction with online learning materials and activities.

The transition to this innovative teaching approach was driven by the need to adapt to the ever-evolving digital era amidst the COVID-19 pandemic. The abrupt shift to remote learning made it clear that traditional teaching methods alone were insufficient to meet the educational needs of the 21st-century learner. I noticed that students were becoming increasingly disengaged during remote classes, and the learning process suffered. I needed a solution to foster student engagement and support diverse learning styles.

The blended learning approach was the chosen solution. With this, I aimed to create a more interactive and engaging learning environment. I incorporated digital platforms such as Google Classroom and Zoom for delivering lessons and assignments. Furthermore, I used multimedia resources, like interactive videos and online quizzes, to supplement textbook materials. This approach allowed students to learn at their own pace, revisiting topics they found challenging and exploring topics they found interesting more deeply.

The success of this innovation lies in its ability to cater to the diverse learning needs of the students. It allows for personalized learning, where students can learn at their own pace and in their own style. The use of technology made the lessons more engaging and interactive, thus increasing student participation and involvement. Moreover, the online resources provided additional support and reinforcement of the concepts taught during face-to-face classes.

By successfully implementing this teaching innovation, I learned that the integration of technology in education can greatly enhance the learning experience. It not only caters to the different learning styles of the students but also prepares them for a digital future. The success of this approach reaffirms my belief in the power of innovation in teaching and its potential to transform the educational landscape.



## Navigating the Digital Divide in a Virtual Learning Environment

As an educator passionate about harnessing the power of technology in my classroom, I've encountered a significant problem that's often overlooked: the digital divide. This issue significantly affects the effectiveness of a blended learning approach, particularly in a virtual learning environment.

The digital divide refers to the gap between students who have easy access to technology and the internet and those who do not. In my experience, not all students have equal access to the necessary digital tools for online learning, such as reliable internet, a suitable device, or even a quiet place to attend online classes. This discrepancy creates an uneven playing field, where some students can fully engage in the digital elements of the curriculum, while others are left struggling to keep up.

The problem becomes more pronounced during group assignments. When students with limited access to technology are grouped with those who are digitally well-equipped, the divide becomes magnified. The group's overall performance is often affected, as these students are unable to contribute equally to the group's digital work.

Despite attempting to address the issue by providing offline alternatives and extending deadlines, I've found that these solutions fall short of providing a holistic learning experience that a blended learning approach promises. The limitations also undermine the principle of equity in education.

My primary concern is how to ensure that all students benefit equally from digital advancements in education, regardless of their access to technology. How can we level the playing field in a virtual learning environment? Moreover, how can we ensure that the digital divide does not hinder the academic progress of affected students? These are the questions that require further exploration and innovative thinking in our pursuit of an inclusive and equitable education system.

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One simple yet effective tool I've found to enhance teaching effectiveness is using digital flashcards. I use a platform called Quizlet. It's universally applicable across various subjects and grade levels. With Quizlet, teachers can create digital flashcards tailored to their lesson plans. It's interactive, engaging, and allows students to study at their own pace.

In addition, Quizlet offers a variety of study modes like learn, write, spell, test, match, and gravity, catering to different learning styles. It also allows for collaborative learning, where students can share and study flashcards together. More so, Quizlet Live encourages team-based learning and competition.

Not only does this tool help in memorization and understanding of concepts and provides immediate feedback, helping students identify areas they need to work on. It's a simple tool, but it has significantly improved my teaching effectiveness by increasing student participation and engagement.

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(801) 712-4690

### **1. Innovation paper**

I believe that as a teacher I should be making it my goal to challenge and empower my students for participation and leadership in the world of the present and the future. While it is my duty to impart knowledge and wisdom and to train the students in the respective discipline, the true measure of my success will be the extent to which I make learning enjoyable, combined with the essence of the discipline, inculcating values, ethics, and morals so that they leave the institution with the spirit of fine human values and a lifelong love for learning.

Every classroom presents a unique community of learners that varies not only in abilities, but also in learning styles. My role as a teacher is to give my students the tools with which to cultivate their own garden of knowledge. To accomplish this goal, I will teach to the needs of everyone so that all learners can feel capable and successful. I will present curriculum that involves the interests of my students and will make learning relevant to real life scenarios. I will incorporate themes, integrated units, projects, group work, individual work, and hands-on learning to make my students active learners.

### **2. The problem paper**

Difficulty in engaging students in accounting lessons: My students seem disinterested in long accounting questions. They show lack of participation. This challenges me to find ways to make the content more interesting and captivating, encouraging active participation and increasing student engagement.

### **3. Trick of the trade**

I try to break down complex and long questions into smaller and manageable ones. Presenting the information in a step-by-step manner helping students to understand and build upon each concept.

Contact information:

Vahid Bilgari

[VBIGLARI@shepherd.edu](mailto:VBIGLARI@shepherd.edu)

Office phone: 304.876.5367

# Save the Date for the 32<sup>nd</sup> Annual West Virginia Great Teachers Seminar

MONDAY, JUNE 17—THURSDAY, JUNE 20, 2024 - NORTH BEND STATE PARK

## OVERVIEW

The West Virginia Higher Education Policy Commission and the Community and Technical College System with support from the Faculty Advisory Council will sponsor the 32<sup>nd</sup> Annual West Virginia Great Teachers Seminar in June at North Bend State Park. Like its counterparts across North America and beyond, the focus of the seminar will be on innovations and challenges of instruction at the college and university level. Faculty members from every higher education institution in West Virginia are encouraged to apply.

## SEMINAR FOCUS

The workshop focus is not on teaching specific disciplines, but rather on the art of teaching. The GTS is based on the notion that, if properly tapped, the collective wisdom, experience and creativity of any group of practicing educators far surpasses that of any individual expert or consultant. The structure of the seminar evolves from the initial innovations and challenges workshops. Experienced and inexperienced college educators learn from each other.

## ENROLLMENT INFORMATION WILL BE DISTRIBUTED AT THE BEGINNING OF SPRING 2024

Questions? Contact Barbara Ladner at [ladnerbe@wvstateu.edu](mailto:ladnerbe@wvstateu.edu) or (304) 634-5397.

## ACF Representative List

**Bluefield State College** – *Mike Lilly*

**Blue Ridge C&TC** – *Kathy Cox*

**BridgeValley C&TC** – *Lana Andrian*

**Concord University** – *Joseph Allen*

**Eastern WV C&TC** – *Shirley Murphy*

**Fairmont State University** – *Todd Clark*

**Glenville State College** – *Kandas Queen*

**Marshall University** – *Amine Oudghiri-Otmani*

**Mountwest C&TC** – *Heather Hussell*

**New River C&TC** – *Karen Berneburg*

**Pierpont C&TC** – *Anthony Nobile*

**Shepherd University** – *Max Guirguis*

**Southern WV Community College** – *Stephanie Mounts*

**West Liberty State University** – *Douglass McCall*

**WV Northern Community College** – *Kathy Herrington*

**WV School of Osteopathic Medicine** – *Matthew Williams*

**WV State University** – *Barbara Ladner*

**West Virginia University** – *Eloise Elliott*

**WVU Parkersburg** – *Joel Farkas*

**WVU Institute of Technology** – *Andrea Kent*

**WVU-Potomac State College** – *Mia Martini*

**West Virginia Great Teachers Seminar**  
**- Expanding Horizons**

# Student Life Revitalization

*Reimagining the Office of Student Life through  
innovation and service excellence*

GLENVILLE STATE UNIVERSITY



# What is Student Life at GSU?

*The Office of Student Life offers a wide variety of services, facilities, programs, and activities that foster student development that enhance the quality of campus life.*

Topics:	
Student Life is Customer Service	What's the Return on Investment?
Orientation	Finding Community
Residence Life	Dining Services
Engagement	Learning and Leadership



# Residence Life

- GSU Residence Hall styles: Suite Single, Suite Double, and Suite Quad
- Room Style Definitions:
  - Suite – students have private bathroom or share with their suitemate(s)
  - Traditional – students share a common bathroom with their floor
  - Apartment – full kitchen, living area, and bathroom
- GSU currently offers no traditional or apartment style living options
- 8 of our competitors offer traditional residential living
- 6 of our competitors offer apartment living



# Residence Life – GSU Rates

	Type	Room Type	Per Semester	Per AY
<b>Glennville State University</b>				
Pioneer Village	Suite	Quad	\$3,597	\$7,194
Goodwin Hall	Suite	Double	\$3,067	\$6,134
Goodwin Hall	Suite	Single	\$3,810	\$7,620
Pickens Hall	Suite	Quad	\$3,067	\$6,134

*\*2023-2024 Rates*

*\*Pickens Hall is currently only available to specific group of students*





# Residence Life – Comparison

## Lower Price Housing with Same Style as GSU

	Type	Room Type	Per Semester	Per AY
<b>Concord University</b>				
North & South Towers	Suite	Double	\$2,966	\$5,932
<b>Fairmont State University</b>				
Morrow Hall	Suite	Double	\$1,872	\$3,744
Morrow Hall	Suite	Single	\$2,184	\$4,368
Bryant Place	Suite	Double	\$3,041	\$6,082
Bryant Place	Suite	Single	\$3,598	\$7,196
<b>Bluefield State University</b>				
Medical Education Center	Suite	Double	\$2,700	\$5,400
<b>Marshall University</b>				
First-Year North & South	Suite	Single	\$2,500	\$5,000

## Lower Price Housing with Same Style as GSU

	Type	Room Type	Per Semester	Per AY
<b>West Liberty University</b>				
Beta Hall	Suite	Single	\$2,782	\$5,564
Bonar Hall	Suite	Double	\$2,181	\$4,362
Bonar Hall	Suite	Single	\$2,942	\$5,884
Hughes Hall	Suite	Double	\$2,181	\$4,362
Hughes Hall	Suite	Single	\$2,942	\$5,884
Krise Hall	Suite	Double	\$2,181	\$4,362
<b>West Virginia University</b>				
Boreman, Dadisman, ERC	Suite	Quad	\$3,429	\$6,858
<b>Potomac State College</b>				
University Place	Suite	Quad	\$2,849	\$5,698
<b>WVU Tech</b>				
Hogan Hall	Suite	Single	\$3,558	\$7,116

*\*2023-2024 Rates*



# Residence Life – Traditional Housing Rates

Traditional Housing Styles				
	Type	Room Type	Per Semester	Per AY
<b>Concord University</b>				
Wilson Hall	Traditional	Double	\$2,727	\$5,474
<b>Fairmont State University</b>				
Morrow Hall	Traditional	Double	\$1,664	\$3,328
Prichard Hall	Traditional	Double	\$2,611	\$5,222
<b>Shepherd University</b>				
Shaw & Thacher Halls	Traditional	Double	\$2,899	\$5,798
Shaw & Thacher Halls	Traditional	Single	\$3,630	\$7,260
<b>Marshall University</b>				
Buskirk Hall	Traditional	Double	\$2,989	\$6,978
Buskirk Hall	Traditional	Single	\$3,871	\$7,742
Twin Towers	Traditional	Double	\$2,989	\$5,978
Twin Towers	Traditional	Single	\$3,871	\$7,742

Traditional Housing Styles				
	Type	Room Type	Per Semester	Per AY
<b>West Liberty University</b>				
Boyd Hall	Traditional	Single	\$2,181	\$4,362
Curtis Hall	Traditional	Single	\$2,564	\$5,128
Rogers Hall	Traditional	Single	\$2,181	\$4,362
<b>West Virginia University</b>				
Boreman, Dadisman, ERC	Traditional	Single	\$4,114	\$8,228
Boreman, Dadisman, ERC	Traditional	Double	\$3,273	\$6,546
Boreman, Dadisman, ERC	Traditional	Triple	\$3,111	\$6,222
Boreman, Dadisman, ERC	Traditional	Quad	\$2,928	\$5,856
Oakland Hall	Traditional	Double	\$4,565	\$9,130
<b>Potomac State College</b>				
Memorial Hall	Traditional	Single	\$3,199	\$6,398

*\*2023-2024 Rates*



# Residence Life – Off-Campus Housing

- Over 300 students moved off-campus for 2023-2024 Academic Year

<b>Eligible to Reside Off-Campus</b>		
	<b>Over 21</b>	<b>21+ Athletes</b>
<b>Goodwin Hall</b>	82	27
<b>Pioneer Village</b>	80	67
<b>Pickens Hall</b>	19	6
<b>Total</b>	181	100

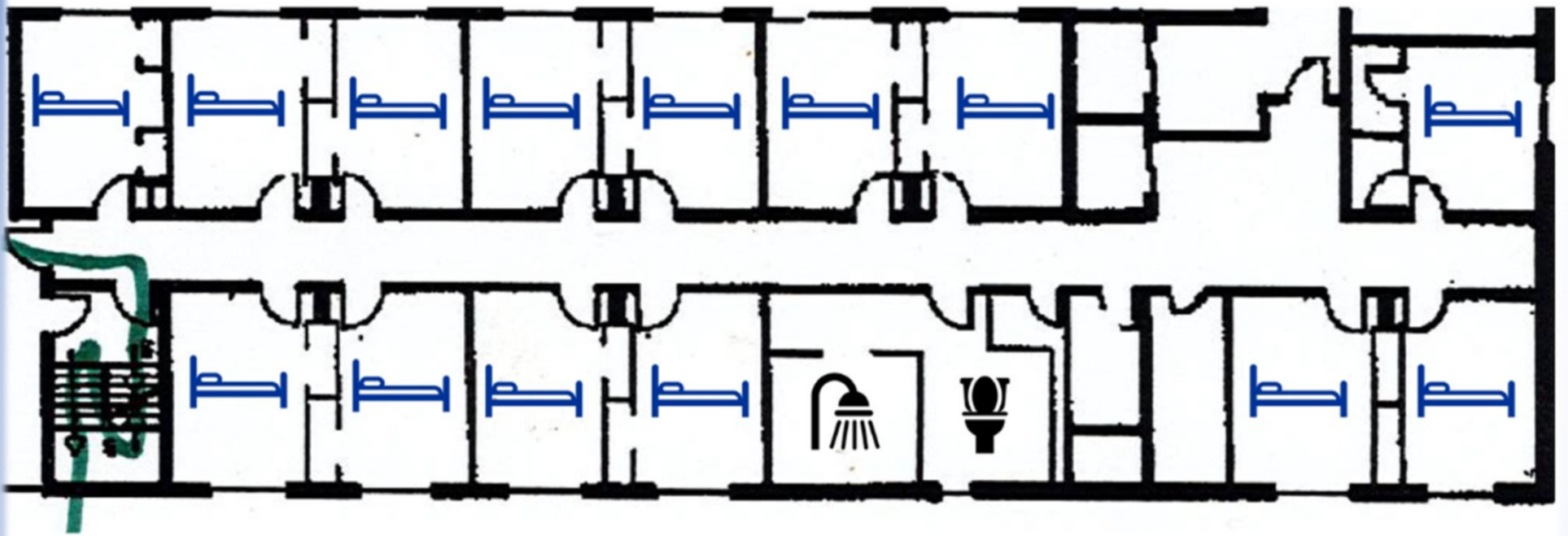


# Residence Life – Upgrades

- Add traditional style living in Pickens Hall
- Add apartment style living in Pickens Hall
- Establish Living and Learning Communities
- Painting and adding artwork to residence halls
- Community kitchens
- Game rooms
- Food options



# Residence Life – Community Living



Pickens Hall – 13 traditional rooms with 1 suite

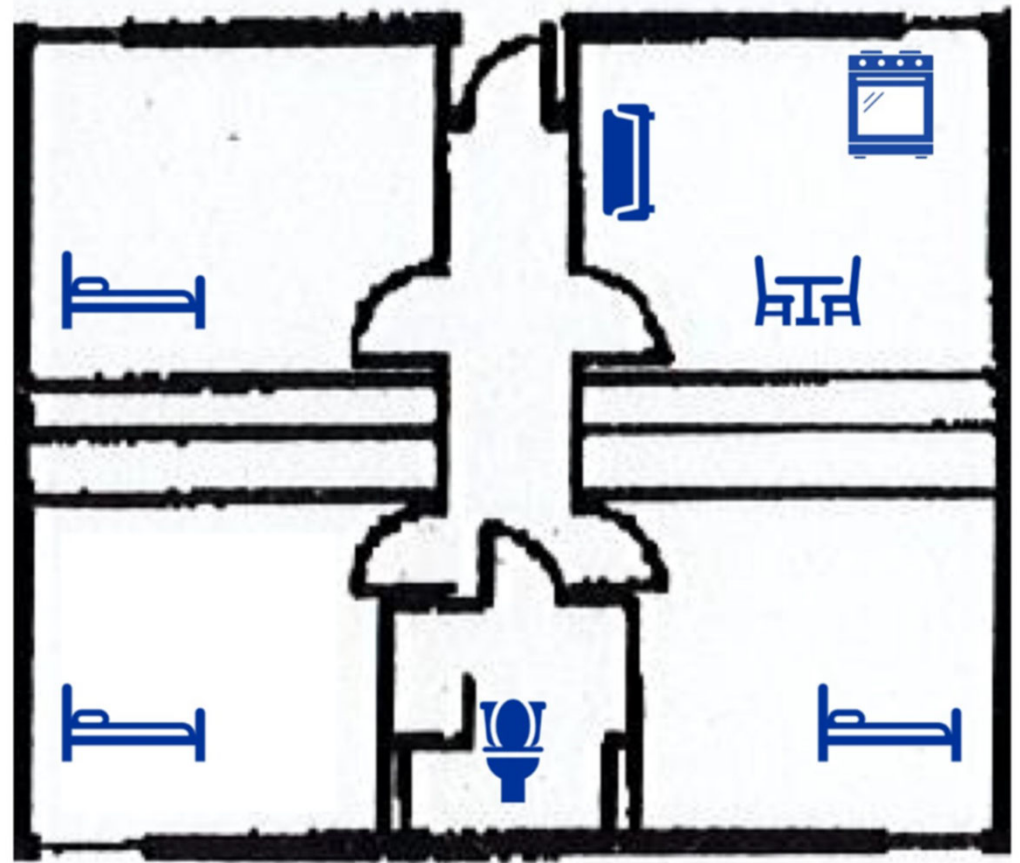


# Residence Life – Apartments

## Pickens Hall – Scott Wing

- Existing Apartments
- Suite Style Living
- New Apartment Options

*Fairmont, Shepherd, WV State, West Liberty, WVU, & Concord offer on-campus apartment living*





# What others are doing





# Dining Services

	Type	Meals	Flex	Per Semester	Per AY
<b>Glenville State University</b>					
Blue All Access	Traditional	Unlimited	\$300	\$2,675	\$5,350
White Weekly 14	Traditional	14	\$300	\$2,536	\$5,072
Commuter	Block		\$75	\$75	\$150

*\*2023-2024 Rates*

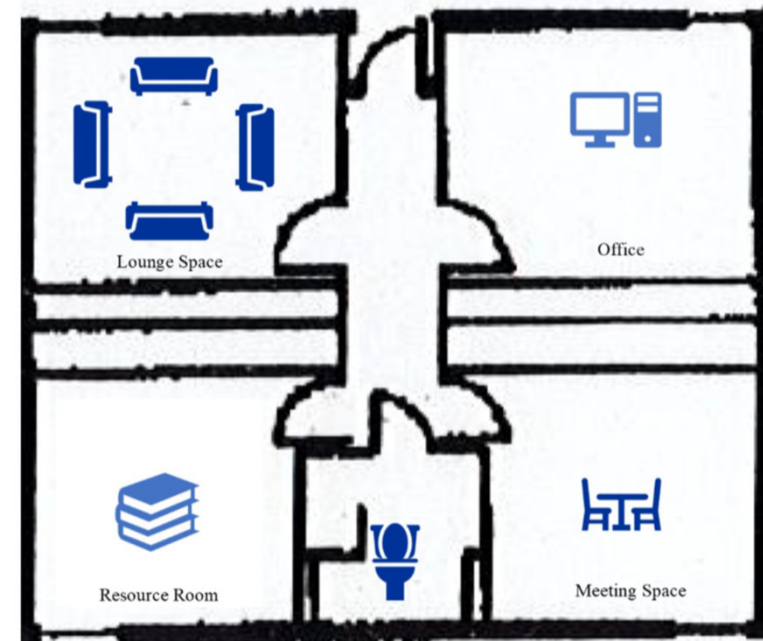
- 6 is the average number of meal plans our competitors have
- Block meal plans & reduced or exempt options for eligible students
- Late night on-campus food options





# Diversity and Inclusion

- Resource and Education Centers for:
  - Center for African American Students
  - LGBTQ+ Resource Center
  - International Student Center
- Diversity, Equity, and Inclusion GA
- Diversity Council





# High Adventure

- Hired an experienced Graduate Assistant
- Set to have a minimum of 8 trips per semester
- Tiered system where trips have different intensities
- High Adventure student package for exclusive access





# Health, Fitness, and Recreation

- Establish outdoor recreation and fitness facilities
  - Pickleball, basketball, and volleyball courts
- Expand fitness programs for the campus
- Intramurals
- Health Center & Education
  - STD, stress, weight management, heart health, and etc.



# Orientation and Week of Welcome

- Orientation days throughout the summer months
  - Helps with earlier commitment
  - Personalized interactions with the campus offices
  - Complete the on-boarding process
  - Meet with student groups to begin establishing connections and community
- Week of Welcome – week prior to the beginning of the semester
  - Allow for an easier transition to GSU because Orientation covered on-boarding
  - Week full of adjusting to the University with less stress
  - Trips and activities



# Engagement, Leadership, and Learning

- Student Centered and Student Led
- Finding Community = Retention
- Co-Curricular Certification
- State and National Representation
- Subsidizing Student Organizations
- Leadership Series
- Evidence of learning for assessments, growth, and HLC

Student Decision Makers	
Group	Students Involved
Student Government Assoc.	40
Residence Hall Assoc. Goodwin	10
Residence Hall Assoc. PV	10
Residence Hall Assoc. Pickens	10
Student Activities Board	20
Diversity Council	15
Black Student Union	10
LGBTQ+ Alliance	10
International Student Assoc.	10
Fitness Assoc.	10
Mental Health Assoc.	10
High Adventure Assoc.	20
Intramural Assoc.	20
	195



# Customer Service and ROI

- The business of being a student & seeing the student's POV
- Transition from Admissions to Student Life
- Why Glenville? What's my ROI?
- Back to the basics and keeping up-to-date with trends

Submitted by: *Dustin Crutchfield, Director of Alumni Relations*

**Report for Board of Governors**

- Planning for Upcoming Events
  - Mardi Gras Gala (02/24)
  - WVMEA Reception for music education alumni (02/29)
  - MEC Basketball Hospitality in Wheeling (03/07-03/10)
  - Exit Day for Student Teacher Interns (04/26)
  - Alumni Awards Banquet (04/27)
  - Baseball Alumni Event (04/27)
  - Senior Recognition (TBA)
  - 50 Year Grads (05/03-05/04)
  
- Past Events
  - Teays Valley Chapter Gathering, MOV Christmas Dinner, Winter Homecoming, Black Alumni History Week, Reception for Alumni, Friends, and Legislators in Charleston, GSU Day at the Capitol
  
- Establishing a GSU Alumni Chapter of the National Society of Leadership and Success
  - NSLS provides a leadership program that helps students achieve personal growth, career success, and empowers them to have a positive impact in their communities. Glenville State University has had a student chapter since 2022 with nearly 100 members already.
  
- Alumni oral history project
  - Gives alumni an opportunity to share their memories and stories about Glenville State; completed project will be compiled into a book (print and digital)
  
- Alumni Council met on February 10
  
- Alumni Center
  - Window replacement (on hold), front porch repair (completed), third floor water damage repair (ongoing)



**Board of Governors Meeting**  
**February 21, 2024**

*GSU Faculty Senate Update*

**GLENVILLE STATE UNIVERSITY**





# Faculty Senators

- Pictured left to right-Pai Song, Maureen K Gildein, Schuyler Chapman, Josh Squires, Kandas Queen, Jen Wenner, Mark Sarver, Nabil Nassari. Not pictured-Shelly Ratliff, David Lewis, Duane Chapman, Scott Beatty.





# Faculty Senate Update

- **Approved policies**
  - **Multi-semester registration**
  - **Non-degree seeking student**
  - **Senior Lecturer**
  
- **Future Initiatives**
  - **Campus Carry Implementation-ACF**
  - **Inclement weather policy**
  - **Faculty salary study**



# NCAA Convention 2024

## **Dr. Dwight Heaster & Kristen Tunno**

- **Attended the 2024 NCAA Convention, held in Phoenix, Arizona**
- **Exchange of ideas, awards and education sessions**





# GSU Tuba & Euphonium Ensemble

- **GSU Tuba and Euphonium Ensemble performed at the 2024 United States Army Band “Pershing’s Own” Tuba and Euphonium Workshop in Washington, D.C. Director-Dr. Lloyd Bone.**
- **The Pershing’s Own is the top US Army Band and is a premiere band. They often perform for major US and international dignitaries including our President of United States.**





# War in the Waco

- **War in the Waco VIII**
- **Annual event sponsored by the boxing program**
- **Coached by Duane Chapman**
- **Featured athletes from as far as California.**
- **Admission free with premium seating options at ringside.**





# GSU Conservation Center



- **Creator & Director- Dr. Jeremy Keene**
- **The conservation center focuses on the conservation of plants, and our outreach focuses on teaching.**





# Environmental Science

- **Dr. Nabil Nasser**
- **Focus on climate change related to phenology**





# Global recruitment

- **Dr. Donal Hardin/Brian Williams**
- **International Association of Chiefs of Police Annual Conference, San Diego**
- **Assisted in Articulation agreements**





Submitted by: *Eric Marks, Chair*

**Report for Board of Governors**

- Staff Council has not really met since the December Board of Governors meeting.
- We have all basically had our noses to the grindstone with the start of the semester and keeping campus running for classes. A good portion of staff activities, not related to normal operation, lately has included working diligently on all the deferred maintenance projects (getting quotes, meeting with architects and designers, meetings with vendors, etc.).

Submitted by: *Jahzeiah Wade, President, SGA*

**Report for Board of Governors**

- Revival of FCA and BSU organizations on campus.
- Founders day formal attendance.
- International and Pickens representative bill.
- Thriving success of the pioneer debate club.
  
- Attachments/Enclosures:

Refer to PowerPoint

**Glennville State University Board of Governors  
Meeting of February 21, 2024**

**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 December 8, 2023 Meeting
2. Cashflow Projection Statement
3. Accounts Receivable Report

**Glenville State University  
Board of Governors Meeting  
December 8, 2023  
Waco Center, Rooms 227/228**

Members Present: Ms. Ann Green, Chairperson  
Ms. Alexandria Lay, Vice Chair, via Zoom  
Dr. Kathy Butler  
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

Members Absent: Mr. Daniel Durbin

Faculty & Staff Present: Ms. Bridget Carr, Associate Director of International Student Services  
Dr. Mari Clements, Provost and Vice President for Academic Affairs  
Mr. Dustin Crutchfield, Director of Alumni Relations  
Ms. Maureen Gildein, Lecturer of Physical Education and Faculty Senate President  
Ms. Rita Helmick, Vice President for Administration and General Counsel  
Mr. Tim Henline, CFO  
Mr. David Hutchison, Vice President for Advancement  
Ms. Tegan McEntire, Human Resources Director  
Dr. Mark Manchin, President  
Mr. Eric Marks, Asst. Director of Information Technology & Staff Council Chair  
Mr. Quentin Murphy, Director of Marketing  
Ms. Kendra Pullen, Professional Mental Health Counselor  
Mr. Tom Ratliff, Executive Director of Operations  
Ms. Peggy Runyon, Foundation Project Director, via Zoom  
Dr. Mark Sarver, Associate Professor of Business  
Mr. Jesse Skiles, Director of Athletics  
Ms. Teresa Sterns, Executive Assistant to the President  
Dr. Marjorie Stewart, Professor of English  
Mr. Charles Yakubow, Academic Success Advisor; VA Support  
Mr. Jason Yeager, Vice President for Enrollment & Student Life

Others Present: Ms. Audra Blackwell, Energy Systems Group (ESG)

### **Call to Order**

Chair Ann Green called the meeting to order at 9:02 am.

A quorum was established.

### **Public Comment**

Mark Sarver reported that \$1K will be placed in the FY25 budget for each faculty member to use for faculty development. He expressed his appreciation to the Board.

### **Special Presentations**

Audra Blackwell, Energy Systems Group (ESG), presented a PowerPoint and provided a brief overview of ESG. GSU's original project with ESG was completed in 2013. Ms. Blackwell gave a summary of improvements to GSU and energy savings through year nine. The energy savings amount to date is \$3,229,654. This amount exceeded ESG's original guarantee of savings by \$112,000.

### **Constituent Comments**

**Alumni Council** – Dustin Crutchfield, Director of Alumni Relations, reported the following:

- Hosted a Senior Send-off for the December graduates yesterday evening.
- Held a Mid-Ohio Valley Christmas Dinner this month.
- Attended the November Teays Valley Gathering.
- Sponsored GSU Student Teachers Breakfast for Exit Day.
- Planning for Founders Day and the Founders Day Gala.
- The monthly electronic Alumni Newsletters have been averaging a twenty-eight percent open rate.
- New decking and railings were installed on the Alumni Center and new windows are next on the list of repairs.

**Faculty Senate** – Maureen Gildein, President, thanked the Board for its support of raising the Faculty Development funds and reported:

- Senate has been working on revisions to the Faculty Handbook.
- Collaborating with the Academic Policy Committee to draft an Artificial Intelligence (AI) policy.
- Liz Matory resigned from Senate to work at FCI-Gilmer. Senate hopes to have a replacement by January.

**Staff Council** –Eric Marks, Chair, reported:

- Council has been reviewing the Staff Development application.
- Staff have been working diligently to prepare for deferred maintenance projects.
- Council hopes to fill open committee positions in January.

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

- Held the Senior Awards Send-off.
- Shuttle Committee is finalizing data received from shuttle surveys in January regarding shuttle time schedules.

## **Consent Agenda**

JOE PARSONS MOVED TO APPROVE THE CONSENT AGENDA AS PRESENTED.  
SKIP HACKWORTH SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

## **Committee Reports**

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

Ann Green reported the Committee met on November 15, 2023 via Zoom and set today's agenda.

### **Board Governance and HR Committee** – Alex Lay, Chair, reported the following:

- HR Director Tegan McEntire provided an update that included active positions, new hires, and retirements.
- Rita Helmick and Tom Ratliff presented updates on facilities, deferred maintenance projects, technology, legal matters, and public safety.
- David Hutchison presented a PowerPoint and discussed Advancement's 2023-2024 Operational Plan.

### **Enrollment and Student Life Committee** – Skip Hackworth, Chair, referred to the Enrollment & Student Life update provided in the Board Packet and announced:

- GSU hosted various recruitment events in November and December.
- Several advising, registration, and recruiting sessions are scheduled to take place during the spring term.
- Intramural tournaments are taking place this week, along with the student organization dinner.
- The level of student engagement in activities has increased.
- Sixty-five students are registered to stay on campus in student housing over the holidays.
- Six new international students will be coming to GSU in the spring.

### **Academic Affairs Committee** – Kathy Butler, Chair, asked Dr. Mari Clements to provide an overview of the updates discussed at the Committee meeting.

Mari Clements reported:

- Received Advancement's Operational Plan to include in the Strategic Plan.
- Criminal Justice faculty are working on a plan to offer a Master's program and hopes to present to the Board at its February meeting.
- Working on spring schedules and getting students registered.
- Liz Matory is transferring from the Criminal Justice to the Business Department and will be teaching at FCI-Gilmer in the spring.
- Dr. Minfeng Li will be filling Dr. Kevin Evans' open teaching position for chemistry.
- Dr. Robert Rice has been hired to teach Criminal Justice.
- Working on various articulation agreements.
- Submitted the financial indicator report to HLC and received a recommendation that GSU should monitor spring to fall retention.
- Preparing an overload report to pay faculty on time.
- Working with facilities to move faculty to new areas on campus.

**Business and Finance Committee** – Doug Morris, Chair, reported that the budget is still being prepared for next year and asked Tim Henline to provide an update.

Tim Henline reported:

- PEIA approved another increase to insurance premiums. The premiums will continue to increase through 2028. The cost increase almost doubled from last year and it impacts both employees and the Institution. Tim is working with another company to assist employees with covering the twenty percent of costs that employees have to pay after the insurance pays its eighty percent.
- The number for spring enrollment is higher than previous years and students are paying their bills.
- The Business Office is doing well with no recent turnovers. It has resolved a lot of major issues, identified areas to improve and developed new processes to improve how to reduce expenses moving forward.
- The University is moving to a new software system, so students and parent may go online to review and pay bills online and set-up 12-month period payment plans. The system is expected to be implemented by the first summer session.
- All requested information for deferred maintenance funding was sent to HEPC on September 29, 2023. HEPC has requested all colleges and universities to re-submit the information in a different format and again due to dates that HEPC changed. It is the hope that HEPC will transfer some of the funding on Monday. HEPC is expected to transfer twenty-five percent of funding for each project.

**Athletics Committee** – Bob Marshall, Chair, requested that Jesse Skiles present the update.

Jesse Skiles provided a home sport schedule for spring to all and reported:

- GSU had 465 student athletes for the fall semester.
- Women’s Basketball is 6-3.
- Men’s Basketball is 4-4.
- Wrestling team is currently ranked 17<sup>th</sup> nationally.
- Indoor track opened last week.
- GSU will host a combined boxing/wrestling event on January 20, 2024 in the Waco Center. The event will be free admission for all.

### **President’s Report**

Dr. Manchin reported the University is moving in the right direction and looking forward to the deferred maintenance projects and academic changes beginning in January.

### **Announcements**

Ann Green announced that Mike Rust submitted a letter of resignation and will resign as a Board member effective January 1, 2024. Ann presented Mr. Rust with a Certification of Recognition from the Board and thanked him for his service. She further announced the following:

- An updated FY24 Schedule for Committee Meetings is included in the Board packet.
- The Board will join the Faculty & Staff for a Holiday Luncheon directly following today’s meeting in the MCCC, Ballroom.
- Master’s Degree Graduate Hooding Ceremony is at 6:00 pm in the Fine Arts Center this evening.
- Commencement is tomorrow at 10:00 am in the Waco Center.
- February 7, 2024 – BOG’s Committees Meetings via Zoom.

David Hutchison announced:

- February 12, 2024 – Legislative Reception in Charleston
- February 13, 2024 – GSU Day at the Legislature
- February 19, 2024 – Founders Day of Giving
- February 24, 2024 – Founders Day Gala @ the MCCC, Ballroom

**Adjournment**

With no further business and hearing no objection, Chairperson Green adjourned the meeting at 10:18 am.

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Ann Green  
Chairperson

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Teresa Sterns, Executive Assistant to the President





# Cashflow Report

Glenville State University										
Cashflow Projection FY 2023										
	Oasis	Actual May-23	Actual Jun-23	Actual Jul-23	Actual Aug-23	Actual Sep-23	Actual Oct-23	Actual Nov-23	Actual Dec-23	Actual Jan-24
Beginning Cash	Fund #	\$ 4,339,448	\$ 2,611,478	\$ 1,348,419	\$ 2,115,583	\$ 2,385,428	\$ 4,028,148	\$ 5,083,959	\$ 3,999,994	\$ 5,462,045
Insurance Claim Payments		-	-	-	-	486,432	-	-	-	-
Repayment of Loan from Foundation		-	-	-	-	-	-	-	-	-
Energy Savings Loan Payments		-	80,981	-	-	-	-	-	25,000	35,206
HEPC Ed Grant Payments		278	-	-	-	4,976	75	200,050	-	-
FY 2024 Nursing Grant Expenditures (\$1,577)		-	-	-	-	-	-	-	-	-
Deferred Maintenance Expenditures										
<b>Cash used</b>		<u>1,974,102</u>	<u>2,655,616</u>	<u>2,341,487</u>	<u>1,481,186</u>	<u>2,965,135</u>	<u>2,770,817</u>	<u>3,414,480</u>	<u>3,050,140</u>	<u>1,568,574</u>
<b>Ending Cash</b>		<u>\$ 2,611,478</u>	<u>\$ 1,348,419</u>	<u>\$ 2,115,583</u>	<u>\$ 2,385,428</u>	<u>\$ 4,028,148</u>	<u>\$ 5,083,959</u>	<u>\$ 3,999,994</u>	<u>\$ 5,462,045</u>	<u>\$ 8,698,336</u>
Remaining State Funds Included in Bal.		\$ 629,351	\$ 5,055	\$ 1,172,845	\$ 586,762	\$ 214,483	\$ 1,238,671	\$ 712,079	\$ (81,730)	\$ 1,278,162
Remaining Energy Savings Loan in Bal.		\$ 175,216	\$ 94,235	\$ 94,235	\$ 94,235	\$ 94,235	\$ 94,235	\$ 94,235	\$ 69,235	\$ 34,029
Remaining HEPC Ed Grant in Bal.		\$ 753,437	\$ 753,437	\$ 753,437	\$ 753,437	\$ 748,461	\$ 748,386	\$ 548,336	\$ 548,336	\$ 548,336
Remaining FY 2024 Nursing Grant in Bal.		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,577,418	\$ 1,577,418	\$ 1,363,413	\$ 1,206,647
Remaining Deferred Maintenance in Bal.									\$ 2,937,500	\$ 2,937,500
<b>Remaining Balance of unrestricted funds</b>		<u>\$ 1,053,475</u>	<u>\$ 495,692</u>	<u>\$ 95,066</u>	<u>\$ 950,995</u>	<u>\$ 2,970,969</u>	<u>\$ 1,425,249</u>	<u>\$ 1,067,926</u>	<u>\$ 625,291</u>	<u>\$ 2,693,663</u>



# Accounts Receivable Aging

## Accounts Receivable Update 2/6/2024

	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Totals
Current	\$ 5,737	\$ 376,520	\$ 91,243	\$ 5,838	\$ 137,552	\$ 139,620	\$ 13,141	\$ 165,036	\$ 95,218	\$ 27,529	\$ 558,238	\$ 1,615,672
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Reduced by (Current Report - Last Report)	\$ -	\$ (2,729)	\$ (761)	\$ -	\$ (955)	\$ -	\$ -	\$ -	\$ -	\$ (3,571)	\$ (238,564)	\$ (246,580)
<b>Total Reduction in AR Prior Semesters (Since Last Report)</b>											\$ (246,580)	

	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)	\$ (9,177)	\$ (2,298)	\$ (500)	\$ (9,447)	\$ (7,611)	\$ (175)	\$ (54,464)	\$ (88,517)	\$ (291,024)	\$ (3,629,002)	\$ (4,092,400)

<b>Total AR (Exlucing Spring 2024)</b>	
<b>Total Balance Due</b>	<b>\$ 1,615,672.30</b>
<b>Total Reduction Current Report</b>	<b>\$ (246,579.88)</b>
<b>Total Since June Report</b>	<b>\$ (4,092,400.46)</b>

*Summer 2020 through Fall 2023*

*Since last report*

*Current Total Reduction Balance Prior and Current reports.*

# Academic Affairs

*7 February 2024*

GLENVILLE STATE UNIVERSITY



# Articulation Agreements: Criminal Justice

- Three agencies
  - WV State Police\*
  - WV Division of Corrections and Rehabilitation\*
  - FCI—Gilmer
- Credit granted for training academies
  - WVSPA: 30 toward AS, 60 toward BS
  - WVDCCR: 14-17 toward AS, 21-24 toward BS
  - FCI—Gilmer: 21 toward AS, 37 toward BS
- 38% discount on tuition



# Articulation Agreements: New River

- Guaranteed admission to 4-year program
- Articulated agreement toward GenEds and specific departmental credit
- Possibilities for joint recruiting and recruiting at New River
- Invitation to offer courses at Summersville campus



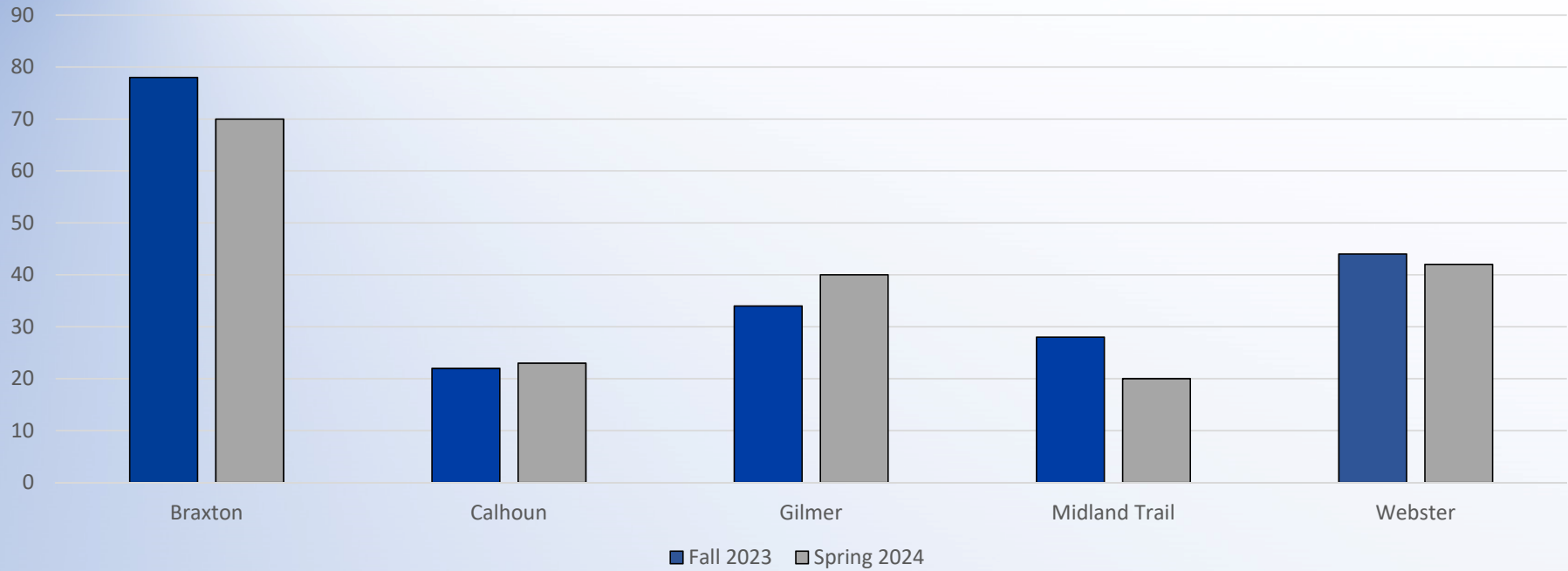
# Substantive Change Proposals

- High School additional sites
  - Braxton County High School
  - Calhoun County Middle/High School
  - Gilmer County High School
  - Midland Trail High School
  - Webster County High School
- Nicholas County High School has been dropped



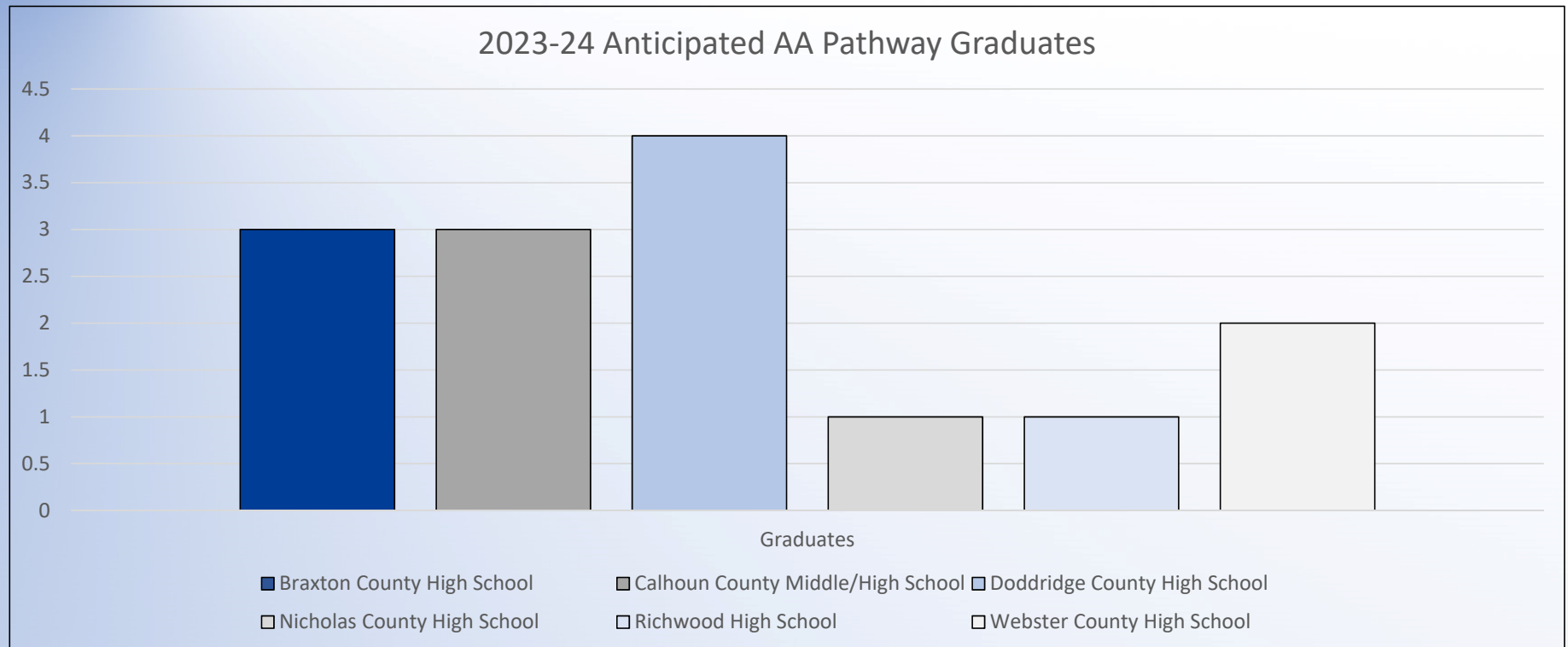
# Dual Enrollment/Dual Credit Enrollment

2023-24





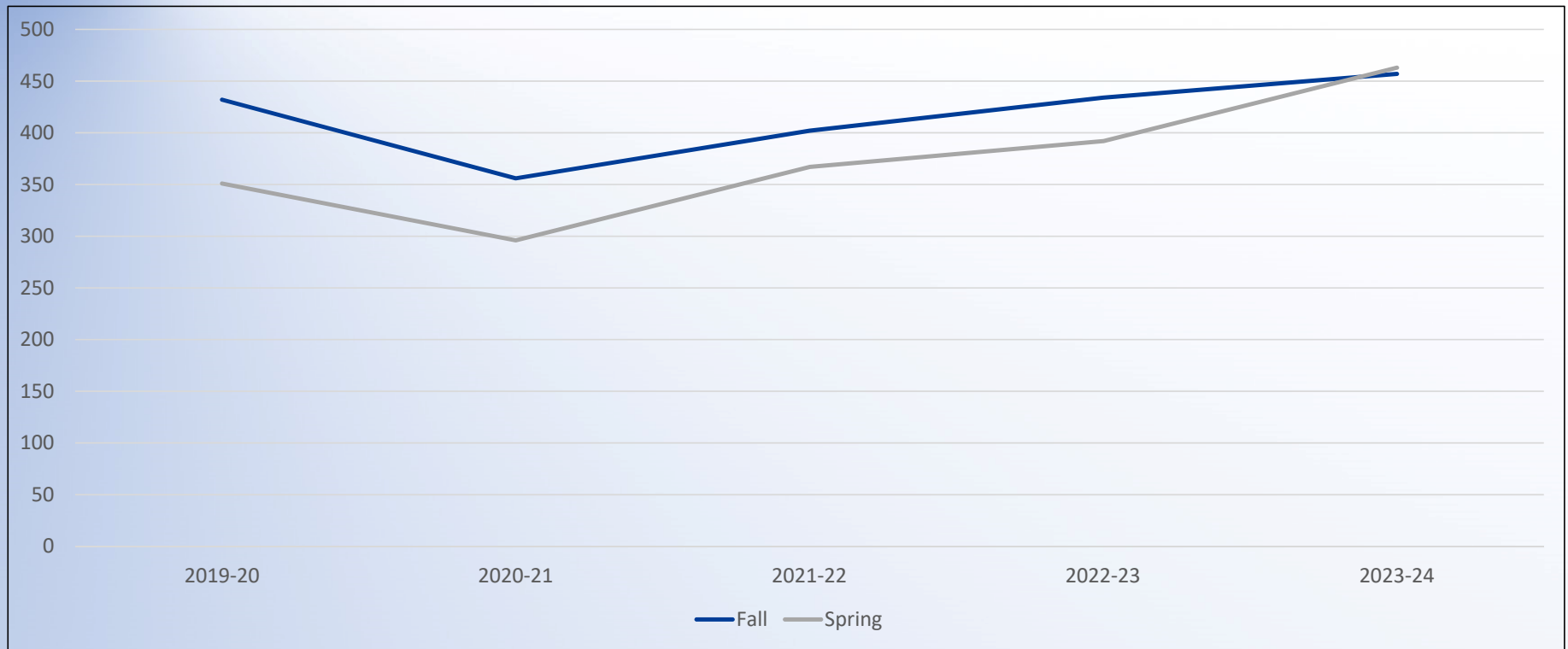
# Dual Enrollment/Dual Credit AA Grads







# Dual Enrollment/Dual Credit Enrollment Trends





# New Programs for 2024-25

- Master of Science in Criminal Justice
  - Proposal and Budget emailed last week
- Bachelor of Arts in Math
  - Adds only six unique courses, not all of which will be offered each year
  - Even if were, can be absorbed in existing faculty loads
    - If demand grew and all six courses were offered each year in overload = \$12,600
    - More realistically, half of the courses would be offered in any given year (\$6,300)
  - Degree provides a place for Math Ed students who do not want to teach
- Bachelor of Science in Land Surveying
  - Additional faculty person ( $\$45,000 + 30\% \text{ fringe} = \$58,500$ ) needed
    - Current faculty already teaching 13 hours overload
    - Nine new courses
  - Allows for licensure outside of West Virginia
  - Currently largest major in Land Resources

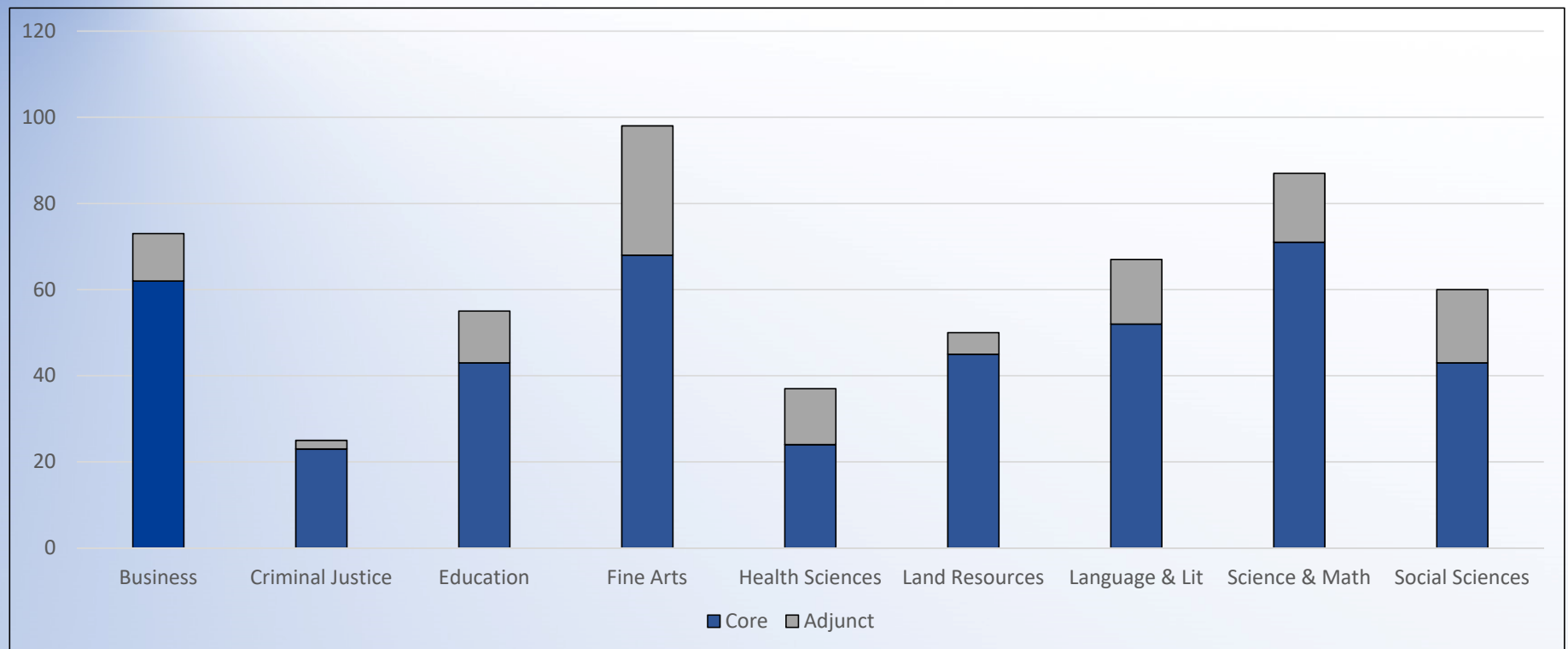


# Faculty Overloads 2023-24

- Core faculty taught 373.8 hours of overload
  - Does not include upcoming summer quarter
  - Core faculty taught 1,000 total hours to 4,800 seats this spring
- 79% of faculty taught overload for an average of 7.2 hours each
  - 6 faculty currently at underload with arrangements to make up
  - 8 right at load
- Adjuncts taught 286 hours in spring
  - 1,360 seats

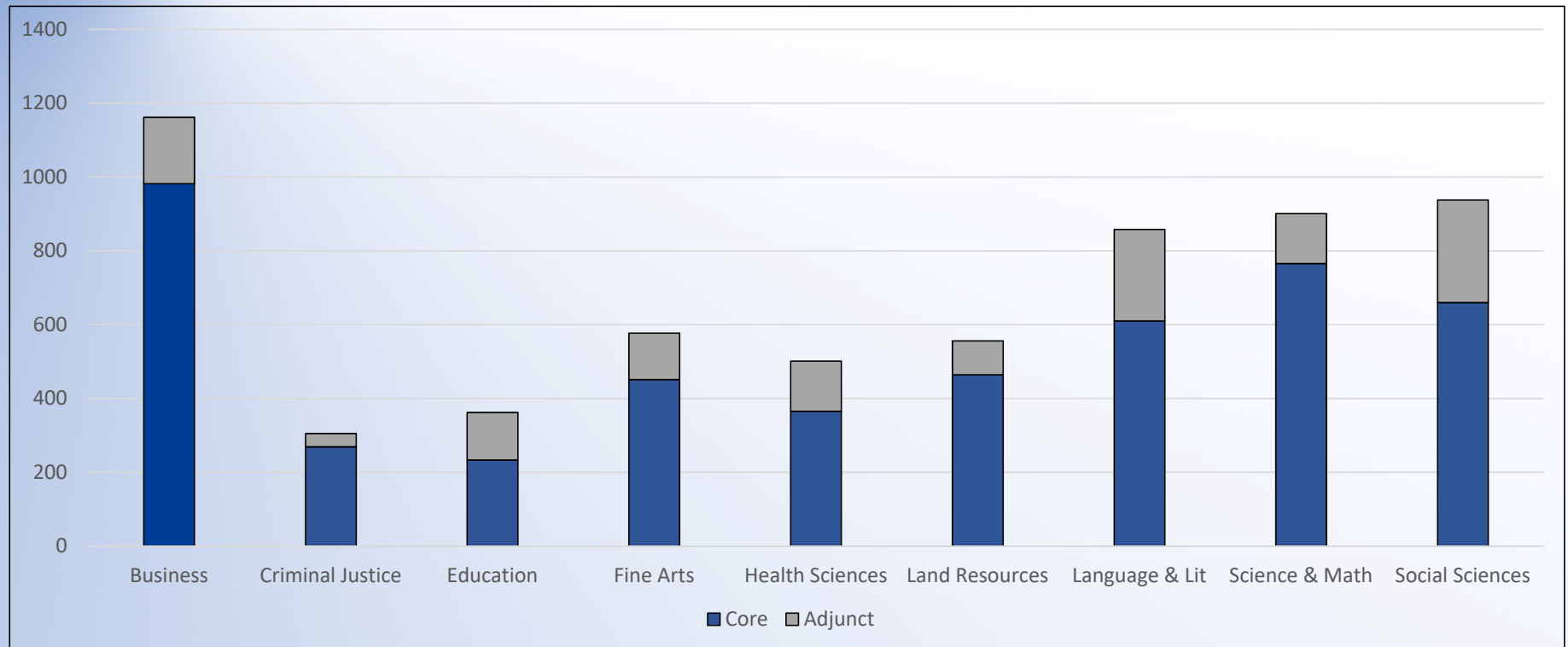


# Classes Taught by Department



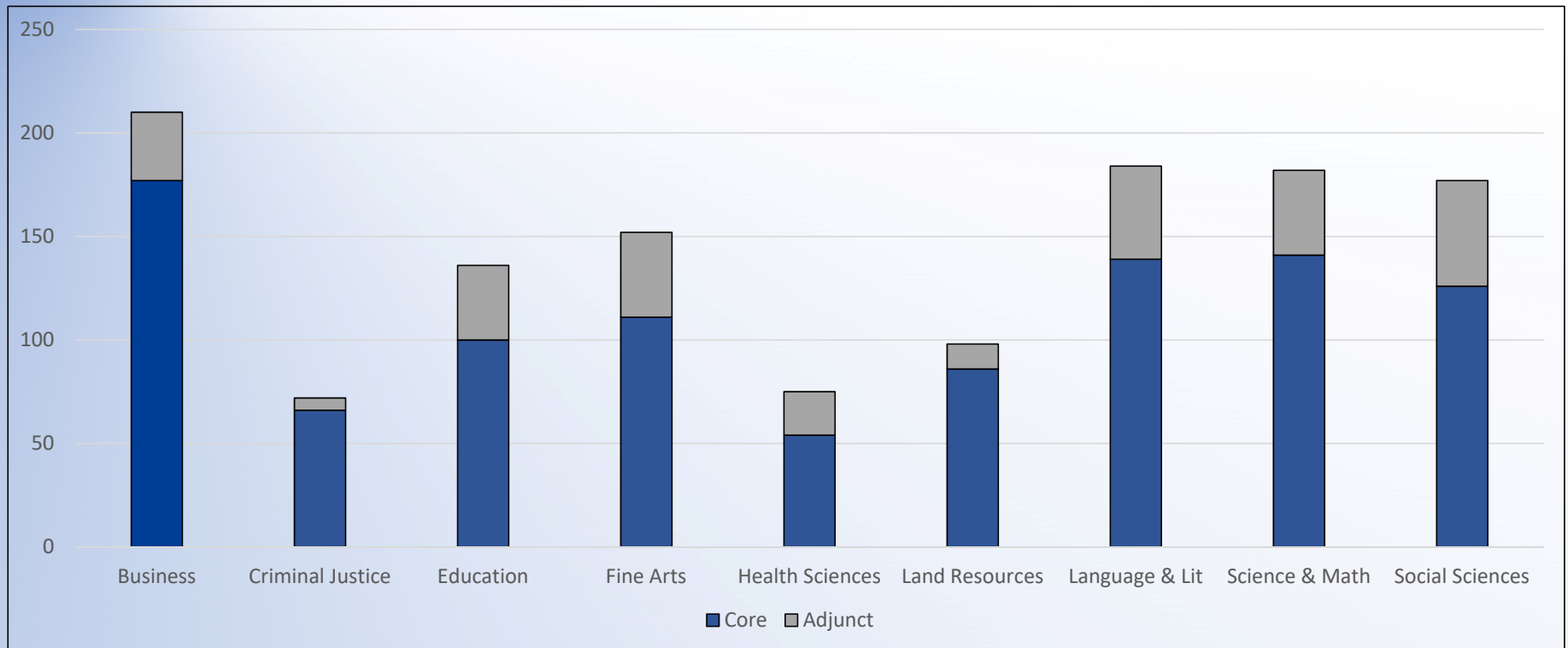


# Seats Taught by Department



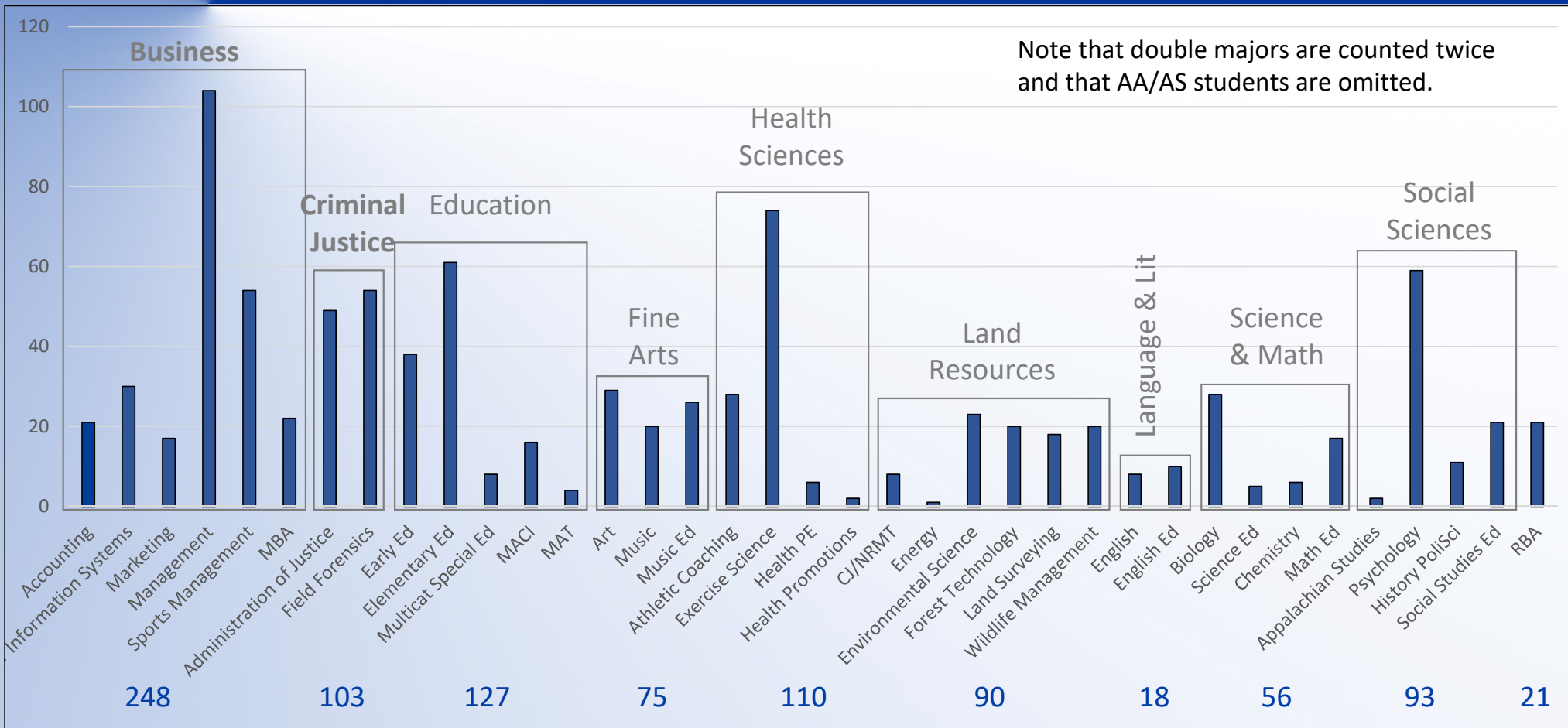


# Hours Taught by Department





# Advisees by Department: BA/BS, MA/MBA





# Advisees and Hours by Department Faculty

Department or College	Bachelor/Master per Core Faculty Person	Seats Taught per Core Faculty Person
Business	24.8*	98.2
Criminal Justice	34.3*	89.7
Education	21.7	38.8
Fine Arts	12.5	75.2
Health Sciences	22.0~	73.0
Land Resources	15.0*	77.3
Language & Literature	1.8	61.0
Science and Math	5.1	69.6
Social Sciences	10.3	73.3

Double majors are counted twice, and some double majors are relatively common (e.g., Accounting and Management; Early Education and Elementary Education).

\*These departments have designated AS majors that are also advised by faculty.

~This department houses all pre-nursing students, who are officially AA general studies or BA undeclared.





# Faculty Hires Spring 2024 & 2024-25

- Spring 2024
  - Minfeng Li, Associate Professor of Chemistry
  - Thomas Moore, Assistant Professor of Health Sciences
  - Robert Rice, Assistant Professor of Criminal Justice
- Fall 2024
  - Jeff Bryson, Associate Professor of Criminal Justice
- Additional Hires Currently in Search
  - One more Criminal Justice
  - One Health Sciences to support (Pre)Nursing
  - Four Business (three of which are replacements)
    - 1 for Huttonsville, 1 to replace Cheryl McKinney, 1 for Leslie Ward, 1 growth
  - Two Education (both replacements)
  - One Land Surveying and/or Environmental Science/Wildlife Management



# Long-Term Discussion: University Organization

- Currently, two colleges and eight departments
  - One of the colleges (Health Sciences) is like a department
  - One of the colleges (Graduate Studies) cuts across departments
- Division leadership
  - One department has a dean and a chair
  - One college has a dean but no chair
- What other colleges are needed?
  - Turning departments into colleges versus realigning
  - What groupings make sense?

---

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

LEGAL

- We have 3 lawsuits—2 of which involve the same parties.
- We have 1 grievance.
- 1 student was arrested.

ADA

- The ADA procedure in the Academic Success Center recently changed. All employees are now counselors so ADA questions can be directed to any counselor in the center. Previously one employee handled all ADA discussions and paperwork.

FACILITIES

- The architect is hired for Pioneer Way (the amphitheater project); core drilling is complete.
- The architect for LBH demo is contacted and an addendum is being added to the contract.
- Bid advertisements will be placed in the newspaper February 8.
- A mandatory pre-bid meeting will take place on February 15 for the Health Sciences build-out at Waco.
- The Waco Center main floor was refinished December 20.
- Facilities is working with IT on the campus lock project.
- Clark Hall painting is nearly complete and we met with Steve Jurgen to choose new flooring.
- The ramps for graduation are here and will be used during May graduation.
- Facilities was prepped and ready for snow removal before the storm arrived.
- Two new boilers are installed in Administration Building.

HOUSING CORPORATION

- The Housing Corporation committee discussed 5% rental increase beginning July 1. The fee for failure to comply with lawn maintenance will increase. The pet fee will also increase (probably \$50 per year per pet as opposed to a one-time fee).
- A sub-committee will complete another walk through and update the list of needed repairs. Deferred maintenance money will be used for painting and to replace roofs until the money runs out.
- The DMAPS director retired. The new director is Dave Farmer; we have a good working relationship with Dave.
- The annual meeting will be held March 12.

TITLE IX

- Six employees attended 2 days of Title IX training sponsored by HEPC and provided through ATIXA.

## CAMPUS CARRY

- Kristin Boggs at HEPC is hosting Campus Carry Zoom meetings every two weeks with all general counsel who wish to attend. We have had two meetings. The legislature will not amend the law this year nor will any money be appropriated. The law becomes effective July 1.
- GSU's committee met December 7, 2024. We discussed the exceptions and exemptions to carry. We discussed the open carry prohibition. We had an in-depth discussion regarding gun storage and lockers. Next meeting is scheduled for February 14.

## IT

- IT loaded several computers for staff and faculty at the beginning of the spring semester.
- After power outages during holiday break, IT replaced many battery backups.
- After the mudslide that created a county wide power outage, server errors had to be repaired.
- Grandview Systems, Inc. has been working in the President's Auditorium. The auditorium now has a new screen; new projection system; and new sound components. The new equipment was purchased from 3d year SIP grant funds. The old projector and screen were transferred to the Cedar Creek State Park Foundation.
- IT has completed two walk throughs with Alpha Technologies to develop quotes for security equipment which will be purchased through three funding sources: deferred maintenance money, USDA, and federal funds.
- A new server array has been ordered with deferred maintenance money. IT is awaiting availability and installation.
- A new server used to sync faculty and staff accounts to Microsoft Office 365 cloud applications was installed.
- Implementation of the new housing software, Starrez, has commenced with several planning and procedural meetings.
- February is black history month. In conjunction with that, IT updated the clock tower songs that play at 8:00, noon, and 4:00 from a list provided by the Black Student Union (BSU).

# 2024 Founders Day of Giving

**BOARD OF DIRECTORS KICKOFF MEETING**

*January 27, 2024*

**GLENVILLE STATE UNIVERSITY**




## 2024 Founders Day of Giving – BOARD KICKOFF

### What is it?

**Founders Day of Giving is our 7<sup>th</sup> annual day of giving fueled by the collaboration of our alumni & friends to raise support and awareness for Glenville State University.**

### When is it?

**Founders Day of Giving is on February 19, 2024.**



## 2023 FOUNDERS DAY OF GIVING RECAP

**46**  
Different Campus Support Areas

More than  
**95**  
Different Funds Received Support

**468**  
New Donors

TOTAL DONATIONS		
<b>\$1,124,587.65</b> <small>TOTAL RAISED</small>	<b>921</b> <small>Total Donors</small>	<b>1,150</b> <small>Total Donations</small>


  

ONLINE DONATIONS		
<b>\$66,341.65</b> <small>RAISED ONLINE</small>	<b>597</b> <small>Online Donors</small>	<b>745</b> <small>Online Donations</small>

OFFLINE DONATIONS		
<b>\$1,058,246</b> <small>RAISED OFFLINE</small>	<b>324</b> <small>Offline Donors</small>	<b>405</b> <small>Total Donations</small>

92.6% of Donors covered their fees  
91.4% of all online donations were covered



## ANNUAL COMPARISON

Year	Total Raised	Total Donors	Total Online
2023	\$1,124,587.65	921	\$66,341.65
2022	\$1,180,274.13	698	\$65,290.13
2021	\$256,000	400+	\$23,106
2020	\$130,000	357	\$21,751.06
2019	\$104,000	350	\$28,053.18



# INSTITUTIONAL COMPARISON

2022/2023	Money Raised	Number of Donors
Glenville State	\$1,124,588	921
Fairmont State	\$375,000	891
West Liberty	\$188,000	865
Concord	\$160,734	298
WV State	\$111,843	262
Shepherd	\$96,168	329
WV Wesleyan	\$56,045	110


## Day of Giving Schedule January 2024




SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11 Cheer and Volleyball @ 6:00	12	13
	Meetings with academic departments/athletics to finalize campaign information					
14	15	16 Baseball @ 3:30	17 Track and Field @ 4:15	18	19	20
	Finalizing site copy and messaging for individual campaigns					
21	22 Men's & Women's Basketball	23 Acro @ 5:00	24 Finance Debate @ 4:30 Concert Band @ 5:00	25 Men's Golf @ 4:30 Soccer @ 5:00	26	27 Meet with Foundation Bd. for DoG
	Training for Campus (Academics/Athletics)					
28	29 E-Sports @ 12 Softball @ 6:30	30 Meet with Cabinet for DoG	31 DoG Commercial on Big Screen @ Waco Boxing @ 5:00			
	Training for Campus			Athletics Video Deadline (Dravin)		

DRAFT






## Day of Giving Schedule February 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
	Training for Campus (Academics/Athletics)					
4	5 <small>Save the Date reminder- Social Media Post</small>	6	7 <small>Meet with DoG for DoG</small>	8	9	10 <small>Meet w/ Alumni Council for DoG  DoG Commercial on Big Screen @ Waco</small>
11 <small>Email coaches and Faculty Reminder to Share</small>	12 <small>Promotion begins across social media Donor video of why they give <b>Donations Open</b></small>	13 <small>DoG Ad in County Paper <b>GSU Day at Leg.</b></small>	14 <small>Campaign areas promote their fundraisers on social media. DoG Story on Social Media Commercial in Waco with QR Code at half-time.</small>	15 <small>Peer2Peer Fundraisers Continue to share on Social Media</small>	16 <small>Alumni &amp; other areas promotion</small>	17 <small>Peer2Peer Fundraisers Continue to share on Social Media</small>
18 <small>DoG promotion + Founders Day post</small>	19 <small>Amount raised updates + DoG giveaway <b>Founders Day</b></small>	20 <small>Thank-you video released - social media + amount raised update</small>	21 <small>DoG Thank you commercial for Waco <b>MBB/WBB @ Home</b></small>	22	23	24  <b>Gala</b>
25	26	27	28	29	1	2
3	4	5	6	7	8	9 


# Day of Giving: February 19, 2024

- **Peer2Peer**
  - **Academics**
    - Pioneer Debate
    - Concert Choir
    - E-Sports
  - **Athletics**
    - Acro & Tumbling
    - Baseball
    - Men's & Women's Basketball
    - **Cheerleading**
    - Men's Golf
    - Soccer
    - **Softball**
    - **Track and Cross Country**
    - Volleyball
    - Boxing



Join us for our 2024 Founders Day of Giving!

Founders Day of Giving 2024 begins in  
31 : 12 : 14 : 34  
days hours mins secs







# Segmented Outreach

## I. Social Media Posts

- Facebook, Twitter, Instagram

## II. 12,768 Emails

- 4,415 Opened Emails
- Alumni and Previous Donors

## III. Letter Series – Donors that gave \$250 or more last 5 years

- Nearly 500 VIP letters
- 123 gifts= \$682,183.58

## IV. Phone calls

- Board Members & VIP Donors

## V. Give Gab online giving platform

- Annually \$7000
- Provided all of the online resources



# Growth...

## • 3 New Program Initiatives

- RFK Library Exhibits and Events - \$2,075.00
- Academic Success - \$1,375.00
- Esports – 714.12

## • Tip the Host

- Clocktower - \$10,826 with 63 donors

Program	2022	2023
Acrobatics and Tumbling	\$3,495.00 (8 donors)	\$9,872.00 (96 donors)
Softball	\$1,600.00 (9 donors)	\$9,720.00 (122 donors)
Track and Cross Country	\$3,020.00 (18 donors)	\$8,067.00 (83 donors)



## Stewardship

- Athletics
- Academic
- Foundation Office
  - All Donors
    - Thank you letter with tax write off and “I Donated” sticker and magnet
  - Off-Campus Donors
    - Personal Phone Calls, Thank You Cards, T-Shirts,
  - Faculty/Staff Donors
    - Donuts, T-Shirts, Mugs, Tumblers, Umbrellas
    - Taco Bar



## OPPORTUNITY FOR IMPROVEMENTS

- Recruit P2P fundraisers in nonathletic programs
- Establish more matches & competitions
- Recruit more volunteers
- Expand faculty, staff, & student engagement
- Invoice pledges more efficiently
- Activate more new alumni donors



## 2024 Founders Day of Giving - Goals

### I. Foundation Goals

- **Raise \$1,200,000**
- **Have 1000 Donors**
- **Raise \$100,000 on line**
- **100% Board Giving & Participation**



## How our Board Members Can Help

- **Board Sponsored Matching Dollars or Challenge Incentive**
  - Pick a project to challenge or help create a challenge
- **Leverage connections in the community to solicit financial or social partnerships**
  - Connect us with Businesses or Donors that will give
- **Serve as Peer-to-Peer Fundraisers and fundraise**
  - Create individual goals for monies raised and donors
  - Mailing



## How our Board Members Can Help

- Spread the campaign on your social media platforms
- Act as donor stewardship liaisons to help thank donors and begin fostering relationships
- Assist in hosting a special event for your organization and its supporters



## 2024 Founders Day of Giving

[Founders Day of Giving 2024 \(glenville.edu\)](https://glenville.edu)

**Give.Glenville.edu**

## ATHLETIC COMMITTEE – FEB 21, 2024

### ACADEMIC REPORT

Glenville State's Athletic Department produced a 2.98 grade point average as a department. This was fueled by ten different programs with team GPA's above 3.00. The leader was the Women's Cross-Country team at 3.73. Overall, there were 53 student-athletes that posted perfect 4.00 GPA's with an additional 98 that were on the Provost List (3.50-99). Overall, we had 151 Glenville athletes 3.50 or above.

### RETENTION

Our department retention score closed at 95.3%. We had 467 on our active rosters in the Fall, with 17 graduating in December. Of these 450, 403 returned and are enrolled in the Spring. We had 26 mid-year adds in the department, bringing our Spring total to 429.

The 429 of 450- pushes our total retention score to the aforementioned 95.3%.

### WINTER SPORT UPDATES

Our wrestling team produced the school's first ever Conference Championship. The Pioneers of Coach Dylan Cottrell put an individual on the podium in all 10 weight classes. This included five MEC Champions, four runners-up, and a third. They are currently working toward the Super Regionals in late February.

At the time of this report, Women's Basketball was 15-7, and Men's Basketball 11-11. Our Indoor Track teams were set for the Championships on February 16-17. Freshman Natalie Barr has set several new school-records this Winter under Coach Dan Meyers; the 800, mile, and 3000.

### CHEER

Coach Bridget Carr has done a tremendous job in growing our resurrected Cheer program. She has gotten the numbers well into double figures, elevated skill levels through a thorough regimen, and has a strong recruiting class lined up for the Fall of '24.

### SPRING SPORT UPDATES

Acrobatics & Tumbling opened their season on February 3<sup>rd</sup>, defeating traditional power West Liberty 265-264. In doing so Coach Taylor Broadwater's squad broke the old school record for a single meet point total (the old record was 262).

Baseball opened their season on February 16-18 with a three-game set against Clarion. Softball opens the following week as both softball and baseball will be hosting home tournaments the weekend of February 23-25.

Outdoor Track and both Golf teams begin their Spring seasons as well, and football will be fully into their Spring season in the coming weeks.

#### RECRUITING & ROSTER GOALS

We have plan in place, that sets an aggressive goal to bring our total department number to 500 student-athletes in the Fall of '24. With this expansion, we also are working with Admissions and the Graduate programs on an initiative to hire more GA's. This will produce a more cost-efficient staff as opposed to adding full-time positions.



## 2024 Founders Day of Giving

# Questions?

# Business & Finance

*Committee Meeting*

*February 7, 2024*

GLENVILLE STATE UNIVERSITY





# Accounts Receivable Aging

## Accounts Receivable Update 2/6/2024

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Prior Report 6/14	\$ 5,923	\$ 385,697	\$ 93,541	\$ 6,338	\$ 146,999	\$ 147,231	\$ 13,316	\$ 219,500	\$ 183,735	\$ 318,553		\$ 1,520,833
Reduced by (Current Report - Last Report)	\$ -	\$ (2,729)	\$ (761)	\$ -	\$ (955)	\$ -	\$ -	\$ -	\$ -	\$ (3,571)	\$ (238,564)	\$ (246,580)
<b>Total Reduction in AR Prior Semesters (Since Last Report)</b>											\$ (246,580)	

	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)	\$ (9,177)	\$ (2,298)	\$ (500)	\$ (9,447)	\$ (7,611)	\$ (175)	\$ (54,464)	\$ (88,517)	\$ (291,024)	\$ (3,629,002)	\$ (4,092,400)

<b>Total AR (Exlucing Spring 2024)</b>	
<b>Total Balance Due</b>	<b>\$ 1,615,672.30</b>
<b>Total Reduction Current Report</b>	<b>\$ (246,579.88)</b>
<b>Total Since June Report</b>	<b>\$ (4,092,400.46)</b>

*Summer 2020 through Fall 2023*

*Since last report*

*Current Total Reduction Balance Prior and Current reports.*



# Cashflow Report

Glenville State University										
Cashflow Projection FY 2023										
	Oasis	Actual May-23	Actual Jun-23	Actual Jul-23	Actual Aug-23	Actual Sep-23	Actual Oct-23	Actual Nov-23	Actual Dec-23	Actual Jan-24
Beginning Cash	Fund #	\$ 4,339,448	\$ 2,611,478	\$ 1,348,419	\$ 2,115,583	\$ 2,385,428	\$ 4,028,148	\$ 5,083,959	\$ 3,999,994	\$ 5,462,045
Insurance Claim Payments		-	-	-	-	486,432	-	-	-	-
Repayment of Loan from Foundation		-	-	-	-	-	-	-	-	-
Energy Savings Loan Payments		-	80,981	-	-	-	-	-	25,000	35,206
HEPC Ed Grant Payments		278	-	-	-	4,976	75	200,050	-	-
FY 2024 Nursing Grant Expenditures (\$1,577)		-	-	-	-	-	-	-	-	-
Deferred Maintenance Expenditures										
<b>Cash used</b>		<u>1,974,102</u>	<u>2,655,616</u>	<u>2,341,487</u>	<u>1,481,186</u>	<u>2,965,135</u>	<u>2,770,817</u>	<u>3,414,480</u>	<u>3,050,140</u>	<u>1,568,574</u>
<b>Ending Cash</b>		<u>\$ 2,611,478</u>	<u>\$ 1,348,419</u>	<u>\$ 2,115,583</u>	<u>\$ 2,385,428</u>	<u>\$ 4,028,148</u>	<u>\$ 5,083,959</u>	<u>\$ 3,999,994</u>	<u>\$ 5,462,045</u>	<u>\$ 8,698,336</u>
Remaining State Funds Included in Bal.		\$ 629,351	\$ 5,055	\$ 1,172,845	\$ 586,762	\$ 214,483	\$ 1,238,671	\$ 712,079	\$ (81,730)	\$ 1,278,162
Remaining Energy Savings Loan in Bal.		\$ 175,216	\$ 94,235	\$ 94,235	\$ 94,235	\$ 94,235	\$ 94,235	\$ 94,235	\$ 69,235	\$ 34,029
Remaining HEPC Ed Grant in Bal.		\$ 753,437	\$ 753,437	\$ 753,437	\$ 753,437	\$ 748,461	\$ 748,386	\$ 548,336	\$ 548,336	\$ 548,336
Remaining FY 2024 Nursing Grant in Bal.		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,577,418	\$ 1,577,418	\$ 1,363,413	\$ 1,206,647
Remaining Deferred Maintenance in Bal.									\$ 2,937,500	\$ 2,937,500
<b>Remaining Balance of unrestricted funds</b>		<u>\$ 1,053,475</u>	<u>\$ 495,692</u>	<u>\$ 95,066</u>	<u>\$ 950,995</u>	<u>\$ 2,970,969</u>	<u>\$ 1,425,249</u>	<u>\$ 1,067,926</u>	<u>\$ 625,291</u>	<u>\$ 2,693,663</u>



# Data Analytics

## The Future of Data at Glenville State University

Links to be provided when data dashboards completed



# Programs With Negative Revenue

- Cost of Goods Sold in the Business World
- Utilization of per Credit Hour and the basis “Cost of Goods Sold”
- Provides a mechanism for understanding base expenditures and revenues.
- Analysis of “Giveaway” to students
- Loss of Revenue as a result of not meeting overhead costs. (Institution “paying out of pocket”)
- Average “Giveaway” by student.
- Average out of pocket by student.
- Percentage billed to actual revenue.



# Credit Hour Example

- **Online Program**
- 102 students in Fall of 23 have a total credit hour load of 1213 hours.
- For example: Faculty salaries and benefits equal \$4,012,026. With all credit hours for the semester, adjusted for time, it costs \$70 per credit hour to pay for Faculty salaries and benefits.
- Similarly, all other salaries and benefits come out to \$100 per credit hour and Administrative Overhead for Online Programs (Base overhead) comes out to \$50 per credit hour.
- **Traditional commuter student ratios** result in a per credit hour cost of: Faculty \$115, All other salaries \$211, and Base Administrative Overhead \$90
- **Each type of student results in different ratios**, mainly because of overhead costs. It doesn't cost as much to run online programs as it does on campus programs.



# Example of Revenue Gain by Program

## Online: Fall 23

- Revenue per credit hour: **331.87** (After subsidy added)
- Revenue before addition of state funding: **\$100,523**
- Loss/Gain after addition of share of state funding: **\$401,750**

<b>CALCULATED BEFORE EXPENSES</b>	
Revenue by Student Before Expenses	\$ 3,938.73
Giveaway by Student	\$ 87.20
Giveaway by Student Including Subsidised	\$ 409.13
Giveaway by Student Including RB Loss	\$ 409.13
Average Out of Pocket by Student	\$ 3,616.79
<b>Average Bill to Student</b>	<b>\$ 4,181.40</b>



# Example of Revenue Gain by Program **Online:** Fall 23 (Continued)

- **Percentage Billing to Revenue**

<b>PERCENTAGE BILLED TO REVENUE AND REVENUE</b>	
Billed to Students	\$ 426,503.25
Percentage Billed to Actual Revenue	94%
<b>Dollar Revenue after RB Loss</b>	<b>\$ 402,559.70</b>
Percentage Billed to Actual Revenue with RB Loss	94%
<b>Dollar Revenue After Overhead and Susidy Applied</b>	<b>\$ 402,559.70</b>

- **Dollar Amount not Paid**

<b>Owed by Students</b>	<b>\$ 15,627.80</b>
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# Revenue by Fall 23 (Continued)

<b>Online (Excluding Masters)</b>	
	<b>Per Credit Hour</b>
Online Revenue Per Credit Hour after Base Overhead	\$ 331.87
Total Hours	1213
<b>CALCULATED BEFORE EXPENSES</b>	
Revenue per Student Before Expenses/Overhead	\$ 3,938.73
Revenue per student after overhead and subsidy applied	\$ 3,946.66
Giveaway per Student	\$ 87.20
Giveaway per Student Including Subsidised	\$ 409.13
Giveaway per Student Including RB Loss	\$ 409.13
Average Out of Pocket per Student	\$ 3,616.79
Average Bill to Student	\$ 4,181.40
<b>AMOUNT BILLED NOT PAID</b>	
Owed by Students (Amount of Billed not Paid)	\$ 15,627.80
<b>PERCENTAGE BILLED TO REVENUE AND REVENUE</b>	
Billed to Students	\$ 426,503.25
Percentage Billed to Actual Revenue	94%
Dollar Revenue after RB Loss	\$ 402,559.70
Percentage Billed to Actual Revenue with RB Loss	94%
Dollar Revenue After Overhead and Susidy Applied	\$ 402,559.70

<b>Commuter</b>	
	<b>Per Credit Hour</b>
Online Revenue Per Credit Hour after Base Overhead	\$ 59.28
Total Hours	3995
<b>CALCULATED BEFORE EXPENSES</b>	
Revenue per Student Before Expenses/Overhead	\$ 4,120.98
Revenue per student after overhead and subsidy applied	\$ 816.59
Giveaway per Student	\$ 528.55
Giveaway per Student Including Subsidised	\$ 1,055.29
Giveaway per Student Including RB Loss	\$ 1,055.29
Average Out of Pocket per Student	\$ 3,594.24
Average Bill to Student	\$ 4,800.90
<b>AMOUNT BILLED NOT PAID</b>	
Owed by Students (Amount of Billed not Paid)	\$ 50,333.65
<b>PERCENTAGE BILLED TO REVENUE AND REVENUE</b>	
Billed to Students	\$ 1,392,261.84
Percentage Billed to Actual Revenue	86%
Dollar Revenue after RB Loss	\$ 1,195,083.00
Percentage Billed to Actual Revenue with RB Loss	86%
Dollar Revenue After Overhead and Susidy Applied	\$ 236,810.50





# Revenue by Fall 23 (Continued)

<b>OnCampus</b>	
	Per Credit Hour
Online Revenue Per Credit Hour after Base Overhead	\$ 211.80
Total Hours	9283
<b>CALCULATED BEFORE EXPENSES</b>	
Revenue per Student Before Expenses/Overhead	\$ 8,544.42
Revenue per student after overhead and subsidy applied	\$ 3,202.19
Giveaway per Student	\$ 2,062.48
Giveaway per Student Including Subsidised	\$ 2,843.40
Giveaway per Student Including RB Loss	\$ 3,076.70
Average Out of Pocket per Student	\$ 7,093.38
Average Bill to Student	\$ 11,743.85
<b>AMOUNT BILLED NOT PAID</b>	
Owed by Students	\$ 411,454.28
<b>PERCENTAGE BILLED TO REVENUE AND REVENUE</b>	
Billed to Students	\$ 7,210,723.27
Percentage Billed to Actual Revenue	73%
Dollar Revenue after RB Loss	\$ 5,103,032.70
Percentage Billed to Actual Revenue with RB Loss	71%
Dollar Revenue After Overhead and Susidy Applied	\$ 1,966,145.20

<b>Corrections</b>	
	Per Credit Hour
Online Revenue Per Credit Hour after Base Overhead	\$ 171.33
Total Hours	807
<b>CALCULATED BEFORE EXPENSES</b>	
Revenue per Student Before Expenses/Overhead	\$ 1,228.96
Revenue per student after overhead and subsidy applied	\$ 980.62
Giveaway per Student	\$ 474.41
Giveaway per Student Including Subsidised	\$ 474.41
Giveaway per Student Including RB Loss	\$ 474.41
Average Out of Pocket per Student	\$ -
Average Bill to Student	\$ 2,038.86
<b>AMOUNT BILLED NOT PAID</b>	
Owed by Students	\$ 47,304.00
<b>PERCENTAGE BILLED TO REVENUE AND REVENUE</b>	
Billed to Students	\$ 287,479.20
Percentage Billed to Actual Revenue	60%
Dollar Revenue after RB Loss	\$ 173,283.00
Percentage Billed to Actual Revenue with RB Loss	60%
Dollar Revenue After Overhead and Susidy Applied	\$ 138,267.30



# Revenue by Fall 23 (Continued)

<b>Dual Enrollment</b>	
	<b>Per Credit Hour</b>
	<b>\$ 61.68</b>
Total Hours	1837
<b>CALCULATED BEFORE EXPENSES</b>	
Revenue per Student Before Expenses/Overhead	\$ 165.54
<b>Revenue per student after overhead and subsidy applied</b>	<b>\$ 247.95</b>
Giveaway per Student	\$ -
Giveaway per Student Including Subsidised	\$ -
Giveaway per Student Including RB Loss	\$ -
Average Out of Pocket per Student	\$ 113.38
Average Bill to Student	\$ 176.17
<b>AMOUNT BILLED NOT PAID</b>	
Owed by Students	\$ 3,892.33
<b>PERCENTAGE BILLED TO REVENUE AND REVENUE</b>	
Billed to Students	\$ 80,507.48
Percentage Billed to Actual Revenue	94%
<b>Dollar Revenue after RB Loss</b>	<b>\$ 75,652.65</b>
Percentage Billed to Actual Revenue with RB Loss	94%
<b>Dollar Revenue After Overhead and Susidy Applied</b>	<b>\$ 113,311.15</b>

<b>MA</b>	
	<b>Per Credit Hour</b>
<b>Online Revenue Per Credit Hour after Base Overhead</b>	<b>\$ 19.60</b>
Total Hours	165
<b>CALCULATED BEFORE EXPENSES</b>	
Revenue per Student Before Expenses/Overhead	\$ 2,681.56
<b>Revenue per student after overhead and subsidy applied</b>	<b>\$ 129.38</b>
Giveaway per Student	\$ 736.68
Giveaway per Student Including Subsidised	\$ 736.68
Giveaway per Student Including RB Loss	\$ 852.68
Average Out of Pocket per Student	\$ 2,681.56
Average Bill to Student	\$ 3,669.48
<b>AMOUNT BILLED NOT PAID</b>	
Owed by Students	\$ 6,281.00
<b>PERCENTAGE BILLED TO REVENUE AND REVENUE</b>	
Billed to Students	\$ 91,737.00
Percentage Billed to Actual Revenue	73%
<b>Dollar Revenue after RB Loss</b>	<b>\$ 64,139.00</b>
Percentage Billed to Actual Revenue with RB Loss	70%
<b>Dollar Revenue After Overhead and Susidy Applied</b>	<b>\$ 67,039.00</b>



# Revenue by Fall 23 (Continued)

<b>International</b>	
	Per Credit Hour
Online Revenue Per Credit Hour after Base Overhead	\$ (398.97)
Total Hours	691
<b>CALCULATED BEFORE EXPENSES</b>	
Revenue per Student Before Expenses/Overhead	\$ 4,316.91
Revenue per student after overhead and subsidy applied	\$ (5,993.21)
Giveaway per Student	\$ 5,565.72
Giveaway per Student Including Subsidised	\$ 6,132.41
Giveaway per Student Including RB Loss	\$ 7,008.72
Average Out of Pocket per Student	\$ 3,948.50
Average Bill to Student	\$ 11,101.67
<b>AMOUNT BILLED NOT PAID</b>	
Owed by Students	\$ 56,076.00
<b>PERCENTAGE BILLED TO REVENUE AND REVENUE</b>	
Billed to Students	\$ 510,677.00
Percentage Billed to Actual Revenue	39%
Dollar Revenue after RB Loss	\$ 158,268.00
Percentage Billed to Actual Revenue with RB Loss	31%
Dollar Revenue After Overhead and Susidy Applied	\$ (275,687.50)

<b>MBA</b>	
	Per Credit Hour
Online Revenue Per Credit Hour after Base Overhead	\$ (14.57)
Total Hours	183
<b>CALCULATED BEFORE EXPENSES</b>	
Revenue per Student Before Expenses/Overhead	\$ 1,053.13
Revenue per student after overhead and subsidy applied	\$ (126.93)
Giveaway per Student	\$ 4,773.57
Giveaway per Student Including Subsidised	\$ 4,921.19
Giveaway per Student Including RB Loss	\$ 5,547.24
Average Out of Pocket per Student	\$ 1,053.13
Average Bill to Student	\$ 6,792.94
<b>AMOUNT BILLED NOT PAID</b>	
Owed by Students	\$ 4,621.00
<b>PERCENTAGE BILLED TO REVENUE AND REVENUE</b>	
Billed to Students	\$ 142,651.80
Percentage Billed to Actual Revenue	16%
Dollar Revenue after RB Loss	\$ 5,868.80
Percentage Billed to Actual Revenue with RB Loss	4%
Dollar Revenue After Overhead and Susidy Applied	\$ (2,665.53)



# Revenue by Fall 23 (Continued)

<b>Athletics Total Revenue After Subsidy and Basic Overhead</b>	
Soccer	\$ 78,677.20
Football	\$ 641,407.84
Wrestling	\$ 221,836.04
Men's Track	\$ 232,401.41
Women's Track	\$ 192,744.73
Cheerleading	\$ 88,578.28
Softball	\$ 245,093.65
Volleyball	\$ 82,275.42
Women's Golf	\$ 62,285.10
Men's Golf	\$ 39,301.50
Men's Baseball	\$ 277,771.52
Men's Basketball	\$ 46,138.64
Acro & Tumb	\$ 130,264.80
Women's Basketball	\$ 58,588.07
Boxing	\$ 141,004.33
<b>Total Revenue After Subsidy and Basic Overhead</b>	<b>\$ 2,538,368.51</b>



# Revenue by Fall 23 (Continued) Athletics Examples

## Women's Basketball

Adjusted Revenue Per Credit Hour After Subsidy	\$ 189.61
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CALCULATED BEFORE EXPENSES	
Revenue per Student Before Subsidy/Overhead	\$ 5,114.15
Revenue per Student After Overhead and Subsidy Applied	\$ 2,441.17
Giveaway per Student	\$ 6,367.46
Giveaway per Student Including Subsidised	\$ 7,023.33
Giveaway per Student Including RB Loss	\$ 7,952.78
Average Out of Pocket per Student	\$ 4,458.28
Average Bill to Student	\$ 11,752.74

Owed by Students	\$ 5,886.15
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Percentage Billing to Revenue	
Billed to Students	\$ 282,065.79
Percentage Billed to Actual Revenue	44%
Dollar Revenue after RB Loss	\$ 100,432.88
Percentage Billed to Actual Revenue with RB Loss	36%
Dollar Revenue After Overhead and Susidy Applied	\$ 58,588.07

## Men's Baseball

Adjusted Revenue Per Credit Hour After Subsidy	\$ 393.44
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CALCULATED BEFORE EXPENSES	
Revenue per Student Before Expenses/Overhead	\$ 8,363.91
Revenue per Student After Overhead and Subsidy Applied	\$ 6,172.70
Giveaway per Student	\$ 1,661.58
Giveaway per Student Including Subsidised	\$ 2,073.00
Giveaway per Student Including RB Loss	\$ 2,139.67
Average Out of Pocket per Student	\$ 7,952.49
Average Bill to Student	\$ 10,417.70

Owed by Students	\$ 6,024.44
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Percentage Billing to Revenue	
Billed to Students	\$ 468,796.40
Percentage Billed to Actual Revenue	80%
Dollar Revenue after RB Loss	\$ 373,376.00
Percentage Billed to Actual Revenue with RB Loss	80%
Dollar Revenue After Overhead and Susidy Applied	\$ 277,771.52



# Deferred Maintenance

- Update of current processes
- Funds availability



# Internal Financial Processes and Procedures

- Update
- Student Billing
  - Refunds
  - International
  - Online
  - Links with Banner
- General Ledger
  - Reporting
  - Links with all other systems



# Example of Revenue Loss by Program International: Fall 23

- Revenue per credit hour: **-398.97**
- Loss before addition of state funding: **-447,746.50**
- Loss after addition of share of state funding: **-275,687.50**
- **By student revenue or “giveaway”.**

CALCULATED BEFORE EXPENSES	
Revenue by Student Before Expenses	\$ 4,316.91
Giveaway by Student	\$ 5,565.72
Giveaway by Student Including Subsidised	\$ 6,132.41
Giveaway by Student Including RB Loss	\$ 7,008.72
Average Out of Pocket by Student	\$ 3,948.50
<b>Average Bill to Student</b>	<b>\$ 11,101.67</b>





# Example of Revenue Loss by Program **International:** Fall 23 (Continued)

- **Percentage of Student Bill Covered by Institution**

<b>Percent Bills Covered by Institution</b>	
Number of Students with 100%	9
Number of Students with 75% to 99%	7
Number of Students with 50% to 74%	9
Number of Students with 25% to 49%	7
Number of Students with 1% to 24%	11
Number of Students with 0%	3



# Example of Revenue Loss by Program **International: Fall 23 (Continued)**

- **Percentage Billing to Revenue**

<b>Percentage Billing to Revenue</b>	
<b>Billed to Students</b>	<b>\$ 510,677.00</b>
<b>Percentage Billed to Actual Revenue</b>	<b>39%</b>
<b>Dollar Revenue after RB Loss</b>	<b>\$ 158,268.00</b>
<b>Percentage Billed to Actual Revenue with RB Loss</b>	<b>31%</b>

- **Dollar Amount not Paid**

<b>Owed by Students</b>	<b>\$ 56,076.00</b>
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# FALL 2023 ENROLLMENT

- HEPC Data
- Undergraduate Headcount
- Full-Time Equivalent (FTE) Enrollment
- Credit Headcount Enrollment

GLENVILLE STATE UNIVERSITY

## Undergraduate Headcount Enrollment

Age Under 25, Excluding Dual Enrollment High School Students

Institutions	2019	2020	2021	2022	2023	2022-23	2019-23
Concord University	1,330	1,288	1,195	1,123	1,194	6.3%	-10.2%
Fairmont State University	2,748	2,717	2,431	2,353	2,305 ▼	-2.0%	-16.1%
Glenville State University	898	946	881	916	917	0.1%	2.1%
Marshall University	6,671	6,566	6,267	6,083	6,249	2.7%	-6.3%
Potomac State College of WWU	946	898	880	850	834 ▼	-1.9%	-11.8%
Shepherd University	2,241	2,153	1,997	2,035	2,097	3.0%	-6.4%
West Liberty University	1,772	1,730	1,613	1,576	1,475 ▼	-6.4%	-16.8%
West Virginia State University	1,222	1,369	1,068	1,079	1,065 ▼	-1.3%	-12.8%
West Virginia University	19,221	18,753	17,990	17,588	17,034 ▼	-3.1%	-11.4%
WWU Institute of Technology	1,069	1,044	1,002	939	926 ▼	-1.4%	-13.4%
	38,924	38,245	36,243	35,428	34,950 ▼	-1.3%	-10.2%

Source: HEPC Fall Census Data

Enrollment Report Fall 2023

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GLENVILLE STATE UNIVERSITY

## Full-Time Equivalent (FTE) Enrollment

Institutions	2019	2020	2021	2022	2023	2022-23	2019-23
Concord University	1,690	1,621	1,555	1,529	1,602	4.8%	-5.2%
Fairmont State University	3,329	3,309	2,967	2,863	2,775 ▼	-3.1%	-16.7%
<b>Glenville State University</b>	<b>1,223</b>	<b>1,291</b>	<b>1,199</b>	<b>1,197</b>	<b>1,229</b>	<b>2.7%</b>	<b>0.5%</b>
Marshall University	10,640	10,175	9,492	9,198	9,524	3.5%	-10.5%
Potomac State College of WWU	1,100	1,012	987	965	965	0.0%	-12.3%
Shepherd University	2,798	2,651	2,497	2,593	2,640	1.8%	-5.6%
West Liberty University	2,291	2,217	2,059	2,040	2,030 ▼	-0.5%	-11.4%
West Virginia School of Osteopathic	801	795	802	787	797	1.3%	-0.5%
West Virginia State University	2,392	2,205	2,038	2,110	2,020 ▼	-4.3%	-15.6%
West Virginia University	25,517	24,963	24,034	23,404	22,970 ▼	-1.9%	-10.0%
WVU Institute of Technology	1,356	1,284	1,244	1,155	1,131 ▼	-2.1%	-16.6%
	<b>54,202</b>	<b>52,565</b>	<b>49,976</b>	<b>48,914</b>	<b>48,724 ▼</b>	<b>-0.4%</b>	<b>-10.1%</b>

Source: HEPC Fall Census Data

Enrollment Report Fall 2023

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# GLENVILLE STATE UNIVERSITY

## Credit Headcount Enrollment

Institutions	2019	2020	2021	2022	2023	2022-23	2019-23
Concord University	1,886	1,807	1,749	1,748	1,798	2.9%	-4.7%
Fairmont State University	3,802	3,848	3,562	3,497	3,304 ▼	-5.5%	-13.1%
<b>Glenville State University</b>	<b>1,575</b>	<b>1,579</b>	<b>1,559</b>	<b>1,630</b>	<b>1,652</b>	<b>1.3%</b>	<b>4.9%</b>
Marshall University	12,778	11,812	11,060	10,746	11,245	4.6%	-12.0%
Potomac State College of WWU	1,299	1,193	1,174	1,145	1,143 ▼	-0.2%	-12.0%
Shepherd University	3,554	3,159	3,015	3,235	3,318	2.6%	-6.6%
West Liberty University	2,495	2,400	2,320	2,210	2,329	5.4%	-6.7%
West Virginia School of Osteopathic	801	795	802	787	797	1.3%	-0.5%
West Virginia State University	4,120	3,638	3,413	3,785	3,458 ▼	-8.6%	-16.1%
West Virginia University	26,803	26,269	25,472	24,739	24,197 ▼	-2.2%	-9.7%
WVU Institute of Technology	1,791	1,644	1,618	1,480	1,448 ▼	-2.2%	-19.2%
	<b>62,145</b>	<b>59,387</b>	<b>57,102</b>	<b>56,303</b>	<b>55,959 ▼</b>	<b>-0.6%</b>	<b>-10.0%</b>

Source: HEPC Fall Census Data

Enrollment Report Fall 2023

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# GLENVILLE STATE UNIVERSITY

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### Tuition Free Toppers Program

The **Tuition Free Toppers Program** covers undergraduate, base tuition at West Liberty University for up to four years for our new in-state Toppers starting in the Fall 2024. West Virginia Residents could earn a West Liberty University undergraduate degree, **Tuition FREE!**

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## West Liberty University launches Tuition Free Toppers Program for local students

by Gianna Depra | Fri, January 5th 2024

*In a pledge to make education more accessible, West Liberty University is helping students overcome financial barriers.*

**OHIO COUNTY, W.Va.** — In a pledge to make education more accessible, West Liberty University is helping students overcome financial barriers. It will be done through a new initiative called the Tuition Free Toppers Program, where new in-state students who are Pell Grant eligible will receive free tuition for up to 4 years, starting in the fall of 2024.

**FAIRMONT STATE UNIVERSITY**  
**SOAR AWARDS**

Coming to an area near you, spend an evening with faculty and staff as we celebrate your Falcon journey. All first-time freshman students who attend will receive up to a \$2,000 TOTAL SCHOLARSHIP (\$500 per academic year for four total years). Attendees will meet with our team and members of the Falcon community who will answer any questions you have about the admission process and life at Fairmont State.

- NOVEMBER 16, 2023: Inwood, WV | Musselman High School | 6 - 8 p.m.
- NOVEMBER 27, 2023: Parkersburg, WV | Parkersburg Art Center | 6 - 8 p.m.
- NOVEMBER 30, 2023: Fairmont, WV | Fairmont State University | 6 - 8 p.m.
- JANUARY 18, 2024: Canonsburg, PA | Loft Conference Center - Southpointe | 6 - 8 p.m.
- JANUARY 30, 2024: Wheeling, WV | Oglebay | 6 - 8 p.m.
- FEBRUARY 6, 2024: Charleston, WV | Charleston Civic Center | 6 - 8 p.m.
- FEBRUARY 15, 2024: Beckley, WV | Tamarack Marketplace | 6 - 8 p.m.
- FEBRUARY 24, 2024: Fairmont, WV | Fairmont State University | 10 a.m. - 12 p.m.

Find the Soar Award date & location that's best for you and RSVP by visiting [FAIRMONTSTATE.EDU/SOAR](http://FAIRMONTSTATE.EDU/SOAR) or by scanning the QR code to the right

**CONCORD** *U*

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## PELL ELIGIBLE? WV RESIDENTS COULD GET A CU DEGREE, TUITION FREE!

For the 2024-2025 academic year, incoming freshman, current students and transfer students who meet the criteria are eligible for the CU FREE program.


Qualifying students **MUST**

- Be Pell grant eligible
- Be a West Virginia resident eligible for state aid
- Have a GPA of at least 3.0, if an incoming freshman
- Have a GPA of at least 2.75, transfer student
- Have filed their FAFSA before April 15
- Be enrolled full-time (at least 12 credits a semester) at Concord.

This is a **last dollar** in after all federal, state, institutional, and outside resources have been applied, for **base tuition only**.

CU FREE will renew for 4 continuous years (or 8 semesters) for first time, first year students. Transfer students can renew up to 8 semesters depending on the credits transferred into Concord. Eligible students must also:

- Remain continuously enrolled
- Remain enrolled full-time
- Remain Pell Grant eligible
- Complete the FAFSA each year by April 15
- Maintain a cumulative 2.5 GPA
- Earn at least 24 credit hours each year
- Meet satisfactory academic progress.



**CONTACT THE OFFICE OF ADMISSIONS**  
Phone: 888-384-5249 | [Send Us a Message](#)

**If you aren't a Concord student already, apply now!**

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## Out-of-State Traditions

Home » Financial Aid » Scholarships » Out-of-State Traditions

### EFFECTIVE FOR 2024-2025

As a good neighbor, Fairmont State University wants to reward students who live outside of West Virginia for the hard work they have done in high school. A degree from Fairmont State can boost you to your next step – whether that is a career or graduate school.

Fairmont State prides itself on offering a wide variety of high quality academic programs at an affordable cost. The Out-of-State Traditions Scholarship gives students, like you, the opportunity to reduce your tuition cost even more.

Scholarship recipients will receive from \$1,000 to \$6,000 scholarship which will be applied to their tuition. The scholarship is awarded for a total of 8 consecutive semesters, or graduation, whichever may come first. To see which level you may be eligible for and the renewal criteria, see below.

Scholarship funds are limited, so complete your admissions file today.

**Scholarships**

- McClain Presidential Scholarship
- In-State Traditions Scholarship
- Metro Traditions Scholarship
- Out-of-State Traditions Scholarship**
- Transfer Success Scholarship
- Hunt-Arnold Diversity Scholarship

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**CABELL COUNTY, WV**

## Marshall offering tuition waiver for those transitioning into a master's degree

by: [Christian Meffert](#)  
 Posted: Jan 13, 2024 / 07:31 PM EST  
 Updated: Jan 13, 2024 / 07:31 PM EST

SHARE

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HUNTINGTON, WV (WOWK) — A new tuition waiver is being offered to Marshall University students transitioning into a master's degree.

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### International Student Headcount Enrollment

Excluding Dual Enrollment High School Students

Institutions	2019	2020	2021	2022	2023	2022-23	2019-23
Concord University	92	67	63	60	63	5.0%	-31.5%
Fairmont State University	68	50	42	39	37 ▾	-5.1%	-45.6%
Glenville State University	15	14	25	31	46	48.4%	206.7%
Marshall University	390	253	173	149	161	8.1%	-58.7%
Potomac State College of WVU	9	5	13	11	11	0.0%	22.2%
Shepherd University	42	42	46	48	32 ▾	-33.3%	-23.8%
West Liberty University	58	58	106	72	63 ▾	-12.5%	8.6%
West Virginia State University	56	229	52	59	70	18.6%	25.0%
West Virginia University	1,861	1,421	1,336	1,190	1,113 ▾	-6.5%	-40.2%
WVU Institute of Technology	74	71	86	99	93 ▾	-6.1%	25.7%
	2,683	2,230	1,988	1,808	1,737 ▾	-3.9%	-35.3%

Source: HEPC Fall Census Data  
 Enrollment Report Fall 2023

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# GLENVILLE STATE UNIVERSITY







96014 Agyemang, Doris	Sophomore	GHANA	O'Dell, J	15	51	51	51	4	
96007 Boateng, Vandyke J.	Freshman	GHANA	Evans, K	14	18	18	18	3,833	
96970 Byers, Cameron A.	Freshman	CANADA	Heaster, D	15	15	15	15	3.2	Baseball
96969 Choi, Bumim	Junior	KOREA, REPUBLIC OF (SOUTH)	Arbogast, G	15	104	89	89	2,479	Golf
97967 Czupla, Mackenzie G.	Freshman	CANADA	Buehler, M	16	15	15	15	9.2	Golf
97074 Danlwaah, Mark E.	Freshman	GHANA	Silva, S	13	27	24	24	3,125	
129962 Eozhor, Maria A.	Freshman	COLOMBIA	Carpenter, J	15	0	0	0	0.2%	not posted
98299 Estrada, Sara	Sophomore	SPAIN	Keene, J	19	45	45	42	3,243	Soccer
98880 Fernandez Lopez, Benjamin J.	Freshman	PARAGUAY	Arbogast, G	15	15	12	15	2.2	Golf
98252 Fernandez Soler, Marc	Freshman	SPAIN	Arbogast, G	16	15	15	15	3.6	Track
98329 Garcia Vicente, Noelia	Freshman	SPAIN	McEntire, D	15	16	16	16	3,8125	Soccer
93473 Ghimire, Ashish	Junior	NEPAL	Ward, L	16	65	65	65	3,4308	
86261 Grainger, Sarah D.	Senior	CANADA	Chapman, A	15	121	121	120	3,8167	Volleyball
96471 Gyarteng, Nathaniel	Freshman	GHANA	Evans, K	17	17	17	17	3,7647	
94829 Halden, Helin	Senior	TÅRKKIYE (TURKEY)	Ensor, K	13	107.5	107.5	106.5	3,7183	Volleyball
95127 Hendershott, Halley J.	Sophomore	CANADA	Konhaus, T	15	45	45	45	3,7333	olleyball, Golf
99338 Hernandez Riano, Sofia	Senior	COLOMBIA	Keene, J	20	151	147	133	3,9549	Soccer
98268 Hoffmeyer, Aidan	Freshman	CANADA	Beatty, S	15	15	15	15	3.4	Baseball
100994 Kahsay, Abizer T.	Freshman	ETHIOPIA	McKinney, C	15	0	0	0	0	202402-FTF
100107 Karamy, Joseph T.	Freshman	ETHIOPIA	Gildemariam, G	15	0	0	0	0	202402-FTF
90071 Kettle, Euan D.	Junior	UNITED KINGDOM	McEntire, D	15	65	62	62	3,2097	Track
93828 Laurie, Zachary B.	Senior	CANADA	Heaster, D	16	108	104	103	3,3883	Baseball
98707 Lemovoi, Remy P.	Senior	UNITED STATES OF AMERICA	Beatty, S	18	170	160	165	2,9636	Basketball
101444 Lyles, Henry M.	Freshman	UNITED KINGDOM	McEntire, D	12	0	0	0	0	202402-FTF
85856 McNeill, Samuel D.	Senior	CANADA	Arbogast, G	12	115	115	114	3,9211	Golf
88883 McShane-Cale, Summer T.	Senior	AUSTRALIA	Gildem, M	15	106	103	103	3,3204	Cross Country
92470 Meza, Fabricio M.	Junior	PARAGUAY	Arbogast, G	15	72	69	71	2,7887	Golf
101109 Mohammed, Lina M.	Freshman	ETHIOPIA	Silva, S	12	0	0	0	0	202402-FTF
95884 Monckeberg, Juan	Sophomore	CHILE	Heaster, D	15	46	46	46	3,6739	Golf
98827 Moromisato, Mariana	Freshman	PERU	Heaster, D	16	13	13	12	2.75	Acro
101183 Mosengo, Prince L.	Sophomore	UNITED STATES OF AMERICA	Mullins, K	15	36	36	36	3	Basketball
95589 Niderla, Katarzyna M.	Senior	POLAND	Mullins, K	18	187	155	147	2,2517	Volleyball
92469 Nunez, Mathias F.	Junior	PARAGUAY	Queen, J	15	77	77	76	3,5526	Golf
89799 O'Connor, Aaron T.	Junior	IRELAND	Sarver, M	15	74	65	62	2,8065	Boxing
100996 Oshinubi, Jide	Freshman	ETHIOPIA	Stokalm, C	15	0	0	0	0	202402-FTF
98018 Olayede, Ridwan O.	Freshman	NERERIA	Evans, K	16	16	16	16	4	
99695 Oluwalde, Esther A.	Senior	UNITED KINGDOM	Queen, K	18	155	155	148	3,3311	Basketball
98162 Osai, Enoch A.	Freshman	ISRAEL	Du, W	16	16	16	16	3,8125	
98656 Schaller, Dejaan H.	Senior	NEW ZEALAND	Ensor, K	15	118	111	111	3,0991	Basketball
101418 Seminario, Valentina D.	Freshman	PERU	Carpenter, J	16	27	27	24	3,375	

# GLENVILLE STATE UNIVERSITY


## Out-of-State Headcount Enrollment

Excluding Dual Enrollment High School Students

Institutions	2019	2020	2021	2022	2023	2022-23	2019-23
Concord University	397	386	408	424	399 ▼	-5.9%	0.5%
Fairmont State University	408	416	386	389	373 ▼	-4.1%	-8.6%
Glenville State University	199	242	233	250	277	10.8%	39.2%
Marshall University	2,809	2,618	2,464	2,441	2,583	5.8%	-8.0%
Potomac State College of WVU	220	215	233	221	205 ▼	-7.2%	-6.8%
Shepherd University	1,381	1,075	1,176	1,349	1,299 ▼	-3.7%	-5.9%
West Liberty University	835	858	888	857	833 ▼	-2.8%	-0.2%
West Virginia School of Osteopathic Medici	623	631	628	632	628	-0.6%	0.8%
West Virginia State University	301	479	292	286	353	23.4%	17.3%
West Virginia University	13,956	13,695	13,551	13,401	13,142 ▼	-1.9%	-5.8%
WVU Institute of Technology	202	205	194	209	207 ▼	-1.0%	2.5%
<b>TOTAL</b>	<b>21,521</b>	<b>20,993</b>	<b>20,780</b>	<b>20,851</b>	<b>20,679 ▼</b>	<b>-0.8%</b>	<b>-3.9%</b>

Source: HEPC Fall Census Data

Enrollment Report Fall 2023



# GLENVILLE STATE UNIVERSITY

# Athletics

- Acro – 5
- Baseball – 5
- Men’s Basketball – 5
- Women’s Basketball – 5
- Boxing – 2
- Cheer – 2
- Football – 15
- Men’s Golf – 1
- Women’s Golf – 2
- Soccer – 6
- Softball – 4
- Track – 5
- Volleyball – 4
- Wrestling - 5

## Club Teams = 30

## Total = 500

GLENVILLE STATE UNIVERSITY

# SPRING 2024 ENROLLMENT

RESIDENTIAL STUDENTS		OFF CAMPUS PROGRAMS		TOTAL STUDENTS	
<b>FULL-TIME IN-STATE RESIDENTIAL</b> <b>322</b> <small>SPRING 23 323</small>	<b>PART-TIME IN-STATE RESIDENTIAL</b> <b>12</b> <small>SPRING 23 15</small>	<b>FULL-TIME ONLINE</b> <b>58</b> <small>SP 23 55</small>	<b>TOTAL FULL-TIME</b> <b>857</b> <small>SP 23 797</small>	<b>TOTAL ONLINE</b> <b>84</b> <small>SP 23 97</small>	<b>TOTAL GRADUATE</b> <b>42</b> <small>SP 23 23</small>
<b>FULL-TIME OUT OF STATE RESIDENTIAL</b> <b>157</b> <small>SPRING 23 149</small>	<b>PART-TIME OUT OF STATE RESIDENTIAL</b> <b>6</b> <small>SPRING 23 6</small>	<b>PART-TIME ONLINE</b> <b>25</b> <small>SP 23 42</small>	<b>TOTAL PART-TIME</b> <b>239</b> <small>SP 23 252</small>	<small>NOTE: Total Full and Part-Time above excludes HS and Graduate Programs</small>	
<b>FULL-TIME INTERNATIONAL RESIDENTIAL</b> <b>41</b> <small>SPRING 23 30</small>	<b>PART-TIME INTERNATIONAL RESIDENTIAL</b> <b>(Blank)</b> <small>SPRING 23 0</small>	<b>GRADUATE - MA</b> <b>20</b> <small>SP 23 23</small>	<b>GRADUATE - MBA</b> <b>22</b> <small>SP 23 0</small>	<b>HIGH SCHOOL</b> <b>463</b> <small>SP 23 392</small>	<b>FULL-TIME GRADUATE</b> <b>26</b> <small>SP 23 13</small>
<b>COMMUTER STUDENTS</b>		<b>GRADUATE - MA</b> <b>20</b> <small>SP 23 23</small>	<b>CORRECTIONS</b> <b>155</b> <small>SP 23 155</small>	<b>PART-TIME GRADUATE</b> <b>16</b> <small>SP 23 10</small>	
<b>FULL-TIME IN-STATE COMMUTER</b> <b>176</b> <small>SPRING 23 208</small>	<b>PART-TIME IN-STATE COMMUTER</b> <b>42</b> <small>SPRING 23 31</small>	<b>GRADUATE - MBA</b> <b>22</b> <small>SP 23 0</small>			
<b>FULL-TIME OUT OF-STATE COMMUTER</b> <b>22</b> <small>SPRING 23 21</small>	<b>PART-TIME OUT OF-STATE COMMUTER</b> <b>4</b> <small>SPRING 23 4</small>	<b>HIGH SCHOOL</b> <b>463</b> <small>SP 23 392</small>			
<b>FULL-TIME INTERNATIONAL COMMUTER</b> <b>1</b> <small>SPRING 23 2</small>	<b>FULL-TIME INTERNATIONAL COMMUTER</b> <b>(Blank)</b> <small>SPRING 23 1</small>	<b>CORRECTIONS</b> <b>155</b> <small>SP 23 155</small>			

## **Important to Note:**

- **First Time Freshmen – 43 to 57**
- **Re-Admit Students – 15 to 37**
- **Transfer Students – 38 to 42**
- **Full-time Online Only – 55 to 63**
- **External Programs – 392 to 422 & 101 to 169**

**GLENVILLE STATE UNIVERSITY**

## **Student Life**

- **Winter Homecoming – Saturday, February 10**
- **New Orientation Process**
- **GSU Day at the Capital**
- **Campus Nurse**
- **Intramurals – High Adventure**
- **Student Activities**

**GLENVILLE STATE UNIVERSITY**

# Academic Success Center

- Retention Rates – Fall 2023 – (68.2%) Fall 2022 (66.43) Spring 2024 – (83%)
- Mountaineer Challenge
- ADA – Off Campus Housing

First time college			
Eligible to be retained from fall '23	Retained for spring'24		
238	190	79.83%	
In State			
179	141	78.77%	
Out of State			
9	8	88.89%	
International			
17	12	70.59%	

Fall 2023 Enrolled-Subtract Grads	# retained	Percentage
Freshman As of fall '23	829	82.98%
	196	68.06%
Sophomore As of fall '23		
	162	81%
Junior As of fall '23		
	206	92.38%
Senior As of fall '23		
	230	94.65%
Graduate students As of fall '23		
	35	76.09%

GLENVILLE STATE UNIVERSITY

# Student Support Services

- Only 86% of the funded to serve amount was met during the 9/1/2022 to 8/31/2023 period.
- On 9/1/2023 we had 49 additional vacancies in Student Support Services
- SSS was serving only 101 out of the 165 student threshold
- Since the beginning of the spring term SSS has admitted 25 new students and have 15 additional applicants as of Monday
- FAFSA – Thursday, February 1
- 118 Students came to FAFSA event on Thursday of last week

GLENVILLE STATE UNIVERSITY

## Final Thoughts:

- We are a catch university – Term Start Date August 19
- International Students – ESL Program
- Nursing Students – Satellite Campus for MU
- Club Teams – Increasing Enrollment
- Scholarships
- Awards Days
- Housing

GLENVILLE STATE UNIVERSITY

# Questions

GLENVILLE STATE UNIVERSITY

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

**Report for Board of Governors**

**Active Positions:**

<b>Staff</b>	<b>Open Positions</b>
Assistant Athletic Trainer	1 New/1 Replacement - Ashley Thompson
Campus Service Worker	1 Replacement- Greta Peters
Staff Librarian	1 Replacement- Leslee Stover
University Relations Specialist	1 Replacement- Seth Stover
Trades Specialist	1 Replacement- Randy Frame
<b>Faculty</b>	<b>Open Positions</b>
Assistant Professor of Criminal Justice	1 New
Assistant Professor of Business	1 Replacement- Leslie Ward
Assistant Professor or Lecturer of Business in Second Chance Pell Program	1 Replacements- Frank Carothers
Instructor of Health Sciences in Nursing	1 New
Assistant Professor or Lecturer of Exercise Science	1 Replacement- Peter Hart

**New Faculty/Staff:**

- Dr. Minfeng Li - Associate Professor of Chemistry
- Dr. Thomas Moore - Associate Professor of Health Sciences
- Dr. Robert Rice - Assistant Professor of Criminal Justice
- Robert Woods - Director of Student Support Services
- Ian Pomeroy - Admissions counselor
- Cindy Pounds - Campus Service Worker
- Isaac Sealey - Security Guard

**Retirements:**

- David Moss - Campus Service Worker 2006
- Greta Peters - Campus Service Worker 1998

**Glenville State University Board of Governors  
Meeting of February 21, 2024**

**ACTION ITEM:** Approve a Master of Science in Criminal Justice

**COMMITTEE:** Academic Affairs

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the University proposal for an Master of Science in Criminal Justice degree program at Glenville State University.

**STAFF MEMBER:** Dr. Mari Clements

**BACKGROUND:**

Having granted permission to plan an MSCJ program, and in accordance with WVHEPC 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 approves the plan as presented to the BOG for a new graduate degree program – Master of Science in Criminal Justice.

This is the second step in seeking permission to deliver this program. Once approved by the BOG, we will submit to WVHEPC for its respective approval. GSU has received approval from the Higher Learning Commission. As part of the application to WVHEPC, Glenville State University needs to provide a letter of support for the MSCJ program, as presented, from the Board of Governors.



**GLENVILLE**  
**STATE UNIVERSITY**

**January 31, 2023**  
**Proposal to add a**  
**Master of Science in Criminal Justice**  
**at Glenville State University**

**Glenville State University**  
**200 High Street**  
**Glenville, West Virginia 26351**

**Effective Date August 2024**



## 6.1 Brief Summary Statement

The *Master of Science in Criminal Justice* (MSCJ) degree program at Glenville State University is designed as the natural extension and expansion of the skills and knowledge afforded by the Bachelor of Science in Criminal Justice. The MSCJ will provide students a synthesis of theory and practical application to enhance their educational and professional skills and opportunities beyond the baccalaureate level, thus leading to a more equipped and informed criminal justice workforce.

The *Master of Science in Criminal Justice* (MSCJ) is comprised of ten 3-credit courses totaling 30 credits. The program will follow the Glenville State University semester-based academic year, offering courses in two eight-week terms each semester as well as one eight-week summer term. The MSCJ is designed to be flexible enough to allow certifications and/or concentrations within domains of the criminal justice field (e.g., corrections and rehabilitation, advanced leadership, infrastructure security). This planned continuing evolution of the degree program offerings will be informed by emerging academic and industry standards, and will be undertaken in collaboration with an Advisory Board of experts in the fields of education, law enforcement, corrections, and law.

## 6.2 Program Description

The Master of Science in Criminal Justice prepares students for leadership roles in law enforcement, corrections, and private security professions. The content and breadth of the program is designed to serve the public safety and criminal justice needs, professionally and scholastically, of the citizens of West Virginia. The curriculum and skills gained from this degree will also have potential application both nationally and internationally.

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

### 6.2.1 Program Objectives:

- ❖ MSCJ PO1 – Acquire and apply ethically advanced administrative and leadership theories and skills beneficial for criminal justice professionals.
- ❖ MSCJ PO2 – Recognize and evaluate principles of management and leadership in criminal justice.
- ❖ MSCJ PO3 – Differentiate and critique technological advances in criminal investigations.
- ❖ MSCJ PO4 – Evaluate research, assessments, and analyses of complex social issues contributing to identified complexities in criminal justice
- ❖ MSCJ PO5 – Formulate new and innovative approaches to apply justice equitably in a diverse population.

### 6.2.2. Program Identification:

The *Master of Science in Criminal Justice* is classified under the Criminal Justice/Safety Studies category of the National Center for Educational Statistics (NECS), Classification of Instruction Programs (CIP) 43.0103. This category is defined as a “program that prepares individuals to apply theories and practices of organizational management and criminal justice to the administration of public law enforcement agencies and operations. Includes instruction in law enforcement history and theory, operational command leadership, administration of public police organizations, labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership.”

### 6.2.3. Program Features:

#### 6.2.3.a. Admissions and Performance Standards:

The admissions and performance standards for the MSCJ were constructed based on current academic and professional standards for the field of study, and with consideration for alignment with other graduate degree programs at Glensville State University. Applicants must

- Complete an application for admission.
- Demonstrate a cumulative 2.75 minimum GPA from the bachelor’s degree-granting program.
- Submit a 5- to 8-page double spaced writing sample explaining:
  - The applicant’s goal in completing a Master of Science in Criminal Justice at Glensville State University,
  - How the degree will benefit them in their current or intended career choice, and
  - 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.
- Arrange for three letters of recommendation from professionals. These letters may be written by professionals within an institution of higher education or within the student’s current profession.

#### 6.2.3.b. Program Requirements:

Students must 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.

## MSCJ Curriculum

Course Number	Course Title	Credit Hours	Program Objectives
CRJU 500	Constitutional Law in Criminal Justice	3	MSCJ PO1 MSCJ PO5
CRJU 520	Leadership and Management	3	MSCJ PO1 MSCJ PO2
CRJU 540	Critical Infrastructure	3	MSCJ PO3
CRJU 560	Contemporary Issues and Trends in Criminal Justice	3	MSCJ PO3 MSCJ PO4
CRJU 580	Class, Cultures, Crime and Justice	3	MSCJ PO1 MSCJ PO5
EDUC 600	Research Methods	3	MSCJ PO3 MSCJ PO4
CRJU 620	Comparative Criminal Justice Systems	3	MSCJ PO5 MSCJ PO2
CRJU 640	Training and Development in Criminal Justice	3	MSCJ PO1 MSCJ PO2
CRJU 660	Policy Analysis in Criminal Justice	3	MSCJ PO1 MSCJ PO4
CRJU 693	Capstone Project	3	MSCJ PO5

### 6.2.4. Program Outcomes:

The MSCJ will maintain assessment procedures and comport with the University’s accreditation status through the Higher Learning Commission. There are no other known entities that provide professional accreditation or specialized certification for criminal justice programs.

The outcomes of the MSCJ will comport with the mission statements of Glenville State University, the Graduate Council, and the Criminal Justice Department.

The Department of Criminal Justice faculty considered and incorporated the attributes defined in these mission statements when determining the educational objectives and outcomes for the *Master of Science in Criminal Justice*. The educational objectives and outcomes frame the implementation and delivery of the MSCJ and provide a robust curriculum that prepares current criminal justice professionals to serve the communities of central West Virginia.

The curriculum, and its resultant knowledge and professional viability gained through the MSCJ, align with the mission of the Criminal Justice Department, which intends to “graduate students with knowledge of the criminal justice system, crime scene management, police practices and procedures and the social implications associated with the justice system.” This mission statement will be re-evaluated in the 2024-2025 year during our internal program review and self-assessment to formulate even greater synthesis with the MSCJ focus.

### 6.2.5. Program Content:

#### 6.2.5.a. The Content and Length of the MSCJ

The *Master of Science in Criminal Justice* (MSCJ) is comprised of 10 three-credit, online, asynchronous courses totaling 30 credits. The program will follow the Glenville State University semester-based academic year, offering courses in two eight-week terms a semester. All coursework will be delivered in 8-week instructional modules, the only exceptions being EDUC 600: Research Methods and CRJU 693: Capstone Project, which are both 16-week full semester courses. Each fall and spring semester is comprised of two 8-week sessions. Summer session will be comprised of two 8-week session. This allows students taking both offerings each semester to complete the MSCJ within a year.

#### 6.2.5.b. Undergraduate GE Components

N/A

#### 6.2.5.c. Minimum GE Requirements

N/A

## 6.3 Program Need and Justification

The MSCJ will meet a continuing and growing need for educational offerings that provide the skills and knowledge requisite for professions in policing, courts, and corrections. Given the nature of other criminal justice programs throughout West Virginia, the MSCJ has identified a target gap opportunity for curriculum designed to advance in supervisory and management areas for criminal justice professionals matriculating through the system. Previously submitted documentation supports the continued trend of police officers and supervisors retiring and/or resigning in large numbers across the United States. These retirements and resignations necessitate younger officers to advance in their careers earlier than might previously have been the case. In accordance with the mission of Glenville State University, and to fill the community and social need for highly trained criminal justice professionals to guide and lead their communities, the MSCJ will help fill the skill and knowledge void needed for trained, socially-conscious leadership. As criminal justice functions as a system, this proposed degree program comports and melds with skills and employment opportunities in corrections and the courts 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. Throughout the criminal justice system in America, supervisors and managers are promoted based on education and experience. The MSCJ intends to help provide and equip future leaders in the field and contribute to positive social change.

### *6.3.1. Relationship to Institutional Goals and Objectives*

The Glenville State University strategic plan for 2021 – 2026 outlines a number of key goals to which the proposed MSCJ is well aligned. One of those overarching goals is to *Deliver Quality Education* “by providing relevant curricular and co-curricular programs...to prepare students for a diverse, technological, and global workplace and society, and expanding access to an array of professional development opportunities.” Under this mandate, Goal 2 specifies the university’s intent to:

Goal 2: Establish and promote relevant academic programs

Under the overarching goal of *Foster Equity*, Glenville State University intends to:

Goal 4: Enhance equity programs and opportunities

Goal 5: Strengthen curriculum offerings that encompass diversity

The MSCJ is aligned with these overarching goals and their sub-goals, by providing for opportunity and growth within viable academic programs aimed at positive social change through the expression of theory and skills for ensuring ethical and diverse public safety services.

### *6.3.2. Existing Programs in West Virginia*

The West Virginia Higher Education Policy Commission (WVHEPC) inventory list of institutions and programs was used to identify and evaluate existing graduate programs offered at other institutions across the state. A review of this degree inventory indicates that there is one MSCJ-related program in West Virginia identified with CIP code 43.0103, at Shepherd University.

The curriculum of this institution was examined while evaluating and constructing the unique nature, philosophy, and theoretical lens that composes the GSU MCSJ. The criminal justice faculty and the university as a whole believe that the proposed program fills a specific content area need for the state in a manner that complements rather than vies with the program at Shepherd University. The geographic distance between the two programs (Shepherd University is ~241 miles from Glenville) makes it unlikely that the programs will directly compete; Glenville State University is uniquely positioned to serve the Central West Virginia region.

### *6.3.3. Program Planning and Development*

The Criminal Justice Department at Glenville State University has examined the need for an MSCJ over the last five years, conducting formal and informal surveys and reviewing data from the Bureau of Labor Statistics as well as professional and industry publications, needs, and trends. All of these sources have demonstrated continued need for the educational offerings of the proposed MSCJ. The president of Glenville State University has also requested this review and exploration, and these findings have been communicated to him and the Board of Governors, through shared governance procedures, receiving approval at all levels. The Criminal Justice

faculty members, in consultation with content matter experts and industry trends, agree on the need for the degree and are the creators of the curriculum for the MSCJ.

After reviewing various academic programs, regionally and nationally, the faculty developed the MSCJ and submitted the Intent to Plan to the Higher Education Policy Commission, who affirmed the request. In addition, the program has been submitted for and received approval from the Higher Learning Commission, the university's accreditor.

#### *6.3.4. Clientele Need*

As outlined in the *Intent to Plan*, and demonstrated through Bureau of Labor Statistics and industry trends, the MSCJ will fill the professional and educational needs of law enforcement and criminal justice-related fields. The leadership at FCI-Gilmer; the West Virginia State Police; the West Virginia Division of Corrections and Rehabilitation; the FBI; and several police, sheriff, correctional, and legal departments and agencies throughout West Virginia and beyond have expressed great interest in the skills and knowledge to be gleaned from the MSCJ. This translates to the public safety and social accord needs and goals of the citizens and stakeholders of West Virginia communities.

#### *6.3.5. Employment Opportunities*

As outlined in the *Intent to Plan*, and demonstrated through Bureau of Labor Statistics and industry trends, attainment of the MSCJ will prepare graduates for a number of growing criminal justice professions, including:

**Police and Detective:** 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).

**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.

**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

**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.

**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.

Overall, with the increased retirements and resignations within the law enforcement arena, a growth projection of 7% remains.

### *6.3.6. Program Impact*

The MSCJ is open to all students who have completed a bachelor’s degree, and will support students across the institution regardless of their undergraduate degree. Additionally, the MSCJ can be delivered using the university’s current core criminal justice faculty and vetted adjuncts. Not only will the MSCJ increase educational and professional opportunities for students throughout the institution, but will do so in a very cost effective manner.

### *6.3.7. Cooperative Agreements*

Although not directly relevant to the MSCJ, Glenville State University, with the assistance of HEPC legal counsel, has drafted articulation agreements that are currently under review with law enforcement and correctional agencies. Criminal Justice faculty persons have carefully reviewed the training materials of state and federal agencies who have presence in Central West Virginia, and they have recommended that graduates of their training academies be awarded specific articulation credit toward the AS and/or BS in Criminal Justice. Although these agreements are under review by their respective agencies, the university anticipates one or more of these agreements coming online by the summer term, thus establishing a potential pipeline of law enforcement and correctional officers and providing synergistic value to the agencies and the university. This pipeline could then extend to the MSCJ once these agreements are formally ratified and the agencies’ criminal justice professionals complete their baccalaureate degrees.

### *6.3.8. Alternatives to Program Development*

The MSCJ was designed as a natural and organic evolution from the undergraduate degrees offered in criminal justice at the university. Leadership and management themes from the bachelor’s degree cleanly aligned with the MSCJ. As a result of this natural evolution, no alternatives were developed or explored, nor do alternatives seem desirable in this case.

## **6. 4 Program Implementation and Projected Resource Requirements**

### *6.4.1. Program Administration*

The administration of the MSCJ program will be in the hands of the Department of Criminal Justice. Under the guidance of and reporting to the university Graduate Council,

Criminal Justice faculty will oversee the development, delivery, and any needed updates to the curriculum.

Both the Department of Criminal Justice and the Graduate Council report directly to the Provost, who serves as Vice President of Academic Affairs. The Graduate Council provides oversight of all master's programs for the institution and has representation from all these programs, including the Graduate Coordinators for each degree program as well as the administrative leadership of the department from which the program originated. An at-large graduate student representative is also a voting member of the Council. The Dean of Education, the Provost, the Graduate administrative assistant, and the University Certification Analyst are all ex-officio members of the Council.

The MSCJ will also be guided by an Advisory Board composed of education and industry experts. The members of the Advisory Board have already been contacted and agreed to serve.

#### *6.4.2. Program Projections*

The enrollment projections for the initial years of the program are provided in Exhibit A.

#### *6.4.3. Faculty Instructional Requirements*

The initial years of the program require no additional hires beyond the current budgeted five core faculty persons and vetted adjunct faculty persons. That is, the existing instructional infrastructure will sustain both the existing undergraduate programs and the MSCJ.

If future enrollment numbers support the need for additional sections of required coursework, the university will recruit and hire additional qualified faculty, but faculty growth is not anticipated to be needed in the first years of the program.

#### *6.4.4. Library Resources and Instructional Materials*

The Glenville State University Robert F. Kidd Library, under the guidance and consultation of Librarian Jason Gum, provides students access to research and scholastic databases required to sustain the graduate-level research components of the MSCJ. The university has intentionally expanded research databases in recent years to support existing and planned graduate programs.

In addition, the university has a strong Inter Library Loan (ILL) network that is both efficient and well connected. The richness of the university's archives, particularly in the area of Appalachian history and literature, has resulted in collaborative ILL relationships have been established with major research universities across the country. These relationships further deepen the resources available through university's membership in West Virginia library networks.



#### *6.4.5. Support Service Requirements*

The university already offers both courses and several complete degree programs (including the AS and BS in Criminal Justice) fully online. As a result, the support services online MSCJ students will require are already in place, including access to online databases and eBooks, the Brightspace LMS, 24/7 online tutoring, and software necessary for videoconferencing and completing program requirements.

#### *6.4.6. Facilities Requirements*

The MSCJ is an asynchronous online program will be supported through the Brightspace LMS. All faculty in the Criminal Justice Department have experience facilitating online coursework, and the Chair of the Department, Dr. Donal Hardin, has 13 years of experience teaching at various successful online institutions. The Online Committee at Glenville State University has developed a template and additional resources for best practices and training that support the online educational experience of all online students, including future MSCJ students.

The MSCJ will be delivered by faculty members who have completed Quality Matters certification or the equivalent. Quality Matters is a national standard for online education and prepares faculty to design an engaging, thought-provoking, and educational experience through online coursework.

#### *6.4.7. Operating Resource Requirements*

The operating resource requirements are included with the enrollment projections in Exhibit A.

#### *6.4.8. Source of Operating Resource*

The expected revenues resulting from the program are included with the enrollment projections and operating resource requirements in Exhibit A. All resources required to operate the program are within the university budget.

### **6. 5 Program Evaluation**

#### *6.5.1. Evaluation Procedures*

The department has devised 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.

Learning Objectives (LOs) will be assessed through graduate writing and course assignments. Objectives will be measured throughout the semester, and in a variety of courses,

and faculty will develop rubrics for assignments to quantify student performance. A capstone project will also provide opportunities to further formally assess students' level of comprehension of the defined LOs.

Pre/Post Assessments will be used to measure the LOs and performance. 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.

Further information on the evaluation and assessment process can be found in the *Intent to Plan*.

### *6.5.2. Accreditation Status*

Glenville State University has been continuously accredited by the Higher Learning Commission (HLC) since 1949, with the most recent reaffirmation of accreditation conferred in January of 2023. The MSCJ itself was approved by HLC on September 13, 2023.

**Exhibit A**

YEAR 1	FALL 2024		SPRING 2025		SUMMER 2025
	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS
<b>REVENUE</b>					
NUMBER OF STUDENTS SERVED:					
PROJECTED ENROLLMENT BY TERM	8	8	8	8	8
PROJECTED CREDIT HOURS PER TERM	6	3	6	3	6
COST PER CREDIT HOUR	\$ 460.00	\$ 460.00	\$ 460.00	\$ 460.00	\$ 460.00
<b>GROSS REVENUE</b>	\$ 22,080.00	\$ 11,040.00	\$ 22,080.00	\$ 11,040.00	\$ 22,080.00
<b>EXPENSES</b>					
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
ADJUNCT OR OVERLOAD COSTS	\$ 6,000.00	\$ 3,000.00	\$ 6,000.00	\$ 3,000.00	\$ 6,000.00
NON-ACADEMIC EXPENSE	\$ 512.00	\$ 512.00	\$ 512.00	\$ 512.00	\$ 512.00
<b>GROSS EXPENSES</b>	\$ 7,512.00	\$ 4,512.00	\$ 7,512.00	\$ 4,512.00	\$ 7,512.00
<b>NET INCOME</b>	\$ 14,568.00	\$ 6,528.00	\$ 14,568.00	\$ 6,528.00	\$ 14,568.00
<b>TOTAL NET INCOME</b>	<b>\$ 56,760.00</b>				

YEAR 2	FALL 2025		SPRING 2026		SUMMER 2026
	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS
<b>REVENUE</b>					
NUMBER OF STUDENTS SERVED:					
PROJECTED ENROLLMENT BY TERM	10	10	10	10	10
PROJECTED CREDIT HOURS PER TERM	6	3	6	3	6
COST PER CREDIT HOUR	\$ 460.00	\$ 460.00	\$ 460.00	\$ 460.00	\$ 460.00
<b>GROSS REVENUE</b>	\$ 27,600.00	\$ 13,800.00	\$ 27,600.00	\$ 13,800.00	\$ 27,600.00
<b>EXPENSES</b>					
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
ADJUNCT OR OVERLOAD COSTS	\$ 6,000.00	\$ 3,000.00	\$ 6,000.00	\$ 3,000.00	\$ 6,000.00
NON-ACADEMIC EXPENSE	\$ 512.00	\$ 512.00	\$ 512.00	\$ 512.00	\$ 512.00
<b>GROSS EXPENSES</b>	\$ 7,512.00	\$ 4,512.00	\$ 7,512.00	\$ 4,512.00	\$ 7,512.00
<b>NET INCOME</b>	\$ 20,088.00	\$ 9,288.00	\$ 20,088.00	\$ 9,288.00	\$ 20,088.00
<b>TOTAL NET INCOME</b>	<b>\$ 78,840.00</b>				

YEAR 3	FALL 2026		SPRING 2027		SUMMER 2027
	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS
<b>REVENUE</b>					
NUMBER OF STUDENTS SERVED:					
PROJECTED ENROLLMENT BY TERM	13	13	13	13	13
PROJECTED CREDIT HOURS PER TERM	6	3	6	3	6
COST PER CREDIT HOUR	\$ 460.00	\$ 460.00	\$ 460.00	\$ 460.00	\$ 460.00

<b>GROSS REVENUE</b>	\$ 35,880.00	\$ 17,940.00	\$ 35,880.00	\$ 17,940.00	\$ 35,880.00
<b>EXPENSES</b>					
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
ADJUNCT OR OVERLOAD COSTS	\$ 6,000.00	\$ 3,000.00	\$ 6,000.00	\$ 3,000.00	\$ 6,000.00
NON-ACADEMIC EXPENSE	\$ 512.00	\$ 512.00	\$ 512.00	\$ 512.00	\$ 512.00
FULL-TIME FACULTY					\$ -
<b>GROSS EXPENSES</b>	\$ 7,512.00	\$ 4,512.00	\$ 7,512.00	\$ 4,512.00	\$ 7,512.00
<b>NET INCOME</b>	\$ 28,368.00	\$ 13,428.00	\$ 28,368.00	\$ 13,428.00	\$ 28,368.00
<b>TOTAL NET INCOME</b>	<b>\$111,960.00</b>				

YEAR 4	FALL 2027		SPRING 2028		SUMMER 2028
	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS
<b>REVENUE</b>					
NUMBER OF STUDENTS SERVED:					
PROJECTED ENROLLMENT BY TERM	17	17	17	17	17
PROJECTED CREDIT HOURS PER TERM	6	3	6	3	6
COST PER CREDIT HOUR	\$ 460.00	\$ 460.00	\$ 460.00	\$ 460.00	\$ 460.00
<b>GROSS REVENUE</b>	\$ 46,920.00	\$ 23,460.00	\$ 46,920.00	\$ 23,460.00	\$ 46,920.00
<b>EXPENSES</b>					
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
ADJUNCT OR OVERLOAD COSTS	\$ 6,000.00	\$ 3,000.00	\$ 6,000.00	\$ 3,000.00	\$ 6,000.00
NON-ACADEMIC EXPENSE	\$ 512.00	\$ 512.00	\$ 512.00	\$ 512.00	\$ 512.00
FULL-TIME FACULTY	\$ -	\$ -	\$ -	\$ -	\$ -
<b>GROSS EXPENSES</b>	\$ 7,512.00	\$ 4,512.00	\$ 7,512.00	\$ 4,512.00	\$ 7,512.00
<b>NET INCOME</b>	\$ 39,408.00	\$ 18,948.00	\$ 39,408.00	\$ 18,948.00	\$ 39,408.00
<b>TOTAL NET INCOME</b>	<b>\$156,120.00</b>				

YEAR 5	FALL 2028		SPRING 2029		SUMMER 2029
	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS
<b>REVENUE</b>					
NUMBER OF STUDENTS SERVED:					
PROJECTED ENROLLMENT BY TERM	17	17	17	17	17
PROJECTED CREDIT HOURS PER TERM	6	3	6	3	6
COST PER CREDIT HOUR	\$ 460.00	\$ 460.00	\$ 460.00	\$ 460.00	\$ 460.00
<b>GROSS REVENUE</b>	\$ 46,920.00	\$ 23,460.00	\$ 46,920.00	\$ 23,460.00	\$ 46,920.00
<b>EXPENSES</b>					
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
ADJUNCT OR OVERLOAD COSTS	\$ 6,000.00	\$ 3,000.00	\$ 6,000.00	\$ 3,000.00	\$ 6,000.00
NON-ACADEMIC EXPENSE	\$ 512.00	\$ 512.00	\$ 512.00	\$ 512.00	\$ 512.00
FULL-TIME FACULTY	\$ -	\$ -	\$ -	\$ -	\$ -
<b>GROSS EXPENSES</b>	\$ 7,512.00	\$ 4,512.00	\$ 7,512.00	\$ 4,512.00	\$ 7,512.00
<b>NET INCOME</b>	\$ 39,408.00	\$ 18,948.00	\$ 39,408.00	\$ 18,948.00	\$ 39,408.00
<b>TOTAL NET INCOME</b>	<b>\$156,120.00</b>				

**Glenville State University Board of Governors  
Meeting of February 21, 2024**

**ACTION ITEM:** Glenville State University Audit Report and Financial Statements for FY2023

**COMMITTEE:** Committee of the Whole

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the FY2023 Audit Report and Financial Statements.

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

**BACKGROUND:**

The audit of the financial statements of Glenville State University, a component unit of the West Virginia Higher Education Fund, as of and for the year ended June 30, 2023 and 2022, was completed on October 13, 2024 by CliftonLarsonAllen LLP (CLA). The financial statements comprise the respective financial position of the business-type activities and the discretely presented component unit of the University, and the respective changes in financial position and, where applicable, cash flows for the year then ended. The Audit Opinion states that those financial statements are presented fairly, in all material respects, and in accordance with accounting principles generally accepted in the United States of America.

**GLENVILLE STATE UNIVERSITY**  
**FINANCIAL STATEMENTS AND**  
**SUPPLEMENTARY INFORMATION**  
**YEARS ENDED JUNE 30, 2023 AND 2022**



CPAs | CONSULTANTS | WEALTH ADVISORS

[CLAcconnect.com](http://CLAcconnect.com)

**GLENVILLE STATE UNIVERSITY  
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## INDEPENDENT AUDITORS' REPORT

Board of Governors  
Glennville State University  
Glennville, West Virginia

### Report on the Audit of the Financial Statements

#### **Opinion**

We have audited the accompanying financial statements of the business-type activities and the discretely presented component unit of Glennville State University (the University), a component unit of the West Virginia Higher Education Fund, as of and for the years ended June 30, 2023 and 2022, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

In our opinion, based on our audits and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities and the discretely presented component unit of the University as of June 30, 2023 and 2022, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

We did not audit the financial statements of the discretely presented component unit, Glennville State University Foundation, Inc. (the Foundation), which represents 100% of the assets, net assets, and revenues of the discretely presented component unit as of and for the years ended June 30, 2023 and 2022. Those statements were audited by other auditors, whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation, is based solely on the report of the other auditor.

#### **Basis for Opinion**

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the University and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion. The financial statements of Glennville State University Foundation, Inc. were not audited in accordance with *Government Auditing Standards*.



### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the University's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

### ***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the University's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, and the Schedules of Proportionate Share of Net Pension Liability and Contributions, and the Schedules of Proportionate Share of Net OPEB Liability and Contributions be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audits of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 13, 2023, on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.



**CliftonLarsonAllen LLP**

King of Prussia, Pennsylvania  
October 13, 2023

**GLENVILLE STATE UNIVERSITY  
MANAGEMENTS' DISCUSSION AND ANALYSIS  
(UNAUDITED)  
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**About Glensville State University**

Glensville State University, West Virginia's only centrally located public institution of higher education, was founded in 1872 to provide instruction and practice for common school teachers in the science of education and the art of teaching. In the early years, Glensville Normal was obliged to devote resources almost exclusively to secondary studies because of the absence of high schools in the area. Later, as high schools became more numerous, secondary offerings were gradually reduced and more college courses were developed. On May 1, 1930, the State Board of Education authorized the school to award the Bachelor of Arts in Education Degree, and on March 4, 1931, the Legislature changed the school's name to Glensville State Teachers College. Often referred to as the Lighthouse on the Hill, the name of the school was changed to Glensville State College in 1943. This name remained in use for 79 years until the Institution officially achieved University status in 2022.

Glensville State has long surpassed its original mission as a teacher's college, having expanded to prepare students for careers in teaching, business, land resources, music, the liberal arts, the sciences, criminal justice, and human services, and now nursing. However, in deference to its origins as a teacher's college, it seems only fitting that Glensville's initial offerings as a University would be graduate programs in Education. In early Fall, 2021, the Higher Learning Commission (HLC) approved Glensville's graduate studies expansion application. This was followed by the Higher Education Policy Commission's (HEPC) approval later that year. This momentous development culminated on February 22, 2022, when both the West Virginia House of Delegates and the State Senate unanimously approved of Glensville's new status as a University, followed the next day by the Governor's signature. Fittingly, that landmark event occurred on the same day that Glensville celebrated its 150<sup>th</sup> Anniversary. We have been operating as Glensville State University (GSU) since that memorable date.

With an annual enrollment of approximately 1,900 students, the University has a student to faculty ratio of 17 to 1. The University's enrollment is made up of 37% first generation students. 83% of Glensville's students are residents of West Virginia. The University fulfills a commitment to serve students in need as approximately 97% of Glensville's students receive some form of financial aid or scholarship assistance.

GSU offers six degrees and twenty-two programs, is accredited by the HLC and is a member of the North Central Association of Colleges and Schools. The University holds unit accreditation from the National Council for Accreditation of Teacher Education and recognition from the Society of American Foresters. Glensville State University is part of the West Virginia Higher Education System and is governed by a local, 12-member Board of Governors, who are appointed by the State Governor.

***Operational Highlights***

Our Foundation achieved another record "Day of Giving" realizing a total intake of nearly \$1 million in contributions from 800 benefactors, all of which is held by the Foundation for the ultimate benefit of the University. In addition, GSU was named among the top U.S schools for preparing Future teachers in the science of reading.

Operationally, Fiscal Year 2023 continued an encouraging trend in enrollment as GSU realized a year over year increase of approximately 97 overall combined student headcounts in comparison to FY2022. Prospectively, our Fall, 2023 enrollment is off to a great start in continuing the trend of gradual growth in our enrollment counts, exceeding the prior Fall of 2022 by 32 students, with an increase in the number of full-time, and residential students. Financially, GSU implemented a 4% across the board prospective increase in tuition and fees as inflationary pressures continue. GSU

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has chosen to raise rates gradually over a three-year period in an effort to cushion the financial impacts to our students while also ultimately achieving the higher revenue rates necessary to keep pace with escalating operating costs. GSU believes this plan to be fiscally responsible to the Institution's financial health while also being respectful to the financial challenges being experienced by GSU customers, the students whom we serve. Indeed, GSU has continued to be recognized as one of the most affordable Universities among our peers.

Of additional significance, Glenville State University officially entered into a partnership with Marshall University which has allowed us to offer a four-year BS in Nursing program on our campus beginning with our Fall, 2022 semester. This partnership allows GSU to utilize Marshall's existing accreditation while providing students of our central West Virginia service area the opportunity to obtain that degree on our campus. This program had an initial cohort class of 42 pre-Nursing students in the Fall of 2022, and another cohort of 40 pre-nursing students in the Fall of 2023 and will be instrumental to GSU doing its part to meet the State and Nationwide nursing shortage. GSU also received a grant through the Governor's office of approximately \$2.1 million which has been utilized in late FY2022 and early FY2023 and \$1.6 million in late FY23, to complete the investments necessary for a successful launch of our Nursing Program.

Furthermore, GSU executed a contract extension with our food service provider, Aramark. This contract renewal came with significant financial incentives funded by our food service partner, including a "We Proudly Serve" Starbucks coffee shop on campus, in addition to a significant upgrade in our food service facilities, including a new Freshens franchise. This investment of in excess of \$2 million by our food service partner represents an investment in our future, facilitating our ability to deliver highly appealing and satisfying food service to our current students and to position ourselves to be very attractive to future prospective students. We also implemented our new relationship with Barnes & Noble College in FY22, wherein we returned to providing a physical book and merchandise store presence on campus. Through this partnership, GSU was among the very first to launch Barnes & Nobles' "First Day Complete" program. This service conveniently provides each of our students all of the textbook and other instructional materials necessary for all courses in which they have enrolled for a reasonable and competitive flat fee basis. Based upon the rate of participation through our current Fall, 2023 semester, this service continues to successfully meet our students' needs in this area and has grown to record utilization.

Prospectively, GSU continues forward with the development of additional Graduate level programs, including an MBA, implemented in the Fall of 2023 and a Masters in Criminal Justice, which GSU plans to begin offering in the Spring of 2023. With viability projections for the first Fall 2023 cohort of the MBA program being 9 students, GSU's first MBA cohort began with 21 students. GSU also plans to develop and offer a graduate program in counseling beginning in the Fall of 2024, as well as expanding on the existing Education graduate program offerings which GSU launched in FY2023. Additionally, GSU has initiated steps toward developing existing unutilized space on campus to relocate our pre-nursing and health and human performance programs. This will also provide the foundational physical facility necessary to establish a "College of Health Sciences" consistent with GSU's five-year strategic plans. Through this strategic initiative, which we believe will be executed over the coming one to two fiscal years, GSU intends to increase offerings to our students with degree programs in the Health Sciences field.

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**Overview of the Financial Statements and Financial Analysis**

Glenville State University (the University) is pleased to present its financial statements for the fiscal years 2023, 2022 and 2021. The following management discussion and analysis provides an overview of the financial position and activities of the University for these years.

There are three financial statements presented: the Statements of Net Position; the Statements of Revenues, Expenses, and Changes in Net Position; and the Statements of Cash Flows. These statements provide both long-term and short-term financial information about the University.

***Financial Highlights***

Total assets increased year over year while total liabilities increased by a smaller margin, resulting in a 2.6% increase in total net position. Operating revenues increased by 19.2% while non-operating revenues decreased by 11.6%. This was supplemented by a 9.3% increase in total expenses, which still resulted in a positive net income for the current year. All bond debt was refinanced in September, 2017, as discussed in Note 7 to the financial statements. The University continued receiving significant funding through various operational and research grants, as well as through additional CARES Act, American Rescue Plan Act, and GEER Grant sources of funding, all of which contributed to the continued improved results. However, the CARES Act, American Rescue Plan Act, and GEER Grant funding were fully drawn down and expended in FY 2023.

***Net Position***

The Statements of Net Position present the assets, liabilities, and net position of the University as of the end of the fiscal years. The purpose of the Statements of Net Position is to present to the readers of the financial statements a fiscal snapshot of the University. The Statements of Net Position present end-of-year data concerning Assets (current and noncurrent), Liabilities (current and noncurrent), and Net Position (Assets minus Liabilities).

The Statements of Net Position provide a way to measure the financial position of the University. It provides a picture of the net position and availability of resources for expenditure by the University. From the data presented, readers of the Statements of Net Position are able to determine the assets available to continue the operations of the University. They are also able to determine how much is owed to employees, vendors and lending institutions.

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Net Position is divided into three major categories. The first category, net investment in capital assets, accounts for equity in the property, plant and equipment owned by the University. Title to all property was transferred to the Glenville State University Board of Governors by the Higher Education Policy Commission (HEPC, or the "Commission"), when the HEPC was formed in 2001. The next asset category is restricted, which is divided into two categories: nonexpendable (permanently restricted) and expendable. Expendable restricted resources are available for expenditure but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of the assets. Included in restricted expendable resources are balances that have been designated for specific purposes in West Virginia State Code. This category includes auxiliary enterprise balances as well as certain student fee funds that are designated within state code for specific general purposes such as housing operations or library operations. The final category is unrestricted resources, which are available for expenditure for any lawful purpose of the University.

**CONDENSED SCHEDULES OF NET POSITION  
JUNE 30, 2023, 2022 AND 2021**

	2023	2022	2021
Assets:			
Current Assets	\$ 3,720,359	\$ 6,375,316	\$ 4,066,730
Other Noncurrent Assets	3,810,203	5,256,859	3,769,530
Capital Assets, Net	73,427,230	72,967,265	72,641,150
Total Assets	80,957,792	84,599,440	80,477,410
Deferred Outflows of Resources	555,652	726,002	1,045,575
Total Assets and Deferred Outflows of Resources	\$ 81,513,444	\$ 85,325,442	\$ 81,522,985
Liabilities:			
Current Liabilities	\$ 4,275,266	\$ 6,124,812	\$ 4,189,831
Noncurrent Liabilities	36,179,519	37,228,565	38,355,582
Total Liabilities	40,454,785	43,353,377	42,545,413
Deferred Inflows of Resources	2,557,879	4,429,454	3,065,636
Total Liabilities and Deferred Inflows of Resources	43,012,664	47,782,831	45,611,049
Net Position:			
Net Investment in Capital Assets	37,806,277	36,152,927	36,773,840
Restricted - Expendable	2,599,434	4,152,465	4,282,935
Unrestricted	(1,904,931)	(2,762,781)	(5,144,839)
Total Net Position	38,500,780	37,542,611	35,911,936
Total Liabilities and Deferred Inflows of Resources and Net Position	\$ 81,513,444	\$ 85,325,442	\$ 81,522,985

An indicator of short-term financial condition is the ratio of current assets to current liabilities, or current ratio. The current ratio was 0.87, 1.04 and 0.97 as of June 30, 2023, 2022, and 2021, respectively.

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***Significant Changes in Net Position***

**2023 Compared to 2022**

At June 30, 2023, the University's total net position increased from the previous year by \$958,169, driven by the positive net results realized for the Fiscal Year. Current cash and cash equivalents decreased by \$3,447,654. The net pension liability at June 30, 2023, was \$383,804.

Other noncurrent assets decreased by \$1,446,656. Included in noncurrent receivables is \$35,531 which represents "No Hardship" advances made to employees as a result of the transition from real time to arrearage pay in 2014.

Net capital assets increased by \$459,965. Additions in capital assets were \$3,250,851, some of which were funded through various grant or other one-time, non-recurring sources of capital funding.

**2022 Compared to 2021**

At June 30, 2022, the University's total net position increased from the previous year by \$1,630,675, driven by the positive net results realized for the Fiscal Year. Current cash and cash equivalents increased by \$3,686,070. The net pension liability at June 30, 2022, was \$315,572.

Other noncurrent assets increased by \$1,487,329. Included in noncurrent receivables is \$42,674 which represents "No Hardship" advances made to employees as a result of the transition from real time to arrearage pay in 2014.

Net capital assets increased \$326,115. Additions in capital assets were \$2,198,375, some of which were funded through various grant or other one-time, non-recurring sources of capital funding.

The principal balances of five issues of refinanced bonds and other debt were eliminated in 2017 as part of the successful issuance of \$36,285,000 of Improvement and Refunding Revenue Bonds.

***Revenues, Expenses, and Changes in Net Position***

Changes in total net position, as presented on the Statements of Net Position, are based on the activities presented in the Statements of Revenues, Expenses, and Changes in Net Position (SRECNP). The purpose of the SRECNP is to present the revenues earned, both operating and nonoperating, and the expenses incurred, operating and nonoperating, and any other revenues, expenses, gains and losses of the University.

Operating revenues are earned for providing goods and services to the various customers and constituencies of the University. Operating expenses are incurred to acquire or produce the goods and services provided in return for the operating revenues and to carry out the mission of the University. Revenues for which goods and services are not provided are reported as nonoperating revenues. Nonoperating revenues are primarily from (1) State appropriations, because they are provided by the West Virginia Legislature to the University without the Legislature directly receiving commensurate goods and services for those revenues, and (2) Pell grants, which are reported as nonoperating revenue, not as a reduction in amounts due from students, because of specific guidance in the AICPA industry audit guide.

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**CONDENSED SCHEDULES OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION  
YEARS ENDED JUNE 30, 2023, 2022 AND 2021**

	2023	2022	2021
Operating:			
Revenues	\$ 19,738,922	\$ 16,396,777	\$ 14,722,777
Expenses	30,713,544	28,251,454	23,724,336
Operating Loss	(10,974,622)	(11,854,677)	(9,001,559)
Nonoperating:			
Revenues	12,526,269	14,168,526	15,926,189
Expenses	(1,757,056)	(1,820,481)	(1,857,602)
Nonoperating Income	10,769,213	12,348,045	14,068,587
Income Before Other Revenues, Expenses, Gains or Losses	(205,409)	493,368	5,067,028
Gifts and Capital Payments on Behalf of the University	1,163,578	1,137,307	-
Increase in Net Position	958,169	1,630,675	5,067,028
Net Position - Beginning of Year	37,542,611	35,911,936	30,844,908
Net Position - End of Year	\$ 38,500,780	\$ 37,542,611	\$ 35,911,936

An analysis of the individual revenue and expense categories that contributed to the overall decrease in net position is as follows:

*Revenues*

The major sources of revenue for the University include student tuition and fees, state appropriations, grants and gifts, government grants, auxiliary enterprise (housing and meals primarily) revenues, investment income, and miscellaneous income.

2023 Compared to 2022

- Student tuition and fees (net of scholarship and discount allowance) made up 33.40% of the University's operating revenues and 20.56% of total revenues. Tuition and fee revenues decreased \$516,169 between years due primarily to the change in methodology of tuition and waivers for dual enrollment/high school students. In prior years, their tuition was charged at the in-state rate and offset with tuition waivers to reduce the cost to \$25 per credit hour. Starting in FY 2023, the dual enrollment/high school students were charged \$25 per credit hour up front, with no additional tuition waivers.
- Other revenues such as contracts and grants, auxiliary enterprise revenue, and miscellaneous revenues comprised 40.39% and 30.39% of the University's total revenues in FY 2023 and FY 2022, respectively. FY 2023 grant awards included receipts of \$1,109,734 from the US Department of Education, \$994,984 from various West Virginia Agency sponsored scholarship programs, and \$1,020,306 in West Virginia Higher Education scholarship programs. Federal Revenues, nonoperating, consisted of \$3,249,766 and \$3,539,645 in 2023 and 2022,



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respectively, in PELL Grants received and distributed for student financial aid and made up 10.13% of the University's total revenues in FY 2023. Federal HEERF Grants decreased to \$2,102,258 in FY 2023.

- State appropriation revenues amounted to \$6,768,535 and \$6,350,238, 21.11% and 20.78% of total revenues in FY 2023 and FY 2022, respectively. These appropriations are used to pay salaries and benefits in support of the operations of the University.
- The ratio of actual tuition discounts to gross tuition and fees revenues was 4.27% and 20.3% for FY 2023 and FY 2022, respectively. The reduction in the tuition discounts ratio was mainly due to a donation of \$1.2 million through the GSU Foundation to pay for tuition discounts for FY 2023. The presentation of Program Revenues and Scholarship Allowances includes actual scholarship or grant based aid as well as tuition discounts.

2022 Compared to 2021

- Student tuition and fees (net of scholarship and discount allowance) made up 43.35% of the University's operating revenues and 23.26% of total revenues. Tuition and fee revenues increased \$1,049,022 between years due primarily to an increase in certain fees in addition to a slight increase in overall enrollment.
- Other revenues such as contracts and grants, auxiliary enterprise revenue, and miscellaneous revenues comprised 30.39% and 29.53% of the University's total revenues in FY 2022 and FY 2021, respectively. FY 2022 grant awards included receipts of \$956,436 from the US Department of Education, \$841,576 from various West Virginia Agency sponsored scholarship programs, and \$994,485 in West Virginia Higher Education scholarship programs. Federal Revenues, nonoperating, consisted of \$3,539,645 and \$3,645,866 in 2022 and 2021, respectively, in PELL Grants received and distributed for student financial aid and made up 11.58% of the University's total revenues in FY 2022. Federal HEERF Grants decreased to \$3,530,272 in FY 2022.
- State appropriation revenues amounted to \$6,350,238 and \$6,543,646, 20.78% and 21.35% of total revenues in FY 2022 and FY 2021, respectively. These appropriations are used to pay salaries and benefits in support of the operations of the University.
- The ratio of actual tuition discounts to gross tuition and fees revenues was 20.3% and 21.8% for FY 2022 and FY 2021, respectively. The presentation of Program Revenues and Scholarship Allowances includes actual scholarship or grant based aid as well as the impact of our off-campus programs where the revenue and discount lines are presented at a grossed-up basis.

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*Expenses*

The operating expenses of the University by natural classification are as follows:

**OPERATING EXPENSES  
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	2023	2022	2021
Salaries and Wages	\$ 11,838,839	\$ 11,030,544	\$ 10,341,679
Benefits	1,570,218	1,136,647	1,585,622
Supplies and Other Services	7,375,469	5,949,656	4,665,221
Utilities	1,265,524	1,439,026	1,416,416
Student Financial Aid - Scholarships and Fellowships	5,809,058	6,037,558	3,287,291
Depreciation and Amortization	2,790,886	2,541,101	2,413,263
Miscellaneous, Net	63,550	116,922	14,844
	<u>\$ 30,713,544</u>	<u>\$ 28,251,454</u>	<u>\$ 23,724,336</u>
Total Operating Expenses	<u>\$ 30,713,544</u>	<u>\$ 28,251,454</u>	<u>\$ 23,724,336</u>

2023 Compared to 2022

- Salaries and wages, and employee benefits made up 43.7% and 43.1% of the operating expenses of the University in FY 2023 and FY 2022, respectively.
- Utility costs made up 4.1% and 5.1% of operating expenses for FY 2023 and FY 2022.
- Scholarship expenses decreased \$198,954 or 3.3% from FY 2022. They represented 18.9% and 21.37% of the total operating expenses in FY 2023 and FY 2022, respectively.
- Nonoperating expenses consisted only of interest on indebtedness and fees assessed by the commission for debt service.

2022 Compared to 2021

- Salaries and wages, and employee benefits made up 43.1% and 50.3% of the operating expenses of the University in FY 2022 and FY 2021, respectively.
- Utility costs made up 5.1% and 6.0% of operating expenses for FY 2022 and FY 2021.
- Scholarship expenses increased \$2,750,267 or 83.7% from FY 2021. They represented 21.37% and 13.86% of the total operating expenses in FY 2022 and FY 2021, respectively.
- Nonoperating expenses consisted only of interest on indebtedness and fees assessed by the commission for debt service.

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**Cash Flows**

The Statements of Cash Flows presents detailed information about the cash activities of the University during the year. These statements assist the users in analyzing the University's ability to generate net cash flows, meet obligations as they come due, and determining its need for external financing.

The Statements of Cash Flows is divided into five parts:

- 1) *Cash flows from operating activities.* This section shows the net cash used by the operating activities of the University.
- 2) *Cash flows from noncapital financing activities.* This section reflects the cash received and paid for nonoperating, noninvesting, and noncapital financing purposes.
- 3) *Cash flows from capital financing activities.* This section includes cash used for the acquisition and construction of capital and related items.
- 4) *Cash flows from investing activities.* This section shows the purchases, proceeds, and interest received from investing activities.
- 5) *Reconciliation of net operating loss to net cash used in operating activities.* This part provides a schedule that reconciles the accrual-based operating income or loss and net cash flow used in operating activities to the operating loss reflected in the SRECNP.

**CONDENSED SCHEDULES OF CASH FLOWS  
YEARS ENDED JUNE 30, 2023, 2022 AND 2021**

	2023	2022	2021
Cash Provided (Used) by:			
Operating Activities	\$ (12,062,994)	\$ (7,248,318)	\$ (10,369,105)
Noncapital Financing Activities	12,120,559	14,784,469	15,657,400
Capital Financing Activities	(3,910,929)	(3,857,334)	(4,822,807)
Investing Activities	405,710	7,253	21,645
Increase (Decrease) in Cash and Cash Equivalents	(3,447,654)	3,686,070	487,133
Cash and Cash Equivalents - Beginning of Year	4,984,294	1,298,224	811,091
Cash and Cash Equivalents - End of Year	\$ 1,536,640	\$ 4,984,294	\$ 1,298,224

**Capital Asset and Debt Administration**

The University had capital asset additions of \$3,250,851, \$2,198,375 and \$1,004,350 for the years ended June 30, 2023, 2022 and 2021, respectively

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**Economic Outlook**

Glenville State University continues to execute on initiatives and a strategic plan to grow the institution and improve its financial position. This mission has played out in Fiscal Year 2023, and is continuing into the current FY 2024, during a time where challenges abound for all of Higher Education in general. These challenges include: continuing loss of population in the State of West Virginia, especially in the north central region wherein GSU is located; overall reductions in College seeking rates among high school graduates; significant inflationary pressures and static funding over several years; and challenges recruiting and retaining faculty and staff. Still, our University continues to deliver on the heightened expectations for expanding its mission-driven role in providing higher education opportunities to first generation, needs-based, and rural students from Central West Virginia and beyond. The University remains determined to continue its efforts to counter the current and prior economic challenges through a regimen of operational efficiencies, our bond refinancing savings, proactively seeking additional sources and forms of funding, and increasing student enrollment from expanding and more diverse populations, as well as through expansion of its curriculum offerings.

Glenville's expectations for FY 2024 and beyond are based on:

- The University has a competent, stable leadership team:
  1. President Dr. Mark A. Manchin continues his tenure that began over two years ago. His leadership and innovative energy serve as a catalyst for the overall execution of the University's mission. Dr. Manchin's 40+ years' experience in West Virginia education and government has proven to be an asset to the University. Under his guidance, the University is executing upon further expansion initiatives.
  2. GSU continues to maintain a stable executive leadership team comprised of highly experienced personnel.
- Several changes have been made in the past year, or are underway, that improve the University's appeal to our current and prospective students as well as serving to positively impact our fiscal situation:
  1. Inflationary pressures continued to persist and the implementation of tuition increases became a necessity. To address this, GSU has chosen to spread an overall increase over multiple years. As such, the University implemented a 2% increase in overall Tuition and Fees in Fiscal Year 2023. Subsequent increases will include a 4% increase in FY24, followed by a 2% increase in FY25 culminating an overall increase of approximately 8% spread over three years. GSU believes this plan responsibly addresses the situation and will bolster revenues while continuing to be respectful to the financial challenges experienced by our students.
  2. The implementation of the "First Day Complete" program offered by our new book store partner, Barnes & Noble Education, has been and continues to be successful. This program provides the instructional materials needed by each student prior to the start of the semester for an affordable, flat fee. This convenience has resulted in participation rates greater than 90%, which is consistent with expectations.
  3. In July, 2021, the University renewed its food services contract with Aramark. Among other things, this contract provided various discretionary and incentive funds to the University which are being used to fund scholarships, supplement various budgets, and benefit the bottom line. Additionally, Aramark has executed upon a substantial

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commitment to invest in capital improvements in the food service facilities. These improvements include the addition of a "We Proudly Serve" Starbucks coffee shop which opened in August and is serving the overall campus community. The other capital improvement is a major renovation of the food service facilities in the Mollohan Center. This includes: a re-design of the Rusty Musket café; the addition of a "Freshens" franchise; a self-serve, convenience store; and a major re-design of the Mollohan's cafeteria. Those physical changes occurred through the Summer and are now in full operation. As a result, GSU's overall food service facilities are now immensely improved, modern, and have been well received by our students and the campus community. GSU expects these facility improvements to be largely beneficial to our recruiting efforts as they present an appeal to our prospective students.

4. In FY2022, the University fully executed a Memorandum of Understanding (MOU) with Marshall University, formally establishing a partnership that has facilitated the introduction of a four-year Nursing Program on our campus. Under this program, the University now offers a first-year pre-nursing program to students, thus facilitating their opportunity to enter formally into Marshall's BSN program beginning in Year Two of the student's education. Over 40 students are were enrolled in the first pre-Nursing class in the current Fall, 2022 semester, with 40 enrolling in the second cohort in the Fall of 2023. For the Fall of 2023, the initial cohort had the opportunity to apply for acceptance into the aforementioned Marshall BSN program. Those subsequent classes will be delivered to those students on GSU's campus. Any students who do not meet the acceptance criteria will be provided options to enter into alternative courses of study at GSU in other Health Sciences related degrees. The MOU with Marshall is a ten-year agreement, allowing time for GSU to eventually transition to its own Nursing accreditation. An additional financial benefit of the MOU is that Marshall provides up front, financial coverage of the costs to operate the program, allowing GSU to pay for those costs over time through a convenient annual subsidy payment.
5. In conjunction with the aforementioned Nursing program, GSU applied for and was successfully awarded funds granted from the Governor's Office and through HEPC of approximately \$2.1 Million. Those funds were awarded in April, 2022 and were utilized to the further benefit of our Nursing program into the current Fiscal Year 2023. In late FY23 an additional grant of \$1.6 million was also awarded from the Governor's Office. Consistent with the conditions of this funding, GSU has utilized those funds to further ensure the successful implementation of our Nursing Program, and were used for among the following purposes: temporary funding of wages for staff and faculty who played a critical part in the program implementation; scholarship funds utilized to the benefit of the initial class of students during FY23; significant investment in several items of equipment to improve simulation and lab experiences; upgrades to multiple classrooms and conference rooms improving our ability to consult, interact, and communicate between the Marshall and GSU campuses remotely; improvements to various other on campus facilities beneficial to the Nursing Students' campus life or studying experience; and renovation to dorm rooms in Pickens Hall wherein the majority of the nursing students will be housed, providing for collegial camaraderie among those students to be further nurtured; and, initial investments to support the planning steps of developing a physical location for a new "College of Health Sciences" on campus. GSU intends to apply for

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subsequent funding to be used for subsequent costs necessary to develop the Nursing and Health Sciences programs even further.

6. As mentioned above, the University is actively proceeding with planning steps to relocate our pre-Nursing and health and human performance programs to other currently unutilized physical space on our campus. This will provide the foundational physical facility necessary to establish a "College of Health Sciences" consistent with our five-year strategic plan.
  7. The University has successfully completed the implementation of three Graduate Programs, two in Education and one in Business an MBA. The combined Graduate Programs accounted for over 45 students, with over 20 graduate students in the first cohort of the MBA, which was predicted to have 8 students.
  8. As previously predicted, GSU's initial entry into Graduate Programs, with two Educational and one MBA degree currently offered, was only the beginning. Efforts are already well under way to develop and to obtain overall approval of our next round of offerings a Masters of Criminal Justice in our Criminal Justice department. GSU anticipates offering this program beginning in the Fall or Spring of 2023. Further out on the horizon, GSU plans to offer a graduate program in counseling beginning in the Fall of 2024, as well as expanding on the existing Education and Business graduate program offerings which recently launched.
- In the current Fiscal Year 2024, Glenville State University continues to make further progress in reducing our Tuition Discounting rate, consistent to our strategic plan. Enabling these improvements have been: continued increases from the GSU Foundation to offset student aid previously classified as waivers; funds provided through the aforementioned Nursing funding were directly deployed to those students as year one scholarships; and, a generous donation has provided approximately \$1 Million which is being deployed directly to the funding of previous waiver classified student aid. GSU expects these initiatives to continue going forward as GSU executes on further strategies to reduce our overall tuition discounting rates.
  - GSU continues to maintain heightened attention to Federal, State and Private Foundation grants that are available to institutions such as ours. Funding available through grants has been significantly beneficial to GSU in the past, and this continues to be a cornerstone of the Institution's efforts to bolster its fiscal well-being and to fund specific, purpose driven objectives. GSU now has on staff a full time Director of Grants Compliance, along with certain other positions fully or partially funded through grants.
  - The University continues to benefit from the Foundation which holds and safeguards the endowment and other monetary assets contributed to it over the years from our numerous Alumni, benefactors, and parties having significant interest in the viability of the institution. The Foundation's benefit to the institution was significantly bolstered in FY2023 through a near record level of contributions received. As highlighted earlier, the Foundation has already implemented significant increases in scholarship support to our students. The University also benefits from a formal, standing line of credit from the Foundation which is available at any time necessary, especially during the cyclical times of the academic year where cash inflows are often stagnant.
  - The University continues to benefit from the bond refinancing that was executed in September, 2017. That refinancing continues to provide a long-term debt situation for the

**GLENVILLE STATE UNIVERSITY  
MANAGEMENTS' DISCUSSION AND ANALYSIS  
(UNAUDITED)  
YEARS ENDED JUNE 30, 2023 AND 2022**

University at a very beneficial, overall fixed interest rate, as discussed in footnote 7. This simplified structure provides stability for the University and results in improved overall cash flows.

Overall, the future and outlook of the University appears optimistic and encouraging. An experienced leadership team, fiscal conservancy, strategic growth initiatives, and an enrollment and retention driven strategy all bode well for FY 2024 and beyond.

**Requests for Information**

Requests for information, including questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

Timothy Henline  
Chief Financial Officer  
Glennville State University  
200 High Street  
Glennville, West Virginia 26351  
[timothy.henline@glennville.edu](mailto:timothy.henline@glennville.edu)

**GLENVILLE STATE UNIVERSITY  
STATEMENTS OF NET POSITION  
JUNE 30, 2023 AND 2022**

<b>ASSETS</b>	<u>2023</u>	<u>2022</u>
Current Assets:		
Cash and Cash Equivalents	\$ 1,536,640	\$ 4,984,294
Accounts Receivable, Net	1,794,525	1,075,492
Lease Receivable, Current Portion	389,119	314,454
Loans to Students, Current Portion	75	1,076
Total Current Assets	<u>3,720,359</u>	<u>6,375,316</u>
Noncurrent Assets:		
Cash and Cash Equivalents	2,558,735	3,554,564
Other Accounts Receivable	35,531	42,674
Lease Receivable, Net of Current Portion	1,215,937	1,605,055
Net Other Postemployment Benefit Asset	-	54,566
Capital Assets, Net	<u>73,427,230</u>	<u>72,967,265</u>
Total Noncurrent Assets	<u>77,237,433</u>	<u>78,224,124</u>
Total Assets	80,957,792	84,599,440
<b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Deferred Loss on Refunding	238,461	253,135
Related to Pension Plans	77,624	162,510
Related to OPEB	<u>239,567</u>	<u>310,357</u>
Total Deferred Outflows of Resources	<u>555,652</u>	<u>726,002</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 81,513,444</u>	<u>\$ 85,325,442</u>

See accompanying Notes to Financial Statements.



**GLENVILLE STATE UNIVERSITY  
STATEMENTS OF NET POSITION (CONTINUED)  
JUNE 30, 2023 AND 2022**

	2023	2022
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts Payable	\$ 633,111	\$ 993,019
Accrued Liabilities	1,364,599	1,746,501
Compensated Absences	733,970	711,750
Unearned Revenue, Current Portion	352,730	1,472,197
Bonds and Notes Payable, Current Portion	1,117,956	1,131,051
HEPC Debt Payable, Current Portion	72,900	70,294
Total Current Liabilities	4,275,266	6,124,812
Noncurrent Liabilities:		
Unearned Revenue	1,300,000	1,300,000
Net Other Postemployment Benefits Liability	65,619	-
Net Pension Liability	383,804	315,572
Bonds, Notes and HEPC Debt Payable	34,430,096	35,612,993
Total Noncurrent Liabilities	36,179,519	37,228,565
Total Liabilities	40,454,785	43,353,377
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Related to Pension Plans	295,831	598,436
Related to OPEB	870,266	2,010,995
Related to Leases	1,391,782	1,820,023
Total Deferred Inflows of Resources	2,557,879	4,429,454
Total Liabilities and Deferred Inflows of Resources	43,012,664	47,782,831
<b>NET POSITION</b>		
Net Investment In Capital Assets	37,806,277	36,152,927
Restricted for:		
Loans	40,699	39,698
Capital Projects	94,571	957,466
Debt Service	2,464,164	3,155,301
Total Restricted	2,599,434	4,152,465
Unrestricted	(1,904,931)	(2,762,781)
Total Net Position	38,500,780	37,542,611
Total Liabilities, Deferred Inflows of Resources and Net Position	\$ 81,513,444	\$ 85,325,442

See accompanying Notes to Financial Statements.

**GLENVILLE STATE UNIVERSITY**  
**STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION**  
**YEARS ENDED JUNE 30, 2023 AND 2022**

	2023	2022
<b>OPERATING REVENUES</b>		
Student Tuition and Fees, Net of Scholarship Allowance of \$4,152,949 for 2023 and \$5,606,254 for 2022	\$ 6,592,474	\$ 7,108,643
Contracts and Grants:		
Federal	1,109,734	956,436
State	2,015,290	1,836,061
Private	1,009,441	687,995
Sales and Services of Educational Activities	214,999	830,206
Auxiliary Enterprise Revenue, Net of Scholarship Allowance of \$2,439,033 for 2023 and \$2,638,237 for 2022	3,943,402	3,089,641
Miscellaneous Revenue	4,853,582	1,887,795
Total Operating Revenues	19,738,922	16,396,777
<b>OPERATING EXPENSES</b>		
Salaries and Wages	11,838,839	11,030,544
Benefits	1,570,218	1,136,647
Supplies and Other Services	7,375,469	5,949,656
Utilities	1,265,524	1,439,026
Student Financial Aid - Scholarships and Fellowships	5,809,058	6,037,558
Depreciation and Amortization	2,790,886	2,541,101
Miscellaneous, Net	63,550	116,922
Total Operating Expenses	30,713,544	28,251,454
<b>NET OPERATING LOSS</b>	(10,974,622)	(11,854,677)
<b>NONOPERATING REVENUES (EXPENSES)</b>		
State Appropriations	6,768,535	6,350,238
Payments Made on Behalf of University	-	567,170
Federal Pell Grants	3,249,766	3,539,645
Federal HEERF Grants	2,102,258	3,530,272
Insurance Proceeds	-	240,100
Investment Income	405,710	(58,899)
Interest on Indebtedness	(1,728,131)	(1,811,175)
Fees Assessed by HEPC for Debt Service	(28,925)	(9,306)
Nonoperating Revenues, Net	10,769,213	12,348,045
<b>INCOME (LOSS) BEFORE OTHER REVENUES, EXPENSES, GAINS, OR LOSSES</b>	(205,409)	493,368
Gifts and Capital Payments on Behalf of the University	1,163,578	1,137,307
<b>INCREASE IN NET POSITION</b>	958,169	1,630,675
Net Position - Beginning of Year	37,542,611	35,911,936
<b>NET POSITION - END OF YEAR</b>	\$ 38,500,780	\$ 37,542,611

See accompanying Notes to Financial Statements.

**GLENVILLE STATE UNIVERSITY  
STATEMENTS OF CASH FLOWS  
YEARS ENDED JUNE 30, 2023 AND 2022**

	2023	2022
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Student Tuition and Fees	\$ 8,492,271	\$ 9,008,440
Contracts and Grants	140,535	5,394,308
Payments to and on Behalf of Employees	(16,666,186)	(13,395,824)
Payments to Suppliers	(7,735,377)	(6,624,453)
Payments to Utilities	(1,265,524)	(1,439,026)
Payments for Scholarships and Fellowships	(5,809,058)	(6,037,558)
Collection of Loans to Students	1,001	(1,076)
Sales and Service of Educational Activities	1,914,003	854,446
Auxiliary Enterprise Charges	3,943,402	3,089,641
Other Receipts and Payments, Net	4,921,939	1,902,784
William D. Ford Direct Lending Receipts	4,142,177	4,028,803
William D. Ford Direct Lending Payments	(4,142,177)	(4,028,803)
Net Cash Used by Operating Activities	(12,062,994)	(7,248,318)
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>		
State Appropriations	6,768,535	6,350,238
Federal Pell Grants	3,249,766	3,539,645
Insurance Proceeds	-	1,364,314
Federal HEERF Grants	2,102,258	3,530,272
Net Cash Provided by Noncapital Financing Activities	12,120,559	14,784,469
<b>CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES</b>		
Purchases of Capital Assets	(1,956,316)	(1,500,461)
Debt Service Paid to Commission	(199,219)	(225,857)
Principal Paid on Notes, Bonds, and Leases	(1,023,092)	(1,041,756)
Interest Paid on Notes, Bonds, and Leases	(1,728,131)	(1,811,175)
Increase in Noncurrent Cash and Cash Equivalents	995,829	92,779
Other Nonoperating Revenues	-	629,136
Net Cash Used by Capital Financing Activities	(3,910,929)	(3,857,334)
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Net Cash Provided by Investing Activities	405,710	7,253
<b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	(3,447,654)	3,686,070
Cash and Cash Equivalents - Beginning of Year	4,984,294	1,298,224
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	\$ 1,536,640	\$ 4,984,294

See accompanying Notes to Financial Statements.

**GLENVILLE STATE UNIVERSITY  
STATEMENTS OF CASH FLOWS (CONTINUED)  
YEARS ENDED JUNE 30, 2023 AND 2022**

	2023	2022
<b>RECONCILIATION OF NET OPERATING LOSS TO NET CASH USED BY OPERATING ACTIVITIES</b>		
Net Operating Loss	\$ (10,974,622)	\$ (11,854,677)
Adjustments to Reconcile Net Operating Loss to Net Cash Used by Operating Activities:		
Depreciation and Amortization	2,790,886	2,541,101
Loss on Disposal of Assets	-	14,279
Payments on Behalf - Special Funding Pension and OPEB	(130,957)	(61,966)
Changes in Assets and Liabilities:		
Accounts Receivable, Net	(711,890)	1,735,723
Loans to Students, Net	1,001	(1,076)
Leases Receivable	1,706,235	(99,486)
Accounts Payable	(359,908)	(689,076)
Accrued Liabilities and Due to HEPC	(381,902)	156,999
Defined Benefit Pension Plan	(3,024,775)	(202,569)
OPEB	120,185	(1,243,649)
Compensated Absences	22,220	79,847
Unearned Revenue	(1,119,467)	2,376,232
Net Cash Used by Operating Activities	\$ (12,062,994)	\$ (7,248,318)
<b>SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION</b>		
Expenses Paid on Behalf of University	\$ -	\$ 567,170
Capital Expenses Paid on Behalf of University	\$ 1,294,535	\$ 1,137,307
Accretion of bond discount into bonds payable	\$ 7,959	\$ -

See accompanying Notes to Financial Statements.

**GLENVILLE STATE UNIVERSITY FOUNDATION, INC.**  
**A COMPONENT UNIT OF GLENVILLE STATE UNIVERSITY**  
**STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30, 2023 AND 2022**

<b>ASSETS</b>	2023	2022
<b>CURRENT ASSETS</b>		
Cash and Cash Equivalents	\$ 249,178	\$ 100,219
Investments, at Fair Value	19,912,344	17,738,595
Related Party Receivables	98,474	-
Other Receivables	-	3,458
Total Current Assets	20,259,996	17,842,272
<b>FIXED ASSETS, NET</b>	3,041,055	2,884,832
<b>OTHER ASSETS</b>		
Bequests and Contributions Receivable	1,137,559	1,115,313
Land and Other Assets Held for Investment	291,031	326,031
Total Other Assets	1,428,590	1,441,344
Total Assets	\$ 24,729,641	\$ 22,168,448
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts Payable	\$ 160,707	\$ 7,486
Deferred Revenue	17,642	79,389
Organization Funds Held for Others	50,180	58,330
Current Portion of Loan Payable	2,807,629	91,884
Total Current Liabilities	3,036,158	237,089
Long-Term Liabilities:		
Loan Payable	-	2,806,479
Total Liabilities	3,036,158	3,043,568
<b>NET ASSETS</b>		
Without Donor Restrictions	1,275,845	1,073,665
With Donor Restrictions	20,417,638	18,051,215
Total Net Assets	21,693,483	19,124,880
Total Liabilities and Net Assets	\$ 24,729,641	\$ 22,168,448

See accompanying Notes to Financial Statements.

**GLENVILLE STATE UNIVERSITY FOUNDATION, INC.  
A COMPONENT UNIT OF GLENVILLE STATE UNIVERSITY  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2023**

	Without Donor Restrictions	With Donor Restrictions	Total
<b>REVENUES AND OTHER SUPPORT</b>			
Bequests and Contributions	\$ 610,889	\$ 3,893,270	\$ 4,504,159
Investment Income	231,556	443,657	675,213
Contributions In-Kind	332,707	-	332,707
Realized and Unrealized Gains on Investments	107,969	1,278,900	1,386,869
Increase In Cash Surrender Value	-	22,246	22,246
Rental Income	212,233	-	212,233
Net Assets Released from Restrictions:			
Purpose Restrictions Accomplished	3,271,650	(3,271,650)	-
Total Revenues and Other Support	4,767,004	2,366,423	7,133,427
<b>EXPENSES</b>			
Expenditures for Benefit of Glenville State University	3,121,529	-	3,121,529
Scholarships	726,001	-	726,001
Salaries and Wages	173,988	-	173,988
Legal, Consulting, and Accounting	17,850	-	17,850
Investment Management Fee	120,338	-	120,338
Miscellaneous	24,041	-	24,041
Promotions and Publications	35,130	-	35,130
Office Expense	3,908	-	3,908
Travel and Advancement	22,857	-	22,857
Memberships and Subscriptions	160	-	160
Insurance	20,255	-	20,255
Interest Expense	92,228	-	92,228
Depreciation	151,012	-	151,012
Meals and Meetings	400	-	400
Annual Fund Expense	7,758	-	7,758
Alumni Expenses	8,702	-	8,702
Database Management	38,667	-	38,667
Total Expenses	4,564,824	-	4,564,824
<b>CHANGE IN NET ASSETS</b>	202,180	2,366,423	2,568,603
Net Assets - Beginning of Year	1,073,665	18,051,215	19,124,880
<b>NET ASSETS - END OF YEAR</b>	\$ 1,275,845	\$ 20,417,638	\$ 21,693,483

See accompanying Notes to Financial Statements.

**GLENVILLE STATE UNIVERSITY FOUNDATION, INC.**  
**A COMPONENT UNIT OF GLENVILLE STATE UNIVERSITY**  
**STATEMENT OF ACTIVITIES**  
**YEAR ENDED JUNE 30, 2022**

	Without Donor Restrictions	With Donor Restrictions	Total
<b>REVENUES AND OTHER SUPPORT</b>			
Bequests and Contributions	\$ 675,866	\$ 3,010,579	\$ 3,686,445
Investment Income	140,670	369,123	509,793
Contributions In-Kind	37,824		37,824
Realized and Unrealized Losses on Investments	(78,414)	(2,709,527)	(2,787,941)
Increase In Cash Surrender Value	-	70,863	70,863
Rental Income	194,973	-	194,973
Net Assets Released from Restrictions: Purpose Restrictions Accomplished	1,799,815	(1,799,815)	-
Total Revenues and Other Support	2,770,734	(1,058,777)	1,711,957
<b>EXPENSES</b>			
Expenditures for Benefit of Glenville State University	1,128,731	-	1,128,731
Scholarships	664,688	-	664,688
Salaries and Wages	125,877	-	125,877
Legal, Consulting, and Accounting	16,750	-	16,750
Investment Management Fee	125,059	-	125,059
Miscellaneous	26,753	-	26,753
Promotions and Publications	55,151	-	55,151
Office Expense	4,476	-	4,476
Travel and Advancement	16,752	-	16,752
Memberships and Subscriptions	160	-	160
Insurance	16,955	-	16,955
Interest Expense	95,357	-	95,357
Depreciation	142,358	-	142,358
Meals and Meetings	271	-	271
Annual Fund Expense	2,437	-	2,437
Alumni Expenses	10,116	-	10,116
Database Management	33,635	-	33,635
Total Expenses	2,465,526	-	2,465,526
<b>CHANGE IN NET ASSETS</b>	305,208	(1,058,777)	(753,569)
Net Assets - Beginning of Year	768,457	19,109,992	19,878,449
<b>NET ASSETS - END OF YEAR</b>	\$ 1,073,665	\$ 18,051,215	\$ 19,124,880

See accompanying Notes to Financial Statements.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 1 ORGANIZATION**

Glennville State University (the University) is governed by the Glennville State University Board of Governors (the Board). The Board was established by Senate Bill 653 (S.B. 653).

Powers and duties of the Board include, but are not limited to, the power to determine, control, supervise, and manage the financial, business, and educational policies and affairs of the institution under its jurisdiction, the duty to develop a master plan for the institution, the power to prescribe the specific functions and institution's budget request, the duty to review at least every five years all academic programs offered at the institution, and the power to fix tuition and other fees for the different classes or categories of students enrolled at its institution.

S.B. 653 also created the West Virginia Higher Education Policy Commission (HEPC or the "Commission") which is responsible for developing, gaining consensus around and overseeing the implementation and development of a higher education public policy agenda.

As a requirement of Governmental Accounting Standards Board standards (GASB), the University has included information from the Glennville State University Foundation, Inc. (the Foundation).

Although the University benefits from the activities of the Foundation, the Foundation is independent of the University in all respects. The Foundation is not directly or indirectly controlled by the University. The Foundation has its own separate, independent Board of Directors. Moreover, the assets of the Foundation are the exclusive property of the Foundation and do not belong to the University. The University is not accountable for, and does not have ownership of, any of the financial and capital resources of the Foundation. The University does not have the power or authority to mortgage, pledge, or encumber the assets of the Foundation. The Board of Directors of the Foundation is entitled to make all decisions regarding the business and affairs of the Foundation, including, without limitation, distributions made to the University. Under state law, neither the principal nor income generated by the assets of the Foundation can be taken into consideration in determining the amount of state-appropriated funds allocated to the University. Third parties dealing with the University, the Board, and the state of West Virginia (or any agency thereof) should not rely upon the financial statements of the Foundation for any purpose without consideration of all the foregoing conditions and limitations.

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The financial statements of the University have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by GASB. The financial statement presentation required by GASB provide a comprehensive, entity-wide perspective of the University's assets, liabilities, net position, revenues, expenses, changes in net position, and cash flows.



**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Reporting Entity**

The University is a blended component unit of the West Virginia Higher Education Fund and represents separate funds of the state of West Virginia that are not included in the state's general fund. The University is a separate entity which, along with all state institutions of higher education, the Commission, and West Virginia Council for Community and Technical College Education, form the Higher Education Fund of the state. The Higher Education Fund is considered a component unit of the state, and its financial statements are discretely presented in the state's annual comprehensive financial report.

The accompanying financial statements present all funds under the authority of the University, including its blended component units, Glenville State University Research Corporation (the Research Corporation), which was formed on December 10, 1990, as a nonprofit, nonstock corporation and Glenville State University Housing Corporation (the Housing Corporation), which received tax-exempt status on June 11, 1973, as a nonprofit corporation. The basic criterion for inclusion in the accompanying financial statements is the exercise of oversight responsibility derived from the University's ability to significantly influence operations and accountability for fiscal matters of related entities.

The audited financial statements of the Foundation are presented here as a discrete component unit with the University's financial statements in accordance with GASB. The Foundation is a separate, private, nonprofit organization that reports under FASB standards. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the audited financial information as they are presented herein.

**Financial Statement Presentation**

GASB establishes standards for external financial reporting for public colleges and universities and requires that financial statements be presented on a basis to focus on the University as a whole. The components of net position are classified into four categories according to external donor restrictions or availability of assets for satisfaction of University obligations. The University's components of net position are classified as follows:

**Net Investment in Capital Assets**

This represents the University's total investment in capital assets, net of depreciation and outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of net investment in capital assets, net of related debt.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Financial Statement Presentation (Continued)**

Restricted – Expendable

This includes resources in which the University is legally or contractually obligated to spend resources in accordance with restrictions imposed by external third parties.

The West Virginia State Legislature, as a regulatory body outside the reporting entity, has restricted the use of certain funds by Article 10, *Fees and Other Money Collected at State Institutions of Higher Education*, of the West Virginia State Code. House Bill 101 passed in March 2004 simplified the tuition and fee structure and removed the restrictions but included designations associated with auxiliary and capital items. These activities are fundamental to the normal ongoing operations of the University. These restrictions are subject to change by future actions of the West Virginia State Legislature.

Restricted – Nonexpendable

This includes endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal. The University does not have any restricted nonexpendable components of net position at either June 30, 2023 or 2022.

Unrestricted

This represents resources derived from student tuition and fees, state appropriations and sales and services of educational activities. These resources are used for transactions relating to the educational and general operations of the University, and may be used at the discretion of the Board of Governors to meet current expenses for any purpose. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff.

Basis of Accounting

For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities. Accordingly, the University's financial statements have been prepared on the accrual basis of accounting with a flow of economic resources measurement focus. Revenues are reported when earned and expenditures when materials or services are received. All intercompany accounts and transactions have been eliminated.

Cash and Cash Equivalents

For purposes of the statements of net position, the University considers all highly liquid investments with an original maturity of three months or less to be cash equivalents.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Financial Statement Presentation (Continued)**

Cash and Cash Equivalents (Continued)

Cash and cash equivalents balances on deposit with the State of West Virginia Treasurer's Office (the State Treasurer) are pooled by the State Treasurer with other available funds of the State for investment purposes by the West Virginia Board of Treasury Investments (BTI). These funds are transferred to the BTI, which is directed by the State Treasurer to invest the funds in specific external investment pools in accordance with West Virginia Code, policies set by the BTI, provisions of bond indentures, and the trust agreements when applicable. Balances in the investment pools are recorded at fair value or amortized cost, which approximates fair value. Fair value is determined by a third-party pricing service based on asset portfolio pricing models and other sources in accordance with GASB. The BTI was established by the State Legislature and is subject to oversight by the State Legislature. Fair value and investment income are allocated to participants in the pools based upon the funds that have been invested. The amounts on deposit are available for immediate withdrawal or on the first day of each month for the WV Short Term Bond Pool and, accordingly, are presented as cash and cash equivalents in the accompanying financial statements.

The BTI maintains the Consolidated Fund investment fund, which consists of eight investment pools and participant-directed accounts, three of which the Commission may invest in. These pools have been structured as multi-participant variable net asset funds to reduce risk and offer investment liquidity diversification to the Fund participants. Funds not required to meet immediate disbursement needs are invested for longer periods. A more detailed discussion of the BTI's investment operations pool can be found in its annual report. A copy of that annual report can be obtained from the following address: 1900 Kanawha Blvd. East, Room E-122, Charleston, West Virginia 25305, or <http://www.wvbt.com>.

Allowance for Doubtful Accounts

It is the University's policy to provide for future losses on uncollectible accounts, contracts, grants and loans receivable based on an evaluation of the underlying balances, the historical collectability experienced by the University on such balances and such other factors which, in the University's judgment, require consideration in estimating doubtful accounts.

Noncurrent Cash, Cash Equivalents, and Investments

Cash, cash equivalents, and investments that are: (1) externally restricted to make debt service payments and long-term loans to students, or to maintain sinking or reserve funds, (2) to purchase capital or other noncurrent assets or settle long-term liabilities, or (3) permanently restricted net assets, are classified as noncurrent assets in the accompanying statements of net assets.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Financial Statement Presentation (Continued)**

Capital Assets

Capital assets include property, plant, and equipment, books and materials that are part of a catalogued library, and infrastructure assets. Capital assets are stated at cost at the date of acquisition or construction, or acquisition value at the date of donation in the case of gifts. Donated capital assets acquired prior to July 1, 2015, are stated at fair value as of the date of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 20 to 50 years for buildings and infrastructure, 20 years for land improvements, 10 years for nontechnology equipment, and 3 years for furniture and technology equipment. The University's capitalization threshold is \$5,000.

Lease Right to Use Assets and Subscription Based Information Technology Arrangement (SBITA) assets are initially measured as the sum of the present value of payments expected to be made during the contractual term, payments associated with the contract made to the vendor at the commencement of the subscription term, when applicable, and capitalizable implementation costs, less any vendor incentives received from the vendor at the commencement of the term. Lease and SBITA assets are amortized in a systematic and rational manner over the shorter of the contractual term or the useful life of the underlying assets.

Unearned Revenue

Amounts received as deposits or revenues for programs or activities to be conducted primarily in the next fiscal year are classified as unearned revenue.

Net Pension Liability

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the West Virginia Teachers' Retirement System (TRS), administered by the West Virginia Consolidated Public Retirement Board (CPRB), and additions to or reductions from the TRS fiduciary net position have been determined on the same basis as they are reported in the TRS financial statements, which can be found at <https://www.wvretirement.com/Publications.html#CAFR>. The plan schedules of TRS are prepared using the accrual basis of accounting and economic resources measurement focus in accordance with U.S. GAAP as prescribed by GASB. Employer contributions are recognized when due and the employer has a legal requirement to provide the contributions. Investments are reported at fair value. Detailed information on investment valuation can be found in the TRS financial statements. Management of TRS has made certain estimates and assumptions relating to employer allocation schedules, and actual results could differ (see Note 13).

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Financial Statement Presentation (Continued)**

Compensated Absences and Net Other Postemployment Benefits (OPEB)

GASB provides for the measurement, recognition, and display of OPEB expenditures, assets, and liabilities, including applicable note disclosures and required supplementary information. During fiscal year 2006, House Bill No. 4654 was established to create a trust fund for postemployment benefits for the state. The University is required to participate in this multiple-employer, cost-sharing plan, the West Virginia Retiree Health Benefit Trust Fund, sponsored by the state of West Virginia. Details regarding this plan and its stand-alone financial statements can be obtained by contacting the West Virginia Public Employees Insurance Agency (PEIA), State Capitol Complex, Building 5, Room 1001, 1900 Kanawha Boulevard, East, Charleston, West Virginia 25305-0710, or [www.peia.wv.gov](http://www.peia.wv.gov).

GASB requires the University to accrue for employees' rights to receive compensation for vacation leave or payments in lieu of accrued vacation or sick leave as such benefits are earned and payment becomes probable. The University's full-time employees earn up to two vacation leave days for each month of service and are entitled to compensation for accumulated, unpaid vacation leave upon termination. Full-time employees also earn 1½ sick leave days for each month of service and are entitled to extend their health or life insurance coverage upon retirement in lieu of accumulated, unpaid sick leave. Generally, two days of accrued sick leave extend health insurance for one month of single coverage, and three days extend health insurance for one month of family coverage. For employees hired after 1988, or who were hired before 1988 but did not choose such coverage until after 1988 but before July 1, 2001, the employee shares in the cost of the extended benefit coverage to the extent of 50% of the premium required for the extended coverage. Employees hired July 1, 2001, or later will not receive sick leave credit toward insurance premiums when they retire. Additionally, all retirees have the option to purchase continued coverage regardless of their eligibility for premium credits. This liability is now provided for under the multiple-employer, cost-sharing plan sponsored by the state.

Certain faculty employees (generally those with less than a 12-month contract) earn a similar extended health or life insurance coverage retirement benefit based on years of service. Generally, 3⅓ years of teaching service extend health insurance for one year of single coverage, and five years extend health insurance for one year of family coverage. Faculty hired after July 1, 2009, do not receive years of service credit toward insurance premiums when they retire. Employees hired after July 1, 2010, receive no health insurance premium subsidy from the University. Two groups of employees hired after July 1, 2010, will not be required to pay the unsubsidized rate: (1) active employees who were originally hired before July 1, 2010, who have a break in service of fewer than two years after July 1, 2010, and (2) retired employees who retired before July 1, 2010, return to active service after July 1, 2010, and then go back into retirement. In those cases, the original hire date will apply.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Financial Statement Presentation (Continued)**

Compensated Absences and Net Other Postemployment Benefits (OPEB) (Continued)

The estimated expense and expense incurred for the vacation leave or OPEB benefits are recorded as a component of benefits expense in the statements of revenues, expenses, and changes in net position.

Deferred Outflows of Resources

Consumption of net assets by the University that is applicable to a future fiscal year is reported as a deferred outflow of resources on the statement of net position. Deferred outflows consist of the deferred loss on refunding, which is accreted over the periods of the refunding bond issue, and deferred outflows of resources related to pension and OPEB plans.

Deferred Inflows of Resources

An acquisition of net assets by the University that is applicable to a future fiscal year is reported as a deferred inflow of resources on the statement of net position. Deferred inflows consist of those related to pension, OPEB plan and leases.

Risk Management

The state's Board of Risk and Insurance Management (BRIM) provides general, property, and casualty coverage to the University and its employees.

BRIM engages an independent actuary to assist in the determination of its premiums so as to minimize the likelihood of premium adjustments to the University or other participants in BRIM's insurance programs. As a result, management does not expect significant differences between the premiums the University is currently charged by BRIM and the ultimate cost of that insurance based on the University's actual loss experience. In the event such differences arise between estimated premiums currently charged by BRIM to the University and the University's ultimate actual loss experience, the difference will be recorded, as the change in estimate becomes known.

In addition, through its participation in the West Virginia Public Employees Insurance Agency (PEIA) and a third-party insurer, the University has obtained health, life, prescription drug coverage, and coverage for job-related injuries for its employees. In exchange for payment of premiums to PEIA and the third-party insurer, the University has transferred its risks related to health, life, prescription drug coverage, and job-related injuries.

Classification of Revenues

The University has classified its revenues according to the following criteria:

*Operating Revenues* – Operating revenues include activities that have the characteristics of exchange transactions, such as: (1) student tuition and fees, net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises, net of scholarship discounts and allowances, (3) most federal, state, local, and nongovernmental grants and contracts, and (4) sales and services of educational activities.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Financial Statement Presentation (Continued)**

Classification of Revenues (Continued)

*Nonoperating Revenues* – Nonoperating revenues include activities that have the characteristics of non-exchange transactions, such as gifts and contributions, federal HEERF grants, and other revenues that are defined as non-operating revenues by GASB such as state appropriations, federal Pell Grants, and investment income and sale of capital assets (including natural resources).

*Other Revenues* – Other revenues consist primarily of nongovernmental grants and gifts.

Use of Restricted Components of Net Position

The University has not adopted a formal policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted resources are available. Generally, the University attempts to utilize restricted resources first when practicable.

Federal Financial Assistance Programs

The U.S. Department of Education makes interest subsidized and nonsubsidized loans directly to students through the University. Direct student loan receivables are not included in the University's balance sheets, as the loans are repayable directly to the U.S. Department of Education. In 2023 and 2022 the University received and disbursed \$4,142,177 and \$4,028,803, respectively, under the federal Direct Student Loan Program on behalf of the U.S. Department of Education, which amounts are not included as revenue and expense on the statements of revenues, expenses and changes in net position.

The University also distributes other student financial assistance funds on behalf of the federal government to students under the federal Pell Grant, Academic Competitiveness Grant, National Science and Mathematics Access to Retain Talent (SMART) Grant, and Teacher Education Assistance for College and Higher Education (TEACH) Grant, Supplemental Educational Opportunity Grant, and College and Work Study programs. The activity of these programs is recorded in the accompanying financial statements. In 2023 and 2022, the University received and disbursed \$3,559,667 and \$3,808,157, respectively.

Scholarship and Discount Allowances

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship allowances and discounts in the statements of revenues, expenses, and changes in net position. Scholarship and discount allowances are the difference between the stated charge for educational services provided by the University, and the amount that is paid by students and/or third parties on the students' behalf.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Financial Statement Presentation (Continued)**

Scholarship and Discount Allowances (Continued)

Financial aid to students is reported in the financial statements under the alternative method as prescribed by the National Association of College and University Business Officers (NACUBO). Certain aid such as loans, funds provided to students as awarded by third parties, and federal direct lending is accounted for as a third-party payment (credited to the student's account as if the student made the payment). All other aid is reflected in the financial statements as operating expenses, or scholarship allowances, which reduce revenues. The amount reported as operating expense represents the portion of aid that was provided to the student in the form of cash. Scholarship allowances represent the portion of aid provided to the student in the form of reduced tuition. Under the alternative method, these amounts are computed on a University basis by allocating the cash payments to students, excluding payments for services, on the ratio of total aid to the aid not considered to be third-party aid.

Government Grants and Contracts

Government grants and contracts normally provide for the recovery of direct and indirect costs, subject to audit. The University recognizes revenue when all eligibility requirements are met.

Income Taxes

The University is exempt from income taxes, except for unrelated business income, as a governmental instrumentality under federal income tax laws and regulations of the Internal Revenue Service. Its blended component units are exempt from income taxes as nonprofit organizations.

Cash Flows

Any cash and cash equivalents escrowed, restricted for noncurrent assets, or in funded reserves have not been included as cash and cash equivalents for the purpose of the statements of cash flows.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

Risk and Uncertainties

Investments are exposed to various risks, such as interest rate, credit, and overall market volatility. Due to the level of risk associated with certain securities, it is reasonably possible that changes in risk and values will occur in the near term and that such changes could materially affect the amounts reported in the financial statements.



**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Newly Adopted Statements Issued by the Governmental Accounting Standards Board (GASB)**

The GASB has also issued Statement No. 91, *Conduit Debt Obligations*, which is effective for fiscal years beginning after December 15, 2021, as postponed by implementation of GASB No. 95. Statement No. 91 provides a single method for reporting conduit debt obligations and eliminate diversity in practice by clarifying the existing definition of a conduit debt obligation, establishing that a conduit debt obligation is not a liability of the issuer, establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations and improving required note disclosures. The adoption of this statement had no impact on the University's financial statements.

The GASB has also issued Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*, which is effective for fiscal years beginning after June 15, 2022. Statement No. 94's objective is to improve financial reporting by addressing issues related to public-private or public-public partnerships. The adoption of this statement had no impact on the University's financial statements.

The GASB has also issued Statement No. 96, *Subscription-Based Information Technology Arrangements*, which is effective for fiscal years beginning after June 15, 2022. Statement No. 96 provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITA) for government end users. The statement establishes that a SBITA results in a right-to-use subscription asset (an intangible asset) and a corresponding subscription liability; provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and requires note disclosures regarding a SBITA. The adoption of this statement had no impact on the University's financial statements.

The GASB has also issued Statement No. 99, *Omnibus 2022*, which has various effective dates. The requirements related to Statement 34 and Statement 63 are effective upon issuance. The requirements related to leases, PPP, and SBITAs are effective for fiscal years beginning after June 15, 2022. The requirements related to financial guarantees and the classification and reporting of derivative instruments within the scope of Statement 53 are effective for fiscal years beginning June 15, 2023. Statement No. 99's primary objectives are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues/terminology that have been identified during implementation and application of GASB Statements No. 34, 53, 63, 87, 94, 96; and the accounting and financial reporting for financial guarantees. Statement No. 99 also addresses the extension of the period during which LIBOR is considered an appropriate benchmark, accounting for SNAP benefits, disclosures related to nonmonetary exchanges, and pledges of future revenues when resources are not received by the pledging government. The adoption of this statement had no impact on the University's financial statements.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Recent Statements Issued by the Governmental Accounting Standards Board (GASB)**

The GASB has also issued Statement No. 100, *Accounting Changes and Error Corrections – An Amendment of GASB Statement No. 62*, which is effective for fiscal years beginning after June 15, 2023. The primary objective of Statement No. 100 is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability. The University has not yet determined the effect that the adoption of GASB Statement No. 100 may have on its financial statements.

The GASB has also issued Statement No. 101, *Compensated Absences*, which is effective for fiscal years beginning after December 15, 2023. The objective of Statement No. 101 is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures. The University has not yet determined the effect that the adoption of GASB Statement No. 101 may have on its financial statements.

**NOTE 3 CASH AND CASH EQUIVALENTS**

The composition of cash and cash equivalents at June 30 was as follows:

	2023		
	Current	Noncurrent	Total
State Treasurer	\$ 883,098	\$ 94,571	\$ 977,669
Trustee	-	2,464,164	2,464,164
Banks	653,542	-	653,542
Total	\$ 1,536,640	\$ 2,558,735	\$ 4,095,375

	2022		
	Current	Noncurrent	Total
State Treasurer	\$ 4,236,699	\$ 957,466	\$ 5,194,165
Trustee	-	2,597,098	2,597,098
Banks	747,595	-	747,595
Total	\$ 4,984,294	\$ 3,554,564	\$ 8,538,858

Cash held by the State Treasurer includes \$460,565 and \$4,374,565 at June 30, 2023 and 2022, respectively, of restricted cash for grant programs, capital improvements, debt service, and student financial aid, among others.

Funds kept in banks are covered by Federal Deposit Insurance Corporation up to \$250,000 or were collateralized by securities held by the state's agent.

Amounts with the State Treasurer as of June 30, 2023 and 2022, are comprised of two investment pools, the WV Money Market Pool and the WV Short Term Bond Pool.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 3 CASH AND CASH EQUIVALENTS (CONTINUED)**

**Credit Risk**

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The following table provides information on the Standard & Poor's rating of the State's investment pools as of June 30:

	<u>S&amp;P Rating</u>	<u>Carrying Value</u>	
		<u>2023</u>	<u>2022</u>
External Pool:			
WV Money Market Pool	AAAm	\$ 822,000	\$ 3,527,000
WV Short Term Bond Pool	Not Rated	19,000	84,000

A fund rated AAAm has extremely strong capacity to maintain principal stability and to limit exposure to principal losses due to credit, market, and/or liquidity risks. AAAm is the highest principal stability fund rating assigned by Standard & Poor's.

**Interest Rate Risk**

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. All the funds held by the State Treasurer are subject to interest rate risk. The following table provides information on the weighted-average maturities for the WV Money Market Pool:

	<u>2023</u>	
	<u>Carrying Value</u>	<u>Weighted-Average Maturity</u>
External Pool:		
WV Money Market Pool	<u>\$ 822,000</u>	29 Days
	<u>2022</u>	
	<u>Carrying Value</u>	<u>Weighted-Average Maturity</u>
External Pool:		
WV Money Market Pool	<u>\$ 3,527,000</u>	21 Days

**GLENNVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 3 CASH AND CASH EQUIVALENTS (CONTINUED)**

**Interest Rate Risk (Continued)**

The following table provides information on the effective duration for the WV Short Term Bond Pool:

	2023	
	Carrying Value	Effective Duration
External Pool:		
WV Short Term Bond Pool	\$ 19,000	609 Days
	2022	
	Carrying Value	Effective Duration
External Pool:		
WV Short Term Bond Pool	\$ 84,000	584 Days

**Other Investment Risks**

Other investment risks include concentration of credit risk, custodial credit risk, and foreign currency risk. None of the BTI's Consolidated Fund's investment pools or accounts is exposed to these risks described below.

**Custodial Credit Risk**

Custodial credit risk for investments is the risk that, in the event of the failure of the counterparty to a transaction, the University will not be able to recover the value of the investment or collateral securities that are in the possession of an outside party.

**Concentration of Credit Risk**

Concentration of credit risk is the risk of loss attributed to the magnitude of a Consolidated Fund pool or account's investment in a single corporate issuer. The BTI investment policy prohibits those pools and accounts permitted to hold corporate securities from investing more than 5% of their assets in any one corporate name or one corporate issue.

**Foreign Currency Risk**

Foreign currency risk is the risk that changes in exchange rates will adversely affect the fair value of an investment or a deposit. The University has no investments with foreign currency risk.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 3 CASH AND CASH EQUIVALENTS (CONTINUED)**

**Cash in Bank with Trustee**

	Carrying Value	
	2023	2022
Investment Type:		
Government Money Market Funds	\$ 365,313	\$ 408,983
Other Fixed-Income Securities	2,098,851	2,188,115
Total	<u>\$ 2,464,164</u>	<u>\$ 2,597,098</u>

The objective of the money market fund is to increase the current level of income while continuing to maintain liquidity and capital. Assets are invested in high-quality short-term money market instruments.

**NOTE 4 ACCOUNTS RECEIVABLE**

Accounts receivable consisted of the following at June 30:

	2023	2022
Student Tuition and Fees, Net of Allowance for Doubtful Accounts of \$5,013,729 for 2023 and \$4,657,808 for 2022	\$ 384,944	\$ 677,670
Other State Agencies	263,274	2,821
Federal Grants Receivable	702,679	182,616
Payroll Advance	35,531	42,674
Interest Receivable	20,885	23,706
Lease Receivable	1,605,056	1,919,509
Other	422,818	189,755
Total	<u>3,435,187</u>	<u>3,038,751</u>
Less: Noncurrent	1,251,468	1,647,729
Total	<u>\$ 2,183,719</u>	<u>\$ 1,391,022</u>

The amounts due from other state agencies consisted of the following at June 30:

	2023	2022
WV Department of Corrections	\$ 259,717	\$ -
WV HEPC	3,557	2,821
Total	<u>\$ 263,274</u>	<u>\$ 2,821</u>

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 5 CAPITAL ASSETS**

Capital assets consisted of the following at June 30:

	2023			Balance - End of Year
	Balance - Beginning of Year	Additions	Reductions	
Capital Assets Not being Depreciated:				
Land	\$ 1,222,564	\$ -	\$ -	\$ 1,222,564
Construction In Progress	1,288,497	-	(1,288,497)	-
Total Capital Assets				
Not being Depreciated	2,511,061	-	(1,288,497)	1,222,564
Other Capital Assets:				
Land Improvements	2,263,698	-	-	2,263,698
Infrastructure	1,967,170	44,696	-	2,011,866
Buildings	106,848,067	3,953,938	-	110,802,005
Equipment	11,100,591	526,174	(4,407,973)	7,218,792
Library Books	1,720,853	3,996	(4,499)	1,720,350
Leasehold Improvements	199,219	-	-	199,219
Total Other Capital Assets	124,099,598	4,528,804	(4,412,472)	124,215,930
Less Accumulated Depreciation for:				
Land Improvements	1,664,734	59,332	-	1,724,066
Infrastructure	1,596,586	37,298	-	1,633,884
Buildings	39,051,929	2,104,910	-	41,156,839
Equipment	9,514,799	553,746	(4,407,973)	5,660,572
Library Books	1,697,177	11,775	(4,499)	1,704,453
Leasehold Improvements	118,169	13,281	-	131,450
Total Accumulated Depreciation	53,643,394	2,780,342	(4,412,472)	52,011,264
Other Capital Assets, Net	70,456,204	1,748,462	(8,824,944)	72,204,666
Total Cost of Capital Assets	126,610,659	4,528,804	(5,700,969)	125,438,494
Less: Accumulated Depreciation	53,643,394	2,780,342	(4,412,472)	52,011,264
Capital Assets, Net	<u>\$ 72,967,265</u>	<u>\$ 1,748,462</u>	<u>\$ (1,288,497)</u>	<u>\$ 73,427,230</u>

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 5 CAPITAL ASSETS (CONTINUED)**

	2022			
	Balance - Beginning of Year	Additions	Reductions	Balance - End of Year
Capital Assets Not being Depreciated:				
Land	\$ 1,222,564	\$ -	\$ -	\$ 1,222,564
Construction In Progress	633,520	1,288,497	(633,520)	1,288,497
Total Capital Assets Not being Depreciated	1,856,084	1,288,497	(633,520)	2,511,061
Other Capital Assets:				
Land Improvements	2,263,698	-	-	2,263,698
Infrastructure	1,818,002	149,168	-	1,967,170
Buildings	105,794,429	1,053,638	-	106,848,067
Equipment	10,124,436	990,435	(14,280)	11,100,591
Library Books	1,730,281	5,134	(14,562)	1,720,853
Leasehold Improvements	199,219	-	-	199,219
Total Other Capital Assets	121,930,065	2,198,375	(28,842)	124,099,598
Less Accumulated Depreciation for:				
Land Improvements	1,605,402	59,332	-	1,664,734
Infrastructure	1,562,414	34,172	-	1,596,586
Buildings	37,057,342	1,994,587	-	39,051,929
Equipment	9,119,811	403,523	(8,535)	9,514,799
Library Books	1,695,142	16,597	(14,562)	1,697,177
Leasehold Improvements	104,888	13,281	-	118,169
Total Accumulated Depreciation	51,144,999	2,521,492	(23,097)	53,643,394
Other Capital Assets, Net	70,785,066	(323,117)	(5,745)	70,456,204
Total Cost of Capital Assets	123,786,149	3,486,872	(662,362)	126,610,659
Less: Accumulated Depreciation	51,144,999	2,521,492	(23,097)	53,643,394
Capital Assets, Net	<u>\$ 72,641,150</u>	<u>\$ 965,380</u>	<u>\$ (639,265)</u>	<u>\$ 72,967,265</u>

Buildings include the Waco Center, a portion of which is owned and accounted for by the Foundation. A lease agreement, expiring in 2043, between the University and Foundation specifies that the portion of the Waco Center owned by the Foundation will transfer to the University at the expiration of the lease. The lease is payable in annual installments of \$1.

The University maintains certain collections of inexhaustible assets to which no value can be practically determined. Accordingly, such collections are not capitalized or recognized for financial statement purposes. Such collections include contributed works of art, historical treasures, and literature that are held for exhibition, education, research, and public service. These collections are neither disposed of for financial gain nor encumbered in any means.





**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 7 BONDS PAYABLE**

Bonds payable consisted of the following at June 30:

	<u>Interest Rate</u>	<u>Principal Amount Outstanding</u>	
		<u>2023</u>	<u>2022</u>
Improvement and Refunding Revenue Bonds, Series 2017 Matures from June 2022 to June 2047	3.25% to 5.25%	\$ 33,390,000	\$ 34,150,000
Unamortized Bond Discount		(89,743)	(97,702)
<b>Total Bonds Payable</b>		<b>\$ 33,300,257</b>	<b>\$ 34,052,298</b>

On September 28, 2017, the Glenville State University Board of Governors issued \$36,285,000 in Improvement and Refunding Revenue Bonds, Series 2017, with maturities and interest rates as follows:

<u>Maturity</u>	<u>Interest Rate</u>	<u>Amount</u>
June 1, 2022	3.25 %	\$ 2,135,000
June 1, 2027	4.00	4,105,000
June 1, 2032	4.50	5,040,000
June 1, 2037	5.00	6,345,000
June 1, 2047	5.25	18,660,000
		<b>\$ 36,285,000</b>

The Series 2017 Bonds bear interest at the rates shown above payable semiannually on June 1 and December 1 of each year until paid.

The Series 2017 Bond proceeds were used to pay in full the Series 2006 Bonds, Series 2007 Bonds, Series 2009 Bonds, and the 2011 note payable on September 28, 2017. Proceeds were escrowed in sufficient amount to pay in full the Series 2011A Bonds on October 10, 2017. Proceeds of \$2,000,000 were deposited in a project fund for future capital improvements. As of June 30, 2019, \$2,000,000 had been drawn down to pay for capital projects. In 2019, the University recorded a loss on refunding of \$297,157. At June 30, 2023 and 2022, the unamortized loss on refunding was \$238,461 and \$253,135, respectively.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 7 BONDS PAYABLE (CONTINUED)**

Future debt service requirements to maturity, as scheduled, for the Series 2017 Bonds at June 30, 2023, are as follows:

<u>Maturity</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 790,000	\$ 1,657,500	\$ 2,447,500
2025	820,000	1,625,900	2,445,900
2026	850,000	1,593,100	2,443,100
2027	885,000	1,559,100	2,444,100
2028 to 2032	5,040,000	7,184,925	12,224,925
2033 to 2037	6,345,000	5,880,750	12,225,750
2038 to 2042	8,145,000	4,086,863	12,231,863
2043 to 2047	10,515,000	1,712,288	12,227,288
Total	<u>\$ 33,390,000</u>	<u>\$ 25,300,426</u>	<u>\$ 58,690,426</u>

**NOTE 8 NOTES PAYABLE**

Notes payable consisted of the following at June 30:

	<u>2023</u>	<u>2022</u>
\$1,000,000 unsecured promissory note to HEPC, 0.00% interest, quarterly payments of \$25,000	\$ 800,000	\$ 900,000
\$1,000,000 unsecured promissory note to HEPC, 0.00% interest, quarterly payments of \$25,000	-	50,000
\$3,145,581 promissory note collateralized by first lien on equipment installed in various buildings on campus, 3.10% interest, semiannual payments of \$131,907 due through June 2028	<u>1,213,255</u>	<u>1,434,306</u>
Total Notes Payable	<u>\$ 2,013,255</u>	<u>\$ 2,384,306</u>

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 8 NOTES PAYABLE (CONTINUED)**

The University has available a line of credit of \$1,000,000 with the Glenville State University Foundation, Inc., bearing interest at 4.0%. The University has not borrowed from this line of credit since 2020.

The following is the schedule of future annual minimum payments required under the notes payable as of June 30, 2023:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 327,956	\$ 35,858	\$ 363,814
2025	335,078	28,736	363,814
2026	342,421	21,393	363,814
2027	349,995	13,819	363,814
2028	357,805	6,009	363,814
2029 to 2031	300,000	-	300,000
Total	<u>\$ 2,013,255</u>	<u>\$ 105,815</u>	2,119,070
Less: Interest			105,815
Principal			<u>\$ 2,013,255</u>

**NOTE 9 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB)**

Employees of the University are enrolled in the West Virginia Other Postemployment Benefit Plan (the OPEB plan) which is administered by the West Virginia Public Employees Insurance Agency (PEIA) and the West Virginia Retiree Health Benefit Trust Fund (the RHBT).

As related to the implementation of GASB 75, following are the University's net OPEB liability (asset), deferred outflows of resources, and deferred inflows of resources related to OPEB, revenues, and the OPEB expense and expenditures for the fiscal years ended June 30:

	<u>2023</u>	<u>2022</u>
Net OPEB (Asset) Liability	\$ 182,937	\$ (54,566)
Deferred Outflows of Resources	356,885	310,357
Deferred Inflows of Resources	870,266	2,010,995
Revenues	(201,701)	(49,953)
OPEB Expense	(785,425)	(1,108,756)
Contributions Made by the University	164,275	193,253

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 9 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

**Plan Description**

The OPEB plan is a cost-sharing, multiple employer, defined benefit other postemployment benefit plan that covers the retirees of State agencies, colleges and universities, county boards of education, and other government entities as set forth in West Virginia Code Section 5-16D-2 (the Code). Plan benefits are established and revised by PEIA and the RHBT with approval of the Finance Board. The Finance Board is comprised of nine members. Finance Board members are appointed by the Governor, serve a term of four years, and are eligible for reappointment. The State Department of Administration secretary serves as Chairman of the Board. Four members represent labor, education, public employees, and public retirees. Four remaining members represent the public-at-large.

Active employees who retire are eligible for PEIA health and life benefits, provided they meet the minimum eligibility requirements of the applicable State retirement system and if their last employer immediately prior to retirement: is a participating employer under the Consolidated Public Retirement Board (CPRB) and, as of July 1, 2008 forward, is a participating employer with PEIA. Active employees who, as of July 1, 2008, have ten years or more of credited service in the CPRB and whose employer at the time of their retirement does participate with CPRB, but does not participate with PEIA will be eligible for PEIA retiree coverage provided: they otherwise meet all criteria under this heading and their employer agrees, in writing, upon a form prescribed by PEIA, that the employer will pay to PEIA the nonparticipating retiree premium on behalf of the retiree or retirees, or that the retiree agrees to pay the entire unsubsidized premium themselves. Employees who participate in non-State retirement systems but that are CPRB system affiliated, contracted, or approved (such as TIAA-CREF and Empower Retirement), or are approved, in writing, by the PEIA Director must, in the case of education employees, meet the minimum eligibility requirements of the State Teachers Retirement System (TRS), and in all other cases meet the minimum eligibility requirements of the Public Employees Retirement System to be eligible for PEIA benefits as a retiree.

The financial activities of the OPEB plan are accounted for in the RHBT, a fiduciary fund of the state of West Virginia. The RHBT audited financial statements and actuarial reports can be found on the PEIA website at [www.peia.wv.gov](http://www.peia.wv.gov).

**Benefits Provided**

The OPEB plan provides the following benefits: medical and prescription drug insurance and life insurance. The medical and prescription drug insurance is provided through two options: the self-insured preferred provider benefit plan option, which is primarily for non-Medicare-eligible retirees and spouses; and the external managed care organization option, which is primarily for Medicare-eligible retirees and spouses.

**Contributions**

Employer contributions from the RHBT billing system represent what the employer was billed during the respective year for its portion of the pay-as-you-go (paygo) premiums, retiree leave conversion billings, and other matters, including billing adjustments.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 9 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

**Contributions (Continued)**

Paygo premiums are established by the PEIA Finance Board annually. All participating employers are required by statute to contribute this premium to the RHBT at the established rate for every active policyholder per month. The paygo rates related to the measurement date of June 30, 2022 and 2021 were:

	2022	2021
Paygo Premium	\$ 48	\$ 160

Members retired before July 1, 1997, pay retiree health care contributions at the highest sponsor subsidized rate, regardless of their actual years of service. Members retired after July 1, 1997, or hired before June 30, 2010, pay a subsidized rate depending on the member's years of service. Members hired on or after July 1, 2010, pay retiree health care contributions with no sponsor-provided implicit or explicit subsidy.

Retiree leave conversion contributions from the employer depend on the retiree's date of hire and years of service at retirement as described below:

- Members hired before July 1, 1988, may convert accrued sick or annual leave days into 100% of the required retiree healthcare contribution.
- Members hired from July 1, 1988, to June 30, 2001, may convert accrued sick or annual leave days into 50% of the required retiree healthcare contribution.

The conversion rate is two days of unused sick and annual leave days per month for single healthcare coverage and three days of unused sick and annual leave days per month for family healthcare coverage.

Employees hired on or after July 1, 2001, no longer receive sick and/or vacation leave credit toward the required retiree healthcare contribution when they retire. All retirees have the option to purchase continued coverage regardless of their eligibility for premium credits.

Certain faculty employees (generally those with less than a 12-month contract) earn a similar extended health or life insurance coverage retirement benefit based on years of service. Generally, 3-1/3 years of teaching service extend health insurance for one year of single coverage, and five years extend health insurance for one year of family coverage. Faculty hired after July 1, 2009 no longer receive years of service credit toward insurance premiums when they retire. Faculty hired on or after July 1, 2010 receive no health insurance premium subsidy when they retire. Two groups of employees hired after July 1, 2010 will not be required to pay the unsubsidized rate: (1) active employees who were originally hired before July 1, 2010 who have a break in service of fewer than two years after July 1, 2010 and (2) retired employees who had an original hire date prior to July 1, 2010 may return to active employment. In those cases, the original hire date may apply.

The University's contributions to the OPEB plan for the years ended June 30, 2023, 2022, and 2021, were \$164,275, \$193,253, and \$334,645, respectively.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 9 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

**Basis of Allocation**

OPEB amounts have been allocated to each contributing employer based on their proportionate share of employer contributions to the RHBT for the fiscal year ended June 30, 2020. Effective July 1, 2017, certain employers that met the plan's opt out criteria and chose not to participate in the plan coverage were no longer required to make contributions to the plan. The amounts previously allocated to such employers for the net OPEB liability and related deferred inflows and deferred outflows are reallocated to the remaining employers participating in the cost sharing plan. The plan reallocates these balances to the remaining active employers based on their proportionate share of contributions made in the period of reallocation.

**Assumptions**

The net OPEB liability (asset) as of June 30, 2023 for financial reporting purposes was determined by an actuarial valuation as of June 30, 2021 and a measurement date of June 30, 2022. The following actuarial assumptions were used and applied to all periods included in the measurement, unless otherwise specified:

- Inflation rate: 2.25%.
- Salary increase: Specific to the OPEB covered group. Ranging from 2.75% to 5.18%, including inflation.
- Investment rate of return: 6.65%, net of OPEB plan investment expense, including inflation.
- Healthcare cost trend rates: Trend rate for pre-Medicare per capita costs of 7.0% for plan year end 2023, decreasing by 0.50% for one year then by 0.25% each year thereafter, until ultimate trend rate of 4.25% is reached in plan year end 2032. Trend rate for Medicare per capita costs of 8.83% for plan year end 2023, decreasing ratably each year thereafter, until ultimate trend rate of 4.25% is reached in plan year end 2032.
- Actuarial cost method: Entry age normal cost method.
- Amortization method: Level percentage of payroll over a 20-year closed period beginning June 30, 2017.
- Wage inflation: 2.75%.
- Retirement age: Experience-based table of rates that are specific to the type of eligibility condition. Last updated for the June 30, 2020 actuarial valuation.
- Aging factors: Based on the 2013 SOA Study "Health Care Costs – From Birth to Death".
- Expenses: Health administrative expenses are included in the development of the per capita claims cost. Operating expenses are included as a component of the annual expense.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 9 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

**Assumptions (Continued)**

- Mortality post-retirement: Pub-2010 General Healthy Retiree Mortality Tables projected with MP-2019 and scaling factors of 100% for males and 108% for females.
- Mortality pre-retirement: Pub-2010 General Employee Mortality Tables projected with MP-2019.

The actuarial assumptions used in the June 30, 2021, valuation were based on results of an actuarial experience study for the period from July 1, 2015 to June 30, 2020. The actuarial valuation as of June 30, 2021, reflects updates to the following assumptions which are reviewed at each measurement date: projected capped subsidies, per capital claim costs, healthcare trend rates, coverage and continuance, percentage eligible for tobacco-free premium discount; and retired employee assistance program participation.

The long-term expected rate of return of 6.65% on OPEB plan investments was determined by a combination of an expected long-term rate of return of 7.00% for long-term assets invested with the WV Investment Management Board and an expected short-term rate of return of 2.50% for assets invested with the BTI.

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which estimates of expected future real rates of return (expected returns, net of OPEB plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage. Target asset allocations, capital market assumptions (CMA), and forecast returns were provided by the Plan's investment advisors, including the West Virginia Investment Management Board (WV-IMB). The projected nominal return for the Money Market Pool held with the BTI was estimated based on the WV-IMB assumed inflation of 2.0% plus a 25 basis point spread.

As of June 30, 2023 and 2022, the target allocations and estimates of annualized long-term expected returns assuming a 10-year horizon are summarized below:

	2023		2022	
	Target Allocation	Long-Term Expected Real Return	Target Allocation	Long-Term Expected Real Return
Asset Class:				
Global Equity	55.0 %	4.8 %	55.0 %	4.8 %
Core Plus Fixed Income	15.0	2.1	15.0	2.1
Core Real Estate	10.0	4.1	10.0	4.1
Hedge Funds	10.0	2.4	10.0	2.4
Private Equity	10.0	6.8	10.0	6.8
Total	<u>100.0%</u>		<u>100.0%</u>	

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 9 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

**Assumptions (Continued)**

Discount Rate

A single discount rate of 6.65% was used to measure the total OPEB liability (asset). This single discount rate was based on the expected rate of return on OPEB plan investments of 6.65%. The projection of cash flows used to determine this single discount rate assumed that employer contributions will be made in accordance with the prefunding and investment policies. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability (asset).

Sensitivity of the Net OPEB Liability (Asset) to Changes in the Discount Rate

The following presents the net OPEB liability (asset) of the Plan as of June 30, 2023 and 2022 calculated using a discount rate that is one percentage point lower (5.65%) or one percentage point higher (7.65%) than the current rate.

	2023		
	1% Decrease (5.65%)	Current Discount Rate (6.65%)	1% Increase (7.65%)
Net OPEB Liability	\$ 470,217	\$ 182,937	\$ (63,517)
	2022		
	1% Decrease (5.65%)	Current Discount Rate (6.65%)	1% Increase (7.65%)
Net OPEB (Asset) Liability	\$ 292,808	\$ (54,566)	\$ (342,986)



**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 9 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

**Assumptions (Continued)**

**Sensitivity of the Net OPEB Liability (Asset) to Changes in the Healthcare Cost Trend Rate**

The following presents the University's proportionate share of the net OPEB liability as of June 30, 2023 and 2022 calculated using the healthcare cost trend rate, as well as what the University's net OPEB liability (asset) would be if it were calculated using a healthcare cost trend rate that is one percentage point lower or one percentage point higher than the current rate.

	2023		
	1% Decrease	Current Healthcare Cost Trend Rate	1% Increase
Net OPEB Liability	\$ (1,004,004)	\$ 182,937	\$ 522,462
	2022		
	1% Decrease	Current Healthcare Cost Trend Rate	1% Increase
Net OPEB (Asset) Liability	\$ (402,887)	\$ (54,566)	\$ 369,729

**OPEB Liabilities (Assets), OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB**

The June 30, 2023 net OPEB (asset) liability was measured as of June 30, 2022, and the total OPEB (asset) liability was determined by an actuarial valuation as of June 30, 2021, rolled forward to the measurement date of June 30, 2022. The June 30, 2022 net OPEB (asset) liability was measured as of June 30, 2021, and the total OPEB (asset) liability was determined by an actuarial valuation as of June 30, 2020, rolled forward to the measurement date of June 30, 2021.

At June 30, 2023, the University's proportionate share of the net OPEB liability (asset) was \$245,604. Of this amount, the University recognized \$182,937 as its proportionate share on the statement of net position. The remainder of \$62,667 denotes the University's proportionate share of net OPEB liability (asset) attributable to the special funding.

At June 30, 2022, the University's proportionate share of the net OPEB liability (asset) was \$(65,310). Of this amount, the University recognized \$(54,566) as its proportionate share on the statement of net position. The remainder of \$(10,744) denotes the University's proportionate share of net OPEB liability (asset) attributable to the special funding.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 9 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

**OPEB Liabilities (Assets), OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)**

The allocation percentage assigned to each participating employer and non-employer contributing entity is based on its proportionate share of employer and non-employer contributions to OPEB for each of the fiscal years ended June 30, 2021 and 2020. Employer contributions are recognized when due. At the June 30, 2022 measurement date, the University's proportion was 0.164365269%, an decrease of 0.019144532% from its proportion of 0.183509801% calculated as of June 30, 2021. At the June 30, 2021 measurement date, the University's proportion was 0.183509801%, an increase of 0.006148721% from its proportion of 0.177361080% calculated as of June 30, 2020.

For the year ended June 30, 2023, the University recognized OPEB expense (offset) of \$(987,126). Of this amount, \$(785,425) was recognized as the University's proportionate share of OPEB expense and \$(201,701) as the amount of OPEB expense attributable to special funding from a non-employer contributing entity. The University also recognized revenue of \$(201,701) for support provided by the State.

For the year ended June 30, 2022, the University recognized OPEB expense (offset) of \$(1,108,756). Of this amount, \$(1,058,803) was recognized as the University's proportionate share of OPEB expense and \$(49,953) as the amount of OPEB expense attributable to special funding from a non-employer contributing entity. The University also recognized revenue of \$(49,953) for support provided by the State.

At June 30, deferred outflows of resources and deferred inflows of resources related to OPEB are as follows:

	2023	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between Expected and Actual Experience	\$ -	\$ 233,372
Changes in Proportion and Difference between Employer Contributions and Proportionate Share of Contributions	46,897	170,938
Opt-Out Employer Change in Proportionate Share	-	1,146
Change in Assumptions	-	464,810
Net Difference between Projected and Actual Investment Earnings	28,395	-
Contributions After the Measurement Date	164,275	-
Total	<u>\$ 239,567</u>	<u>\$ 870,266</u>

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 9 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

**OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)**

	2022	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between Expected and Actual Experience	\$ -	\$ 375,879
Changes in Proportion and Difference between Employer Contributions and Proportionate Share of Contributions	117,104	83,993
Opt-Out Employer Change in Proportionate Share	-	19,903
Change in Assumptions	-	1,154,644
Net Difference between Projected and Actual Investment Earnings	-	376,576
Contributions After the Measurement Date	193,253	-
Total	\$ 310,357	\$ 2,010,995

The University will recognize the \$164,275 reported as deferred outflows of resources resulting from OPEB contributions after the measurement date as a reduction of the net OPEB liability in the year ending June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ending June 30,	Amortization
2024	\$ (628,733)
2025	(69,625)
2026	(57,673)
2027	78,375
Total	\$ (677,656)

**Payables to the OPEB Plan**

At June 30, 2023 and 2022, the University reported \$-0- and \$13,531 in accrued payroll and accounts payable related to normal contributions to the plan.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 10 LEASES**

The Glenville State University Housing Corporation as lessor, leased certain facilities to a third party. The agreement began in October 2021 and ends in September 2026, unless cancelled by the tenant. Lease payments are at a monthly fixed rate with normal escalations over the term of the lease. The lease also includes a variable non-lease payment component for meals which is based upon actual daily food costs and meal counts. The Housing Corporation has determined the net present value of lease receipts based on an implicit rate of 14.62% using the fair value of the assets used in the lease with consideration for the residual value at the lease termination date. For the years ended June 30, rental income under leases other than short-term, is summarized as follows:

	2023	2022
Lease Revenue	\$ 428,241	\$ 321,180
Interest Revenue	260,110	223,212
Total	\$ 688,351	\$ 544,392

Future minimum lease payments under lease agreements are as follows:

Maturity	Principal	Interest	Total
2024	\$ 389,119	\$ 212,467	\$ 601,586
2025	476,622	149,027	625,649
2026	579,041	71,634	650,675
2027	160,274	3,975	164,249
Total	\$ 1,605,056	\$ 437,103	\$ 2,042,159

**NOTE 11 STATE SYSTEM OF HIGHER EDUCATION INDEBTEDNESS**

The University is a state institution of higher education, and the University receives a state appropriation to support its operations. In addition, it is subject to the legislative and administrative mandates of state government. Those mandates affect all aspects of the University's operations, its tuition and fee structure, its personnel policies, and its administrative practices.

The state has chartered the HEPC with the responsibility to construct or renovate, finance, and maintain various academic and other facilities of the state's universities and colleges, including certain facilities of the University. Financing for these facilities was provided through revenue bonds issued by the former Board of Regents or the former Boards of the University and College Systems (the Boards). These obligations administered by HEPC are the direct and total responsibility of HEPC, as successor to the former Boards.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 11 STATE SYSTEM OF HIGHER EDUCATION INDEBTEDNESS**

The Commission has the authority to assess each public institution of higher education for payment of debt service on these system bonds. The tuition and registration fees of the members of the former state university system are generally pledged as collateral for HEPC's bond indebtedness. Student fees collected by the institution in excess of the debt service allocation are retained by the institution for internal funding of capital projects and maintenance. Although the bonds remain as a capital obligation of HEPC, an estimate of the obligation of each institution is reported as a long-term payable by each institution and as a receivable by HEPC. The balances at June 30, 2023 and 2022, were \$307,440 and \$377,734, respectively.

For the years ended June 30, debt service assessed by HEPC was as follows:

	<u>2023</u>	<u>2022</u>
Principal	\$ 70,294	\$ 66,551
Interest	16,361	19,542
Total	<u>\$ 86,655</u>	<u>\$ 86,093</u>

In December 2010, HEPC issued \$76,865,000 of the State of West Virginia Higher Education Policy Commission Revenue 2010 Series Bonds to fund approved HEPC Bond projects. The University received \$11,000,000 of these proceeds, which was used for the construction of the Waco Center, a facility that houses an expanded Land Resources Education Center, a community and campus health care facility, and athletic facilities including administration, dedicated training areas, coaches' offices, and facilities for several indoor spectator sports. HEPC is responsible for repayment of this debt.

**NOTE 12 UNRESTRICTED COMPONENTS OF NET POSITION**

The unrestricted components of the University's net position is composed of resources as follows:

	<u>2023</u>	<u>2022</u>
Designated for Affiliated Organizations	\$ 896,364	\$ 708,030
Net OPEB	(696,318)	(1,646,072)
Net Pension	(602,011)	(751,498)
Undesignated	<u>(1,502,966)</u>	<u>(1,073,241)</u>
Total	<u>\$ (1,904,931)</u>	<u>\$ (2,762,781)</u>

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 13 RETIREMENT PLANS**

Substantially all eligible full-time employees of the University participate in either the West Virginia State Teachers' Retirement System (TRS) or the Teachers' Insurance and Annuities Association – College Retirement Equities Fund (TIAA-CREF), now known as TIAA. In years past, upon full-time employment, each employee was required to make an irrevocable selection between the TRS and TIAA-CREF. Effective July 1, 1991, the TRS was closed to new participants. Remaining participants in the TRS are permitted to make a one-time election to cease their participation in that plan and commence contributions to the West Virginia Teachers' Defined Contribution Plan (WVTDCP). Contributions to and participation in this Plan by University employees have not been significant to date.

The University's total payroll for the years ended June 30, 2023, 2022, and 2021 was \$11,902,282, \$11,030,544, and \$10,341,679, respectively; total covered employees' salaries in the TRS and TIAA-CREF were \$208,261 and \$10,701,785 in 2023, \$423,045 and \$9,145,416 in 2022, and \$584,406 and \$8,541,161 in 2021.

Effective January 1, 2003, higher education employees enrolled in the basic 401(a) retirement plan with TIAA-CREF have an option to switch to the Educators Money 401(a) basic retirement plan (Educators Money). New hires have the choice of either plan.

**Defined Benefit Pension Plan**

Some employees of the University are enrolled in a defined benefit pension plan, the West Virginia Teachers' Retirement System (TRS), which is administered by the West Virginia Consolidated Public Retirement Board (CPRB).

Following are the University's net pension liability, deferred outflows of resources, and deferred inflows of resources related to pensions, revenues, and the pension expense and expenditures for the fiscal years ended June 30:

	2023	2022
Net Pension Liability	\$ 383,804	\$ 315,572
Deferred Outflows of Resources	77,624	162,510
Deferred Inflows of Resources	295,831	598,436
Revenues	70,744	(12,013)
Pension Expense	(117,188)	(153,762)
Contributions Made by the University	24,436	64,208

**GLENNVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 13 RETIREMENT PLANS (CONTINUED)**

**TRS**

Plan Description

TRS is a multiemployer defined benefit, cost-sharing, public employee retirement system providing retirement benefits as well as death and disability benefits. It covers all full-time employees of the 55 county, public school systems in the state of West Virginia and certain personnel of the 13 state-supported institutions of higher education, State Department of Education, and the Higher Education Policy Commission hired prior to July 1, 1991. Employees of the State-supported institutions of higher education and the Higher Education Policy Commission hired after June 30, 1991, are required to participate in the Higher Education Retirement System. TRS closed membership to new hires effective July 1, 1991. However, effective July 1, 2005, all new employees hired for the first time are required to participate in TRS.

TRS is considered a component unit of the state of West Virginia for financial reporting purposes, and, as such, its financial report is also included in the state of West Virginia's Annual Comprehensive Financial Report. TRS issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained from the TRS website at <https://www.wvretirement.com/Publications.html#CAFR>.

Benefits Provided

TRS provides retirement, death, and disability benefits. A member is eligible for normal retirement at age 60 with five years of service, age 55 with 30 years of service, or any age with 35 years of service. A member may retire with 30 years of credited service at any age with the pension reduced actuarially if the member retires before age 55. Terminated members with at least 5, but less than 20, years of credited service who do not withdraw their accumulated contributions are entitled to a deferred retirement commencing at age 62. Retirement benefits are equivalent to 2% of average annual salary multiplied by years of service. Average salary is defined as the average of the 5 highest fiscal years of earnings during the last 15. Chapter 18, Article 7A, of the West Virginia State Code assigns the authority to establish and amend the provisions of the plan, including contribution rates, to the State Legislature.

Contributions

The funding objective of the CPRB pension trust funds is to meet long-term benefit requirements through contributions, which remain relatively level as a percent of member payroll over time, and through investment earnings. Contribution requirements are set by CPRB. A member who withdraws from service for any cause other than death or retirement may request that the accumulated employee contributions plus interest be refunded.

Member Contributions

TRS funding policy provides for member contributions based on 6% of members' gross salary. Contributions as a percentage of payroll for members and employers are established by State law and are not actuarially determined.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 13 RETIREMENT PLANS (CONTINUED)**

**TRS (Continued)**

Contributions (Continued)

Employer Contributions

The state (including institutions of higher education) contributes:

- 15% of gross salary of their state-employed members hired prior to July 1, 1991,
- 7.5% of the gross salary of their TRS covered employees hired for the first time after July 1, 2005, and for those TDCRS members who elected to transfer to TRS effective July 1, 2008,
- A certain percentage of fire insurance premiums paid by state residents, and
- Under WV State code section 18-9-A-6a, beginning in fiscal year 1996, an amount determined by the State Actuary as being needed to eliminate the TRS unfunded liability by 2034. As of June 30, 2023 and 2022, respectively, the University's proportionate share attributable to this special funding subsidy was \$70,744 and \$(12,013).

The University's contributions to TRS for the years ended June 30, 2023, 2022, and 2021 were \$24,436, \$64,208, and \$87,661, respectively.



**GLENNVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 13 RETIREMENT PLANS (CONTINUED)**

**TRS (Continued)**

Assumptions

The total pension liabilities for financial reporting purposes were determined by actuarial valuations as of July 1, 2021 and 2020, and rolled forward to June 30, 2022 and 2021, respectively. The following actuarial assumptions were used and applied to all periods included in the measurement:

- Actuarial cost method: Entry age normal cost with level percentage of payroll.
- Asset valuation method: Investments are reported at fair (market) value.
- Amortization method and period: Level dollar, fixed period over 40 years, from July 1, 1994 through fiscal year 2034.
- Investment rate of return of 7.25%, net of pension plan administrative and investment expenses.
- Projected salary increases: Teachers 2.75–5.90% and nonteachers 2.75–6.50%, based on age.
- Inflation rate of 2.75%.
- Discount rate of 7.25%.
- Mortality rates based on Pub-2010 Mortality Tables.
- Withdrawal rates: Teachers 7.00-35.00% and non-teachers 2.30-18.00%.
- Disability rates: 0.004-0.563%.
- Retirement age: An age-related assumption is used for participants not yet receiving payments.
- Retirement rates: 15% to 100%.
- Ad hoc cost-of-living increases in pensions are periodically granted by the State Legislature. However, the retirement system makes no automatic provision for such increases.

Experience studies are performed at least once in every five-year period. The most recent experience study covered the period from July 1, 2014 to June 30, 2019. These assumptions will remain in effect for valuation purposes until such time as the CPRB adopts revised assumptions.

**GLENNVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 13 RETIREMENT PLANS (CONTINUED)**

**TRS (Continued)**

Assumptions (Continued)

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of the long-term arithmetic real rates of return for each major asset class included in TRS' target asset allocation as of June 30, 2022 and 2021, are summarized below.

Asset Class:	2022		2021	
	Target Allocation	Long-Term Expected Real Return	Target Allocation	Long-Term Expected Real Return
Domestic Equity	27.5 %	5.3 %	27.5 %	5.5 %
International Equity	27.5	6.1	27.5	7.0
Fixed Income	15.0	2.2	15.0	2.2
Real Estate	10.0	6.5	10.0	6.6
Private Equity	10.0	9.5	10.0	8.5
Hedge Funds	10.0	3.8	10.0	4.0
Total	<u>100.0%</u>		<u>100.0%</u>	

Discount Rate

The discount rate used to measure the total TRS net pension liability was 7.25% for fiscal years 2022 and 2021. The projection of cash flows used to determine the discount rate assumed that State contributions will continue to follow the current funding policy. Based on those assumptions, TRS' fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on TRS' investments was applied to all periods of projected benefit payments to determine the total net pension liability.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 13 RETIREMENT PLANS (CONTINUED)**

**TRS (Continued)**

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following presents the University's proportionate share of the TRS net pension liability as of June 30, 2023 and 2022 calculated using the discount rate of 7.25%, as well as what the University's TRS net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.25%) or one percentage point higher (8.25%) than the current rate.

	2023		
	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Net Pension Liability	\$ 564,528	\$ 383,804	\$ 230,316
	2022		
	1% Decrease (6.50%)	Current Discount Rate (7.50%)	1% Increase (8.50%)
Net Pension Liability	\$ 557,637	\$ 315,572	\$ 109,876

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

The June 30, 2023 TRS net pension liability was measured as of June 30, 2022, and the total net pension liability was determined by an actuarial valuation as of July 1, 2021, rolled forward to the measurement date of June 30, 2022. The June 30, 2022 TRS net pension liability was measured as of June 30, 2021, and the total net pension liability was determined by an actuarial valuation as of June 30, 2020, rolled forward to the measurement date of June 30, 2021.

At June 30, 2023, the University's proportionate share of the TRS net pension liability was \$1,238,839. Of this amount, the University recognized \$383,804 as its proportionate share on the Statement of Net Position. The remainder of \$855,035 denotes the University's proportionate share of net pension liability attributable to the special funding.

At June 30, 2022, the University's proportionate share of the TRS net pension liability was \$1,021,134. Of this amount, the University recognized \$315,572 as its proportionate share on the Statement of Net Position. The remainder of \$705,562 denotes the University's proportionate share of net pension liability attributable to the special funding.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 13 RETIREMENT PLANS (CONTINUED)**

**TRS (Continued)**

**Net Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)**

The allocation percentage assigned to each participating employer and non-employer contributing entity is based on their proportionate share of employer and non-employer contributions to TRS for each of the fiscal years ended June 30, 2022 and 2021. Employer contributions are recognized when due. At the June 30, 2022 measurement date, the University's proportion was 0.014922%, a decrease of 0.005271% from its proportion of 0.020193% calculated as of June 30, 2021. At the June 30, 2021 measurement date, the University's proportion was 0.020193%, a decrease of 0.003336% from its proportion of 0.023529% calculated as of June 30, 2020.

For the years ended June 30, 2023 and 2022, the University recognized TRS pension expense of \$(46,444) and \$(153,762), respectively. Of these amounts, \$(117,188) and \$(141,749), respectively, were recognized as the University's proportionate share of the TRS expense and \$70,744 and \$(12,013), respectively, as the amount of pension expense attributable to special funding from a non-employer contributing entity. The University also recognized revenue of \$46,444 and \$(12,013), respectively, for support provided by the State.

At June 30 deferred outflows of resources and deferred inflows of resources related to the TRS pension are as follows:

	2023	
	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Changes in Proportion and Difference between Employer Contributions and Proportionate Share of Contributions	\$ -	\$ 292,701
Net Difference between Projected and Actual Investment Earnings	15,568	-
Differences between Expected and Actual Experience	15,937	3,130
Differences in Assumptions	21,683	-
Contributions After the Measurement Date	24,436	-
Total	<u>\$ 77,624</u>	<u>\$ 295,831</u>

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 13 RETIREMENT PLANS (CONTINUED)**

**TRS (Continued)**

**Net Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)**

	2022	
	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Changes in Proportion and Difference between Employer Contributions and Proportionate Share of Contributions	\$ 33,417	\$ 336,985
Net Difference between Projected and Actual Investment Earnings	-	252,211
Differences between Expected and Actual Experience	25,709	9,240
Differences in Assumptions	39,176	-
Contributions After the Measurement Date	64,208	-
Total	<u>\$ 162,510</u>	<u>\$ 598,436</u>

The University will recognize the \$24,436 reported as deferred outflows of resources resulting from pension contributions after the measurement date as a reduction of the TRS net pension liability in the year ending June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in TRS pension expense as follows:

<u>Year Ending June 30,</u>	<u>Amortization</u>
2024	\$ (161,665)
2025	(44,542)
2026	(60,557)
2027	24,121
Total	<u>\$ (242,643)</u>

**Payables to the Pension Plan**

The University did not report any amounts payable for normal contributions to the TRS as of June 30, 2023 and 2022.

**Defined Contribution Pension Plan**

The TIAA-CREF is a defined contribution benefit plan in which benefits are based solely upon amounts contributed plus investment earnings. Employees who elect to participate in this plan are required to make a contribution equal to 6% of total annual compensation. The University matches the employees' 6% contribution. Contributions are immediately and fully vested. In addition, employees may elect to make additional contributions to TIAA-CREF which are not matched by the University.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 13 RETIREMENT PLANS (CONTINUED)**

**Defined Contribution Pension Plan (Continued)**

Total contributions to the TIAA-CREF for the years ended June 30, 2023, 2022, and 2021, were \$1,284,214, \$1,097,450, and \$1,024,940, respectively, which consisted of equal contributions from the University and covered employees in 2023, 2022, and 2021 of \$642,107, \$548,725, and \$512,470, respectively.

**NOTE 14 CONTINGENCIES**

The nature of the higher education industry is such that, from time to time, claims may be presented against the University on account of alleged negligence, acts of discrimination, breach of contract, or disagreements arising from the interpretation of laws or regulations. While some of these claims may be for substantial amounts, they are not unusual in the ordinary course of providing educational services in a higher education system. Management is not aware of any claims that would seriously impact the financial status of the institution.

Under the terms of federal grants, periodic audits are required and certain costs may be questioned as not being appropriate expenditures under the terms of the grants. Such audits could lead to reimbursement to the grantor agencies.

The Internal Revenue Code of 1986 establishes rules and regulations for arbitrage rebates. There are no arbitrage rebate liabilities that have been recorded in the financial statements as of June 30, 2023 and 2022.

Several of the University properties are known to contain asbestos. The University is not required by federal, state or local law and Federal Environmental, Health and Safety Regulations to remove asbestos from its buildings, but is required to manage the presence of asbestos in a safe manner. The University addresses this responsibility on a case-by-case basis. The University addresses the presence of asbestos as building renovation or demolition projects are undertaken and through asbestos operation and maintenance programs directed at containing, managing or operating with the asbestos in a safe manner.

The COVID-19 pandemic may impact various parts of the operations and financial results of the University and its component units, including method of delivery, athletics, housing, and food service. Management believes that the University and its component units are taking appropriate actions to mitigate the negative impact. The full impact of COVID-19 is unknown and cannot be reasonably estimated at June 30, 2023.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 15 CONDENSED COMPONENT UNIT INFORMATION**

Condensed component unit information for the Glenville State University Housing Corporation and Glenville State University Research Corporation, the University's blended component units for the years ended June 30 are as follows:

**CONDENSED SCHEDULES OF NET POSITION**

	Glenville State University Housing Corporation		Glenville State University Research Corporation	
	2023	2022	2023	2022
Assets:				
Current Assets	\$ 1,108,177	\$ 1,756,183	\$ 106,718	\$ (4,220)
Noncurrent and Capital Assets	3,098,895	2,773,809	165,139	172,263
Total Assets	<u>\$ 4,207,072</u>	<u>\$ 4,529,992</u>	<u>\$ 271,857</u>	<u>\$ 168,043</u>
Liabilities:				
Current Liabilities	\$ 35,584	\$ 50,605	\$ 107,103	\$ 34,866
Noncurrent Liabilities	-	-	720,557	720,558
Deferred Inflows	1,391,782	1,820,023	-	-
Total Liabilities	<u>1,427,366</u>	<u>1,870,628</u>	<u>827,660</u>	<u>755,424</u>
Net Position:				
Net Investment In Capital Assets	1,162,400	1,182,012	165,139	181,941
Unrestricted	1,617,306	1,477,352	(720,942)	(769,322)
Total Net Position	<u>2,779,706</u>	<u>2,659,364</u>	<u>(555,803)</u>	<u>(587,381)</u>
Total Liabilities and Net Position	<u>\$ 4,207,072</u>	<u>\$ 4,529,992</u>	<u>\$ 271,857</u>	<u>\$ 168,043</u>

**CONDENSED SCHEDULES OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION**

	Glenville State University Housing Corporation		Glenville State University Research Corporation	
	2023	2022	2023	2022
Operating:				
Revenues	\$ 342,729	\$ 693,391	\$ 132,380	\$ 48,445
Expenses	222,387	244,132	100,802	82,365
Net Operating Income (Loss)	120,342	449,259	31,578	(33,920)
Nonoperating:				
Revenues	-	-	-	-
Expenses	-	16,454	-	7,124
Net Nonoperating Loss	-	(16,454)	-	(7,124)
Increase (Decrease) in Net Position	120,342	432,805	31,578	(41,044)
Net Position - Beginning of Year	2,659,364	2,226,559	(587,381)	(546,337)
Net Position - End of Year	<u>\$ 2,779,706</u>	<u>\$ 2,659,364</u>	<u>\$ (555,803)</u>	<u>\$ (587,381)</u>

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 15 CONDENSED COMPONENT UNIT INFORMATION (CONTINUED)**

**CONDENSED SCHEDULES OF CASH FLOWS**

	Glenville State University Housing Corporation		Glenville State University Research Corporation	
	2023	2022	2023	2022
Net Cash from Operating Activities	\$ (250,628)	\$ 409,843	\$ 110,938	\$ (949)
Net Cash from Nonoperating Activities	-	-	-	(19,656)
Cash and Cash Equivalents - Beginning of Year	689,216	279,373	(21,086)	(481)
Cash and Cash Equivalents - End of Year	<u>\$ 438,588</u>	<u>\$ 689,216</u>	<u>\$ 89,852</u>	<u>\$ (21,086)</u>



**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 16 NATURAL CLASSIFICATIONS WITH FUNCTIONAL CLASSIFICATIONS**

For the years ended June 30 the following tables present operating expenses within both natural and functional classifications:

	2023						Total
	Salaries and Wages	Benefits	Supplies, Services, and Miscellaneous	Utilities	Scholarships and Fellowships	Depreciation	
Instruction	\$ 4,478,633	\$ 594,014	\$ 2,690,708	\$ -	\$ -	\$ -	\$ 7,763,355
Academic Support	459,347	60,924	275,970	-	-	-	796,241
Student Services	1,077,334	142,890	647,250	-	-	-	1,867,474
General Institutional Support	3,325,530	441,074	2,324,325	-	-	-	6,090,929
Operations and Maintenance of Plants	1,177,964	156,237	707,707	1,265,524	-	-	3,307,432
Student Financial Aid	-	-	-	-	5,809,058	-	5,809,058
Auxiliary Enterprises	1,320,031	175,079	793,059	-	-	-	2,288,169
Deprecation	-	-	-	-	-	2,790,886	2,790,886
Total	<u>\$ 11,838,839</u>	<u>\$ 1,570,218</u>	<u>\$ 7,439,019</u>	<u>\$ 1,265,524</u>	<u>\$ 5,809,058</u>	<u>\$ 2,790,886</u>	<u>\$ 30,713,544</u>
	2022						Total
	Salaries and Wages	Benefits	Supplies, Services, and Miscellaneous	Utilities	Scholarships and Fellowships	Depreciation	
Instruction	\$ 4,437,588	\$ 457,273	\$ 2,892,859	\$ -	\$ -	\$ -	\$ 7,787,720
Academic Support	398,203	41,033	259,587	-	-	-	698,823
Student Services	1,489,123	153,447	970,756	-	-	-	2,613,326
General Institutional Support	2,278,910	234,831	361,403	-	-	-	2,875,144
Operations and Maintenance of Plants	1,218,875	125,599	794,582	1,439,026	-	-	3,578,082
Student Financial Aid	-	-	-	-	6,037,558	-	6,037,558
Auxiliary Enterprises	1,207,845	124,464	787,391	-	-	-	2,119,700
Deprecation	-	-	-	-	-	2,541,101	2,541,101
Total	<u>\$ 11,030,544</u>	<u>\$ 1,136,647</u>	<u>\$ 6,066,578</u>	<u>\$ 1,439,026</u>	<u>\$ 6,037,558</u>	<u>\$ 2,541,101</u>	<u>\$ 28,251,454</u>

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION**

The Foundation is a separate nonprofit organization incorporated in the state of West Virginia and has as its purpose, "...to aid, strengthen and further in every proper and useful way, the work and services of the University and its affiliated nonprofit organizations...." Oversight of the Foundation is the responsibility of a separate and independently elected Board of Directors. In carrying out its responsibilities, the Board of Directors of the Foundation employ management, form policy, and maintain fiscal accountability over funds administered by the Foundation. Although the University does not control the timing or amount of receipts from the Foundation, most of the resources or the income derived therefrom are restricted to the activities of the University by the donors. Because these restricted resources held by the Foundation can only be used by, or for the benefit of, the University, the Foundation is considered a component unit of the University and is therefore discretely presented with the University's financial statements in accordance with GASB.

Based on the Foundation's audited financial statements as of June 30, 2023 and 2022, the Foundation's net assets (including unrealized gains) totaled \$21,693,483 and \$19,124,880, respectively. Complete financial statements for the Foundation can be obtained from the Executive Director of the Glenville State University Foundation, Inc., 200 High Street, Glenville, West Virginia 26351.

During the years ended June 30, 2023 and 2022, the Foundation contributed \$726,001 and \$664,668, respectively, to the University for scholarships.

**Summary of Significant Accounting Policies**

Nature of Activities and Organization

Glenville State College Foundation, Inc. was incorporated in 1959 under the laws of the State of West Virginia as a nonprofit organization to receive and provide funds for scholarships, endowments, educational research, and other general educational purposes for the benefit of Glenville State College and the students at Glenville State College.

In February 2022, Glenville State College was awarded University status resulting in a name change to Glenville State University. In April 2022, the Glenville State College Foundation, Inc. officially changed its name to Glenville State University Foundation, Inc. (the Foundation) to reflect this change.

Reporting Entity

The financial statements of the Foundation include all funds, functions, and activities to which the Board of Directors has oversight responsibility. There are no additional entities required to be included in the reporting entity.

Basis of Accounting

The financial statements of the Foundation have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Revenues are recognized when earned and expenses are recognized when they are incurred, whether or not cash is received or paid out at that time.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Summary of Significant Accounting Policies (Continued)**

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Classification of Net Assets

These financial statements are prepared to focus on the entity as a whole and to present transactions according to the existence or absence of donor-imposed restrictions. Accordingly, transactions and balances are classified into two categories of net assets.

Net assets without donor restrictions are not subject to donor-imposed stipulations. Net assets without donor restrictions are maintained and distributed at the discretion of the Foundation's Board of Directors.

Net assets with donor restrictions are subject to donor-imposed stipulations, which will either expire by the passage of time or by action of the Foundation. When donor restrictions expire, that is, when a stipulated time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and are reported in the statements of activities as net assets released from restrictions.

Income Tax Status

By a letter issued February 1961, the Internal Revenue Service has determined that the Foundation qualifies as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and, therefore, is not subject to federal and state income taxes on its exempt purpose activities. In addition, the Foundation qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(2). However, income from certain activities not directly related to the Foundation's tax-exempt purpose would be subject to taxation as unrelated business income.

For the years ended June 30, 2023 and 2022, the Foundation has no material uncertain tax positions to be accounted for in the financial statements under professional standards. The Foundation recognizes interest and penalties, if any, related to unrecognized tax benefits in interest expense. The Foundation's returns for years ending on or after June 30, 2020, remain subject to examination.

Cash and Cash Equivalents

For purposes of the statements of cash flows, the Foundation considers all cash accounts and all highly liquid instruments available for current use with an original maturity of three months or less, which are not held for long-term investment and are not subject to withdrawal restrictions or penalties, to be cash and cash equivalents.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Summary of Significant Accounting Policies (Continued)**

Marketable Investments

The Foundation carries investments with readily determinable market values at their fair values in the statements of financial position. Unrealized gains and losses are included in the change in net assets in the accompanying statements of activities.

Receivables

Receivables consists of amounts due from the Foundation's lessee and the University. Uncollectible accounts are written off in the year they are determined to become uncollectible. As needed, the Foundation records an allowance for doubtful accounts from the determination of collectability, which is based on historical bad debt experience and an evaluation of the periodic aging accounts. The Foundation believes no allowance for doubtful accounts is necessary as of June 30, 2023 and 2022.

Fixed Assets

Fixed assets are recorded at cost, if purchased, or estimated fair value, if donated. The Foundation computes depreciation on the straight-line method over the estimated useful lives of the respective assets which ranges from 3 to 7 years for office equipment and vehicles and 29 years for buildings. Useful lives are revised when a change in life expectancy becomes apparent.

Maintenance and repairs are expensed as incurred while major additions and improvements are capitalized. Gains or losses on dispositions of fixed assets are included in current operations as realized.

Bequests and Contributions Receivable

Bequests and contributions receivable consist of bequests and contributions to give stock, cash, and life insurance proceeds. Bequests and contributions to give cash and stock are recorded at fair value. Bequests and contributions to give life insurance proceeds are recorded at the cash surrender value.

All bequests and contributions receivable as of June 30, 2023 and 2022, are, in the opinion of Foundation management, fully collectible.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Summary of Significant Accounting Policies (Continued)**

Contributions In-Kind

Contributions of services are recognized if the services received create or enhance nonfinancial assets, or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. Contributed services and promises to give services that do not meet the above criteria are not recognized. Contributions of tangible assets and equipment are recognized at fair value when received as determined by appraisal or specialist. Donated space is valued at the current market rate for facilities rented. Contributed services are valued at the estimated cost that would have been incurred if the Foundation were to purchase similar services. The amounts reflected in the accompanying financial statements as contributed services, equipment, and assets are offset by like amounts included in expenses or additions to property and equipment. All gifts-in-kind received by the Foundation for years ended June 30, 2023 and 2022 were considered without donor restrictions and able to be used by the Foundation as determined by the board of directors and management to further the mission of the Foundation.

	2023	2022
Donated Space	\$ 17,584	\$ 11,745
Services	30,000	7,658
Equipment	21,745	-
Fixed Assets	256,500	-
Other	6,878	18,421
Total	<u>\$ 332,707</u>	<u>\$ 37,824</u>

Land and Other Assets Held for Investment

Contributions of land, mineral rights, works of art, and equipment are carried at their fair or appraisal value determined on the date of the gift. If purchased, they are recorded at cost. From time to time, management reviews these assets for impairment.

Organization Funds Held for Others

Organization funds held for others are used to account for assets held by the Foundation as an agent. These funds are custodial by nature (assets equal liabilities) and do not involve measurement of operations. The funds are held on behalf of Glenville State University, a related party of the Foundation.

The Foundation maintains legal ownership of these funds and, as such, continues to report the funds as assets of the Foundation. However, a liability has been established for the fair value of the funds.

**GLENNVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Summary of Significant Accounting Policies (Continued)**

Contributions

Contributions received by the Foundation are recorded at their fair values at the date of such gifts and are reported as an increase in net assets. The Foundation reports gifts of cash and other assets as restricted support if they are received with donor-imposed stipulations that limit the use of the donated assets. When a donor restriction expires, that is when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

The Foundation records contributions in accordance with professional standards contained in FASB Accounting Standards Codification (ASC) 958-605-25, *Not-for-Profit Entities: Revenue Recognition: Recognition*. Contributions received by the Foundation are reported at their fair values on the date of such gifts.

Lease Accounting

Under ASC 842, a contract is (or contains) a lease if it conveys the right to control the use of an identified asset for a period of time in exchange for consideration. Control is defined under the standard as having both the right to obtain substantially all of the economic benefits from use of the asset and the right to direct the use of the asset. Management only reassesses its determination if the terms and conditions of the contract are changed.

Advertising

It is the policy of the Foundation to expense advertising costs as incurred.

Risks and Uncertainties

A substantial portion of the Foundation's assets consist of investment securities, which are exposed to various risks such as interest rate, credit, and overall market volatility risks. Due to the level of risk associated with certain investment securities, it is reasonably possible that changes in the values of investment securities will occur in the near-term and those changes could materially affect the investments reported in the statements of financial position, and the realized and unrealized gains (losses) in the statements of activities.

New Accounting Standard

In February 2016, the FASB issued ASU 2016-02, *Leases (Topic 842)*, which modifies the guidance used by lessors and lessees to account for leasing transactions. It is effective for fiscal years beginning after December 15, 2021, and interim periods within those fiscal years beginning after December 15, 2022. The Foundation adopted ASU 2016-02 using the optional transition method, which allows for the prospective application of the standard. In addition, the Foundation elected practical expedients permitted under the transition guidance permitting the Foundation to not reassess historical lease classification, prior conclusions relating to initial direct costs, and whether any expired or existing contracts are or contain leases. Adoption had no effect on net income and had no effect on cash flows.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Summary of Significant Accounting Policies (Continued)**

New Accounting Standard (Continued)

During the year ended June 30, 2023, the Foundation adopted FASB Accounting Standards Update (ASU) No. 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*. ASU No. 2020-07 increases the transparency of contributed nonfinancial assets for nonprofit entities through enhancements to presentation and disclosure and is effective for fiscal years beginning after June 15, 2021. Adoption had no effect on net income and had no effect on cash flows.

Subsequent Events

Management has evaluated subsequent events through September 12, 2023, the date the financial statements were available to be issued.

**Liquidity and Availability of Financial Assets**

The Foundation's financial assets available for general expenditure within one year after June 30 are as follows:

	2023	2022
Cash and Cash Equivalents	\$ 249,178	\$ 100,219
Investments, at Fair Value	935,312	783,313
Related Party Receivables	98,474	-
Other Receivables	-	3,458
Total	<u>\$ 1,282,964</u>	<u>\$ 886,990</u>

The Foundation's investments held at year-end are considered available for expenditure based on the Foundation's approved spending policy. Under current policy, the distribution shall be a minimum of 5.0% of the endowment portfolio's average market value on June 30 for the three years immediately preceding the establishment of the distributable amount.

As part of the Foundation's liquidity management, the Foundation has adopted investment and spending policies for assets that support the Foundation's mission and purpose, which are best served over the long term through a flow of interest income and an expanding flow of dividends and capital gains. Achieving these desired ends will help preserve the current purchasing power originating with the Foundation's invested funds, and it will not place at risk the principal value of those funds. The overriding investment objective is to earn a real total rate of return (interest and dividend income, plus realized and unrealized appreciation expressed as a percentage of market value, both adjusted for inflation) averaging at least 5.0% per annum, measured over a three-year to five-year period.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Marketable Investments**

Investments are stated at estimated fair value in the financial statements. The following is an analysis of the composition of the Foundation's investments at June 30:

	2023	2022
Marketable Investments:		
Cash, Interest-Bearing	\$ 1,370,360	\$ 1,716,616
Mutual Funds	4,364,311	4,098,707
Bonds	3,085,661	2,372,999
Stocks	10,244,442	8,692,226
Alternatives	847,570	858,047
Total Marketable Investments	\$ 19,912,344	\$ 17,738,595

**Fair Value Measurements**

**Determination of Fair Value**

The Foundation uses fair value measurements to record fair value adjustments to certain assets and to determine fair value disclosures. In accordance with the *Fair Value Measurements and Disclosures* Topic of the FASB Accounting Standards Codification, the fair value of a financial instrument is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value is best determined based upon quoted market prices. However, in many instances, there are no quoted market prices for the Foundation's various financial instruments. In cases where quoted market prices are not available, fair values are based on estimates using present value or other valuation techniques. Those techniques are significantly affected by the assumptions used, including the discount rate and estimates of future cash flows. Accordingly, the fair value estimates may not be realized in an immediate settlement of the instrument.

The fair value guidance provides a consistent definition of fair value, which focuses on exit price in an orderly transaction (that is, not a forced liquidation or distressed sale) between market participants at the measurement date under current market conditions. If there has been a significant decrease in the volume and level of activity for the asset, a change in valuation technique or the use of multiple valuation techniques may be appropriate. In such instances, determining the price at which willing market participants would transact at the measurement date under current market conditions depends on the facts and circumstances and requires the use of significant judgment. The fair value, a reasonable point within the range, is most representative of fair value under current market conditions.



**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Fair Value Measurements (Continued)**

Fair Value Hierarchy

In accordance with this guidance, the Foundation groups its financial assets generally measured at fair value in three levels, based on markets in which the assets are traded and the reliability of the assumptions used to determine fair value.

*Level 1* – Valuation is based on quoted prices in active markets for identical assets that the Foundation has the ability to access at the measurement date. Level 1 assets generally include debt and equity securities that are traded in an active exchange market. Valuations are obtained from readily available pricing sources for market transactions involving identical assets.

*Level 2* – Valuation is based on inputs other than quoted prices included within Level 1 that are observable for the asset, either directly or indirectly. The valuation may be based on quoted prices for similar assets; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the asset.

*Level 3* – Valuation is based on unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets. Level 3 assets include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which determination of fair value requires significant management judgment or estimation.

Fair values of assets measured on a recurring basis as of June 30 are as follows:

	2023			Fair Value
	Level 1	Level 2	Level 3	
<b>Investments:</b>				
Total Cash, Interest-Bearing	\$ -	\$ 1,370,360	\$ -	\$ 1,370,360
U.S. Government Obligations	-	1,787,839	-	1,787,839
Corporate Debt Obligations	-	1,297,822	-	1,297,822
Equity Securities	10,244,442	-	-	10,244,442
Mutual Funds	4,364,311	-	-	4,364,311
Total Investments, at Fair Value	<u>\$ 14,608,753</u>	<u>\$ 4,456,021</u>	<u>\$ -</u>	19,064,774
<b>Alternatives:</b>				
Hedge Fund (NAV)				847,570
Total Marketable Investments				<u>\$ 19,912,344</u>

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Fair Value Measurements (Continued)**

	2022			Fair Value
	Level 1	Level 2	Level 3	
Investments:				
Total Cash, Interest-Bearing	\$ -	\$ 1,716,616	\$ -	\$ 1,716,616
U.S. Government Obligations	-	1,059,480	-	1,059,480
Corporate Debt Obligations	-	1,313,519	-	1,313,519
Equity Securities	8,692,226	-	-	8,692,226
Mutual Funds	4,098,707	-	-	4,098,707
Total Investments, at Fair Value	<u>\$ 12,790,933</u>	<u>\$ 4,089,615</u>	<u>\$ -</u>	<u>16,880,548</u>
Alternatives:				
Hedge Fund (NAV)				858,047
Total Marketable Investments				<u>\$ 17,738,595</u>

**Net Asset Value (NAV) Per Share**

In accordance with the fair value measurements and disclosures guidance, the category, fair value, redemption frequency, and redemption notice period for investments, the fair value of which are estimated using the NAV per share as of June 30 are as follows. There were no unfunded commitments as of June 30, 2023 and 2022.

	Redemption Frequency (If Currently Eligible)	Redemption Notice Period	2023	2022
Alternatives:				
Hedge Funds*	Various	Various	<u>\$ 847,570</u>	<u>\$ 858,047</u>

\*Funds in this category invest in hedge funds to achieve capital appreciation with limited variability of returns.

**Fixed Assets**

Fixed assets consist of the following as of June 30:

	2023	2022
Land Improvements, Nondepreciable	\$ 580,903	\$ 564,403
Buildings	3,328,357	3,133,358
Office Equipment	38,790	43,780
Vehicles	270,007	193,771
Total	<u>4,218,057</u>	<u>3,935,312</u>
Less: Accumulated Depreciation	<u>(1,176,652)</u>	<u>(1,050,480)</u>
Fixed Assets, Net	<u>\$ 3,041,405</u>	<u>\$ 2,884,832</u>

Depreciation expense for the years ended June 30, 2023 and 2022, was \$151,012 and \$142,358, respectively.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Land and Other Assets Held for Investment**

Land and other assets held for investment consist of the following as of June 30:

	<u>2023</u>	<u>2022</u>
Land and Mineral Rights	\$ 270,031	\$ 270,031
Bluegrass Collection	-	35,000
Works of Art	20,000	20,000
Storage Equipment	1,000	1,000
Total	<u>\$ 291,031</u>	<u>\$ 326,031</u>

If facts and circumstances suggest that land and other assets held for investment may be impaired, the carrying value is reviewed for recoverability. If this review indicates that the carrying value of the asset will not be recovered, the carrying value is reduced to its estimated fair value through an impairment loss. During the years ended June 30, 2023 and 2022, there was no impairment loss recognized.

**Loan Payable**

Loan payable consists of the following as of June 30:

	<u>2023</u>	<u>2022</u>
Loan payable to United Bank, Inc. for \$3,530,000. Payments are to be made in monthly installments of \$15,247 including a fixed interest rate of 3.19% and matures June 27, 2024. The loan is collateralized by a first deed of trust on Building A located at 921 Mineral Road and the assignment of all lease agreements.	\$ 2,807,629	\$ 2,898,363
Less: Current Portion of Loan Payable	<u>(2,807,629)</u>	<u>(91,884)</u>
Net Long-Term Portion	<u>\$ -</u>	<u>\$ 2,806,479</u>

Scheduled principal payments for long-term debt are as follows:

<u>Year Ending June 30,</u>	<u>Amortization</u>
2024	<u>2,807,629</u>
Total	<u>\$ 2,807,629</u>

**Related-Party Transactions**

The Foundation entered into an operating lease agreement effective November 18, 2009 with Glenville State University for the Alumni House, a 3,780 square feet building located at 213 North Court Street. The lease is receivable in annual installments of \$1 and expires on June 30, 2049.

The Foundation entered into an operating lease agreement effective July 1, 2013 with the Glenville State University Board of Governors for 2.74 acres of a 76.2 acre tract. The lease is receivable in annual installments of \$1 and expires on June 30, 2043.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Related-Party Transactions (Continued)**

The Foundation entered into a lease agreement effective July 1, 2013 with Glenville State University Board of Governors for 18,000 square feet of the second floor of the Waco Center's Building A. The lease is receivable in annual installments of \$1 and expires on June 30, 2043 at which time the lease provides for the transfer of ownership of Building A to the University.

The Foundation entered into a line of credit agreement effective May 15, 2019 with Glenville State University for up to \$1,000,000. The line of credit has an interest rate of 4% per annum. As of June 30, 2023 and 2022, the University owed the Foundation \$-0- on this line of credit.

**Leases – Lessor**

The Foundation entered into a cancellable operating lease with Minnie Hamilton for 10,585 square feet of the first floor of the Waco Center's Building A which was effective July 15, 2014 and shall expire on July 14, 2054, unless sooner by mutual agreement. The minimum lease receivable for the first five years is \$14,133 per month (\$169,600 per year) with each succeeding five year period being readjusted, but at no time exceeding a 2.5% increase per year. On May 13, 2021, the Foundation exercised its right to terminate the lease agreement by providing a written notice of termination to Minnie Hamilton with a lease cancellation date of November 13, 2021. Simultaneous, with providing the notice of termination to Minnie Hamilton, the Foundation signed a letter of intent to lease the space in the Waco Center's Building A to a new tenant beginning on November 15, 2021.

On November 15, 2021, the Foundation entered into a cancellable operating lease with WVU Medicine for 10,585 square feet of the first floor of the Waco Center's Building A which was effective November 15, 2021 and shall expire on November 14, 2031 with the right to renew for five additional five year terms. The minimum lease receivable for the first five years is \$17,642 per month (\$211,704 per year) which each succeeding a five-year period being readjusted, but at no time exceeding a 2.5% increase per year.

The cost of the space was \$889,638 at both June 30, 2023 and 2022, respectively. Accumulated depreciation on the space was \$276,095 and \$245,417 at June 30, 2023 and 2022, respectively.

**Administrative Fee Assessment**

As provided by the West Virginia Code, the Foundation is entitled to charge an administrative fee for the management of the various assets held in trust. For the years ended June 30, 2023 and 2022, the Foundation charged an administrative fee sufficient to cover operating expenses of \$259,522 and \$251,265, respectively. For financial statement purposes, the administrative fee income assessed by the Foundation is netted against the administrative fee expense recognized by the funds. These amounts net to zero, and no income or expense is reported.

**GLENNVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Concentrations**

The Foundation places its cash with local high-credit quality financial institutions under normal financial arrangements. During the year ended June 30, 2023, the Foundation's cash balances periodically exceeded the FDIC insured deposit limit of \$250,000.

**Endowment Funds**

The Foundation's endowment funds consist of individual funds established by donors for a variety of purposes, including scholarships and Foundation specified projects. Endowment assets include those assets of donor restricted funds that the Foundation must hold in perpetuity. As required by accounting principles generally accepted in the United States of America, net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

The Foundation has adopted investment and spending policies for endowment assets that support the Foundation's mission and purpose which are best served over the long term through a flow of interest income and an expanding flow of dividends and capital gains. Achieving these desired ends will help preserve the current purchasing power originating with the Foundation's invested funds, and it will not place at risk the principal value of those funds. The overriding investment objective is to earn a real total rate of return (interest and dividend income, plus realized and unrealized appreciation expressed as a percentage of market value, both adjusted for inflation) averaging at least 5.0% per annum, measured over a three-year to five-year period.

The permanent nature of the endowment funds requires that the Board of Directors work to maintain the purchasing power of endowment assets into perpetuity. To accomplish this, the Foundation links its investment objectives with its spending policy. The goal is to ensure that funds currently available from the endowment will provide the same level of support to Glennville State University, both now and in the future.

In an effort to protect the endowment funds, meet current spending needs, and provide long-term growth, the Foundation has established the following spending policy. This policy is designed to meet two objectives:

- To release as much current income as possible in a steady and consistent stream; and,
- To protect the value of the endowment assets against inflation so as to allow University programs, at a minimum, to be supported at today's level far into the future.

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Endowment Funds (Continued)**

The portfolio encompassing endowment funds generates a total investment return consisting of four components: interest income, dividend income, realized capital gains, and unrealized capital appreciation measured by growth in market value. A portion of this total investment return on the portfolio is to be distributed to all endowment accounts to be expended annually in support of the needs of the Foundation and the University in conformity with the purposes and restrictions on each specific account. The total investment return is to be calculated on June 30 of each year.

The annual amount to be distributed to endowment accounts during the fiscal year beginning each July 1 shall be the minimum of 5.0% of the endowment portfolio's average market value on June 30 for the three years immediately preceding the establishment of the distributable amount.

The Board of Directors of the Foundation has interpreted the West Virginia Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation classifies as net assets with donor restrictions: (1) the original value of gifts donated to the endowment, (2) the original value of subsequent gifts to the endowment, and (3) accumulations to the endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. These funds are classified as net assets with donor restrictions until they are appropriated for expenditure by the organization in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the Foundation considers the following factors in making a determination to appropriate or accumulate donor restricted endowment funds: the duration and preservation of the fund, the purposes of the Foundation and the donor restricted endowment fund, general economic conditions, the possible effect of inflation and deflation, the expected total return from income and the appreciation of investments, and other resources of the Foundation.

The endowment net assets consisted of the following types of funds as of June 30:

	<u>2023</u>	<u>2022</u>
Without Donor Restrictions	\$ 369,549	\$ 338,449
With Donor Restrictions	<u>16,946,727</u>	<u>14,382,081</u>
Total	<u>\$ 17,316,276</u>	<u>\$ 14,720,530</u>

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Endowment Funds (Continued)**

Change in endowment net assets for the years ended June 30 are as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment Funds -			
June 30, 2021	\$ 389,225	\$ 16,794,517	\$ 17,183,742
Bequest and Contributions	-	248,901	248,901
Investment Return	(43,369)	(2,107,004)	(2,150,373)
Expenditures	(7,407)	(565,495)	(572,902)
Change to Endowment	-	11,162	11,162
Endowment Funds -			
June 30, 2022	338,449	14,382,081	14,720,530
Bequest and Contributions	-	1,517,469	1,517,469
Investment Return	37,883	1,651,620	1,689,503
Expenditures	(6,783)	(607,938)	(614,721)
Change to Endowment	-	3,495	3,495
Endowment Funds -			
June 30, 2023	<u>\$ 369,549</u>	<u>\$ 16,946,727</u>	<u>\$ 17,316,276</u>

From time to time, the fair value of assets associated with individual donor restricted endowment funds may fall below the level that the donor contributed. As of June 30, 2023, deficiencies of this nature exist in 36 donor-restricted endowment funds, which together have an original gift amount of \$8,097,456, a current fair value of \$7,760,345, and a deficiency of \$337,111. As of June 30, 2022, deficiencies of this nature exist in 60 donor-restricted endowment funds, which together have an original gift amount of \$6,703,736, a current fair value of \$6,027,360, and a deficiency of \$676,376. These deficiencies resulted from unfavorable market fluctuations and continued appropriation to certain programs that was deemed prudent by the Board of Directors.

In accordance with the Foundation's policy for underwater endowment funds, endowment funds with a market value below corpus gift value of 0%-9% will provide a payout of 3%, endowment funds with a market value below corpus gift value of 10%-19% will provide a payout of 2%, and endowment funds with a market value below corpus gift value of more than 20% will not provide a payout.

**Net Assets With Donor Restrictions**

	2023	2022
Donor-restricted net assets available for grants, scholarships, and donor-designated charitable purposes for the benefit of Glenville State University, and net assets intended to be held in perpetuity	<u>\$ 20,417,638</u>	<u>\$ 18,051,215</u>

**GLENVILLE STATE UNIVERSITY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023 AND 2022**

**NOTE 17 FOUNDATION (CONTINUED)**

**Functional Expense**

Expenses are allocated among program services, management and general, and fundraising based on the purposes for which the expenses have been incurred. The Foundation incurs certain joint costs which are not specifically attributable to a particular component of activities. These costs include salaries and wages, depreciation, interest, and certain office and occupancy expenses. Joint costs are allocated on the basis of estimates of time and effort, square footage, or purposes for which the expenses have been incurred. For the years ended June 30 the following tables present operating expenses within both natural and functional classifications:

	2023			
	Program Services	Management and General	Fundraising	Total
Expenditures for Benefit of Glenville State University	\$ 3,121,529	\$ -	\$ -	\$ 3,121,529
Scholarships	726,001	-	-	726,001
Salaries and Wages	34,798	69,595	69,595	173,988
Legal, Consulting, and Accounting	-	17,850	-	17,850
Investment Management Fee	-	120,338	-	120,338
Miscellaneous	-	19,233	4,808	24,041
Promotions and Publications	31,617	-	3,513	35,130
Office	782	782	2,344	3,908
Travel and Advancement	9,143	-	13,714	22,857
Memberships and Subscriptions	32	32	96	160
Insurance	10,127	10,128	-	20,255
Interest	46,114	46,114	-	92,228
Depreciation	75,506	75,506	-	151,012
Meals and Meetings	-	400	-	400
Annual Fund	-	776	6,982	7,758
Alumni	6,962	1,740	-	8,702
Database Management	15,467	7,733	15,467	38,667
Total Expenses	<u>\$ 4,078,078</u>	<u>\$ 370,227</u>	<u>\$ 116,519</u>	<u>\$ 4,564,824</u>

	2022			
	Program Services	Management and General	Fundraising	Total
Expenditures for Benefit of Glenville State University	\$ 1,128,731	\$ -	\$ -	\$ 1,128,731
Scholarships	664,688	-	-	664,688
Salaries and Wages	25,175	50,351	50,351	125,877
Legal, Consulting, and Accounting	-	16,750	-	16,750
Investment Management Fee	-	125,059	-	125,059
Miscellaneous	-	21,402	5,351	26,753
Promotions and Publications	49,636	-	5,515	55,151
Office	895	895	2,686	4,476
Travel and Advancement	6,701	-	10,051	16,752
Memberships and Subscriptions	32	32	96	160
Insurance	8,477	8,478	-	16,955
Interest	47,678	47,679	-	95,357
Depreciation	71,179	71,179	-	142,358
Meals and Meetings	-	271	-	271
Annual Fund	-	244	2,193	2,437
Alumni	8,093	2,023	-	10,116
Database Management	13,454	6,727	13,454	33,635
Total Expenses	<u>\$ 2,024,739</u>	<u>\$ 351,090</u>	<u>\$ 89,697</u>	<u>\$ 2,465,526</u>



**GLENVILLE STATE UNIVERSITY**  
**SCHEDULE OF PROPORTIONATE SHARE OF NET PENSION LIABILITY**  
**LAST TEN FISCAL YEARS\***

	2022	2021	2020	2019	2018	2017	2016	2015	2014
University's Proportionate Share as a Percentage of Net Pension Liability	0.014922 %	0.020193 %	0.023529 %	0.024200 %	0.030098 %	0.045449 %	0.039778 %	0.043056 %	0.525160 %
University's Proportionate Share	\$ 383,804	\$ 315,572	\$ 757,855	\$ 719,991	\$ 939,737	\$ 1,570,250	\$ 1,634,806	\$ 1,492,000	\$ 1,811,863
State's Proportionate Share	855,035	705,562	1,646,732	1,738,186	2,434,910	3,472,445	3,113,871	3,404,353	4,093,721
<b>Total Proportionate Share</b>	<b><u>\$ 1,238,839</u></b>	<b><u>\$ 1,021,134</u></b>	<b><u>\$ 2,404,587</u></b>	<b><u>\$ 2,458,177</u></b>	<b><u>\$ 3,374,647</u></b>	<b><u>\$ 5,042,695</u></b>	<b><u>\$ 4,748,677</u></b>	<b><u>\$ 4,896,353</u></b>	<b><u>\$ 5,905,584</u></b>
University's Covered Employee Payroll	\$ 208,261	\$ 423,045	\$ 584,406	\$ 650,657	\$ 700,282	\$ 921,675	\$ 907,360	\$ 1,028,446	\$ 1,305,234
University's Proportionate Share as a Percentage of Covered Payroll	184 %	75 %	130 %	111 %	134 %	170 %	180 %	145 %	139 %
University's Plan Fiduciary Net Position as a Percentage of Total Pension Liability	77.78 %	86.38 %	70.89 %	72.64 %	71.20 %	67.85 %	65.57 %	66.25 %	65.95 %

There are no factors that affect trends in the amounts reported, such as a change of benefit terms or assumptions. With only seven years reported in the required supplementary information, there is no additional information to include in notes. Information, if necessary, can be obtained from the CPRB Annual Comprehensive Financial Report.

\*This schedule is intended to show information for 10 years. Additional years will be displayed as they become available.

**GLENVILLE STATE UNIVERSITY  
SCHEDULE OF EMPLOYER PENSION CONTRIBUTIONS  
LAST TEN FISCAL YEARS\***

	2022	2021	2020	2019	2018	2017	2016	2015	2014
Actuarially Determined Contribution	\$ 72,076	\$ 84,273	\$ 109,138	\$ 104,835	\$ 133,576	\$ 188,148	\$ 166,922	\$ 239,000	\$ 239,000
Actual Contribution	72,076	84,273	109,138	104,835	133,576	188,146	154,213	195,785	241,922
Contribution Deficiency (Excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2</u>	<u>\$ 12,709</u>	<u>\$ 43,215</u>	<u>\$ (2,922)</u>
Covered Payroll	\$ 208,261	\$ 423,045	\$ 584,406	\$ 650,657	\$ 700,282	\$ 921,675	\$ 907,360	\$ 1,028,446	\$ 1,305,234
Actual Contribution as a Percentage of Covered Payroll	34.61 %	19.92 %	18.68 %	16.11 %	19.07 %	20.41 %	17.00 %	19.04 %	18.53 %

\*This schedule is intended to show information for 10 years. Additional years will be displayed as they become available.

**GLENVILLE STATE UNIVERSITY**  
**SCHEDULES OF PROPORTIONATE SHARE OF NET OPEB LIABILITY**  
**YEARS ENDED JUNE 30, 2023 AND 2022**

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
University's Proportionate Share as a Percentage of Net OPEB Liability	0.16436527 %	0.18350980 %	0.17736108 %	0.18129702 %	0.18746617 %	0.17441669 %
University's Proportionate Share	\$ 182,937	\$ (54,566)	\$ 783,389	\$ 3,007,958	\$ 4,021,967	\$ 4,288,887
State's Proportionate Share	<u>62,667</u>	<u>(10,744)</u>	<u>173,220</u>	<u>615,562</u>	<u>831,233</u>	<u>880,942</u>
Total Proportionate Share	<u>\$ 245,604</u>	<u>\$ (65,310)</u>	<u>\$ 956,609</u>	<u>\$ 3,623,520</u>	<u>\$ 4,853,200</u>	<u>\$ 5,169,829</u>
University's Covered Employee Payroll	\$ 2,583,424	\$ 3,778,891	\$ 3,037,569	\$ 3,490,320	\$ 3,844,357	\$ 3,835,528
University's Proportionate Share as a Percentage of Covered Payroll	7.08 %	(1.44)%	25.79 %	86.18 %	104.62 %	111.82 %
University's Plan Fiduciary Net Position as a Percentage of Total OPEB Liability	93.59 %	101.81 %	73.49 %	39.69 %	30.98 %	25.10 %

There are no factors that affect trends in the amounts reported, such as a change of benefit terms or assumptions. With only four years reported in the required supplementary information, there is no additional information to include in notes. Information, if necessary, can be obtained from the West Virginia Retiree Benefit Health Benefit Trust Fund Audited Schedules of Employer Other Postemployment Benefits Allocations and Other Postemployments Benefits Amounts by Employer.

\*These schedules are intended to show information for 10 years. Additional years will be displayed as they become available.

**GLENVILLE STATE UNIVERSITY  
SCHEDULE OF EMPLOYER OPEB CONTRIBUTIONS  
YEARS ENDED JUNE 30, 2023 AND 2022**

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Actuarially Determined Contribution	\$ 193,253	\$ 326,238	\$ 334,645	\$ 373,523	\$ 373,889	\$ 358,249
Actual Contribution	<u>193,253</u>	<u>326,238</u>	<u>334,645</u>	<u>373,523</u>	<u>373,889</u>	<u>358,249</u>
Contribution Deficiency	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered Employee Payroll	\$ 2,583,424	\$ 3,778,891	\$ 3,037,569	\$ 3,490,320	\$ 3,844,357	\$ 3,835,528
Actual Contribution as a Percentage of Covered Employee Payroll	7.48 %	8.63 %	11.02 %	10.70 %	9.73 %	9.34 %

\*These schedules are intended to show information for 10 years. Additional years will be displayed as they become available.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Governors  
Glenville State University  
Glenville, West Virginia

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities of Glenville State University (the University), a component unit of the West Virginia Higher Education Fund, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the University's basic financial statements, and have issued our report thereon dated October 13, 2023. Our report includes a reference to other auditors who audited the financial statements of the Glenville State University Foundation, Inc. as described in our report on the University's financial statements. The financial statements of the Glenville State University Foundation, Inc. were not audited in accordance with *Government Auditing Standards*.

***Report on Internal Control Over Financial Reporting***

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

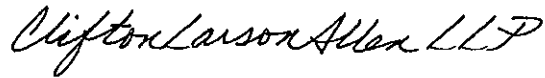
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We consider the deficiency in internal control, described in the accompanying schedule of findings and responses as item 2023-001 to be a material weakness.

***Report on Compliance and Other Matters***

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

***Purpose of This Report***

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

King of Prussia, Pennsylvania  
October 13, 2023

**GLENNVILLE STATE UNIVERSITY  
SCHEDULE OF FINDINGS AND RESPONSES  
YEARS ENDED JUNE 30, 2023 AND 2022**

**2023-001**

**Type of Finding:** Material Weakness in Internal Control over Financial Reporting

**Condition:** Management is unable to provide a complete trial balance from the Oasis system and has to post manual entries to capture certain financial activity not recorded in the general ledger.

**Criteria or Specific Requirement:** Management's responsibilities include exercising oversight responsibility for significant financial reporting processes, including controls over procedures used to enter transaction totals into the general ledger; initiate, authorize, record and process journal entries into the general ledger; record recurring and nonrecurring adjustments to the financial statements and safeguarding University assets. Internal controls should be in place to provide reasonable assurance that financial statements are prepared in accordance with U.S. GAAP.

**Effect:** By not recording all transactions in one general ledger system, there is an increased likelihood that transactions could be incorrectly omitted from the general ledger.

**Cause:** Management should ensure all financial activity is under the control of the general ledger.

**Recommendation:** We recommend the University evaluate its process for capturing all financial activity in the general ledger.

**Repeat Finding:** This is a repeat finding (2022-001).

**Views of Responsible Officials and Planned Corrective Actions:** Management agrees with the finding and will evaluate their process for capturing all financial activity in the general ledger.

**Glenville State University Board of Governors  
Meeting of February 21, 2024**

**ACTION ITEM:** Approve a Bachelor of Arts in Math

**COMMITTEE:** Academic Affairs

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the University proposal for a Bachelor of Arts in Math degree program at Glenville State University.

**STAFF MEMBER:** Dr. Mari Clements

**BACKGROUND:**

In accordance with WVHEPC 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 approves the new undergraduate degree program – Bachelor of Arts in Math.

The Board acknowledges that neither an Intent to Plan, full Proposal, nor Substantive Change is required by WV HEPC nor the Higher Learning Commission due to the similarity to and level of degrees currently offered at Glenville State University.





**GLENVILLE**  
**STATE UNIVERSITY**

February 14, 2024

Proposal to add a

Bachelor of Arts in Mathematics

at Glenville State University

Glenville State University  
200 High Street  
Glenville, West Virginia 26351

Effective Date August 2024

## 6.1 Brief Summary Statement

The *Bachelor of Arts in Mathematics* (BA Math) degree program at Glenville State University is designed as the complement to the Bachelor of Arts in Mathematics Education and as a degree option for students interested in mathematics but not in education degrees. 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.

## 6.2 Program Description

The mathematics program provides students with analytical and problem-solving skills in the mathematical sciences, which is in high demand for careers in industry as well as in education. 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.

### 6.2.1 Program Objectives:

The educational objectives of the BA Math are to prepare students to:

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.

### 6.2.2. Program Identification:

The *Bachelor of Arts in Mathematics* is classified under the Mathematics and Statistics category of the National Center for Educational Statistics (NECS), Classification of Instruction Programs (CIP) 27.0101. This category is defined as a “A general program that focuses on the analysis of quantities, magnitudes, forms, and their relationships, using symbolic logic and language. Includes instruction in algebra, calculus, functional analysis, geometry, number theory, logic, topology and other mathematical specializations.”

### 6.2.3. Program Features:

#### 6.2.3.a. Admissions and Performance Standards:

The admissions standards for the BA Math are the same as those for all Glenville State University Bachelor’s degrees. Applicants must

- Complete an application for admission.
- Demonstrate a cumulative high school GPA of 3.0 *or* cumulative 2.0 high school GPA along with either ACT of at least 18, SAT I of 870, or SAT II of at least 960 *or* GED or TASC scores of 500 or higher on at least three of the five parts of the test.
- High school curricular requirements include the following
  - English – Four units, including courses in grammar, composition, and literature
  - Social Studies – Three units, including U.S. history
  - Mathematics – Four units (three units must be algebra I and higher)
  - Science – Three units; all courses to be college preparatory lab science, preferably including units from biology, chemistry, and physics
  - Arts – One unit
  - Foreign Language – Two units (two courses of the same foreign language)
- High school curricular requirements are waived for students who have completed an associate’s degree

Students must maintain a 2.0 or higher GPA in order to graduate, with no courses in the major with grades below C.

#### 6.2.3.b. Program Requirements:

Students must complete 120 unique semester hours, including general education, major, and elective credits as specified below.

## **BACHELEOR 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

**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

## 6.3 Program Need and Justification

The proposed mathematics degree will provide students with core knowledge in the mathematical sciences, knowledge that is in high demand in the job market. Specifically, 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.

Graduates will be 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 program 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.

The program is anticipated to meet the needs of four distinct groups of students:

1. Students who are interested in purely mathematics rather than 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.

In accessing 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 are projected to 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 Growth, 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	Master	\$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%

#### *6.3.1. Relationship to Institutional Goals and Objectives*

The Glenville State University strategic plan for 2021 – 2026 outlines a number of key goals to which the proposed BA Math is well aligned. One of those overarching goals is to *Deliver Quality Education* “by providing relevant curricular and co-curricular programs...to prepare students for a diverse, technological, and global workplace and society, and expanding access to an array of professional development opportunities.” Under this mandate, Goal 2 specifies the university’s intent to:

Goal 2: Establish and promote relevant academic programs

Further, the overall 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 Vision of Glenville State University is as follows: Glenville State University will provide a safe, supportive learning community, equipping students to make a positive impact on the world.

The Math faculty has carefully considered the mission and vision 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.

### *6.3.2. Existing Programs in West Virginia*

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

The proposed program fills a specific content area need for the state in a manner that complements rather than vies with the programs at these other universities. Glenville State University is uniquely positioned to serve the Central West Virginia region; although West Virginia Wesleyan College and Davis and Elkins College are also located in the general region, both are private colleges with tuition rates out of reach of many GSU students.

### *6.3.3. Program Planning and Development*

The Math faculty have been aware of the need for the current program for some time. Students who are unsuccessful in Math Education have not had an alternative, and a number of students desiring STEM careers have desired additional mathematics training. As outlined above, this program was designed to meet the needs of four distinct groups of students.

The program adds only six unique courses to the curriculum. The planned course rotation will allow for these courses to be offered in rotation, with typically 2-3 offered per year. This is a modest addition to the existing Math Education curriculum and will allow the program to be offered without additional faculty hires.

## 6. 4 Program Implementation and Projected Resource Requirements

### *6.4.1. Program Administration*

The administration of the BA Math program will be led by the Math faculty under the direction of the chair of the Department of Science and Math under the supervision of the Provost. The university curriculum committee has approved the proposed curriculum.

### *6.4.2. Program Projections*

The enrollment projections for the initial years of the program are provided in Exhibit A.

### *6.4.3. Faculty Instructional Requirements*

The program requires no additional hires beyond the current budgeted five core faculty persons. That is, the existing instructional infrastructure will sustain both the existing program in Math Education, the proposed BA Math, and university-wide General Education needs. To provide the most conservative estimate possible, the budget projections in Exhibit A assume the worst-case scenario: that all courses would need to be taught as faculty overload. This is not anticipated to be the case, but by presenting the worst-case scenario, the Board can make the most informed decision.

### *6.4.4. Library Resources and Instructional Materials*

The Glenville State University Robert F. Kidd Library, under the guidance and consultation of Librarian Jason Gum, provides students access to research and scholastic databases to support all university programs. The university has intentionally expanded research databases in recent years to support existing and planned graduate programs, so the existing resources are expected to be sufficient for the proposed program.

In addition, the university has a strong Inter Library Loan (ILL) network that is both efficient and well connected. The richness of the university's archives, particularly in the area of Appalachian history and literature, has resulted in collaborative ILL relationships have been established with major research universities across the country. These relationships further deepen the resources available through university's membership in West Virginia library networks.



### *6.4.5. Support Service Requirements*

The university already offers support services in the form of mathematics tutoring in-person and online. Math faculty and advanced Math Education majors staff the math tutoring center, which was recently relocated to the library to provide better student access.

### *6.4.6. Facilities Requirements*

The BA Math will be offered in the Science and Math building, which has sufficient classroom space and technology (e.g., whiteboards, projectors) for the current program as well as existing programs.

### *6.4.7. Operating Resource Requirements*

The operating resource requirements are included with the enrollment projections in Exhibit A.

### *6.4.8. Source of Operating Resource*

The expected revenues resulting from the program are included with the enrollment projections and operating resource requirements in Exhibit A. Although the worst-case scenario envisions a minor operating loss in year one of the program, with as few as three students, the program operates in the black.

## **6. 5 Program Evaluation**

### *6.5.1. Evaluation Procedures*

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.

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

**Mathematical Knowledge and Strategy:**

<b>Exemplary</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unacceptable</b>
<p>100-90%: 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>89-60%: 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>59-30%: 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>29-0%: 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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*6.5.2. Accreditation Status*

Glennville State University has been continuously accredited by the Higher Learning Commission (HLC) since 1949, with the most recent reaffirmation of accreditation conferred in January of 2023.

**Exhibit A**

**YEAR 1**

	FALL 2024 16 WEEKS	SPRING 2025 16 WEEKS
<b>REVENUE</b>		
NUMBER OF STUDENTS SERVED:		
PROJECTED ENROLLMENT BY TERM	2	2
PROJECTED CREDIT HOURS PER TERM	3	3
 COST PER CREDIT HOUR	\$ 348.00	\$ 348.00
 <b>GROSS REVENUE</b>	\$ 2,088.00	\$ 2,088.00
<b>EXPENSES</b>		
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00
ADJUNCT OR OVERLOAD COSTS	\$ 2,100.00	\$ 2,100.00
 <b>GROSS EXPENSES</b>	\$ 3,100.00	\$ 3,100.00
 <b>NET INCOME</b>	\$ (1,012.00)	\$ (1,012.00)
<b>TOTAL NET INCOME</b>	<b>\$ (2,024.00)</b>	

**YEAR 2**

	FALL 2025 16 WEEKS	SPRING 2026 16 WEEKS
<b>REVENUE</b>		
NUMBER OF STUDENTS SERVED:		
PROJECTED ENROLLMENT BY TERM	3	3
PROJECTED CREDIT HOURS PER TERM	6	6
 COST PER CREDIT HOUR	\$ 348.00	\$ 348.00
 <b>GROSS REVENUE</b>	\$ 6,264.00	\$ 6,264.00
<b>EXPENSES</b>		
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00
ADJUNCT OR OVERLOAD COSTS	\$ 4,200.00	\$ 4,200.00
 <b>GROSS EXPENSES</b>	\$ 5,200.00	\$ 5,200.00
 <b>NET INCOME</b>	\$ 1,064.00	\$ 1,064.00
<b>TOTAL NET INCOME</b>	<b>\$ 2,128.00</b>	

YEAR 3	FALL 2026 16 WEEKS	SPRING 2027 16 WEEKS
<b>REVENUE</b>		
NUMBER OF STUDENTS SERVED:		
PROJECTED ENROLLMENT BY TERM	3	3
PROJECTED CREDIT HOURS PER TERM	6	6
COST PER CREDIT HOUR	\$ 348.00	\$ 348.00
<b>GROSS REVENUE</b>	\$ 6,264.00	\$ 6,264.00
<b>EXPENSES</b>		
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00
ADJUNCT OR OVERLOAD COSTS	\$ 4,200.00	\$ 4,200.00
FULL-TIME FACULTY		
<b>GROSS EXPENSES</b>	\$ 5,200.00	\$ 5,200.00
<b>NET INCOME</b>	\$ 1,064.00	\$ 1,064.00
<b>TOTAL NET INCOME</b>	<b>\$ 2,128.00</b>	

YEAR 4	FALL 2027 16 WEEKS	SPRING 2028 16 WEEKS
<b>REVENUE</b>		
NUMBER OF STUDENTS SERVED:		
PROJECTED ENROLLMENT BY TERM	3	3
PROJECTED CREDIT HOURS PER TERM	6	6
COST PER CREDIT HOUR	\$ 348.00	\$ 348.00
<b>GROSS REVENUE</b>	\$ 6,264.00	\$ 6,264.00
<b>EXPENSES</b>		
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00
ADJUNCT OR OVERLOAD COSTS	\$ 4,200.00	\$ 4,200.00
FULL-TIME FACULTY	\$ -	\$ -
<b>GROSS EXPENSES</b>	\$ 5,200.00	\$ 5,200.00
<b>NET INCOME</b>	\$ 1,064.00	\$ 1,064.00
<b>TOTAL NET INCOME</b>	<b>\$ 2,128.00</b>	

YEAR 5

	FALL 2028	SPRING 2029
REVENUE	8 WEEKS	8 WEEKS
NUMBER OF STUDENTS SERVED:		
PROJECTED ENROLLMENT BY TERM	3	3
PROJECTED CREDIT HOURS PER TERM	6	6
COST PER CREDIT HOUR	\$ 348.00	\$ 348.00
<b>GROSS REVENUE</b>	\$ 6,264.00	\$ 6,264.00
<b>EXPENSES</b>		
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00
ADJUNCT OR OVERLOAD COSTS	\$ 4,200.00	\$ 4,200.00
FULL-TIME FACULTY	\$ -	\$ -
<b>GROSS EXPENSES</b>	\$ 5,200.00	\$ 5,200.00
<b>NET INCOME</b>	\$ 1,064.00	\$ 1,064.00
<b>TOTAL NET INCOME</b>	<b>\$ 2,128.00</b>	

**Glenville State University Board of Governors  
Meeting of February 21, 2024**

**ACTION ITEM:** Approve a Bachelor of Science in Land Surveying

**COMMITTEE:** Academic Affairs

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the University proposal for a Bachelor of Science in Land Surveying degree program at Glenville State University.

**STAFF MEMBER:** Dr. Mari Clements

**BACKGROUND:**

In accordance with WVHEPC 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 approves the new undergraduate degree program – Bachelor of Science in Land Surveying.

The Board acknowledges that neither an Intent to Plan, full Proposal, nor Substantive Change is required by WV HEPC nor the Higher Learning Commission due to the similarity to and level of degrees currently offered at Glenville State University.



# TEMPLATE FOR A READINESS REVIEW REPORT 2022-2023 Readiness Review Cycle

*Extracted from 2021-2022 ANSAC Self-Study Questionnaire*

**APPLIED AND NATURAL SCIENCE ACCREDITATION  
COMMISSION (ANSAC)**

**ABET**  
415 North Charles Street  
Baltimore, MD 21201  
Phone: 410-347-7700  
Email: [ANSAC@abet.org](mailto:ANSAC@abet.org)  
Website: <http://www.abet.org>

## INTRODUCTION

This Readiness Review Report Template is largely extracted from the Self-Study Report Template that is used to prepare a Self-Study for an ABET evaluation.

The Readiness Review Report will be used by the Readiness Review Committee to:

- determine whether the program understands the key requirements for accreditation, particularly the program name requirements, Criterion 1 through Criterion 6, and program criteria, if applicable,
- understand whether or not the program is ready to initiate a formal review before the program's institution invests a significant amount of resources and personnel time in preparation for a formal review by the Commission,
- identify areas where it appears that the program may need more time to address issues related to compliance with the criteria prior to a formal review, and
- provide the program with suitable feedback concerning its state of readiness for a formal accreditation review.

The Readiness Review Report should reflect the extent to which the program meets applicable ABET Criteria and policies. For this reason, it is necessary that the Report address all methods of instructional delivery used for the program, all possible paths that students may take for completion of the degree, and any remote offerings available to students in the program.

ABET provides a template for each commission to assist the program in completing the Readiness Review Report.

## REQUIREMENTS AND PREPARATION

The program name used on the cover of the Readiness Review Report **must** be identical to the name used in all institutional publications, on the ABET Request for Readiness Review (RREv), and on the transcripts of graduates/students. This will ensure that the program is correctly identified in ABET records.

A Readiness Review for one of ABET's Commissions must be completed by a program if the program would fall within the scope of that Commission and the institution does not already have programs accredited by that Commission.

While the *Template* focuses primarily on accreditation criteria, it also includes questions related to certain sections of the ABET *Accreditation Policy and Procedure Manual* (APPM).

While it is important that the overall structure in the *Template* be retained, it is not necessary to preserve notes or pages of instructions about preparing the Readiness Review Report.

A program may use terminology different from that used in the *Template*. If different terminology is used, it is important that the Readiness Review Report provide notes of explanation to clearly link the terminology in the Report to terminology used in the *Template*.

Tables in the *Template* may be modified in format to more clearly present the information for the program. When this is done, it is suggested that a brief explanatory footnote be included about



why the table was modified. Rows may be added to or deleted from tables to better accommodate program information.

The **educational unit** is the administrative unit having academic responsibility for the program(s) undergoing a Readiness Review relative to a given Commission of ABET. For example, if a single program is being preparing for a readiness review, the educational unit may be the department. If more than one program is being reviewed, the educational unit is the administrative unit responsible for the collective group of programs undergoing a Readiness Review relative to that Commission.

## **SUPPLEMENTAL MATERIALS**

Do **not** submit supplemental materials for a Readiness Review.

## **SUBMISSION AND DISTRIBUTION OF READINESS REVIEW REPORT**

The Readiness Review Report and transcript information must be submitted through the ABET-provided link **by October 1**. Access to this link along with submission instructions will be provided once a Request for Readiness Review (RREv) is accepted. No email, data stick, or paper submission will be accepted.

See Section **1.G.** below for information concerning transcripts that must be submitted for a Readiness Review.

If you have any questions, please send an email to [ReadinessReview@abet.org](mailto:ReadinessReview@abet.org).

## **CONFIDENTIALITY**

All information supplied is for the confidential use of ABET and its authorized agents. It will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution or documents in the public domain.

## **TEMPLATE**

The template for the Readiness Review Report begins on the next page.

**NOTE: In the places where it identifies a section and then directs that you not complete it for the Readiness Review, the purpose is to highlight the sections of the Self-Study Template that are not applicable/required for a Readiness Review.**

**ANSAC of ABET**  
**Readiness Review Report**  
for the  
**Land Surveying**  
At  
**Glenville State University**  
**Glenville, WV**  
May 20, 2022

**CONFIDENTIAL**

The information supplied in this Readiness Review Report is for the confidential use of ABET and its authorized agents, and will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution.

## **BACKGROUND INFORMATION**

### **A. Contact Information**

List name, mailing address, telephone number, fax number, and e-mail address for the primary pre-visit contact person for the program.

### **B. Program History**

Include the year when the program was implemented. Summarize major program changes with an emphasis on changes occurring around the Readiness Review submission.

The land surveying program began in 1972 to provide surveyors for the state of West Virginia. Since that time, Glenville State University's graduates have provided land surveying services throughout the state and nation. Glenville State University offers one of only two bachelor's degree land surveying programs, and the only associate degree land surveying program in West Virginia.

Since its inception, The Land Surveying program at Glenville State University has been under constant review by its faculty, advising board, and parent institution. The program is included in the university program review cycle, requiring annual reviews as well as a comprehensive program review every five years.

The Land Surveying curriculum provides a variety of educational experiences in the classroom, at outdoor field laboratory sites, and during indoor laboratory classes. The curriculum is a traditional land surveying program, designed around the fundamentals of land surveying, updating as needed to incorporate changing technology. The curriculum is intended to be completed within four 16-week semesters and one summer term.

The curriculum was initially developed to satisfy the need for land boundary surveyors within the state. Over the years, it has changed due to changes in technology, constituent needs, and

guidelines and requirements of the university's regional accreditor (HLC) and the West Virginia Higher Education Policy Commission (HEPC).

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

The Department of Land Resources prides itself on a "hands-on" approach to learning. Students are provided a teaching/learning experience that duplicates as closely as possible real-world applications. The bachelor's degree combines a general education component, a Natural Resource Management core, and a major in Land Surveying. The associates degree combines a general education component and a major in Land Surveying.

In addition, the curriculum is approved by the West Virginia Board of Professional Surveyors, the Ohio Board of Engineers and Surveyors, and the National Council of Examiners for Engineering and Surveying. Students completing the baccalaureate Natural Resource Management degree with the Land Surveying major earn four of the six years required for licensure as a surveyor in the state of West Virginia. They are also eligible for licensure in Ohio, and can take the national Fundamentals of Surveying exam, the first exam of three required for licensure, in any state.

As pursuant to the formal learning outcomes of each program, a student in the baccalaureate Natural Resource Management: Land Surveying major will:

1. Study the elementary surveying measurements and computations and the opportunities and responsibilities in the surveying profession.
2. Write property descriptions to include descriptions, interpretation, and application to boundary line retracement and write different types of property descriptions.
3. Study methods of boundary line establishment by unwritten methods, registration of surveyors, professionalism, surveyors' liability, and other case and statute law related to property surveying.
4. Evaluate economic, political, and social concepts impacting sustainable development and the use of natural resources.
5. Study different methods and instruments used to measure angles, distances, and elevation differences, and study making traverse adjustments, area computations, and various position computations.
6. Study error propagation in survey measurements and computations, horizontal and vertical control nets design, meridian determination, map projections, and introduction to least-square adjustment.
7. Apply measurement and computational techniques and boundary law to the retracement of property boundary lines.
8. Develop an understanding of land-based renewable resources, including forests, rangeland, farmland, outdoor recreation, and wildlife.
9. Study runoff volume, culvert selection, stormwater, pond design, flood routing, and subdivision design principles.
10. Study state and federal mining, oil and gas regulations related to surveying, the production of maps and plans, and an applied study of the surveying and measurement techniques peculiar to the mining and oil and gas industry.

A student in the associate Land Surveying program will:

1. Review surveying history and methods of early American surveying history.

2. Be able to locate and identify property monuments, such as living trees, dead trees and wood from trees or stumps.
3. Be able to utilize courthouse documents including, but not limited to, grantor-grantee indexes, will books, plat books, land books, etc.
4. Become knowledgeable of mineral and timber surveys and computations associated with them.
5. Become knowledgeable of the field use of compasses, transits, theodolites, and global positioning systems.
6. Become proficient in computations that are commonly done and utilized in field surveys.
7. Gain a use of boundary law principles as applied to retracement surveys.
8. Gain knowledge of ethics and integrity in professional interactions.
9. Utilize state-of-the-art software for data collection, processing and mapping as related to various surveying projects.
10. Take field trips to government or industry entities to broaden the knowledge of the subject material in various classes.

### **C. Become knowledgeable of remote sensing materials and their use in land surveying projects.**

#### **Options**

List and describe any options, tracks, concentrations, etc. included in the program.

Students may enter the Land Surveying program in one of two ways. First, students may enroll directly in the Bachelor of Science with a concentration in Natural Resource Management (NRMT) and a Major in Land Surveying. Alternatively, students may enroll in the Associate of Science in Land Surveying, and after completing the program, continue to the Bachelor's degree program.

Students also have the option to add a certificate in Geographic Information Systems (GIS), Environmental Science, and/or Right-of-Way. The GIS certificate focuses on mapping, visualization, and the processing and analysis of geospatial data. The Environmental Science certificate provides graduates with a breadth of knowledge and the analytical and technological skills to prevent, assess, and manage environmental problems. The Right-of-Way certificate prepares students for work in the landman profession, focusing primarily on property descriptions and interpretation, title abstracting, boundary surveying methods and laws, energy resource laws, elementary surveying measurements and computations, business communication, and professional development.

Students may also choose to add a dual major in another NRMT major such as Forest Technology, Criminal Justice, Wildlife Management, Energy and Land Management, and Environmental Science. These majors expand the students' knowledge in natural resource management, aiding in their ability to obtain future employment.

### **D. Program Delivery Modes**

Describe the delivery modes used by this program, e.g., days, evenings, weekends, cooperative education, traditional lecture/laboratory, off-campus, distance education, web-based, etc. Include all locations where the program or a portion of the program is regularly offered (this would also include dual degrees, international partnerships, etc.).

This program is primarily delivered in traditional lecture/laboratory format. In addition to traditional coursework, students are required to complete a summer internship to qualify for graduation in both degree pathways. The internship provides students with a connection to the industry and practical experience before completing their education. Reflecting the success of the internship program, students have often secured full-time employment before graduation.

Classroom instruction in Land Surveying courses is provided in state-of-the-art, purpose-built facilities in the Department of Land Resources. The department occupies approximately 18,000 square feet in Glenville State University's Waco Center. The Waco Center provides larger classrooms, equipment storage, and state-of-the-art classroom and laboratory instruction delivery technologies.

The Waco Center is near approximately 300 acres of College Forest, 2,588 acres of Cedar Creek State Park, and 2,500 acres of privately owned land, providing ideal natural laboratories for hands-on exercises. All privately owned land used for laboratory instruction is included in an Articulation Agreement with the landowners and Glenville State University.

General Education and elective classes are taught either web-based or face-to-face in other Glenville State University facilities, including the Science Hall, the Fine Arts Center, the Health and P.E. building, and the Harry B. Heflin Administration Building. These facilities include classroom and laboratory spaces with updated instructional equipment. Instructor offices are also located in these buildings, making them easily available to students.

## **E. Public Disclosure**

Provide information concerning all the places where the Program Education Objectives (PEOs), Student Outcomes (SOs), annual student enrollment and graduation data are posted or made accessible to the public. If this information is posted to the Web, please provide the URLs.

Program Educational Objectives are available on the Glenville State University website at the following links:

1. Bachelor of Science in Natural Resource Management: Major in Land Surveying: <https://www.glenville.edu/departments/land-resources/programs/nrm/land-surveying-technology>
2. Associate of Science in Land Surveying: <https://www.glenville.edu/departments/land-resources/programs/as-land-surveying>

Annual student enrollment and graduation data are available in the Glenville State University Factbook at the following link: <https://www.glenville.edu/academics/institutional-research/fact-books>

## **F. Deficiencies, Weaknesses or Concerns from Previous Evaluation(s) and the Actions Taken to Address Them**

This section is **not** applicable for Readiness Review.

# GENERAL CRITERIA

## CRITERION 1. STUDENTS

For the sections below, attach any written policies that apply.

### A. Student Admissions

Summarize the requirements and process for accepting new students into the program.

Admission to Glenville State University follows two pathways. First, GSU is an open enrollment university, meaning all students are accepted into Associates degree programs if they meet the following requirements:

#### Requirements for Admission

- Application
- High school transcript or GED verification
- ACT and/or SAT scores, if graduation has been within the last five years
- Official college transcript from each college attended; if the applicant has completed less than 24 hours, he/she must also submit a high school transcript and ACT/SAT scores and must be eligible to return to the institution from which he/she last attended
- Measles immunization record (if born after 1/57)
- Selective Service Registration verification

As noted previously, students who successfully complete the Associates degree are encouraged to continue into the Bachelor's degree program.

The second admissions pathway is admission directly to the Bachelor of Science. Students may be admitted directly to the Bachelor's degree program if they meet the criteria below.

- At least a 2.0 high school GPA and either (1) an ACT composite score of 18 or SAT I (before January 2016) composite score of 870 and SAT II (after January 2016) composite score of 960, or (2) at least a 3.0 high school GPA;
- Required Curricular Units
  - English – Four units, including courses in grammar, composition, and literature
  - Social Studies – Three units, including U.S. history
  - Mathematics – Four units (three units must be Algebra I and higher)
  - Science – Three units; all courses to be college preparatory lab science, preferably including units from biology, chemistry, and physics
  - Arts – One unit
  - Foreign Language – Two units (two courses in the same foreign language)
- Completed high school or a General Education Development test (GED) resulting in a West Virginia high school equivalency certificate, scoring at least 500 on three areas of the test

### B. Evaluating Student Performance

Do **not** submit for Readiness Review.

## C. Transfer Students and Transfer Courses

Summarize the requirements and process for accepting transfer students and transfer credit. Include any state-mandated articulation requirements that impact the program.

To apply for admission, prospective transfer students must:

- Submit an application for admission
- Submit an official transcript from ALL previous colleges attended
- Submit a \$20 application fee
- Be eligible to return to the institution from which they intend to transfer from

Glenville State University Academic Policy 31 states that “applicants seeking admission to Glenville State University as transfer student with 24 or more earned credits must be eligible to return to the institution from which they intend to transfer. Students who meet this requirement may be admitted, without conditions, upon the submission of an application for admission and an official transcript from ALL previous colleges attended.

Students who do not meet the requirement in section may be admitted to Glenville State University upon the recommendation of the Academic Appeals Committee. If, in the opinion of the Committee, such applicants can successfully complete an academic program, the Academic Appeals Committee may forward a recommendation to the Vice President for Academic Affairs that the student be admitted on probation for one semester at Glenville State University.

Students seeking admission as transfer students who have earned fewer than 24 hours of college work must also submit a high school transcript and ACT/SAT scores, as well as an official transcript from ALL previous colleges attended. If the student does not have at least one of the following criteria – (1) 2.0 average on their high school work, (2) ACT composite of 17 or above, (3) a combined verbal/math SAT score of at least 820 the student then must remediate all deficiencies before transferring into a Bachelor’s degree program.

Any individual who has at least one year of military service, regardless of academic standing when last registered in college, may be readmitted either in good standing or on academic probation, whichever was the standing status when last registered in college.

Students who transfer to Glenville State University from another college must have an overall GPA of at least 2.0 on all course work completed at Glenville State University as one of the criteria for graduation.”

If the student does not have the following criteria: (1) 2.0 average on their high school work and (2) ACT composite of 18 or above, or (3) a combined verbal/math SAT score of at least 870, they may be admitted to an associate degree program. The student then must remediate all deficiencies before transferring into a bachelor’s degree program.

The West Virginia Higher Education Policy Commission also set forth guidelines for transferability credits at West Virginia public colleges and universities, further detailed in the following link: [wvhepc.edu/wp-content/uploads/2015/02/HEPC-Series-17-Final-Clean-Copy-SOS-2015-01-13cla.pdf](http://wvhepc.edu/wp-content/uploads/2015/02/HEPC-Series-17-Final-Clean-Copy-SOS-2015-01-13cla.pdf)

## D. Advising and Career Guidance

Summarize the process for advising and providing career guidance to students. Include information on how often students are advised, who provides the advising (program faculty, departmental, college or university advisor).

The faculty advisor plays a vital role in academic and career guidance. The faculty are required to maintain a minimum of five office hours per week. All faculty have an open-door policy where students can meet with them at any time. The faculty advisor assists in program planning and scheduling courses. The faculty advisor also assists students with necessary academic paperwork, such as a course overload request. The faculty advisor provides academic advice and career advice and can provide referrals for tutoring services offered by the Academic Success Center and for counseling services provided through the on-campus [Counseling Center](#), staffed by a licensed professional counselor. All services are provided free of charge to students.

The faculty members in the Land Surveying program are in constant contact with potential employers through professional organizations, meetings, and workshops. Career opportunity information is then passed to the students through individual discussions, emails, and summer and permanent job opportunities postings. Faculty members encourage students to look for internship opportunities and direct them to potential internship providers. In addition to the efforts of the faculty advisors, the University offers all students career placement services through the Office of Career Services.

The Office of Career Services assists with career exploration and planning, résumé writing, networking and interview skills, and graduate school preparation. This office also maintains a website that provides more resources on career planning and other special career-related topics to help students connect their professional aspirations to their academic experience. The website also provides students access to up-to-date professional opportunities throughout the region and information regarding on-campus student employment. The Department also uses social media to post job vacancies and internship opportunities in forestry online.

## E. Work in Lieu of Courses

Summarize the requirements and process for awarding credit for work in lieu of courses. This could include such things as life experience, Advanced Placement, dual enrollment, test out, military experience, etc.

Glenville State University [Academic Policy 33](#) states that Glenville State University recognizes that some students, particularly adults and non-traditional students, may have acquired prior college level learning by developing skills or knowledge that closely parallel those outcomes taught in college level courses. It is important that Glenville State University has the opportunity to evaluate learning that has taken place outside the higher education academic environment and to award academic credit when appropriate. Glenville accepts the following nationally recognized tests awarding college credit for prior learning.

- Advanced Placement Exams (AP)
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Test (DSST)
- Excelsior College Examination Program (ECE)
- International Baccalaureate Program Exams (IB)



GSU additionally accepts the use of the following assessment methods to award college credit for prior learning.

- American Council on Education (ACE) credit recommendations
- Military Experience as listed on a Joint Service Transcript
- Institutionally developed examinations for the awarding of credit for specific courses (College Credit by Examination)
- Professional Portfolio
- Workforce training programs

To demonstrate and validate credit for significant learning acquired outside the traditional classroom setting, a student can prepare a professional college-level portfolio. The credit requested must be relevant to their declared degree program. Portfolios may include documentation such as:

- Certificates of training
- Awards and honors
- Job descriptions of previous or current employment
- Proof of licensures
- Proof of apprenticeships
- Materials created (booklets, posters, flyers, etc.)

Glenville State University may evaluate non-collegiate instructional programs, such as those for industry certifications, professional licensures, apprenticeships, and other workforce trainings that demonstrate competency required for completion of degree programs. Apprenticeships are a combination of on the job training and related instruction in which the individual learns the practical and theoretical aspects of a highly skilled occupation. Certifications are a designation earned by a person that ensures the individual is qualified to perform a task or job. Certification differs from licensure in that certification is an employment qualification and not a legal requirement for practicing a profession. Professional Licensures are the means by which permission to practice is regulated and enforces standards that restricts practice to qualified individuals who have met specific qualifications in education, work experience and exams.

A portfolio must include documentation of college-level learning as well as experience. A resumé is not sufficient documentation. Submission of a portfolio for assessment does not guarantee award of credit. Portfolios are to be submitted to the Registrar's Office.

A portfolio should incorporate explanation and linked documentation of the following:

- Identification of critical learning activities experienced by the student
- Breadth and depth of knowledge and skills acquired
- The relationship of knowledge and skills with appropriate theory/concepts associated with academic discipline and degree program
- Explanation of any course learning outcomes which have been met
- Time period and/or dates when knowledge and skills were acquired
- Application of knowledge and skills
- Software knowledge (Adobe, Microsoft Office, Corel, etc.)
- Critical thinking, problem solving and decision-making skills
- Where appropriate, supportive documentation

Course credit being requested must be included in the University catalog year they are following. For discipline specific credit not necessarily tied to specific courses (elective credit), the portfolio should document the achievement of commonly recognized student learning outcomes for the subject program or subject courses within the program. For course specific requests, the portfolio should document the achievement of commonly recognized student learning objectives and outcomes for that course as outlined in the course syllabus. A Request for Portfolio Assessment/Review form(s) will need to be included with the portfolio for all course credits being requested.

## F. Graduation Requirements

Summarize the graduation requirements for the program and the process for ensuring and documenting that each graduate completes all graduation requirements for the program. State the name of the degree awarded (Master of Science in Safety Sciences, Bachelor of Technology, Bachelor of Science in Computer Science, Bachelor of Science in Electrical Engineering, etc.)

Students must successfully complete all course requirements detailed in the degree program plan of study, including one summer internship with 320 work hours.

See Bachelor of Science, Natural Resource Management, Major in Land Surveying: <https://www.glenville.edu/sites/default/files/2020-04/bs-nrm-land-surveying-technology-plan.pdf>

See Associate of Science in Land Surveying: <https://www.glenville.edu/sites/default/files/2020-04/as-land-surveying-technology-plan.pdf>

The graduation application provides the Registrar's Office with information about a student's academic program, including degree, major, concentration, minor, and expected graduation year and term. Additionally, the application establishes a diploma address (where the diploma will be mailed) and assesses the graduation fee to the applicant's account.

The graduation application also compiles the graduation (diploma printing and degree posting) and commencement (program) lists. Failure to complete the application by the posted deadline can delay degree posting and diploma printing. It may also result in the student's name being omitted from the commencement program and other commencement lists.

Applying to graduate is a simple process done through the student's EdNet account. Students will log into their EdNet account, select Student & Financial Aid, Student Records, and Apply to Graduate.

The graduation application can be submitted only once per program of study (degree). A complete program of study (including degrees, majors, minors, concentrations, etc.) must be properly declared before a student can apply to graduate. If changes need to be made to the program of study, students must complete a Change of Program form and submit it to the Registrar's Office. Students planning to graduate with multiple degrees (i.e., AS & BS) within the same term will need to apply for each degree.

After a student applies to graduate, a GSU certification analyst reviews their transcript and determines if they have met the graduation requirements. Students can check their status by logging into Degree Works on the University website and viewing their degree progress. When they have met all graduation requirements, their progress will state that they are 100% complete.

The names of the four-year and two-year degrees awarded are Bachelor of Science, Natural Resource Management, major in Land Surveying and Associate of Science in Land Surveying, respectively.

## G. Records of Student Work/Transcripts

For a Readiness Review, the program must include one graduate's official transcript from the most recent graduating class at the time of the submission. If the program does not have any graduates by the time of the Readiness Review submission, please include a transcript of one student who is currently in the next graduating class or in the last year of the program study. Feel free to keep the graduate/student's name anonymous. The transcript must be provided through the ABET-provided link as mentioned under Page 3 "Submission and Distribution of Readiness Review Report."

If there are multiple options/tracks under the program, please include one copy for each option/track.

If your program is located outside the U.S. and the degree conferred information is typically not available on transcripts of your graduates, please include a copy of the graduation certificate/diploma/completion document/etc. that contains information concerning the degree conferred for the same student graduate. All information should be provided in English or come with an English translation.

Questions? Contact [ReadinessReview@abet.org](mailto:ReadinessReview@abet.org).

Please pay close attention to the Accreditation Policy and Procedure Manual (APPM; <https://www.abet.org/accreditation/accreditation-criteria/>) Section I.C.2. and I.C.4. regarding the transcript-related requirements.

One official transcript has been uploaded from a student in the most recent graduating class. Note that this student completed both the AS and BS programs.

Note: Previously, GSU used the names "Land Surveying Technology" to describe the major for the four-year degree and Land Surveying Technology to describe the two-year degree. Following consultation with ABET, the names were recently changed to drop the word "technology" from both titles. This name change better reflects the student outcomes and program educational objectives of each degree.

## CRITERION 2. PROGRAM EDUCATIONAL OBJECTIVES

### A. Mission Statement

Do **not** submit for Readiness Review.

## B. Program Educational Objectives

List the program educational objectives and state where these can be found by the general public.

The Educational Objectives of the Land Surveying program can be found at the Department of Land Resources' website: <https://www.glenville.edu/departments/land-resources/programs/nrm/land-surveying-technology>

For the Bachelor of Science degree, a graduate of the program will:

1. Study the elementary surveying measurements and computations and the opportunities and responsibilities in the surveying profession.
2. Write property descriptions to include descriptions, interpretation, and application to boundary line retracement and write different types of property descriptions.
3. Study methods of boundary line establishment by unwritten methods, registration of surveyors, professionalism, the liability of surveyors, and other case and statute law related to property surveying.
4. Evaluate economic, political, and social concepts impacting sustainable development and the use of natural resources.
5. Study different methods and instruments used to measure angles, distances, and differences in elevation and make traverse adjustments, area computations, and various position computations.
6. Study error propagation in survey measurements and computations, horizontal and vertical control nets design, meridian determination, map projections, and introduction to least-squares adjustment.
7. Apply measurement and computational techniques and boundary law to the retracement of property boundary lines.
8. Develop an understanding of land-based renewable resources, including forests, rangeland, farmland, outdoor recreation, and wildlife.
9. Study runoff volume, culvert selection, stormwater, pond design, flood routing, and subdivision design principles.
10. Study state and federal mining, oil and gas regulations related to surveying and the production of maps and plans and an applied study of the surveying and measurement techniques related to the mining and the oil and gas industry.

For the Associate of Science degree, a graduate of the program will:

1. Review surveying history and methods of early American surveying history.
2. Be able to locate and identify property monuments, such as living trees, dead trees and wood from trees or stumps.
3. Be able to utilize courthouse documents including, but not limited to, grantor-grantee indexes, will books, plat books, land books, etc.
4. Become knowledgeable of mineral and timber surveys and computations associated with them.
5. Become knowledgeable of the field use of compasses, transits, theodolites, and global positioning systems.
6. Become proficient in computations that are commonly done and utilized in field surveys.

7. Gain a use of boundary law principles as applied to retracement surveys.
8. Gain knowledge of ethics and integrity in professional interactions.
9. Utilize state-of-the-art software for data collection, processing and mapping as related to various surveying projects.
10. Take field trips to government or industry entities to broaden the knowledge of the subject material in various classes.
11. Become knowledgeable of remote sensing materials and their use in land surveying projects.

### **C. Consistency of the Program Educational Objectives with the Mission of the Institution**

Do **not** submit for Readiness Review.

### **D. Program Constituencies**

List the program constituencies. Describe how the program educational objectives meet the needs of these constituencies.

Program Constituents:

1. West Virginia professional land surveyors.
2. Individuals aspiring to become a land surveyor.
3. Businesses employing land surveyors and their services.
4. Citizens of West Virginia.

The program educational objectives of both the bachelor of science and associate of science degrees prepares students to become proficient, intuitive, and critical thinking land surveyors. They are also prepared to pass the national Fundamentals of Surveying exam, which is the first of three exams required for licensure.

Graduates of the program are well equipped for employment by professional surveyors and businesses in various industries such as construction, oil and gas, land management, etc. They also work for state and federal agencies, i.e., the State Division of Highways and the Corps of Engineers.

Professional land surveyors provide a service to the public by retracing land boundaries, preparing legal property descriptions, providing plats with acreage, helping settle boundary disputes, and staking foundations of buildings or locations of roads during construction. These tasks directly benefit the citizens of West Virginia.

The Advisory Committee of the Land Surveying program plays a valuable role in reviewing and approving learning outcomes to reflect the needs of our primary constituency, the West Virginia (WV) surveying industry. These outcomes serve the WV land surveying industry by providing highly skilled graduates who have been trained in land surveying.

Program assessment is provided by the advisory committee, which meets annually. Members are invaluable for their advice on improving subject material, arranging courses, and supplying

industry contacts. Their assessment of the graduates and the programs has strengthened the programs immensely. Advisory committee meeting minutes are available upon request.

## **E. Process for Review of the Program Educational Objectives**

Describe the process that periodically reviews the program educational objectives including how the program's various constituencies are involved in this process. Describe how this process is systematically utilized to ensure that the program's educational objectives remain consistent with the institutional mission, the program constituents' needs and these criteria.

The Land Surveying program undergoes a program review every five years, completed by the land surveying faculty and submitted to the West Virginia Higher Education Policy Commission (WV HEPC). Each report summarizes the past five years of the program, highlighting the mission and vision of the program, curriculum, student learning outcomes, viability, program improvement, enrollment and graduation data, and national exam pass rates. Before finalizing the report, it is delivered to an external reviewer who independently reviews the program and provides feedback.

This report is submitted by the Department to the Provost and then to the Curriculum Committee and approved by the Board of Governors. The final copy of the report is submitted to the WV Higher Education and Policy Commission.

## CRITERION 3. STUDENT OUTCOMES

### A. Process for the Establishment and Revision of the Student Outcomes

Describe the process used for establishing and revising student outcomes.

The program's objectives provide students with an indication of the range of professional tasks they will be equipped to do upon completion of the program. The attainment of these objectives is assessed in various courses throughout the curriculum. The assessment results are used to improve the quality of the program continuously. Using multiple formative and summative assessment measures helps strengthen the Land Surveying program.

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

### B. Student Outcomes

List the student outcomes for the program and describe their relationship to those in Criterion 3 of the general criteria and any applicable program criteria. Display this information in Table 3-1. Indicate where the student outcomes are documented.

The following learning outcomes are assessed in different courses within the program for the associate degree.

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

An Assessment Report is submitted to the Assessment Committee at the end of the Spring semester each year.

The following learning outcomes are assessed in different courses within the program for the bachelor's degree.

1. Describe the air, water, and soil as components of the environment, and recognize human impacts on those resources
2. Evaluate economic, political and social processes in the use and sustainable development of natural resources
3. Summarize the major state and federal environmental laws and regulations
4. Interpret and utilize geospatial and surveying data in natural resource management
5. Apply methods for management of sustainable resources
6. Develop natural resource management plans, including schedules, budget, quality assurance, and health and safety, and communicate plans to diverse audiences

Student outcomes for the Associate of Science degree are found at the following link:

<https://www.glenville.edu/departments/land-resources/programs/as-land-surveying>

Student outcomes for the Bachelor of Science degree are found at the following link:

<https://www.glenville.edu/departments/land-resources/programs/nrm/land-surveying-technology>

### C. Relationship of Student Outcomes to Program Educational Objectives

Do **not** submit for Readiness Review.

**Table 3-1. Relationship Between Program Student Outcomes and Criterion 3 General Criteria Student Outcomes**

Relationship of Program Student Outcomes to General Criteria Student Outcomes.

Program Name: **Bachelor of Science in Natural Resource Management, Major in Land Surveying**

Published Student Outcomes	General Criteria					
	1	2	3	4	5	6
1. Apply methods for management of sustainable resources						X



Develop natural resource management plans, including schedules, budget, quality assurance, and health and safety, and communicate plans to diverse audiences				X		
Interpret and utilize geospatial and surveying data in natural resource management	X					
Describe the air, water, and soil as components of the environment, and recognize human impacts on those resources					X	
Evaluate economic, political and social processes in the use and sustainable development of natural resources		X				
Summarize the major state and federal environmental laws and regulations			X			

Program Name: **Associate of Science in Land Surveying**

Published Student Outcomes	General Criteria				
	1	2	3	4	5
Describe professionalism, liability, and statute law related to land surveying				X	
Interpret and apply boundary line retracement principles with regards to various types of properties		X	X		
Establish boundary lines by unwritten methods	X				
Perform intermediate and advanced surveying computations	X				
Communicate the methods and procedures of land survey calculations by the preparation of land survey plats, legal descriptions, and/or a report of land survey					X

## CRITERION 4. CONTINUOUS IMPROVEMENT

This section of your Readiness Review Report should document your processes for regularly assessing and evaluating the extent to which the student outcomes are being attained. It should also describe how the results of these processes are utilized to affect continuous improvement of the program.

Assessment is defined as one or more processes that identify, collect, and prepare the data necessary for evaluation. Evaluation is defined as one or more processes for interpreting the data acquired through the assessment processes to determine how well the student outcomes are being attained.

Although the program can report its processes as it chooses, the following is presented as a guide to help you organize your Readiness Review Report.

### A. Student Outcomes

It is recommended that this section include (a table may be used to present this information):

1. A listing and description of the assessment processes used to gather the data upon which the evaluation of each student outcome is based. Examples of data collection processes may include, but are not limited to, specific exam questions, student portfolios, internally developed assessment exams, senior project presentations, nationally-normed exams, oral exams, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program.

Continuous improvement is accomplished by assessing and evaluating student performance yearly. The program generates an annual Land Surveying Assessment in which the alignment of courses to specific student learning outcomes as well as the percentage of students who have successfully met those learning outcomes are detailed.

Program faculty also meet annually with an Advisory Board comprised of Land Managers and licensed surveyors from both the private and public sectors. The Advisory Board plays a key role in ensuring that the curriculum and learning objectives are following the professional trends and meeting the requirements in the current job market.

Various assessment strategies are used to measure student performance and student outcomes. Section A in the annual report outlines our Student Outcomes and the Land Surveying courses we offer to meet those student outcomes (these data are provided in Table 4.A.1).

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

Each course addresses one to two learning outcomes through assignments, examinations, fieldwork demonstrating knowledge of equipment operation, and performing surveying measurements and computations. Each learning outcome is also categorized into one of three levels of learning: “I. Introductory,” “II. Intermediate,” and “III. Advanced” (Table 4.A.2).

#### Assessments of Learning Outcomes:

The first-year assessment of students in the Land Surveying program encompasses activities in several courses that assess learning outcomes 1, 2, 3, 4, 5, and 8.

Learning outcome 1 is assessed in LAND 121: Introduction to Land Surveying, using selected questions from the midterm and final examinations. The selected questions assess the students’ understanding of the opportunities and responsibilities in the surveying profession. Learning outcome 2 is assessed in the final project in LAND 121 using a rubric. This assessment requires students to perform elementary surveying measurements and computations (Table 4.A.3).

Learning outcomes 3 and 4 are assessed in LAND 124: Boundary Law. Using selected questions from the midterm and final examinations, students are assessed for learning outcome 3 by describing the survey or registration process. For learning outcome 4, students are assessed through selected questions on the midterm and final examinations that have them describe professionalism, liability, and statute law related to land surveying (Table 4.A.4).

Students in LAND 123: Legal Descriptions perform a title search on a parcel of land and prepare a legal description for the boundary surveying project. The prepared legal description is used to assess learning outcome 5. In LAND 193: Computations I, which serves as the land surveying gateway assessment, learning outcome 8 is assessed. This is done through selected questions on the final examination in which students are required to perform intermediate and advanced surveying computations (Table 4.A.5).

The second-year assessment in the Land Surveying program assesses learning outcomes 6, 7, 8, and 9. In LAND 231: Retracement Surveys, learning outcomes 6 and 7 are assessed. The final examination and final project are used to assess learning outcome 6 in determining the students’ ability to interpret and apply boundary line retracement principles regarding various types of properties. Learning outcome 7 is assessed through selected midterm and final examination questions to determine the students’ ability to establish boundary lines by unwritten methods (Table 4.A.6).

Learning outcomes 8 and 9 are assessed in LAND 293: Survey Decisions and Professional Applications, which serves as the capstone assessment for graduates of the land surveying program. Using selected questions from the midterm and final exams, students are assessed on their ability to perform intermediate and advanced surveying computations for learning objective 8. For learning objective 9, students are assessed on their ability to communicate the methods and procedures of land survey calculations by preparing land survey plats, legal descriptions, and/or a land survey reports in the final class project (Table 4.A.7).

Table 4.A.1. Matrix identifying Land Surveying courses (LAND Course Number) and their corresponding learning outcome. “X” denotes the learning outcome addressed.

Learning Outcomes	Courses					
	LAND 121	LAND 123	LAND 124	LAND 193	LAND 231	LAND 293
(1) Understand the opportunities and responsibilities in the surveying profession.	X					
(2) Perform elementary surveying measurements and computations	X					
(3) Describe the surveyor registration process			X			
(4) Describe professionalism, liability and statute law related to land surveying			X			
(5) Prepare property descriptions		X				
(6) Interpret and apply boundary line retracement principles regarding various types of properties					X	
(7) Establish boundary lines by unwritten methods					X	
(8) Perform intermediate and advanced surveying computations				X		X
(9) Communicate the methods and procedures of land survey calculations by the preparation of land survey plats, legal descriptions, and/or a report of land survey						X

Table 4.A.2. Identify which courses address each Learning Outcome, the assignment(s), the Assessment(s), and level of learning (I = Introductory level, II = Intermediate level, III – Advanced level).

<b>Learning Outcomes</b>	<b>Course</b>	<b>Assignment</b>	<b>How Assessed</b>	<b>Level of Learning</b>		
Understand the opportunities and responsibilities in the surveying profession	LAND 121	Selected questions from midterm and final examinations	Graded Score (Table 4.A.3)	I		
Perform elementary surveying measurements and computations	LAND 121	Final Project	Rubric (Table 4.A.3)		II	
Describe the surveyor registration process	LAND 124	Selected questions from midterm and final examinations	Graded Score (Table 4.A.4)	I		
Describe professionalism, liability and statute law related to land surveying	LAND 124	Selected questions from midterm and final examinations	Graded Score (Table 4.A.4)		II	
Prepare property descriptions	LAND 123	Boundary survey project	Rubric (Table 4.A.5)		II	
Interpret and apply boundary line retracement principles regarding various types of properties	LAND 231	Final Examination	Graded Score (Table 4.A.6)		II	
	LAND 231	Course Project	Rubric (Table 4.A.6)			III
Establish boundary lines by unwritten methods	LAND 231	Selected questions from midterm and final examinations	Graded Score (Table 4.A.6)		II	
Perform intermediate and advanced surveying computations	LAND 193	Final Examination	Graded Score (Table 4.A.5)		II	
	LAND 293	Selected questions from midterm and final examinations	Graded Score (Table 4.A.7)			III
Communicate the methods and procedures of land survey calculations by the preparation	LAND 293	Final Project	Rubric (Table 4.A.7)			III

of land survey plats, legal descriptions, and/or a report of land survey						
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Table 4.A.3. Strategies for assessing accomplishment of student learning outcomes in LAND 121.

<p><b><u>LAND 121: ASSESSMENT ITEMS</u></b>  <u>Assessment for learning outcome 1: Understand the opportunities and responsibilities in the surveying profession.</u></p>
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<p><b>Midterm Exam</b> Selected questions covering opportunities and responsibilities in the surveying profession (e.g., “Why do surveyors record their field data in a field book? Why should you not erase a recorded value from the field book?”)</p> <p><b>Final Exam</b> Selected questions covering opportunities and responsibilities in the surveying profession (e.g., “A mistake caused by carelessness of the surveyor is called (a) and accidental error (b) a random error (c) a blunder (d) a systematic error (e) none of these (f) all of these.”)</p>																																			
<p><b><u>LAND 121: ASSESSMENT ITEMS</u></b> <u>Assessment for learning outcome 2:</u> Perform elementary surveying measurements and computations.</p> <p><b>Final Project</b> Students are required to complete a final project in which they perform elementary surveying measurements and computations.</p>																																			
<p><b><u>LAND 121 Learning Outcome Rubric</u></b></p> <table border="1"> <thead> <tr> <th>Description Criteria</th> <th>0 Unacceptable</th> <th>1 Acceptable</th> <th>2 Target</th> </tr> </thead> <tbody> <tr> <td>Demonstrated learned skills</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Worked in a proficient and professional manner</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Ability to overcome obstacles</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Provided a proper end product</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Communications Skills</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Overall Quality of work</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Description Criteria	0 Unacceptable	1 Acceptable	2 Target	Demonstrated learned skills				Worked in a proficient and professional manner				Ability to overcome obstacles				Provided a proper end product				Communications Skills				Overall Quality of work				Total			
Description Criteria	0 Unacceptable	1 Acceptable	2 Target																																
Demonstrated learned skills																																			
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Ability to overcome obstacles																																			
Provided a proper end product																																			
Communications Skills																																			
Overall Quality of work																																			
Total																																			

Table 4.A.4. Strategies for assessing accomplishment of student learning outcomes in LAND 123.

**LAND 123: ASSESSEMENT ITEMS**

Assessment for learning outcome 5: Preparing property descriptions

Students are provided plats and/or legal boundary information and are required to prepare a legal description(s) containing all the following information.

**LAND 123 – Land Survey Descriptions Rubric**

<b>Description Criteria</b>	<b>0 Unacceptable</b>	<b>1 Acceptable</b>	<b>2 Target</b>
Title	No title	Title given, but missing information	Title given, and complete
General Location Information, District or municipality, county and state where the property is located complete and correct.	No general Location information	Some general location information, but not all	All general location information present
Legal phrasing. “And more particularly...”	No legal phrasing	Some legal phrasing, but not all	All legal phrasing present
Point of beginning	No point of beginning referenced	Incorrect point of beginning referenced	Correct point of beginning referenced
Call for monumentation, objects and adjoiners.	None called	Some called for, but not all	All monumentation, objects and adjoiners called for
Length and direction of each line.	None given	Given, but some/all incorrect	All lengths and directions correct
Area, acreage or square footage, of the property.	None given	Given, but some/all incorrect	All given, and correct
Reference to the conveyance by which the current owner claims title, including the grantor, grantee, date and recording reference.	No reference	Referenced, but some/all incorrect	All referenced, and correct
Reference to the accompanying plat “And as shown...”	No reference	Referenced, but incorrect	Referenced
<b>TOTAL</b>			





Table 4.A.5. Strategies for assessing accomplishment of student learning outcomes in LAND 124 and LAND 193.

<p><b><u>LAND 124: ASSESSMENT ITEMS</u></b>  <u>Assessment for learning outcome 3: Describe the surveyor registration process</u>  <b>Midterm Exam</b>                      Selected questions covering the surveyor registration process  <b>Final Exam</b>                      Selected questions covering the surveyor registration process</p>
<p><b><u>LAND 124: ASSESSMENT ITEMS</u></b>  <u>Assessment for learning outcome 4: Describe professionalism, liability and statute law related to land surveying</u>  <b>Midterm Exam</b>                      Selected questions covering professionalism, liability and statute law related to land surveying  <b>Final Exam</b>                      Selected questions covering professionalism, liability and statute law related to land surveying</p>
<p><b><u>LAND 193: ASSESSMENT ITEMS</u></b>  <u>Assessment for learning outcome 8: Perform intermediate and advanced surveying computations.</u>  <b>Final Exam</b>                      Selected questions covering intermediate and advanced surveying computations</p>

Table 4.A.6. Strategies for assessing accomplishment of student learning outcomes in LAND 231.

<b><u>LAND 231: ASSESSMENT ITEMS</u></b>		
Assessment for learning outcome 6: Interpret and apply boundary line retracement principles regarding various types of properties.		
<b>Final Exam</b>		
Selected questions covering boundary line retracement principles with regards to various types of properties.		
<b>Final Project</b>		
In their final project, students are required to prepare a boundary survey containing the following.		
LAND 231 Final Project Rubric		
<b>Description Criteria</b>	<b>Point Value</b>	<b>Points Awarded</b>
Proper file name for all work	8	
General Location Information, District or municipality, county and state where the property is located, complete and correct.	10	
Legal phrasing and grammar	4	
Field notes complete	4	
Call for monumentation, objects and adjoiners on plats.	8	
Length and direction of each line.	4	
Highway data and plan numbers, as applicable.	8	
Area, acreage or square footage, of the property.	2	
Reference to the conveyance by which the current owner claims title, including the grantor, grantee, date and recording reference.	12	
Complete deed chain of title.	10	
Information and spelling.	10	
Hardcopy and email received.	10	
Complete and correct work map.	10	
<b>TOTAL</b>	<b>100</b>	

**LAND 231: ASSESSMENT ITEMS**

Assessment for learning outcome # 7: Establish boundary lines by unwritten methods

**Midterm Exam**

Selected questions covering boundary lines by unwritten methods

**Final Exam**

Selected questions covering boundary lines by unwritten methods

Table 4.A.7. Strategies for assessing accomplishment of student learning outcomes in LAND 293.

**LAND 293: ASSESSMENT ITEMS**

Assessment for learning outcome number 8: Perform intermediate and advanced surveying computations

**Midterm Exam**

Selected questions covering intermediate and advanced surveying computations

**Final Exam**

Selected questions covering intermediate and advanced surveying computations

**LAND 293: ASSESSMENT ITEMS**

Assessment for learning outcome 9: Communicate the methods and procedures of land survey calculations by preparing land survey plats, legal descriptions, and/or a land survey report.

**Final Project**

In their final project students are required to prepare a boundary survey containing the following.

LAND 293 Final Boundary Project Rubric

Description Criteria	Point Value	Points Awarded
General Location Information, District or municipality, county and state with identifying features where the property is located, complete and correct.	1	
Legal phrasing and grammar	2	
Field notes and fieldwork complete	25	
Call for monumentation, objects and adjoiners on plats.	1	
Length and direction of each line.	1	
Aesthetics and completeness of a finished description, report, and plat.	20	
Area, acreage or square footage, of the property.	2	
Reference to the conveyance by which the current owner claims title, including the grantor, grantee, date and recording reference.	1	
Complete deed chain of title.	25	
Information and spelling.	1	
Hardcopy and email received.	1	
Complete and correct work map.	20	
<b>TOTAL</b>	<b>100</b>	

2. The frequency with which these assessment processes are carried out

- Land Surveying Assessment – Annual
- Meeting with an Advisory Board comprised of Land Managers and licensed surveyors from both the private and public sectors – Annual

3. The expected level of attainment for each of the student outcomes

The expected level of attainment is a passing grade of C or higher with rubric scores of at least acceptable on target assessment questions. Should a student receive a mark that is less than acceptable on a target question, the correct answer and justification for that answer is communicated to the student immediately after the exam.

4. Summaries of the results of the evaluation process and an analysis illustrating the extent to which each of the student outcomes is being attained

LAND 121: Introduction to Land Surveying evaluated learning outcomes 1 and 2. Using selected questions from both the midterm and final exams, students were assessed using a pre and post-diagnostic for learning outcome 1. Overall, there was a general improvement in scores (Table 4.A.8). For learning outcome 2, students performed elementary surveying measurements and computations on their final project, which were scored in the rubric found in Table 4.A.3. This is the first year this data (Table 4.A.9) has been collected and will be used along with future assessments to determine if any action should be taken.

LAND 123: Legal Descriptions evaluated learning outcome 5 through a similar pre and post-diagnostic. The students' ability to prepare property descriptions was assessed on the midterm and final projects. Overall, there was a general improvement in each rubric domain (Table 4.A.10).

LAND 124: Boundary Law evaluated learning outcomes 3 and 4. Learning outcomes 3 and 4 were assessed using the pre and post-diagnostics of selected questions from both the midterm and final exams (Table 4.A.11 and Table 4.A.12, respectively). Overall, there was a general improvement in scores.

LAND 193: Computations I evaluated learning outcome 8. Selected questions on the final exam were used to assess the students' ability to perform intermediate and advanced surveying computations. Students performed above proficiency for intermediate surveying computations. However, they performed below proficiency in the advanced computations (Table 4.A.13). Review of this material is planned for future course offerings to improve this outcome.

LAND 231: Retracement Surveys evaluated learning outcomes 6 and 7. Selected questions on the final exam were used to assess the students' ability to interpret and apply boundary line retracement principles regarding various types of properties. Overall, students performed well on this assessment (Table 4.A.14). Also, learning outcome 6 is assessed in the final project. The final project was scored in the rubric found in Table 4.A.6. Overall, students exceeded proficiency on this project (Table 4.A.15). As for learning outcome 7, students are assessed on the ability to establish boundary lines by unwritten methods. This is done using the pre and post-diagnostics of selected questions from the midterm and final exams. Overall, there was a general improvement in scores (Table 4.A.16).

LAND 293: Survey Decisions and Professional Applications evaluated learning outcomes 8 and 9. First, students are assessed using the pre and post-diagnostic of selected questions from the midterm and final exams in learning outcome 8. Overall, there was very little difference between the pre and post-diagnostic scores (Table 4.A.17). Lastly, the final project was used to assess the students' ability to communicate the methods and procedures of land survey calculations by preparing land survey plats, legal descriptions, and/or a land survey report for learning outcome 9. The final project was scored in the rubric found in (Table 4.A.7). Overall, students exceeded proficiency on this project (Table 4.A.17).

Table 4.A.8. LAND 121: Assessment of learning outcome 1: Understand the opportunities and responsibilities in the surveying profession. Eight questions relating to this learning outcome were on the midterm and final exams. The midterm and final exam column numbers represent the total of correct responses to the question. The assessment data is from 2020 – 2021, and students (N = 18) in LAND 121: Introduction to Land Surveying performed better in the post-diagnostic assessment.

	Midterm Exam	Final Exam
Question 1	7	13
Question 2	8	11
Question 3	13	15
Question 4	10	16
Question 5	9	16
Question 6	3	14
Question 7	7	11
Question 8	6	14

Table 4.A.9. LAND 121: Assessment of learning outcome 2: Perform elementary surveying measurements and computations. The assessment data is from 2020 – 2021, and students (N = 8) in LAND 121: Introduction to Land Surveying showed proficiency in performing elementary surveying measurements and computations.

Qualifier	Diagnostic
Demonstrated learned skills	1.0
Worked in a proficient and professional manner	1.0
Ability to overcome obstacles	0.5
Provided a proper end product	2
Communications Skills	0.5
Overall Quality of work	1

\*The data only covers the Fall 2020 semester section of LAND 121. The final project for the spring semester could not be completed due to the COVID 19 pandemic.

\*0 indicates unacceptable, 1 indicates acceptable, and 2 indicates target achievement.

Table 4.A.10. LAND 123: Assessment of learning outcome 5: Preparing property descriptions. The assessment data is from 2020 – 2021, and students (N = 7) in LAND 123: Survey Description Interpretation and Writing performed better in the post-diagnostic assessment.

Qualifier	Pre-Diagnostic	Post-Diagnostic
Title	0.6	2.0
General Location Information, District or municipality, county and state where the property is located complete and correct.	1.1	2.0
Legal phrasing. “And more particularly...”	1.0	1.7
Point of beginning	0.6	2.0
Call for monumentation, objects and adjoiners.	1.1	1.6



Length and direction of each line.	2.0	2.0
Area, acreage or square footage, of the property.	2.0	2.0
Reference to the conveyance by which the current owner claims title, including the grantor, grantee, date and recording reference.	0.0	1.6
Reference to the accompanying plat. "And as shown..."	0.3	1.1

\*0 indicates unacceptable, 1 indicates acceptable, and 2 indicates target achievement.

Table 4.A.11. LAND 124: Assessment of learning outcome 3: Describing the surveyor registration process. Three questions relating to this learning outcome were on the midterm and final exams. The midterm and final exam column numbers represent the total of correct responses to the question. Students (N = 5) in LAND 124: Boundary Law performed better in the post-diagnostic assessment.

	Midterm Exam	Final Exam
Question 1	3	4
Question 2	2	4
Question 3	3	5

Table 4.A.12. LAND 124: Assessment for learning outcome 4: Describe professionalism, liability and statute law related to land surveying. Three questions relating to this learning outcome were on the midterm and final exams. The midterm and final exam column numbers represent the total of correct responses to the question. Students (N = 5) in LAND 124: Boundary Law performed better in the post-diagnostic assessment.

	Midterm Exam	Final Exam
Question 1	3	4
Question 2	2	4
Question 3	3	5

Table 4.A.13. LAND 193: Assessment for learning outcome 8: Perform intermediate and advanced surveying computations. Three questions relating to this learning outcome were on the final exam. The numbers in the final exam column represent the total of correct responses to the question. Students (N = 7) in LAND 193 performed above proficiency in the diagnostic for intermediate computations but below proficiency in advanced computations.

	Final Exam
Question 1 (Intermediate)	7
Question 2 (Intermediate)	6
Question 3 (Advanced)	3

Table 4.A.14. LAND 231: Assessment for learning outcome 6: Interpret and apply boundary line retracement principles with regards to various types of properties. The last column's number represents each student's grade on the final exam. Students (N = 10) in LAND 231 performed above proficiency in the diagnostic.

Score	Number of Students
90-100	3
80-89	6
70-79	0
60-69	1
<60	0

Table 4.A.15. LAND 231: Assessment for learning outcome 6: Interpret and apply boundary line retracement principles with regards to various types of properties. The last column's number represents each student's grade on the final project. Students (N = 10) in LAND 231 performed above proficiency in the diagnostic.

Score	Number of Students
90-100	6
80-89	4
70-79	0
60-69	0
<60	0

Table 4.A.16. LAND 231: Assessment for learning outcome 7: Establish boundary lines by unwritten methods. Three questions relating to this learning outcome were on the midterm and final exams. The midterm and final exam column numbers represent the total of correct responses to the question. Students (N = 10) in LAND 231 performed above proficiency in the diagnostic.

	Midterm Exam	Final Exam
Question 1	6	8
Question 2	6	7
Question 3	6	6

Table 4.A.17. LAND 293: Assessment for learning outcome 8: Perform intermediate and advanced surveying computations. Three questions relating to this learning outcome were on the midterm and final exams. The midterm and final exam column numbers represent the total of correct responses to the question. Students (N = 9) in LAND 293 showed little to no growth between pre and post-diagnostics.

	Midterm Exam	Final Exam
Question 1	7	9
Question 2	8	7
Question 3	9	8

Table 4.A.18. LAND 293: Assessment for learning outcome 9: Communicate the methods and procedures of land survey calculations by preparing land survey plats, legal descriptions, and/or a land survey report. The last column's number represents each student's grade on the final project. Students (N = 9) in LAND 293 performed above proficiency in the diagnostic.

Score	Number of Students
90-100	4
80-89	4
70-79	1
60-69	0
<60	0

#### 5. How the results are documented and maintained

Learning outcomes for each course are assessed annually, and a Land Surveying Assessment report is generated and submitted to the University's Office of Academic Affairs.

## B. CONTINUOUS IMPROVEMENT

Describe how the results of evaluation processes for the student outcomes and any other available information have been systematically used as input in the continuous improvement of the program.

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

Program assessment occurs throughout the curriculum. Assessment includes:

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

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

students' interest and provides a real-life problem and critical thinking. The completion of LAND 193 ensures probable success in completing the program.

The required summer internship, LAND 197 Work Experience, is usually completed between the first and second-year courses. Employer evaluations are used to assess the student's preparation and performance in the workplace. The majority of the students were evaluated with "extremely well" and "very well" ratings in all evaluation categories. All students (100%) were rated very "well" to "extremely well" in punctuality, interest in their job, significant improvement during the internship period, and the ability to follow directions and grasp new ideas. Employers recommended that the students continue their work in land surveying (100%), reported that they would consider hiring the student permanently (100%), and expressed their intent to hire GSU students again next year (93%). Students were commended for their excellent work attitude and surveying skills in the field. Most employers' written suggestions to improve the surveying curriculum and delivery of surveying courses are related to incorporating advanced mapping and surveying technology in classes.

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

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

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

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

~~Describe the results of any changes (whether or not effective) in those cases where re-assessment of the results has been completed. Indicate any significant future program improvement plans based upon recent evaluations. Provide a brief rationale for each of these planned changes. Do **not** submit this part for the Readiness Review.~~

### **C. Additional Information**

Do **not** submit for Readiness Review.

## CRITERION 5. CURRICULUM

### A. Program Curriculum

1. Complete Table 5-1 that describes the plan of study for students in this program including information on course offerings in the form of a recommended schedule by year and term along with average section enrollments for all courses in the program over the two years immediately preceding the visit. State whether you are on quarters or semesters and complete a separate table for each option in the program.

#### **Glenville State University operates on semesters, with two full semesters each calendar year.**

Describe how the curriculum aligns with the program educational objectives. Do not submit this for the Readiness Review.

1. Describe how the curriculum and its associated prerequisite structure support the attainment of the student outcomes. Do not submit this for the Readiness Review.
2. Attach a flowchart or worksheet that illustrates the prerequisite structure of the program's required courses.

A worksheet is attached below.

3. For each curricular area specifically addressed by either the general criteria or the program criteria as shown in Table 5-1, describe how your program meets the specific requirements for this program area in terms of hours and depth of study.

The programs in the Department of Land Resources produce graduates who have good communication and critical thinking skills. They are also knowledgeable in their particular field of study and have good problem-solving skills. Several points of assessment in their programs measure knowledge and skills as the student progresses through the program. The assessment includes evaluation of learning objectives and skill components in midpoint, capstone and select courses;

Students in the baccalaureate program are assessed in the midpoint assessment courses (ENVR 352 Air/Water/Soil Quality and ENVR 393 Environmental Compliance) and the capstone course (NRMT 493 Natural Resource Management). No introductory gateway course exists for the Natural Resource Management program. Freshman-level courses are subject-specific, such as Computer Assisted Mapping. However, the midpoint courses evaluate student understanding of natural resources and environmental policy. Additional courses are also utilized as appropriate to encompass all learning objectives. One additional course used for assessment is GIS Applications I (NRMT 234). Student performance on mid-term and final exams is assessed to evaluate students' geospatial skills and knowledge.

Students in the Associate program are assessed in the gateway assessment course LAND 193 – Survey Measurements and Computation I. Successful completion of LAND 193 is required to continue into the second year of the program. The students are required to perform a boundary

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

The required summer internship, LAND 197 Work Experience, is completed, usually between the student's first and second-year courses. Employer evaluations are used to assess the student's preparation and performance in the workplace.

Glenville State University also adheres to the U.S. Department of Education policy requiring three hours of instruction either inside or outside of the classroom per one credit, each week of the semester. Consistent with other sciences, several courses have laboratory sections with additional hours of instruction.

4. Describe the capstone or other culminating experience for students specifically addressed by either the general or program criteria. Describe how this project or experience is based upon the cumulative knowledge and skills acquired in earlier course work.

The capstone course for the bachelor's degree (NRMT 493) integrates materials learned from the entire curriculum and includes the evaluation of previously assessed skills. Students are required to complete a semester-long management plan that requires knowledge of the natural sciences, social sciences, management, and economics.

The capstone course for the associate degree (LAND 293) integrates materials learned from the entire curriculum. First, students are assessed using the pre and post-diagnostic questions from the midterm and final exams in learning outcome 8 (LAND 193). A boundary retracement project is provided to the students. This project includes many challenges such as missing corner monuments, missing deed calls, and ambiguous legal descriptions. To resolve these challenges, students must use the knowledge and skills acquired in LAND 123 (preparing property descriptions), LAND 124 (statute law and liability), LAND 193 (advanced measurement computations), and LAND 231 (applying boundary line retracement principles and establishing boundary lines by unwritten methods).

5. If your program allows cooperative education to satisfy curricular requirements specifically addressed by either the general or program criteria, describe the academic component of this experience and how it is evaluated by the faculty.

Neither the Bachelor of Science or Associate of Science degrees allow cooperative education.

6. Describe by example how the review team will be able to relate the display materials, i.e. course syllabi, textbooks, sample student work, etc., to each student outcome. (See the

2021-2022 APPM Section I.E.5.b. (2) regarding display materials.) Do not submit this for the Readiness Review.

## **B. Course Syllabi**

In Appendix A, include a syllabus for each course used to satisfy the mathematics, science, and discipline-specific requirements required by Criterion 5 or any applicable program criteria. For required courses with multiple sections that do not use a common syllabus, please include a syllabus for each of the different sections.

**INCLUDE COURSE SYLLABI FOR MATH, SCIENCE, AND DISCIPLINE-SPECIFIC COURSES FOR READINESS REVIEW**



Table 5-1A Curriculum Associate of Science in Land Surveying

Course (Department, Number, Title) List all courses in the program by term starting with the first term of the first year and ending with the last term of the final year.	Indicate Whether Course is Required, Elective, or a Selective Elective by an R, an E or an SE <sup>1</sup>	Curricular Area (Credit Hours)				Last Two Terms the Course was Offered: Year and, Semester, or Quarter	Average Section Enrollment for the Last Two Terms the Course was Offered <sup>2</sup>
		College- level Math & Sciences	Advanced Technical &/or Science Topics	General Education	Other		
First term of the first year.							
ENGL, 101, Critical Reading and Writing I	R			3		Spring 2022 and Fall 2021	6
FRST, 109, Dendrology II	R		1			Fall 2021 and Fall 2020	7
GSU, 100, The First Year Experience	R				0	Fall 2021/Spring 2022	10
LAND, 121, Introduction to Land Surveying	R		3			Spring 2022 and Spring 2021	5
MATH, 115, College Algebra	R	3				Spring 2022 and Fall 2021	8
NRMT, 125, Computer Assisted Mapping	R		3			Spring 2022 and Fall 2021	9
PED, 201, First Aid and Safety	R				1	Fall 2021/ Spring 2022	11
Second term of the first year.							

FRST, 216, Wood Identification	R		1			Spring 2022 and Fall 2021	6
GEOG, 203, World Regional Geography	R			3		Fall 2021 and Spring 2022	11
LAND, 123, Land Survey Descriptions-Interpretation and Writing	R		2			Spring 2022 and Spring 2021	5
LAND, 124, Land Survey Boundary Law	R		3			Spring 2022 and Spring 2021	7
LAND, 193, Survey Math and Geomatics I	R		3			Spring 2022 and Spring 2021	5
MATH, 125, College Trigonometry	R	3				Spring 2021/Spring 2022	5
PED, 301, Lifelong Wellness	SE				1	Fall 2021/Spring 2022	10
Summer of first year.							
LAND, 197, Work Experience	R				1		6
First term of the second year.							
ENGL, 102, Critical Reading and Writing II: Research Writing	R			3		Fall 2021/Spring 2022	9
ENVR, 101, Environmental Science, PHYS, 209, General Geology, (OR) SCNC, 101, Earth Science	SE			4		Fall 2021/Spring 2022	9

LAND, 230, Survey Math and Geomatics II	R		3			Fall 2021 and Fall 2020	6
LAND, 231, Retracement Surveys	R		3			Fall 2021 and Fall 2020	6
LAND, 232, Cartographic Surveying	R		3			Fall 2021 and Fall 2020	6
LAND, 244, Remote Sensing and Aerial Photo Interpretation	R		1			Spring 2022 and Fall 2021	6
Second term of the second year.							
LAND, 240, Route and Construction Surveys	R		4			Spring 2022 and Spring 2021	6
LAND, 241, Energy Resource Surveying	R		2			Spring 2022 and Spring 2021	7
LAND, 293, Survey Decisions/Professional Applications *Capstone course for AS degree	R		6			Spring 2022 and Spring 2021	6
Add rows as needed to show all courses in the curriculum.							
OVERALL TOTAL CREDIT HOURS FOR THE DEGREE		60 total hours					
PERCENT OF TOTAL			10.00%	63.33%	21.67%	5.00%	

**Table 5-1B Curriculum**

**Bachelor of Science Natural Resource Management, Major in Land Surveying**

Course (Department, Number, Title) List all courses in the program by term starting with the first term of the first year and ending with the last term of the final year.	Indicate Whether Course is Required, Elective, or a Selective Elective by an R, an E or an SE <sup>1</sup>	Curricular Area (Credit Hours)				Last Two Terms the Course was Offered: Year and, Semester, or Quarter	Average Section Enrollment for the Last Two Terms the Course was Offered <sup>2</sup>
		College- level Math & Sciences	Advanced Technical &/or Science Topics	General Education	Other		
First term of the first year.							
ENGL, 101, Critical Reading and Writing I	R			3		Spring 2022 and Fall 2021	6
FRST, 109, Dendrology II	R		1			Fall 2021 and Fall 2020	7
GSU, 100, The First Year Experience	R				0	Fall 2021/Spring 2022	10
LAND, 121, Introduction to Land Surveying	R		3			Spring 2022 and Spring 2021	5
MATH, 115, College Algebra	R	3				Spring 2022 and Fall 2021	8
NRMT, 125, Computer Assisted Mapping	R		3			Spring 2022 and Fall 2021	9
PED, 201, First Aid and Safety	R				1	Fall 2021/ Spring 2022	11
Second term of the first year.							

FRST, 216, Wood Identification	R		1			Spring 2022 and Fall 2021	6
GEOG, 203, World Regional Geography	R			3		Fall 2021 and Spring 2022	11
LAND, 123, Land Survey Descriptions-Interpretation and Writing	R		2			Spring 2022 and Spring 2021	5
LAND, 124, Land Survey Boundary Law	R		3			Spring 2022 and Spring 2021	7
LAND, 193, Survey Math and Geomatics I	R		3			Spring 2022 and Spring 2021	5
MATH, 125, College Trigonometry	R	3				Spring 2021/Spring 2022	5
PED, 301, Lifelong Wellness	SE				1	Fall 2021/Spring 2022	10
Summer of first year.							
LAND, 197, Work Experience	R				1	Summer 2022 and Summer 2021	6
First term of the second year.							
ENGL, 102, Critical Reading and Writing II: Research Writing	R			3		Fall 2021/Spring 2022	9
ENVR, 101, Environmental Science, PHYS, 209, General Geology, (OR) SCNC, 101, Earth Science	SE			4		Fall 2021/Spring 2022	9

LAND, 230, Survey Math and Geomatics II	R		3			Fall 2021 and Fall 2020	6
LAND, 231, Retracement Surveys	R		3			Fall 2021 and Fall 2020	6
LAND, 232, Cartographic Surveying	R		3			Fall 2021 and Fall 2020	6
LAND, 244, Remote Sensing and Aerial Photo Interpretation	R		1			Spring 2022 and Fall 2021	6
Second term of the second year.							
LAND, 240, Route and Construction Surveys	R		4			Spring 2022 and Spring 2021	6
LAND, 241, Energy Resource Surveying	R		2			Spring 2022 and Spring 2021	7
LAND, 293, Survey Decisions/Professional Applications *Capstone course for AS degree	R		6			Spring 2022 and Spring 2021	6
First term of the third year.							
ART, 200, Survey of Art, CART, 200, Survey of Theatre, FNAR, 100, Introduction to Fine Arts,(OR) MUSC, 200, Survey of Music	SE			3		Spring 2022 and Fall 2021	12
CSCI, 101, Computing Concepts	R			3		Spring 2022 and Fall 2021	10
ENGL, 203, Survey of English Literature I, 204, Survey of English Literature II, 205, Survey of American Literature I, (OR) 206, Survey of American Literature II	SE			3		Spring 2022 and Fall 2021	10

MGMT, 201, Principles of Management	R			3		Fall 2021/Spring 2022	13
NRMT, 201, Forest Ecology	R		3			Fall 2020/Fall 2021	9
Second term of the third year.							
BIOL, 121, Principles of Biology II	R	4				Spring 2022 and Fall 2021	10
CART, 101, Introduction to Public Speaking	R			3		Spring 2022 and Fall 2021	10
HIST, 201, History of World Cultures I, 202, History of World Cultures I, 207, U. S. History to 1877, (OR) 208, U. S. History Since 1877	SE			3		Spring 2022 and Fall 2021	7
MGMT ELECTIVE, (300-400 LEVEL) MGMT, 383, Labor Management Relations, MGMT, 384, Human Resource Management, MGMT, 402, Entrepreneurship, MGMT, 484, Organizational Behavior, (OR) MGMT, 487, Operations Management	SE			3		Spring 2022 and Fall 2021	10
NRMT, 234, GIS Application I	R		3			Spring 2022 and Fall 2021	12
First term of the fourth year.							
BIOL, 400, Ecology and Field Biology	R	4				Fall 2021 and Fall 2020	12
LAND, 335, Hydrology, Drainage, and Subdivision Design	R		4			Fall 2020 and Fall 2018	6

POSC, 203, American National Government	R			3		Fall 2021 and Spring 2022	9
BLOCK ELECTIVES, (300-400 LEVEL) BIOL, 305, General Botany, BIOL, 335, Cell Physiology, BIOL, 351, Flora of West Virginia, NRMT, 351, Flora of West Virginia, BIOL, 361, Microbiology, BIOL, 371, Evolution, BIOL, 399, Special Topics and Problems, BIOL, 456, Genetics, BIOL, 460, Physiological Ecology, BIOL, 470, Conservation Biology, BUSN, 330, Quantitative Business Analysis II, BUSN, 470, Business Law II, ENVR, 351, Soil Science, HIST, 303, West Virginia History, NRMT, 311, Natural Resource Permitting, NRMT, 312, Sustainable Trails Design & Construction, NRMT, 334, GIS Applications II, NRMT, 389, Community Service, NRMT, 397, Work Experience II, NRMT, 399, Special Topics & Problems, NRMT, 410, Energy Resource Law, NRMT, 499, Individual Research Problems, PHYS, 310, General Astronomy, SAFE, 327, Legal Aspects and General Safety, STAT, 361, Introduction to Statistical Analysis, WLMT, 301, Wildlife Law & Policy, WLMT, 302, Wildlife Habitat Management, WLMT, 404, Mammalogy, WLMT, 493, Wildlife Techniques	SE			4		Spring 2022 and Fall 2021	4
Second term of the fourth year.							
ENVR, 352, Air/Water/Soil Quality	R	4				Spring 2021/Spring 2022	10
ENVR, 393, Environmental Compliance	R	3				Fall 2021/ Spring 2022	9
NRMT, 493, Natural Resource Management *Capstone course for BS degree	R		3			Spring 2021/Spring 2022	9
BLOCK ELECTIVES, (300-400 LEVEL) BIOL, 305, General Botany, BIOL, 335, Cell Physiology, BIOL, 351, Flora of West Virginia, NRMT, 351, Flora of West Virginia,	SE			4		Spring 2022 and Fall 2021	4



BIOL, 361, Microbiology, BIOL, 371, Evolution, BIOL, 399, Special Topics and Problems, BIOL, 456, Genetics, BIOL, 460, Physiological Ecology, BIOL, 470, Conservation Biology, BUSN, 330, Quantitative Business Analysis II, BUSN, 470, Business Law II, ENVR, 351, Soil Science, HIST, 303, West Virginia History, NRMT, 311, Natural Resource Permitting, NRMT, 312, Sustainable Trails Design & Construction, NRMT, 334, GIS Applications II, NRMT, 389, Community Service, NRMT, 397, Work Experience II, NRMT, 399, Special Topics & Problems, NRMT, 410, Energy Resource Law, NRMT, 499, Individual Research Problems, PHYS, 310, General Astronomy, SAFE, 327, Legal Aspects and General Safety, STAT, 361, Introduction to Statistical Analysis, WLMT, 301, Wildlife Law & Policy, WLMT, 302, Wildlife Habitat Management, WLMT, 404, Mammalogy, WLMT, 493, Wildlife Techniques							
Add rows as needed to show all courses in the curriculum.							
OVERALL TOTAL CREDIT HOURS FOR THE DEGREE	120 total hours						
PERCENT OF TOTAL		17.5%	42.5%	37.5%	2.5%		

1. Required courses are required of all students in the program, elective courses are optional for students, and selected electives are courses where students must take one or more courses from a specified group.
2. For courses that include multiple elements (lecture, laboratory, recitation, etc.), indicate the average enrollment in each element.

Instructional materials and student work verifying compliance with ABET criteria for the categories indicated above will be required during the on-site visit.

The following table illustrates the programs prerequisite structure of all required courses.

Required Courses	Credits	Prerequisites	Corequisites
ENGL, 101, Critical Reading and Writing I	3	One of the following minimum scores: ACT English 18 or higher, or SAT English 480, or SAT Writing and Language test 25, or COMPASS® 71, or an achievement level score of 3 on the English/Language Arts portion of the West Virginia General Summative Assessment	N/A
FRST, 109, Dendrology II	1	N/A	N/A
GSU, 100, The First Year Experience	0	First-time full-time university freshman at Glenville State University	N/A
LAND, 121, Introduction to Land Surveying	3	successful completion of or concurrent enrollment in MATH 115.	N/A
MATH, 115, College Algebra	3	ACT Math score of 21 or higher; or SAT Math score of 530 or higher; or MATH 108 with a grade of “C” or higher	Math 115S is required if students completed BUSN 230 or MATH 106/106S.
NRMT, 125, Computer Assisted Mapping	3	N/A	N/A
PED, 201, First Aid and Safety	1	N/A	N/A
FRST, 216, Wood Identification	1	N/A	N/A
GEOG, 203, World Regional Geography	3	N/A	N/A
LAND, 123, Land Survey Descriptions- Interpretation and Writing	2	LAND 121	N/A
LAND, 124, Land Survey Boundary Law	3	LAND 121	N/A
LAND, 193, Survey Math and Geomatics I	3	LAND 121 and MATH 125	LAND 121 and MATH 125

MATH, 125, College Trigonometry	4	ACT Math score of 24 or higher, or SAT Math score of 610 or higher or, MATH 115 with a grade of "C" or higher	N/A
ENGL, 102, Critical Reading and Writing II: Research Writing	3	Grade of "C" or better in ENGL 101	N/A
LAND, 230, Survey Math and Geomatics II	3	LAND 193 with a grade of "C" or higher	N/A
LAND, 231, Retracement Surveys	3	LAND 123, LAND 124 and LAND 193 with a grade of "C" or higher	N/A
LAND, 232, Cartographic Surveying	3	LAND 193	LAND 230
LAND, 244, Remote Sensing and Aerial Photo Interpretation	1	N/A	N/A
LAND, 240, Route and Construction Surveys	4	Grade of "C" or higher in LAND 193 and LAND 230	N/A
LAND, 241, Energy Resource Surveying	2	LAND 193 and LAND 230 with a grade of "C" or higher	N/A
LAND, 293, Survey Decisions/Professional Applications *Capstone course for AS degree	6	LAND 230 and LAND 231	N/A
CSCI, 101, Computing Concepts	3	N/A	N/A
MGMT, 201, Principles of Management	3		
NRMT, 201, Forest Ecology	3	N/A	N/A
BIOL, 121, Principles of Biology II	4	ACT Math score of 21 or higher; SAT Math score of 530 or higher; or MATH 115/115S or MATH 120 (may be taken concurrently)	MATH 115/115S or MATH 120
CART, 101, Introduction to Public Speaking	3	N/A	N/A
NRMT, 234, GIS Application I	3	N/A	N/A
BIOL, 400, Ecology and Field Biology	4	BIOL 121 or NRMT 201 with a grade of "C" or higher	N/A

LAND, 335, Hydrology, Drainage, and Subdivision Design	4	LAND 193	N/A
POSC, 203, American National Government	3	N/A	N/A
ENVR, 352, Air/Water/Soil Quality	4	BIOL 121 or ENVR 101, and CSCI 101	N/A
ENVR, 393, Environmental Compliance	3	BIOL 121 or ENVR 101	N/A
NRMT, 493, Natural Resource Management *Capstone course for BS degree	3	BIOL 400, ENVR 352, and NRMT 334	N/A
Total Credits	95		



**Table 5-2. Identification of Program Courses in Which Curricular Content Areas Identified in Program-Specific Criteria are Addressed**

[If your program is being accredited under the General Criteria only, i.e., does not have program-specific criteria established, do not complete Table 5-2]

**Program Name: Associate of Science in Land Surveying**

Associate degree program courses in which curricular content areas identified in program-specific criteria are addressed.

Program-Specific Course	Program Specific Curricular Criteria											
	1	2	3	4	5	6	7	8	9	10	11	
LAND, 121, Introduction to Land Surveying	X											
LAND, 123, Land Survey Descriptions-Interpretation and Writing			X									
LAND, 124, Land Survey Boundary Law							X					
LAND, 244, Remote Sensing and Aerial Photo Interpretations												X
LAND, 230, Survey Math and Geomatics II						X						
LAND, 231, Retracement Surveys		X			X							
LAND, 241, Energy Resource Surveying				X							X	
LAND, 293, Survey Decisions and Professional Applications								X				
LAND, 232, Cartographic Surveying									X			

Program Specific Curricular Criteria for the Associate Degree Program.

1. Review surveying history and methods of early American surveying history.
2. Be able to locate and identify property monuments, such as living trees, dead trees and wood from trees or stumps.
3. Be able to utilize courthouse documents including, but not limited to, grantor-grantee indexes, will books, plat books, land books, etc.
4. Become knowledgeable of mineral and timber surveys and computations associated with them.
5. Become knowledgeable of the field use of compasses, transits, theodolites, and global positioning systems.

6. Become proficient in computations that are commonly done and utilized in field surveys.
7. Gain a use of boundary law principles as applied to retracement surveys.
8. Gain knowledge of ethics and integrity in professional interactions.
9. Utilize state-of-the-art software for data collection, processing and mapping as related to various surveying projects.
10. Take field trips to government or industry entities to broaden the knowledge of the subject material in various classes.
11. Become knowledgeable of remote sensing materials and their use in land surveying projects.

**Program Name: Bachelor of Science, Natural Resource Management, Major in Land Surveying**

Bachelor's degree program courses in which curricular content areas identified in program-specific criteria are addressed.

Program-Specific Course	Program Specific Curricular Criteria									
	1	2	3	4	5	6	7	8	9	10
LAND, 121, Introduction to Land Surveying	X									
LAND, 123, Land Survey Descriptions-Interpretation and Writing		X								
LAND, 124, Land Survey Boundary Law			X							
LAND, 193, Survey Math and Geomatics I					X					
LAND, 230, Survey Math and Geomatics II						X				
LAND, 231, Retracement Surveys							X			
LAND, 335, Hydrology, Drainage, and Subdivision Design									X	
LAND, 241, Energy Resource Surveying										X
NRMT, 493, Natural Resource Management								X		
ENVR, 393, Environmental Compliance				X						

Add additional rows as needed.

Program Specific Curricular Criteria for the Bachelor's Degree Program.

1. Study the elementary surveying measurements and computations and the opportunities and responsibilities in the surveying profession.
2. Write property descriptions to include descriptions, interpretation, and application to boundary line retracement and the writing of different types of property descriptions.

3. Study methods of boundary line establishment by unwritten methods, registration of surveyors, professionalism, liability of surveyors and other case and statute law related to property surveying.
4. Evaluate economic, political and social concepts impacting sustainable development and the use of natural resources.
5. Study different methods and instruments used to measure angles, distances and differences in elevation, and also study making traverse adjustments, area computations and various position computations.
6. Study error propagation in survey measurements and computations, design of horizontal and vertical control nets, meridian determination, map projections, and introduction to least square adjustment.
7. Apply measurement and computational techniques and boundary law to the retracement of property boundary lines.
8. Develop an understanding of land-based renewable resources including forests, rangeland, farmland, outdoor recreation, and wildlife.
9. Study runoff volume, culvert selection, storm water, pond design, flood routing and subdivision design principles.
10. Study state and federal mining, oil and gas regulations as related to surveying and the production of maps and plans and an applied study of the surveying and measurement techniques related to the mining and the oil and gas industry.



## CRITERION 6. FACULTY

### A. Faculty Qualifications

Describe the qualifications of the faculty and how they are adequate to cover all the curricular areas of the program and also meet any applicable program criteria. This description should include the composition, size, credentials, and experience of the faculty. Complete Table 6-1. Include faculty resumes in Appendix B.

#### **FOR THIS REPORT, INCLUDE ONLY RESUMES FOR THE FACULTY MEMBERS WHO TEACH DISCIPLINE-SPECIFIC COURSES LISTED IN TABLE 5-1**

The full-time faculty in the Land Surveying Program at Glenville State University consists of a chairman, six additional full-time faculty, and a full-time instructional assistant. All faculty are expected to teach a minimum of twelve credit hours. Two of the six full-time faculty have primary responsibility for the Land Surveying program, two have primary responsibility for the Forest Technology program, one for the Energy and Land Management program, and one for Environmental Science. Two of the faculty have additional responsibilities in the Wildlife Management program.

All faculty are adequate to teach the technical land surveying courses required within the curriculum.

Mr. Doyle Hupp Jr. (Lecturer of Land Surveying) has remained a licensed Professional Surveyor for thirty-four years. He owns and operates a land surveying business that specializes in boundary, oil and gas, and construction surveying, such as the classes that he teaches at GSU.

Mr. Jacob Petry (Lecturer of Land Surveying) is a certified drone pilot and certified Survey Intern in West Virginia. He is completing the apprenticeship needed for professional licensure and is currently a fulltime graduate student in an online surveying engineering program at the University of Maine. For more details on faculty qualifications, please refer to their curriculum vitae below.

Mr. Adam Black (Associate Professor of Landman Technology) completed his Juris Doctor in 2010. Before teaching at Glenville State University, he served as a West Virginia Public Defender Corporation intern and a land services supervisor of abstractors. His knowledge of law makes him a qualified teacher of courses including topics such as boundary law and writing legal descriptions. Dr. Rico Gazal (Professor of Forestry) received his PhD in Forest Resources and Tree Physiology from Mississippi State University. The courses that he teaches are required core courses in the Natural Resources Management program in which Land Surveying is a part of. Dr. Gazal is also a licensed professional forester in West Virginia and has been a member of the WV Board of Registered Foresters since 2006. He has also published articles in different scientific journals and proceedings and has been a manuscript reviewer for a few scientific journals. Throughout his teaching career of 17 years, he has delivered lectures, workshops and training classes in professional meetings in the state, nation and abroad.

Faculty Workload

Complete Table 6-2, Faculty Workload Summary and describe this information in terms of workload expectations or requirements for the current academic year.

All faculty listed above teach a full load (12-15 credit hours each semester). An Academic Laboratory Instructional Assistant assists in teaching laboratory classes such as FRST 109 Dendrology II and FRST 216 Wood Identification and other labs as needed. The following table summarizes information for each full-time faculty member that teaches core and program-specific courses.

Name	Title	Contract terms	Full Time Teaching Assignment	Years of Employment
Mr. Doyle Hupp	Lecturer of Land Surveying	9 months	15 credit hours per semester	3
Mr. Jacob Petry	Lecturer of Land Surveying	9 months	15 credit hours per semester	1
Mr. Thomas Snyder	Academic Laboratory Instructional Assistant	12 months	N/A	37
Dr. Rico Gazal	Professor of Forestry	9 months	12 credit hours per semester	17
Dr. Brian Perkins	Associate Professor of Forestry	9 months	12 credit hours per semester	13
Dr. Nabil Nasser	Assistant Professor of Natural Resource Management	9 months	12 credit hours per semester	3
Mr. Adam Black	Associate Professor of Landman Technology	9 months	12 credit hours per semester	9

The student/faculty ratios for all Land Surveying classes in 2021/2022 ranged from 4:1 to 13:1. The maximum student-faculty laboratory ratios do not exceed 25:1. Some courses, such as NRMT 125 Computer Assisted Mapping, FRST 109 Dendrology II, and NRMT 234 GIS I, are lab-based only, with no lecture. These courses are freshman level and often have up to 25 students enrolled.

## B. Faculty Size

Discuss the adequacy of the size of the faculty and describe the extent and quality of faculty involvement in interactions with students, student advising, and oversight of the program.

The Land Surveying program of the Department of Land Resources has two full-time land surveying faculty members (Mr. Doyle Hupp Jr. and Mr. Jacob Petry). Both faculty members hold Lecturer positions. Other faculty in the Land Resources Department who teach classes required for the two land surveying programs of study include Dr. Rico Gazal (Professor of Forestry and the Department Chair), Dr. Brian Perkins (Associate Professor of Forestry), Dr. Nabil Nasser (Assistant Professor of Natural Resource Management), and Mr. Adam Black (Associate Professor of Landman Technology). The Department also employs an Academic Laboratory Instructional Assistant (Mr. Thomas Snyder). All faculty are under the supervision of the Department Chair. Each faculty member's role varies in terms of the responsibilities of teaching, professional development, and service as described in the Faculty Handbook. The faculty communicate frequently via email and in person, and they address any issue affecting the program as a group. The faculty work together to deliver the curriculum and ensure that students achieve the desired learning outcomes.

Mr. Hupp and Mr. Petry are assigned new advisees that enter the land surveying program each semester, who they guide from their first class until graduation. They meet with individual advisees multiple times throughout each semester to plan their futures, map their goals, and help them graduate on time. Faculty help facilitate internships with advisees and provide career advice when needed.

Department faculty often meet in the library common area and converse with students during their lunch period. This interaction helps build trust and rapport between the faculty and students.

## **C. Professional Development**

Provide detailed descriptions of professional development activities for each faculty member.

The following are the major faculty development activities of the two land surveying faculty members with primary responsibility in the Land Surveying program.

Mr. Doyle Hupp Jr.:

- 1) Has met the yearly requirement of a minimum of 8 CE/PD hours to maintain professional licensure.
- 2) Is a member of the WV Board of Professional Surveyors' exam writing committee which meets twice a year.
- 3) Is a member of the WV Society of Professional Surveyors' education committee which meets monthly.
- 4) Is a member of the WV Society of Professional Surveyors' foundation committee, which meets monthly.
- 5) Attends the WV Society of Professional Surveyors' annual 3-day convention.
- 6) Attends Glenville State University's return to class development seminars every semester.
- 7) Has maintained Professional Surveyors licensure in good standing since 1987.
- 8) Currently owns and operates a private land surveying company that has been operational for 34 years.

Mr. Jacob Petry:

- 1) Attended the West Virginia Society of Professional Surveyors annual convention.
- 2) Is a member of the Surveyors and Geomatics Educators Society
- 3) Is a member of the Mathematical Association of America
- 4) Is a member of the West Virginia Society of Professional Surveyors
- 5) Attends Glenville State University's return to class development seminars every semester.
- 6) Renewed FAA Part 107 Remote Pilot Certificate every two years.
- 7) Is currently working as an apprentice for a licensed land surveyor to obtain the required experience needed for professional licensure.
- 8) Currently co-owns and operates a private land surveying company, that actively serves the public with surveying services.

#### **D. Authority and Responsibility of Faculty**

Describe the role played by the faculty with respect to course creation, modification, and evaluation, their role in the definition and revision of program educational objectives and student outcomes, and their role in the attainment of the student outcomes. Describe the roles of others on campus, e.g., dean or provost, with respect to these areas.

Faculty initiate and are responsible for the curriculum, including modifying courses, creating course materials including syllabi, identifying prerequisites, creating new courses, and updating the curriculum and plans of study. Suggested changes undergo a thorough review by the Curriculum Committee, in which the faculty proposing the changes would be given a chance to explain the logic behind the changes. The Provost, Chairs of different Departments (including the Chair of the Department of Land Resources), Registrar, and faculty representatives are also part of the Curriculum Committee that approve any changes to the curriculum.

Faculty also oversee program evaluation and serve on the university assessment committee. Faculty review findings of program evaluation and both suggest and implement needed changes.

**Table 6-1. Faculty Qualifications**

Name of Programs:

**Bachelor of Science, Natural Resource Management, Major in Land Surveying**

**Associate of Science in Land Surveying**

Faculty Name	Highest Degree Earned-Field and Year	Rank <sup>1</sup>	Type of Academic Appointment <sup>2</sup> T, TT, NTT	FT or PT <sup>3</sup>	Years of Experience			Professional Registration/ Certification	Level of Activity <sup>4</sup> H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry
Rico Gazal	PhD. - Forest Resources, 2002	P	T	FT	17	19	17	WVBORF / Registered Forester	M	H	L
Brian Perkins	PhD. - Forestry, 2009	ASC	T	FT	18	14	14	None	L	M	L
Nabil Nasser	Ph.D. – Biology 2018	AST	TT	FT	0	15	3	N/A	L	M	L
Doyle Hupp	Associate of Science, Land	I	NTT	FT	34	3	3	Licensed Professional Surveyor	H	H	H

	Surveying 1982										
Adam Black	Juris Doctor, 2010	ASC	T	FT	2	9	9	N/A	L	L	L
Thomas Snyder	Bachelor of Science, Business Management 1982	O	NTT	FT	39	37	37	WVBORF / Registered Forester	M	M	M
Jacob Petry	Bachelor of Science, Natural Resource Management, 2021	I	NTT	FT	2.5	1.5	1.5	West Virginia Board of Professional Surveyors, Surveyor Intern (S.I. # 219)	M	H	H

Instructions: Complete table for each member of the faculty in the program. Add additional rows or use additional sheets if necessary.  
Updated information is to be provided at the time of the visit.

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: TT = Tenure Track; T = Tenured; NTT = Non-Tenure Track
3. At the institution
4. The level of activity, high, medium or low, should reflect an average over the year prior to the visit plus the two previous years.

**Table 6-2. Faculty Workload Summary**

**Name of Program**

Faculty Member (name)	PT or FT <sup>1</sup>	Classes Taught (Course No./Credit Hrs.) Term and Year <sup>2</sup>	Program Activity Distribution <sup>3</sup>			% of Time Devoted to the Program <sup>5</sup>
			Teaching	Research or Scholarship	Other <sup>4</sup>	
Rico Gazal	FT	FRST 193, 3 credits, SPRING 2022 FRST 293, 3 credits, SPRING 2022 ENVR 101, 4 credits, SPRING 2022 NRMT 499, SPRING 2022 NRMT 201, 3 credits, FALL 2021 NRMT 334, 2 – 3 credits, FALL 2021 FRST 103, 1 – 3 credits, FALL 2021 ENVR 101, 4 credits, FALL 2021	60	20	20	30
Brian Perkins	FT	FRST 108, 1 credit, SPRING 2022 FRST 203, 3 credits, SPRING 2022 FRST 209, 4 credits, SPRING 2022 FRST 212, 2 credits, SPRING 2022 FRST 214, 2 credits, SPRING 2022 FRST 205, 2 credits, FALL 2021 FRST 206, 3 credits, FALL 2021 FRST 216, 1 credit, FALL 2021 FRST 110, 1 credit, FALL 2021 NRMT 493, 3 credits, FALL 2021	60	0	40	10
Nabil Nasser	FT	ENVR 101, 4 credits, SPRING 2022 ENVR 352, 4 credits, SPRING 2022 FRST 202, 3 credits, SPRING 2022 ENVR 255, 3 credits, SPRING 2022	95	5	0	110

		ENVR 397, 1 credit, SUMMER 2022 WLMT 397, 1 credit, SUMMER 2022 ENVR 101, 4 credits, FALL 2021 ENVR 351, 3 credits, FALL 2021 WLMT 404, 4 credits, FALL 2021				
Doyle Hupp	FT	LAND 240, 4 credits, SPRING 2022 LAND 241, 2 credits, SPRING 2022 LAND 293, 6 credits, SPRING 2022 FRST 109, 1 credit, FALL 2021 FRST 216, 1 credit, FALL 2021 LAND 230, 3 credits, FALL 2021 LAND 231, 3 credits, FALL 2021 LAND 232, 3 credits, FALL 2021 NRMT 389, 1-3 credits, FALL 2021	80	0	20	100
Adam Black	FT	BUSN 470, 3 credits, SPRING 2022 LAND 123, 2 credits, SPRING 2022 LAND 124, 3 credits, SPRING 2022 NRMT 234, 3 credits, SPRING 2022 NRMT 311, 3 credits, SPRING 2022 BUSN 270, 3 credits, FALL 2021 BUSN 270, 3 credits, FALL 2021 ENVR 393, 3 credits, FALL 2021 NRMT 234, 3 credits, FALL 2021 NRMT 410, 3 credits, FALL 2021	60	20	20	10
Thomas Snyder	FT	FRST 109, 1 credit, FALL 2021 FRST 216, 1 credit, FALL 2021 FRST 216, 1 credit, SPRING 2022	60	20	20	40
Jacob Petry	FT	LAND 244, 1 credit, SPRING 2022 LAND 193, 3 credits, SPRING 2022 LAND 233, 2 credits, SPRING 2022 LAND 121, 3 credits, SPRING 2022 NRMT 125, 3 credits, SPRING 2022	80	10	10	100



1. FT = Full Time Faculty or PT = Part Time Faculty, at the institution
2. For the academic year for which the Report is being prepared.
3. Program activity distribution should be in percent of effort in the program and should total 100%.
4. Indicate sabbatical leave, etc., under "Other."
5. Out of the total time employed at the institution.

Note: Mr. Petry was hired full-time in the Spring 2022 semester.

## **CRITERION 7. FACILITIES<sup>1</sup>**

Do **not** submit for Readiness Review.

## **CRITERION 8. INSTITUTIONAL SUPPORT**

Do **not** submit for Readiness Review.

## PROGRAM CRITERIA

Describe how the program satisfies any applicable program criteria. If already covered elsewhere in the report, provide appropriate references.

All academic programs are reviewed every five years to comply with the West Virginia Higher Education Policy Commission (WV HEPC) Series 10 Policy Regarding Program Review<sup>1</sup>. This policy sets forth the following criteria: viability, adequacy, necessity, and consistency with the mission. It also sets the annual productivity standards for degrees awarded at five and enrollment at 12.5. The program review process consists of a self-study report created by the faculty and department leadership. An external reviewer reviews the report, and their review is included in the report. The self-study report is then transmitted to Academic Affairs, who then sends it to the Board of Governors. The Board of Governors reviews the report and approves it before sending it on to the WV HEPC. The WV HEPC reviews the appropriateness of actions of the Board of Governors.

The most recent A.S. Land Surveying program review was completed in Spring 2022. The program review was approved by the Board of Governors on May 4, 2022, and will be reviewed by WV HEPC later in 2022. Based on this approval, it can be inferred that the program meets the viability, adequacy, necessity, and consistency with the mission criteria set in WV HEPC Series 10 policy. The program met annual productivity standards with an average of 6.8 degrees awarded and an average enrollment of 23.2 students.

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<sup>1</sup> <https://www.wvhepc.edu/wp-content/uploads/2020/02/Series-10-FINAL-9-10-08.pdf>

## APPENDICES

### **APPENDIX A – COURSE SYLLABI**

#### **INCLUDE COURSE SYLLABI FOR MATH, SCIENCE, AND DISCIPLINE-SPECIFIC COURSES FOR READINESS REVIEW**

Please use the following format for the course syllabi (2 pages maximum in Times New Roman 12-point font)

1. Course number and name
2. Credits and contact hours
3. Instructor's or course coordinator's name
4. Text book, title, author, and year
  - a. other supplemental materials
5. Specific course information
  - a. brief description of the content of the course (catalog description)
  - b. prerequisites or co-requisites
  - c. indicate whether a required, elective, or selected elective (as per Table 5-1) course in the program
6. Specific goals for the course
  - a. specific outcomes of instruction, ex. The student will be able to explain the significance of current research about a particular topic.
  - b. explicitly indicate which of the student outcomes listed in Criterion 3 or any other outcomes are addressed by the course.
7. Brief list of topics to be covered

1. **Biology 120 Principles of Biology**
2. 4 credit hours 5 contact hours
3. Shalika Silva
4. Campbell Biology in Focus, 3rd Edition, by Urry et al., Pearson Publishers; The Serengeti Rules, by Sean B. Carroll
5. This course provides an introduction to cellular structure and the clinical processes of life. These concepts include photosynthesis, cellular respiration, DNA replication, protein synthesis, cell division, cell signaling and introductions to genetic.
6. Upon completion of this course the student will be able to:
  - a) Discuss the structure and function of molecules in cells.
  - b) Discuss similarities and differences in types of cells
  - c) Explain energy transformation pathways such as glycolysis, fermentation, cellular respiration, and photosynthesis.
  - d) Explain mechanisms of information storage and transfer (Central Dogma, genetics)
  - e) Describe signaling pathways as part of multilevel interactions in cells.
  - f) Compare reproductive strategies of cells.
  - g) Demonstrate problem solving and critical thinking skills by developing simple experimental designs.

### 1. **Biology 121 Principles of Biology II**

2. 4 credits 5 contact hours
3. Jeremy Keene
4. Campbell Biology in Focus by Urry et al. The book is digital version of the textbook with access to Mastering Biology. Mastering Biology will be used as the online tool for concept reinforcement.
  - a. Serengeti Rules by Sean Carroll
5. Course Information
  - a) Comprehend and apply biological research as reported to the general public
  - b) make informed decisions on how humans affect the structure and function of life on Earth  
Better understand the connection between human survival and Earth's resources.
  - c) Understand and apply the scientific method.
  - d) Describe chemical and cellular basis of life.
  - e) Describe fundamental ecological concepts and interrelationships.
  - f) Describe the phenomena of evolution and the mechanisms that can lead to evolution.
  - g) Describe the characteristics of the major domains and kingdoms of life, as well as for phyla and classes for fungi, plants, and animals.
  - h) Describe natural cycles involving the elements essential for life.
  - i) Prerequisites: ACT Math score of 21 or higher; SAT Math score of 530 or higher; or MATH 115/115S or MATH 120 (may be taken concurrently).

### 1. **Biology 400 Ecology & Field Biology**

2. 4 credit hours 6 contact hours
3. Jeremy Keene
4. Ecology: The Economy of Nature, 9th Edition, by Rick Relyea; Practical Field Ecology, 2nd Edition, by Wheater et al. You will need a device with which you can get online during class (cell phone, tablet, or a laptop) every Friday.

5. An introduction to the basic concepts and principles of ecology coupled with field observations of plants and animals
6. The course objective is for students to build ecology-related skill sets that include:
  - a) Organismal identification
  - b) Ability to analyze and interpret basic data sets in a hypothesis-testing framework.
  - c) Collect scientific data using a variety of instruments and techniques.
  - d) Read and comprehend scientific literature.
  - e) To increase your comprehension of natural associations so that you can:
  - f) Make sustainable decisions in your everyday life
  - g) Communicated with ecology professionals
  - h) Apply your knowledge to conserving and/or restoring natural ecosystems

1. **ENVR 101 Environmental Science**

2. 4 credit hours 6 contact hours

3. Rico Gazal

4. Environmental Science by GT Miller & SE Spoolman, 15<sup>th</sup> ed.

5. The course provides students with an overview of environmental and scientific concepts involving ecology, natural resources, and sustainability. Environmental economics, politics and other decision making processes are also discussed. Further, the role of natural resources in agriculture, energy, and waste management is presented. Lastly, environmental careers and green businesses are considered.

6. The goal of this course is to provide you with a solid framework in the basic principles important to Environmental Science. The subject matter deals with the interface between humans and the earth's resources and includes an understanding of causes, effects and controls of environmental problems facing the world today. Specific learning outcomes include the ability to:

1. Describe air, water, and soil as components of the environment using an interdisciplinary approach, and recognize human impacts on those resources;
2. Describe, quantify, in part, and integrate populations, ecosystems, communities and biomes;
3. Summarize the importance of biodiversity and basic methods to assess species diversity;
4. Describe the resources and environmental concerns at the local, national and global levels;
5. Evaluate economic, political and social processes in the use and sustainable development of natural resources;
6. Participate in civic engagement; and think critically and analytically by designing, analyzing and interpreting experiments

1. **ENVR 352 Air, Water, & Soil Quality**

2. 4 credit hours 5 contact hours

3. Nabil Nasseri

4. No textbook required.

- a. Required materials include internet connection, MS Word 2010 or higher, MS Power Point 2010 or higher, MS Excel 2010 or higher, Microsoft TEAMS, Calculator, Field clothes, and Closed-toed shoes.

5. Air, water, and soil quality as related to human health and the environment, including a review of various approaches to describing natural and impacted conditions. Field exercises, including related planning, quality assurance, safety, and sample handling will be completed
  - a. Quantifying air, water and soil quality is essential for the proper management of natural resources. The course encompasses a wide range of environmental parameters important to assessing environmental quality. Further, tools and techniques to quantify those parameters are also discussed. A service-learning project is included. Service-learning is an educational experience that allows students to: a. Participate in service that meets community needs; b. Gain further understanding of course content and a broader appreciation of the discipline; c. Develop an enhanced sense of civic responsibility; and d. Cultivate partnerships with organizations and agencies. The projects provide real-world opportunities to apply problem-solving skills to a complex environmental problem. The hands-on, learn-by-doing project will strengthen skills involved in effective problem-solving (creative thinking, critical thinking, intelligible management, and good communication), sampling design, statistical analysis and resource management. Class activities may contribute to resource management, water quality improvement efforts, and land use and development. One service-learning project will involve water quality monitoring of portions of the Little Kanawha watershed. The raw field data, laboratory analyses, and reports are valuable to community partners in many contexts.
6. The goals of this course are to provide you with
  - a. a solid framework in the basic principles important to wildlife management and
  - b. skills needed to be successful in the workforce.
  - c. The subject matter deals with the interface between human recreational uses of forest resources and wildlife habitat and population management.
7. Specific learning outcomes include the ability to:
  - a. Describe the air, water, and soil as components of the environment
  - b. Develop problem solving skills by recognizing and developing solutions to human impacts on air, water, and soil
  - c. Gain quantitative literacy and critical thinking skills through designing experiments, sampling environmental parameters, and analyzing data
  - d. Develop a field sampling plan
  - e. Participate in civic engagement

1. **ENVR 393 Environmental Compliance**

2. Rico Gazal
3. 3 credit hours
4. James Salzman and Borton H. Thompson, Jr. 2019. Environmental Law and Policy (Concepts & Insights Series), 5<sup>th</sup> edition. Foundation Press.
5. Environmental laws and regulations with an emphasis on air, water, waste, resource extraction, and NEPA. NEPA compliance is used to illustrate ties between various components. References and information sources useable in the future are stressed.
6. Supplemental course description: The course reviews major environmental legislation. In addition, environmental management programs, including checklists, are discussed to indicate procedures for compliance and compliance planning. Specific topics include air and

water quality, hazardous waste, underground storage tanks, NEPA, environmental impact statement, emergency planning and cultural compliance.

7. Students will:
  - a. Summarize the major state and federal environmental laws and regulations
  - b. Summarize air, water, hazardous waste, and underground storage tank compliance issues
  - c. Describe the basic procedure for Environmental impact assessment
  - d. Develop a basic Emergency management plan
  - e. Describe the basic components of an Environmental management plan
  - f. Describe steps required to ensure conservation of cultural or historical sites

### 1. **FRST 109 – Dendrology II**

2. 1 credit hour and 3 contact hours

3. Doyle Hupp Jr.

4. No text required. Handouts are provided to students.

- a. Any field guide to trees in Eastern North America may be useful to students.
- b. Commercially available dichotomous keys may be useful to students as well.
- c. Required equipment: Pencil, paper, field book, boots, jacket, etc.
- d. Field identification of woody plants with emphasis on foliage, bud, and bark characteristics.
- e. No prerequisites or co-requisites

5. Student will:

- a) Identify and list characteristics of major forest trees throughout the United States
- b) Identify all common trees, shrubs, and woody lianas by leaf, twig, bark and fruit
- c) Differentiate among the leaves, twigs, bark, and fruit on all major forest trees in the United States
- d) Recite and spell the scientific names of all major trees, shrubs, and woody lianas.

### NATIONAL STANDARDS

Society of American Foresters Forest Technology Standards for Dendrology: Field identification of regionally important species by leaves, twigs, bark and fruit characteristics; knowledge of family, genus, and species of each spectrum; knowledge of species association and succession; knowledge of the major commercial species of trees in North America and their uses; understanding of the use of dichotomous keys.

### 1. **FRST 216 Wood Identification**

2. 1 credit hour 3 contact hours

3. Thomas Snyder

4. No textbook required. Other material: 10x to 16x hand lens and box cutter

5. The identification of major U.S. commercial hardwoods with an emphasis on eastern hardwoods native to West Virginia.

6. Students will be able to identify commercial woods of the U.S. with a hand lens and key.

7. NATIONAL STANDARDS Society of American Foresters Forest of Technology Standards: wood identification



1. **LAND 121 Introduction to Land Surveying**
2. 3 credit hours 7 contact hours
3. Jacob Petry
4. No textbook required.
  - a. Required equipment: Pencil, paper, field book, text books, engineers scale, calculator (TI-30 or NCEES acceptable), boots, jacket, etc.
5. A study of elementary surveying measurements and computations and of the opportunities and responsibilities in the surveying profession. (Required laboratories included)  
Prerequisite: successful completion of or concurrent enrollment in MATH 115.
  - a. Enumerate the opportunities and responsibilities in the surveying profession and conduct elementary surveying measurements and computations.
  - b. Measure angles, distances and differences in elevation, as well as solve traverse adjustments, area computations and various position computations.
6. NATIONAL STANDARDS
  - a. Land 121 will address key elements contained within the examination criteria of the National Council of Examiners for Engineering and Surveying.

1. **LAND 123 Land Survey Descriptions, Interpretations & Writing**
2. 2 credit hours 4 contact hours
3. Adam Black
4. Brown's Boundary Control and Legal Principles, 6th ed., 2009. Other Materials
  - a. Recommended: Ormsby, Tim; Napoleon, Eileen; Burk, Robert, Groessl, Carolyn, and Bowden. 2010. Getting to Know ArcGIS Desktop: The Basics of ArcView, ArcEditor, and ArcInfo Updated for ArcGIS 10 (Getting to Know series), ESRI Press, Redlands, California.
5. A study of property descriptions, to include descriptions, interpretation, and application to boundary line retracement and the writing of different types of property descriptions.  
Prerequisites: LAND 121 or consent of the department chair
6. Students will:
  - a) Recall knowledge of land surveying history, laws, and its development,
  - b) Apply skills in searching public records,
  - c) Demonstrate knowledge of sources of property descriptions and maps in public records,
  - d) Demonstrate of sources of property descriptions other than public records,
  - e) Create different types of property descriptions,
  - f) Demonstrate knowledge of statute law regulating the interpretation and retracement of metes and bounds descriptions,
  - g) Apply skills to find property descriptions and develop chain of title for a property,
  - h) Interpret problems associated with property descriptions during earlier periods of surveying profession,
  - i) Demonstrate knowledge of case law regulating the interpretation and retracement of property descriptions,
  - j) Demonstrate knowledge of evidence and its importance to property descriptions,
  - k) Translate the relationship between property description and boundary locations on ground, and
  - l) Show the relationship of surveying history with present surveying efforts.

**1. LAND-124 Land Survey Boundary Law**

2. 3 credit hours and 3 contact hours
3. Adam Black
4. Evidence and Procedures for Boundary Locations, Walter G. Robillard, Donald A. Wilson, and Curtis M. Brown. 6th ed. (or newer) Prerequisites: LAND 121
5. A study of methods of boundary line establishment by unwritten methods, registration of surveys, professionalism, liability of surveyors, and other case and statute law related to property surveying
6. Students will:
  - a. Describe the surveyor registration process, professionalism, liability and other case and statute law related to property surveying
  - b. Establish boundary lines by unwritten methods

**1. LAND 193 Survey Math and Geomatics I**

2. 3 credit hours 7 contact hours
3. Jacob Petry
4. No text required. Required equipment: Pencil, paper, field book, engineers scale, calculator (TI-30 or NCEES acceptable), boots, jacket, etc.
5. Catalog Description:
  - a) A study of the different methods and instruments used to measure angles, distances and differences in elevation, and also a study of making traverse adjustments, area computations and various position computations.
6. Course Objectives/Learning Outcomes:
  - a) Identify the opportunities and responsibilities in the surveying profession and conduct elementary surveying measurements and computations.
  - b) Prepare property descriptions to include interpretation and application to boundary line retracement principles for different types of properties.
  - c) Measure angles, distances and differences in elevation, as well as solve traverse adjustments, area computations and various position computations.

**1. LAND-197 Work Experience I**

2. 1 credit hour (320 working hours)
3. Doyle Hupp Jr.
4. No text required.
5. A variable work experience in which the student will work for an employer in a job related to land surveying. Supplemental course description: Work experience provides a number of benefits beyond evaluating a career choice and gaining relevant experience. The experience may lead to employment, and if not increases marketability.
6. The student is exposed to real world surveying in actual employment. The instructor may interview the student or employer at any time, but usually at the end of the semester or work year.
7. Course Objectives/Learning Outcomes: To apply knowledge of land surveying to an occupation that is directly related to the surveying profession.

**1. LAND 230 Survey Math & Geomatics II**

2. 3 credit hours 5 contact hours
3. Doyle Hupp Jr.
4. Surveying, 10th Edition. Moffitt and Bossler (1998). Elementary Surveying by Charles D. Ghilani. 16th edition, copyright 2022 by Pearson
  - a. Other Materials: Required equipment: Pencil, paper, field book, text books, engineers scale, calculator (TI-30, HP-35s, or NCEES acceptable), boots, jacket, etc.
5. A study of error propagation in survey measurements and computations, design of horizontal and vertical control networks, meridian determination, map projections, and introduction to least squares adjustment.
6. Prerequisites: LAND 193, MATH 115 or consent of department chairperson.
7. Enumerate the opportunities and responsibilities in the surveying profession and conduct surveying measurements, computations and corrections.
  - a. Measure angles, distances and differences in elevation, as well as solve traverse adjustments, area computations and various position computations and corrections.

**1. LAND 231 Retracement Surveys**

2. 3 credit hours and 7 contact hours
3. Doyle Hupp Jr.
4. Text(s): Elementary Surveying by Charles D. Ghilani. 16th edition, copyright 2022 by Pearson; Boundary Control and Legal Principles, Brown, et al Compass Land Surveying by Henry Sipe
  - a. Other Materials: Required equipment: Pencil, paper, field book, text books, engineers scale, calculator (TI-30, HP-35s, or NCEES acceptable), boots, jacket, etc.
5. An applied study of measurement and computational techniques and boundary law to the retracement of property boundary lines.
6. Prerequisites: Grade of “C” or higher in LAND 123, LAND 124 and LAND 193 or consent of department chairperson.
7. Course Objectives/Learning Outcomes:
  - a. Describe the surveyor registration process, professionalism, liability.
  - b. Execute field procedures for making retracement surveys.
  - c. Evaluate field evidence as related to retracement surveys.
  - d. Enumerate the requirements for plats, descriptions, and report of surveys.
  - e. Determine orientations by surveying astronomy and calculations from celestial observation.

**1. LAND 232 Cartographic Surveying**

2. 3 credit hours 7 contact hours
3. Doyle Hupp Jr.
4. Elementary Surveying by Charles D. Ghilani. 16th edition, copyright 2022 by Pearson
  - a. Surveying, 10th Edition. Moffitt and Bossler Other Materials: Required equipment: Pencil, paper, field book, text books, engineers scale, calculator (TI-30, HP-35s, or NCEES acceptable), boots, jacket, etc.

5. An applied study of survey measurements and computational techniques to the acquisition and production of planimetric and topographic maps. A study of drafting techniques will be emphasized. (Required laboratories included) three credit hours.
6. Prerequisite: LAND 193 Co-requisites: LAND 230 or consent of department chairperson
7. Course Objectives/Learning Outcomes:
  - a. Utilize drafting software for the production of large-scale topographic maps. Operate electronic instruments in obtaining and downloading data.
  - b. Measure angles, distances and differences in elevation. Apply ALTA/NSPS standards to projects. (These are national standards.) Efficiently use data from the above methods for the production of topographic maps.

#### NATIONAL STANDARDS

Land 232 will address key elements contained within the examination criteria of the National Council of Examiners for Engineering and Surveying.

### 1. LAND 240 Route & Construction Surveys

2. 4 credit hours 7 contact hours
3. Doyle Hupp Jr.
4. Surveying, Moffitt and Bossler, 10th edition, (1998). Elementary Surveying Ghilani and Wolf, 13th edition, (2012) or newer. Other Materials: Required equipment: Pencil, paper, field book, text books, engineers scale, calculator (TI-30, HP-35s, or NCEES acceptable), boots, jacket, etc.
5. An applied study of survey measurements and computational techniques to the horizontal and vertical alignment of highways, earthwork calculations and construction layout. Prerequisites: Grade of "C" or higher in LAND 193 and LAND 230 or consent of department chairperson.
6. Course Objectives/Learning Outcomes:
  - a. Be proficient in computing earthwork for different type of roadway projects.
  - b. Be knowledgeable in the theory of earthwork design.
  - c. Be proficient in laying out a spiral curve in the field.
  - d. Illustrate the mechanics of spiral layout.
  - e. Be proficient in laying out a simple, compound, and vertical curves in the field.
  - f. Illustrate the mechanics involved in layout of curves in the field.
  - g. Be proficient in designing the simple, compound, and vertical curves.
  - h. Illustrate theoretical aspects of roadway design.
  - i. Be knowledgeable about the planning stages involved in route construction, and
  - j. Be knowledgeable in building and utility layout.

### 1. LAND 241 Energy Resource Surveying

2. 2 credit hours 3 contact hours
3. Doyle Hupp Jr.
4. No textbook required. Required equipment:
  - a. Pencil, paper, field book, text books, engineers scale, calculator (HP 35s, TI-30 or NCEES acceptable), boots, jacket, etc.
5. A study of state and federal mining and oil and gas regulations as related to surveying and the production of maps and plans and also an applied study of the surveying and

measurement techniques peculiar to the mining and oil and gas industry. Prerequisites: Land 193 and Land 230.

6. Course Objectives/Learning Outcomes:
  - a) Become knowledgeable about the procedures involved in oil and gas surveys,
  - b) Become familiar about oil and gas regulations affecting land surveying,
  - c) Become familiar in applying surveying principles to mining operations,
  - d) Understand measurement and computational techniques to solve problems associated with oil and gas, and coal industry.
  - e) Become familiar with coal mining regulations affecting the surveying profession.

### 1. **LAND 244 Remote Sensing and Aerial Photo Interpretation**

2. 1 credit hour 1 contact hour
3. Jacob Petry
4. No textbook required.
5. The theory and application of remote sensing, aerial photogrammetry and photo interpretation to forestry, natural resource management and land surveying. Co-requisites: not applicable
  - a. Prerequisites: none
6. Course Objectives/Learning Outcomes:
  - a) Understand basic concepts in remote sensing and aerial photography
  - b) Be able to identify sources for different images
  - c) Utilize software to view digital imagery
  - d) Identify forestry and surveying uses of aerial photography and remote sensing
  - e) Be able to measure distances and areas on imagery
  - f) Learn to interpret and identify objects on aerial imagery
  - g) Learn to use software to identify and delineate forest stands

### 1. **LAND 293 Survey Decisions & Professional Applications**

2. 6 credit hours 6 contact hours
3. Doyle Hupp Jr.
4. Elementary Surveying by Wolf and Ghilani. 13th edition, copyright 2001 by Prentice Hall (Or Newer), Surveying, 10th Edition. Moffitt and Bossler (1998); Brown's Boundary Control and Legal Principles, 6th ed., 2009. 1986 or newer editions are acceptable, Evidence and Procedures for Boundary Location by Walter G. Robillard, Donald A. Wilson, and Curtis M. Brown. 6th ed, Other Materials:
  - a. Required equipment: Pencil, paper, field book, text books, engineers scale, calculator (TI-30, HP-35s, or NCEES acceptable), boots, jacket, etc. Compass Land Surveying by F. Henry Sipe is recommended reading
5. An applied capstone course, designed to require the student to apply principles learned from previous courses to the solving of survey problems, emphasizing property boundary line location and related problems. The course includes the final assessment project which is a field survey, deed description, and land survey report that must be passed with a "C" or above.
  - a. Prerequisites: Land 230 and Land 231
6. Course Objectives/Learning Outcomes:

- a. Communicate the methods and procedures of land survey calculations by the preparation of land survey plats, legal descriptions, and/or a report of land survey
- b. Establish boundary lines by unwritten methods
- c. Solve quantitative land survey problems and analyze land surveying data by utilizing critical thinking and quantitative literacy methods

#### NATIONAL STANDARDS

Land 293 will address key elements contained within the examination criteria of the National Council of Examiners for Engineering and Surveying.

1. **LAND 335 Hydrology, Drainage & Subdivision Design**
2. 4 credit hours 8 contact hours
3. Jacob Petry
4. Erosion & Sediment Control by NCRS. Material from a variety of texts will be provided to the students.
  - a. Internet connection (DSL, LAN, or cable connection), Office Applications (MS Office or LibreOffice, or other interchangeable formats), Spreadsheet, Word Processing, Presentation, Calculator 12” Ruler, a USB drive with at least 16+GB (either flash memory or hard disk)
  - b. Prerequisites: LAND 193 or consent of department head

A study of water properties, occurrence, distribution, runoff volume, culvert design, storm water management, flood considerations, and general subdivision design procedures.
5. Course Objectives/Learning Outcomes:
  - a. The goals of this course are to provide you with 1) a solid framework in the principles of hydrology and 2) skills needed to be successful in science and the workforce. The subject matter deals with the study of the water interaction with the natural and the human environments, and its characteristic to be, at the same time, and indispensable resource and a recreational delight or a nuisance and a hazard.
6. Specific learning outcomes include the ability to:
  - a. Examine how physical and biological variables affect water and its natural cycle,
  - b. Characterize how water shapes the morphology of the Earth,
  - c. Assess why water management is important Identify how humans interact with hydrological systems,
  - d. Learn to use dedicated workforce applied tools to analyze, design and manage surface runoff and open-channel flow,
  - e. Work on hands-on labs that represent real life hydrology applications,
  - f. Think critically and analytically by collecting field data and interpreting the results of watersheds and channel flow models, and by designing strategies for runoff management, and understanding their impacts in real world situations

#### NATIONAL STANDARDS

Land 335 will address key elements contained within the examination criteria of the West Virginia Board of Professional Land Surveyors.

**1. Math 115 College Algebra**

2. 3 credit hours 3 contact hours

3. Brooke Fincham

4. Harshbarger, R.J., & Yocco, L.S. (2021). University Algebra in Context with Integrated Review (6th edition with access to MyLab Math as an e-book). New York, NY: Pearson Education. Access code will be provided to students during first couple of weeks.

a) The following supplies are required for this course: pencil, paper, and a TI-30/82/83/84 calculator. You will also need access to reliable internet in order to view the instructional resources and to submit assignments to MyLab Math. The following supplies are highly recommended but not required: binder, notebook, and graph paper.

**5. Course Information**

a. A study of algebraic equations, inequalities, graphs, and functions; including linear, quadratic, absolute value, rational, radical, polynomial, exponential, and logarithmic. This course is designed for students majoring in business, education, and STEM-related disciplines

a. Prerequisite:

a. ACT Math score of 21 or higher

b. SAT Math score of 530 or higher

c. Concurrently enrolled in Math 115S

d. Consent of the Chairperson of Science and Mathematics Department

**6. Goals**

a. The goal of this course is to improve and enhance algebraic skills for solving problems that arise in real-world applications. The emphasis of this course will be on the development of critical thinking, analytical thinking, and problem-solving skills rather than memorization of facts and formulas.

**Topics Covered**

1. Perform operations with complex numbers.

2. Solve linear, quadratic, absolute value, rational, radical, polynomial, exponential, and logarithmic equations.

3. Solve systems of equations in two- and three-variables.

4. Solve linear, quadratic, rational, and polynomial inequalities.

5. Write equations of lines, including parallel and perpendicular lines.

6. Determine graphs, tables, and equations that represent functions.

7. Evaluate expressions involving function notation.

8. Sketch graphs of algebraic functions by applying a variety of methods.

9. Identify and interpret key features of functions, such as intercepts, domain, range, intervals where the function is increasing or decreasing, relative maximums and minimums, symmetries, zeros, and end behavior.

10. Calculate the distance and midpoint between two points in a coordinate system.

11. Calculate and interpret the average rate of change of a function over a specified interval.

12. Find sums, differences, products, and quotients of two functions.

13. Find the composition of two functions.

14. Find the inverse of a function.

15. Convert equations to exponential and logarithmic forms.

16. Use the properties of logarithms and exponential to simplify logarithmic and exponential expressions.

17. Understand the inverse relationship between exponentials and logarithms and use this relationship to solve problems involving logarithms and exponentials.

Apply concepts from the course to a variety of disciplines, such as biology, physics, chemistry, business, economics, and social sciences. SAT Math score of 530 or higher

- Concurrently enrolled in Math 115S
- Consent of the Chairperson of Science and Mathematics Department

### **Math 125 College Trigonometry**

1. 3 credit hours 3 contact hours

2. Pai Song

3. Textbook(s):

TRIGONOMETRY (12th edition) by Margaret L. Lial, John Hornsby, David I. Schneider, Callie Daniels

4. The following supplies are required for this course: pencil/pen, paper, and TI-84 graphing calculator (see calculator usage for details). The following supplies are highly recommended but not required: binder, notebook, and graph paper.

5. Course Description:

This course includes a study of degree and radian measures, circular and trigonometric functions, basic trigonometric identities, graphs of trigonometric and inverse trigonometric functions, solutions to trigonometric and inverse trigonometric equations, applications of trigonometry, vectors, complex numbers, and other related topics.

6. Prerequisites:

Student must satisfy one of the following:

- ACT Math score of 24 or higher
- SAT Math score of 580 or higher
- Math 115 with a grade of C or higher
- Consent of the Chairperson of Science and Mathematics Department

7. Course Objectives:

Upon completing this course, the student should be able to ...

1. Understand degree and radian measures of an angle.
2. Define trigonometric function.
3. Use special triangles to determine the values of trigonometric functions.
4. Use circular functions to determine the values of trigonometric functions.
5. Sketch graphs of trigonometric and inverse trigonometric functions.
6. Identify the period, amplitude, phase displacement, and asymptotes of trigonometric functions.
7. Identify and interpret key features of functions, such as intercepts, domain, range, intervals where the function is increasing or decreasing, relative maximums and minimums, symmetries, zeros, asymptotes, and end behavior.
8. Define inverse trigonometric functions.
9. Understand the relationship between trigonometric and inverse trigonometric functions and use this relationship to solve problems involving trigonometric and inverse trigonometric functions.



10. Solve equations involving trigonometric and inverse trigonometric functions.
11. Use fundamental identities to find trigonometric function values.
12. Use sum and difference identities to find trigonometric function values.
13. Use double and half angle identities to find trigonometric function values.
14. Verify trigonometric identities.
15. Understand and apply the law of sines and the law of cosines to find unknown measurements in right and oblique triangles.
16. Represent and model with vector quantities.
17. Perform operations on vectors.
18. Define complex numbers.
19. Perform operations with complex numbers.
20. Graph complex numbers and convert between rectangular and trigonometric forms.
21. Apply concepts from the course to solve contextual problems across disciplines.

### **NRMT 201 Forest Ecology**

1. 3 credit hours 5 contact hours
2. Rico Gazal
3. Barnes, Zak, Denton, Spurr. 1998. Forest Ecology, 4th edition. John Wiley and Sons, Inc. New York, and additional journal articles and readings are assigned. (Chapters identified in the Weekly Schedule are from this textbook.)
4. Robert Lee Smith, Thomas M. Smith. 1998. Elements of Ecology, 4th edition. Benjamin/Cummings Science Publishing. San Francisco, CA.
5. Course Information
  - a. The study of local and regional forest communities and those environmental factors, such as light, temperature, moisture, soils, affecting their structure.
  - b. This course consists of laboratory-based exercises to explain concepts of tree growth and effects of environmental factors. Some common forestry terms and definitions will also be discussed.
6. Specific goals
  - a. Logically apply scientific concepts and methods in understanding forest ecology
  - b. Collect, analyze and interpret ecological data to understand forest functions and dynamics
  - c. Identify and name relevant regional species of the forest community and understand their biological and ecological functions.
  - d. Obtain a knowledge of environmental, edaphic, physiographic, and biotic factors influencing forest and tree growth
  - e. Utilize soil survey information as an ecological basis for more efficient management of land
  - f. Perform soil site analysis to determine pH, soil texture, and soil profile
  - g. Evaluate site index of a forest stand and to mathematically develop site index curves
  - h. Obtain a knowledge of forest influences, tolerance and forest succession
  - i. Understand the basic factors of forest genetics, tree regeneration
  - j. Obtain knowledge of fire and its major roles in landscape ecosystems.

## APPENDIX B – FACULTY VITAE

### FOR THIS REPORT, INCLUDE ONLY RESUMES FOR THE FACULTY MEMBERS WHO TEACH DISCIPLINE-SPECIFIC COURSES LISTED IN TABLE 5-1

Please use the following format for the faculty vitae (2 pages maximum in Times New Roman 12-point type)

1. Name
2. Education – degree, discipline, institution, year
3. Academic experience – institution, rank, title (chair, coordinator, etc. if appropriate), when (ex. 1990-1995), full time or part time
4. Non-academic experience – company or entity, title, brief description of position, when (ex. 1993-1999), full time or part time
5. Certifications or professional registrations
6. Current membership in professional organizations
7. Honors and awards
8. Service activities (within and outside of the institution)
9. Briefly list the most important publications and presentations from the past five years – title, co-authors if any, where published and/or presented, date of publication or presentation
10. Briefly list the most recent professional development activities

1. Name: Adam Black

2. Education: Juris Doctor, Appalachian School of Law, 2010  
BA in History, Marshall University, 2007

3. Academic experience: Glenville State University, Assistant Professor, 2013-2019,  
Associate Professor 2019-Present

4. Non-academic experience: LPR Land Services, Crew Chief, in charge of 10 oil and gas abstractors, Summer 2014; Chesapeake Energy, Assoc. Landman, tile abstracting, creating spreadsheets for surface and mineral ownership, researching each company's working interest in drilling interest, creating a map of oil and gas leases within a drilling unit, identifying any leases that need modifications due to their unit restriction being less than our proposed drilling unit, 2011- July 2013; WV Public Defender Corporation, Intern, represented indigent clients on misdemeanor cases through WV's third year practice license, interviewed prospective clients and assisted in the resolution of legal issues, helped research and write two appeals to the Supreme Court of WV Summer 2009; Legal Aid of WV, Intern, Assisted in the representation of indigent clients in civil litigation' researched and wrote motions for ongoing civil litigation, conducted initial interviews of perspective clients, Summer 2008.

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

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

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

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

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

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

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

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

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

1.Name: Rico M. Gazal, PhD

2.Educations: PhD in Forest Resources, Mississippi State University, 2002

3. Academic Experience: Glenville State University, Associate Professor of Forestry, 2011 to present; Department Chair, 2019 to present; Assistant Professor of Forestry, 2005 to 2011; Curtis Elam Professor for Teaching Excellence,2008-2011.

5. Certifications/Professional Registrations: WV Association of Geospatial Professional, 2007 to present; WV View Consortium, 2005 to present; WV Forestry Association, 2005 to present; WV Consortium for Faculty and Course Development in International Studies (FACDIS), 2005 to present; Global Learning and Observation to Benefit the Environment (GLOBE) Program, 2005 to present; Alpha Iota of Chi Beta Phi 2005 to present; Northern WV ESRI (GIS) User Group, 2005 to present; IUFRO Landscape Ecology Working Group, 2004 to present; IUFRO Urban Forestry Working Group, 2006 to present; Gamma Sigma Delta, Honor Society of Agriculture, 1993 to present; Xi Sigma Pi, Mississippi State University Chapter, 1999 to present; Member, Advisory Board, Journal of Tropical Plant Physiology, 2019 to present; Member, Advisory Board, Journal of Science and Technology, 2018 to present.

7. Honors and Awards: ARC Power Initiative Grant, Submitted to Appalachian Regional Commission with Dabney Lancaster Community College, April 2021, \$1.2M; Instrument Loan for Students in the Forest Technology Program, Submitted to Weyerhaeuser Giving Fund Program, April 2021, \$1,485; Enhancing Undergraduate Research in Ecology in the Natural Resource Management Program, WV Opportunities Grant, WVHEPC, Division of Science and Research, 2019, \$5,000; Hosting Scholars for University of the Philippines, WV EPSCOR Travel Grant 2022, \$1,000; Faculty Professional Development, 2021-2022, GSU Provost, \$3,000; Scholarships to support International Travel, 2022, GSU Foundations, \$3,000; First Energy Grant, NRMT High School Program to include all counties in WV and rehabilitation of surveying monument, \$5,000; Predicting Tree Diameter, Height, and Crown Area from Drone Aerial Imagery, WV Space Grant Consortium Grant, 2021, \$2,000; Promoting STEM Education in WV through GSU's NRMT Program, EQT Foundation, 2019, \$15,000; Enhancing Undergraduate Research in Ecology in the NRMT Program, WV Opportunities Grant, WVHEPC, Division of Science and Research, 2019 to 2022, \$5,000.

9. Publications/Presentations:

- a. Melissa Gish (Author, Editor), Taylor Adkison (Author), Kyra Bauer (Author), Kylie Davis (Author), Jonathan Dodson (Author), Abigail Dye (Author), Bradley F. Hall (Author), Jessica R. Jenkins (Author), Rico M Gazal PhD (Introduction). 2020. A Rational Species: Essays on the Environment. Candy Bat Books. 136 page. ISBN-10-1953033008
- b. R. Gazal, M. Burkowski & K. Gazal. 2015. Effect of climate and site factors on exotic plant invasion in West Virginia, USA. Proceedings of the International Scientific Conference on Our Common Future Under Climate Change, July 7-10, Paris, France.
- c. PI, NASA WVSGC Undergraduate STEM Research Grant. Predicting Tree Diameter, Height, and Crown Area from Drone Aerial Imagery. Spring 2021
- d. PI, NASA WVSGC Undergraduate STEM Research Grant. Water use in Oaks and Spatial Distribution of Marcellus Wells in WV. Spring and Summer 2017.

- e. PI, NASA WV Space Grant Consortium Initiation Grant. 2016-2017. Transpiration and water use of several hardwood species in Appalachian forest. 2016. \$10,240.

1. Name: Doyle Hupp, Jr.
2. Education: AS Land Surveying, August 1982
3. Academic Experience: Glenville State College, Interim Instructor Spring 1987; Glenville State University, Lecturer of Land Surveying August 2019-Present
4. Non-academic experience: Smith Land Surveying, coordinator, thereby adding expertise and diversity to a growing company, 1982-1987; Smith Land Surveying, working throughout the state providing all phases of services including GPS for contactors, developers, and design related professionals, 2000-2003; Hupp Surveying and Mapping, owner and principal in charge, operating the organization and controlling all phases of work undertaken by the company, providing boundary, topographic mapping and construction services, 80 percent of work has been oil and gas industry related, 1988 to Present.
5. Certifications or professional registrations: Recognitions: *Licensed Professional Surveyor #834* - State of West Virginia - December 1987, *Licensed Property Line Surveyor #489* - State of Maryland - May 1989
6. Member of WV Board of Professional Surveyors exam writing committee.  
Member of WV Society of Professional Surveyors  
Member of WV Society of Professional Surveyors Education Committee  
State Director of WVALS 1995-1998
10. Special Training: Yearly continuing education credits (8 minimum) in Surveying & Business-related topics.  
US geological Survey National Mapping Center Resource and information.  
Land Sat Image Interpretation at Purdue University (1986)  
Soil Erosion and Sediment Control Plans (1986)  
Spill Prevention Control and Countermeasure Plans  
Computer Training at CLM Systems, Tampa, Florida (1986)  
Erosion and Sediment Control - WV Dept. of Natural Resources (1991)  
Workshop on Sediment and Erosion Control (1992)  
Training Institute Course in Erosion and Sediment Control - Glenville State College (March 1995)  
Troxler Nuclear Testing Equipment Course (1996)  
Yearly training GSC Instructors (2019 -present)

1.Name: Nabil Allata Nasser

2. Education: PhD in Biology, University of Vermont, 2018; Master of Science in Biology, Georgia Southern University, 2009; Bachelor of Science, Texas A&M-Corpus Christi, 2006.

3.Academic Experience: Glenville State University, Assistant Professor of Natural Resource Management, 2019 to present; University of Vermont, Teaching Assistant/Instructor, 2011 to 2018; Drexel University, Instructor, 2010 to 2011; Georgia Southern University, Instructor, 2009 to 2010;

8. Service Activities:

- a. Save Our Streams–stream assessment certification (2022)
- b. Bee Keeping Certification (2022)
- c. HAM Radio Technician Class Amateur Radio License, Call Sign: KE8VGG (2022)
- d. International Student Organization(S2022)–I presented a PowerPoint focusing on Chad, Africa my place of birth. After the presentation I provided homemade Chadian food to the students in the dining hall that were interested in tasting it.
- e. Solid Waste Authority –Gilmer and Lewis County (2020-Present). Appointed by the Gilmer County Commissioner to represent Gilmer County on the board.
- f. Graduate Student Affairs Representative (2015 –2017). I was elected by my peers to represent graduate students and our interests during faculty meetings and graduate student affair meetings. I served as a bridge between the graduate student body and the departmental faculty and administration.

9. Publications and Presentations:

- a. Nasser, N. 2018. Investigating the effects of ant-hemipteran mutualisms on the invertebrate community structure and their host plant, honey mesquite (*Prosopis glandulosa*). Doctoral Dissertation.
- b. McCartin, L., A. Brody, and N. Nasser. A natural case study in golden rod (*Solidago altissima*): Host plant benefits due to protective services of ant-hemipteran mutualisms are conditional to presence of herbivores. (In press)

1.Name: Brian Perkins

2. Education: Doctorate in Philosophy in Forestry & Forest Products, Virginia Tech.,2009;  
Master in Science in Forestry & Forest Products, Virginia Tech., 2006; Bachelor of Science in  
Forestry, West Virginia University, 2001.

3. Glenville State University, Associate Professor, 2009 to present

4. WV Chapter of the American Chestnut Foundation April 4, 2020

WV Woodlands Seminar September 14, 2020

Biocontrol of Tree of Heaven October 7, 2020

WV Chapter of the American Chestnut Foundation October 10, 2020

Project Learning Tree Steering Committee November 17, 2020

WV Woodland Stewards December 16, 2020

WV Woodland Stewards January 20, 2021

Fire X Fauna Webinar January 25, 2021

Project Learning Tree Steering Committee January 27, 2021

Markets that affect West Virginia Forestry January 27, 2021

WV Woodland Stewards February 9, 2021

Chestnut Chat Series: Historic Importations and Chestnut Cultivars

February 19, 2021

WV Chapter of the American Chestnut Foundation April 10, 2021

WV Woodland Stewards April 13, 2021

WV Woodland Stewards May 11, 2021

Council of Eastern Forest Technology Schools. August 11, 2021

Prescribed Fire Webinar September 13, 2021

Mentored Katlyne Rollyson on Honor's Project

WV Woodland Stewards September 15, 2021

A Path Forward: Understanding and Restoring Degraded Forests September 22, 2021



Cost Trends and Management Practices of Working Forests October 6, 2021  
Forest Bird Habitat Management Planning and Assessments October 8, 2021  
Management Considerations for Thousand Cankers Disease October 20, 2021  
Prescribed Fire Silviculture Field Trip November 9, 2021  
Fall cankerworm in the southeastern U.S. November 10, 2021  
Fueling Collaboration - Fire and the Carbon Cycle November 18, 2021  
Wildlife Habitat Management Field Trip Healy Farm February 1, 2022  
Seminar on Slow the Spread in WV February 10, 2022  
AHTI Organizational Meeting February 15, 2022  
WV Woodland Stewards March 15, 2022  
WV TACF meeting April 2, 2022  
Central Hardwood Conference April 7, 2022

## 6. Current Memberships in Professional Organizations

American Chestnut Foundation

West Virginia Chapter of The American Chestnut Foundation – Board Member

West Virginia Forestry Association

## 7. Honors and Awards

- a. Member #271 of National Honor Society for Forest Technology.
- b. Andersen Tully Management Scholarship recipient. 2005.
- c. Appalachian Hardwood Manufacturer's, Inc. Scholarship recipient. 2006.
- d. Steven Sinclair Forest Products Marketing Scholarship 2007.

## 9. Publications and Presentations:

1. Name: Jacob Petry

2. Education: Professional Science Masters, Engineering and Business, University of Maine, expected graduation 05/2023; BS, Natural Resource Management, Glenville State College, 12/2021; AS Land Surveying Technology, 05/2020

3. Academic Experience: Glenville State University, Lecturer of Land Surveying, 12/2021 to Present; Glenville State College, Mathematics Tutor, 01/2019-05/2020

4. Non-Academic Experience: U.S. Army, Infantry Rifleman, developed and maintained physical training plans and exercises for soldiers, ensured assigned exercises were accomplished without over exertion and further injury, assisted in health and rehabilitation, taught fundamentals of tactical field care, transportation and evacuations, land navigation, construction of minor fortifications, first aid, and battle drills.

5. Certifications: West Virginia Board of Professional Surveyors, Surveyor Intern, S.I. # 219, November 2020 FAA 107 Unmanned Aircraft Pilot Certificate, 2019

SafeLandUSA Certificate, 2019

Cardiopulmonary Resuscitation, 2019  
First Aid, 2019

6. Member of West Virginia Society of Professional Surveyors  
Member of Surveying and Geomatics Educators Society  
Member of the Society of Collegiate Leadership and Achievement  
Member of The American Association for Geodetic Surveying  
Member of Mathematical Association of America

7. Honors and awards: Awarded 1st Place at Glenville State College Pioneer Showcase in Science & Math, April 2021

10. Acknowledged in Mathematics Magazine for solving problem 2095, VOL. 94, NO. 2, April 2021

Awarded Citations from West Virginia Governor Earl Ray Tomblin and the State Legislature for 180 hours of volunteer cleanup of the Brown Cemetery in Hartford, West Virginia, December 2015

## APPENDIX C – EQUIPMENT

Do **not** submit for Readiness Review.

## APPENDIX D – INSTITUTIONAL SUMMARY

Programs are requested to provide the following information.

### 1. The Institution

- a. Name and address of the institution

Glennville State University  
200 High Street  
Glennville, WV 26351

- b. Name and title of the chief executive officer of the institution

Mark Manchin, EdD, President

- c. Name and title of the person submitting the Report.

Gary Morris, PhD, Provost and Vice President for Academic Affairs

- d. Name the organizations by which the institution is now accredited, and the dates of the initial and most recent accreditation evaluations.

Higher Learning Commission, 1/1949, 8/2013 (reaccreditation visit 9/2022)  
Council for the Accreditation of Educator Preparation, 4/2021  
(Previously accredited by NCATE)

### 2. Type of Control

Description of the type of managerial control of the institution, e.g., private-non-profit, private-other, denominational, state, federal, public-other, etc.

Glennville State University is a state school with a state-appointed Board of Governors.

### 3. Educational Unit

Describe the educational unit in which the program is located including the administrative chain of responsibility from the individual responsible for the program to the chief executive officer of the institution. Include names and titles. An organization chart may be included.

The Land Surveying program is in the Department of Land Resources, which is chaired by Dr. Rico Gazal. Dr. Gazal reports directly to the Provost, Dr. Gary Morris, who reports directly to the President.

### 4. Academic Support Units

List the names and titles of the individuals responsible for each of the units that teach courses required by the program being evaluated, e.g., mathematics, physics, etc.

Language and Literature (English and communications), Chair, Jonathon Minton, PhD; Science and Math (Mathematics, physics, earth science, and biology), Chair, Kevin Evans, PhD;

Education (physical education), Dean, Connie Stout O'Dell, M.A., and Chair, Larry Baker, M.A., M.S.; Fine Arts (art and music), Chair, Jason Barr, Ed.D.; Business (management and computer science), Chair, Dwight Heaster, Ph.D., Social Science (history and political science), Chair, Kaitlin Ensor, Ph.D.

## 5. Non-academic Support Units

List the names and titles of the individuals responsible for each of the units that provide non-academic support to the program being evaluated, e.g., library, computing facilities, placement, tutoring, etc.

Robert F. Kidd Library, Jason Gum, MS-IS, Director  
Academic Success Center, Chelsea Stickelman, Director (tutoring, career services)  
Information Technology, Jason Phares, Director

## 6. Credit Unit

It is assumed that one semester or quarter credit normally represents one class hour or three laboratory hours per week. One academic year normally represents at least 28 weeks of classes, exclusive of final examinations. If other standards are used for this program, the differences should be indicated.

N/A; GSU uses these standards

## 7. Tables

Complete the following tables for the program undergoing Readiness Review.

**Table D-1. Program Enrollment and Degree Data**

Names of the Programs:

**Bachelor of Science, Natural Resource Management, Major in Land Surveying**  
**Associate of Science in Land Surveying**

	Academic Year	Enrollment Year					Total Undergrad	Total Grad	Degrees Awarded			
		1st	2nd	3rd	4th	5th			Associates	Bachelors	Masters	Doctorates
Current Year	FT	7	2	7	5		21	0	8	2	0	0
	PT	0	1	0	0		1	0				

For Readiness Review, give the official fall term enrollment figures (head count) and undergraduate and graduate degrees conferred for the current year. The *current* year for a Readiness Review means the academic year preceding the Readiness Review submission.

FT—full time  
 PT—part time

## Table D-2. Personnel

Name of the Programs:

**Bachelor of Science, Natural Resource Management, Major in Land Surveying**  
**Associate of Science in Land Surveying**

Year<sup>1</sup>: 2021/2022

	HEAD COUNT		FTE <sup>2</sup>
	FT	PT	
Administrative <sup>2</sup>			
Faculty (tenure-track) <sup>3</sup>	4		4
Other Faculty (excluding student Assistants)	2		2
Student Teaching Assistants <sup>4</sup>			
Technicians/Specialists	1		1
Office/Clerical Employees	1		1
Others <sup>5</sup>			

Report data for the program being evaluated for readiness.

- <sup>1</sup> Data submitted for the Readiness Review should be for the academic term at the time of the submission.
- <sup>2</sup> Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category.
- <sup>3</sup> For faculty members, 1 FTE equals what your institution defines as a full-time load.
- <sup>4</sup> For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 semester credit-hours (or 24 quarter credit-hours) per term of institutional course work, meaning all courses — science, humanities and social sciences, etc.
- <sup>5</sup> Specify any other category considered appropriate or leave blank.

## SUBMISSION ATTESTING TO COMPLIANCE

Do **not** submit for Readiness Review.

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**Department of Land Resources 1**

**BACHELOR OF SCIENCE  
LAND SURVEYING AND MAPPING  
LAND SURVEYING AND MAPPING**

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

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

**General Education Requirement** **30 hours**

Students must complete MATH 115 and ENVR 101 as part of the General Education requirements.

**Land Surveying and Mapping** **71 hours**

ENVR 101 Environmental Science

FRST 109	Dendrology II	1
FRST 216	Wood Identification	1
LAND 121	Introduction to Land Surveying	3
LAND 123	Land Survey Descriptions-Interpretations and Writing	2
LAND 124	Land Survey Boundary Law	3
LAND 193	Survey Math and Geomatics I	3
LAND 197	Work Experience	1
LAND 230	Survey Math and Geomatics II	3
LAND 231	Retracement Surveys	3
LAND 232	Cartographic Surveying	3
LAND 240	Route and Construction Surveys	4
LAND 241	Energy Resource Surveying	2
LAND 243	Intro to Drone Technology	2
LAND 244	Remote Sensing and Aerial Photo Interpretation	1
LAND 293	Survey Decisions/Professional Applications	<del>4</del> 6
LAND 325	Computer Assisted Mapping for Surveyors	3
LAND 331	GNSS in Surveying	3
LAND 335	Hydrology, Drainage and Subdivision Design	<del>3</del> 4
LAND 424	Advanced Survey Law	3
LAND 443	Advanced Drone Technology	1
LAND 493	Land Surveying and Mapping Capstone	4
MATH 115	College Algebra	
MATH 125	College Trigonometry	3
NRMT 125	Computer Assisted Mapping	3
NRMT 234	GIS I	3
NRMT 334	GIS Applications II	3
PED 201	First Aid and Safety	1
PED 301	Lifelong Wellness	1
SCNC 101	Earth Science (OR)	4
PHYS 209	General Geology	

General Electives (300-499 level) **19 hours**

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

**GATEWAY ASSESSMENT - LAND 293 - CAPSTONE ASSESSMENT - LAND 493**

**BACHELOR OF SCIENCE  
LAND SURVEYING AND MAPPING  
SUGGESTED PLAN OF STUDY**

**FIRST YEAR**

ENGL 101 .....	3	FRST 216 .....	1
FRST 109 .....	1	LAND 123 .....	2
GSU 100.....	0	LAND 124.....	3
LAND 121.....	3	LAND 193.....	3
ENVR 101.....	4	MATH 125.....	3
MATH 115.....	3	NRMT 125.....	3
PED 201.....	1	PED 301.....	1
<b>Total Hours – Fall Semester .....</b>	<b>15</b>	<b>Total Hours – Spring Semester .....</b>	<b>16</b>

**SUMMER**

LAND 197.....	1
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**SECOND YEAR**

ENGL 102 .....	3	LAND 240.....	4
ECON 201, GEOG 203, PSYC 201, (OR) SOCS 225.....	3	LAND 241.....	2
LAND 230.....	3	LAND 243.....	2
LAND 231.....	3	LAND 293.....	46
LAND 232.....	3	LAND 325.....	3
LAND 244.....	1	<b>Total Hours – Spring Semester .....</b>	<b>15</b>
<b>Total Hours – Fall Semester .....</b>	<b>16</b>		

**THIRD YEAR**

ART 200 (OR) MUSC 200.....	2	CART 101.....	3
ENGL 203, 204, 205 (OR) 206.....	3	HIST 201, 202, 207 (OR) 208.....	3
LAND 443.....	1	LAND 331.....	3
GENERAL ELECTIVE (300-499 level)....	9	NRMT 234.....	3
<b>Total Hours – Fall Semester .....</b>	<b>15</b>	GENERAL ELECTIVE (300-499 level)...	3
		<b>Total Hours – Spring Semester .....</b>	<b>15</b>

**FOURTH YEAR**

SCNC 101 (OR) PHYS 209.....	4	HIST 201, 202, 207, 208 (OR) POSC 203 ..	3
LAND 335.....	34	LAND 424.....	3
NRMT 334 .....	3	LAND 493.....	4
GENERAL ELECTIVE (300-499 level).....	5	GENERAL ELECTIVE (300-499 level).....	2
<b>Total Hours – Fall Semester .....</b>	<b>15</b>	<b>Total Hours – Spring Semester .....</b>	<b>12</b>

Exhibit A

YEAR 1	FALL 2024 16 WEEKS	SPRING 2025 16 WEEKS	
<b>REVENUE</b>			
NUMBER OF STUDENTS SERVED:			
PROJECTED ENROLLMENT BY TERM	5	5	
PROJECTED CREDIT HOURS PER TERM	15	15	
COST PER CREDIT HOUR	\$ 348.00	\$ 348.00	
<b>GROSS REVENUE</b>	\$ 26,100.00	\$ 26,100.00	
<b>EXPENSES</b>			
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00	
ADDITIONAL CORE FACULTY COST	\$ 29,250.00	\$ 29,250.00	
ADJUNCT OR OVERLOAD COSTS	\$ (2,250.00)	\$ (2,250.00)	New faculty will eliminate need for overload for current faculty as well as helping to cover the new courses needed
NON-ACADEMIC EXPENSE	\$ 512.00	\$ 512.00	
<b>GROSS EXPENSES</b>	\$ 28,512.00	\$ 28,512.00	
<b>NET INCOME</b>	\$ (2,412.00)	\$ (2,412.00)	
<b>TOTAL NET INCOME</b>			\$ (4,824.00)

YEAR 2	FALL 2025 16 WEEKS	SPRING 2026 16 WEEKS	
<b>REVENUE</b>			
NUMBER OF STUDENTS SERVED:			
PROJECTED ENROLLMENT BY TERM	10	10	
PROJECTED CREDIT HOURS PER TERM	15	15	
COST PER CREDIT HOUR	\$ 348.00	\$ 348.00	
<b>GROSS REVENUE</b>	\$ 52,200.00	\$ 52,200.00	
<b>EXPENSES</b>			
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00	
ADDITIONAL CORE FACULTY COST	\$ 29,250.00	\$ 29,250.00	
ADJUNCT OR OVERLOAD COSTS	\$ (2,250.00)	\$ (2,250.00)	New faculty will eliminate need for overload for current faculty as well as helping to cover the new courses needed
NON-ACADEMIC EXPENSE	\$ 512.00	\$ 512.00	
<b>GROSS EXPENSES</b>	\$ 28,512.00	\$ 28,512.00	
<b>NET INCOME</b>	\$ 23,688.00	\$ 23,688.00	
<b>TOTAL NET INCOME</b>			\$ 47,376.00

YEAR 3	FALL 2026 16 WEEKS	SPRING 2027 16 WEEKS	
<b>REVENUE</b>			
NUMBER OF STUDENTS SERVED:			
PROJECTED ENROLLMENT BY TERM	15	15	
PROJECTED CREDIT HOURS PER TERM	15	15	
COST PER CREDIT HOUR	\$ 348.00	\$ 348.00	
<b>GROSS REVENUE</b>	\$ 78,300.00	\$ 78,300.00	
<b>EXPENSES</b>			
COST PER CREDIT HOUR	\$ 1,000.00	\$ 1,000.00	
ADDITIONAL CORE FACULTY COST	\$ 29,250.00	\$ 29,250.00	
ADJUNCT OR OVERLOAD COSTS	\$ (2,250.00)	\$ (2,250.00)	New faculty will eliminate need for overload for current faculty as well as helping to cover the new courses needed
NON-ACADEMIC EXPENSE	\$ 512.00	\$ 512.00	
FULL-TIME FACULTY			
<b>GROSS EXPENSES</b>	\$ 28,512.00	\$ 28,512.00	
<b>NET INCOME</b>	\$ 49,788.00	\$ 49,788.00	
<b>TOTAL NET INCOME</b>			\$ 99,576.00

YEAR 4	FALL 2027 16 WEEKS	SPRING 2028 16 WEEKS	
<b>REVENUE</b>			
NUMBER OF STUDENTS SERVED:			
PROJECTED ENROLLMENT BY TERM	15	15	
PROJECTED CREDIT HOURS PER TERM	15	15	
COST PER CREDIT HOUR	\$ 348.00	\$ 348.00	
<b>GROSS REVENUE</b>	\$ 78,300.00	\$ 78,300.00	