

April 19, 2018

# Board of Governors



**AGENDA**  
FSU BOARD OF GOVERNORS' MEETING  
APRIL 19, 2018, 9:00 A.M.  
LOCATION: BOARD ROOM, FALCON CENTER  
1201 LOCUST AVENUE, FAIRMONT, WV



- I. CALL TO ORDER**
  - A. Roll Call
  - B. Public Comment
  - C. Approval of Agenda .....*Action Item*
  
- II. APPROVAL OF MINUTES OF FEBRUARY 15, 2018**.....*Tab 1 Action Item*
  
- III. CHAIRMAN’S REPORT**
  
- IV. PRESIDENT’S REPORT**
  
- V. REPORTS AND PRESENTATIONS**
  - A. Constituent Report – Shawn Ragsdale
  - B. Foundation (RJ Gimbl)
  - C. Construction Project Updates (Tom Tucker)
  
- VI. CONSENT AGENDA**.....*Tab 2 Action Item*
  - A. Financial Reports (Months Ending: January 31, 2018 and February 28, 2018)
  
- VII. ACADEMIC AFFAIRS COMMITTEE (Aaron Hawkins, Chair)**
  - A. Approval of the following Program Reviews:  
Bachelor of Science in Biology, Bachelor of Science in Chemistry, Bachelor of Science in Computer Science, Bachelor of Science in Forensic Science..... *Tab 3 Action Item*
  - B. Update on the following Program Reviews:  
Bachelor of Arts in Spanish and Bachelor of Arts in Theatre Arts..... *Tab 4 Info Only*
  
- VIII. ATHLETIC AFFAIRS COMMITTEE (Frank Washenitz, Chair)**
  
- IX. BY-LAWS COMMITTEE (Dixie Yann, Chair)**
  
- X. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE (Bill Holmes, Chair)**
  
- XI. FINANCE COMMITTEE (John Schirripa, Chair)**
  - A. Approval of 2018-2019 Tuition and Fees & Room and Board Fees.....*Tab 5 Action Item*
  - B. Approval of Fee for The American Campus at Mauritius..... *Tab 6 Action Item*
  - C. Approval of Fee for TEFL International.....*Tab 7 Action Item*
  
- XII. EXECUTIVE COMMITTEE (Dixie Yann, Chair)**
  
- XIII. POSSIBLE EXECUTIVE SESSION - Under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel and Property Issues**

**XIV. ADJOURNMENT**

***NEXT MEETING: MAY 10, 2018, 9:00 A.M.,***  
***LOCATION: BOARD ROOM, 3<sup>RD</sup> FLOOR FALCON CENTER***  
***1201 LOCUST AVENUE, FAIRMONT, WV***

# Tab 1



FAIRMONT STATE UNIVERSITY  
BOARD OF GOVERNORS  
**MEETING MINUTES**  
**FEBRUARY 15, 2018**  
**BOARD ROOM, 3<sup>RD</sup> FLOOR FALCON CENTER**  
**1201 LOCUST AVENUE, FAIRMONT, WV**

**I. CALL TO ORDER**

**A. Roll Call**

Chair Dixie Yann convened a meeting of the Fairmont State University (FSU) Board of Governors on February 15, 2018, beginning at approximately 9:00 a.m. in the Board Room, 3<sup>rd</sup> Floor Falcon Center, at 1201 Locust Avenue, Fairmont, West Virginia.

At the request of Chair Yann, Serena Scully, Special Assistant to the President, conducted a roll call of the Board of Governors. Present for the meeting were board members Holly Fluharty, Bill Holmes, Jay Puccio, Deborah Prezioso, Dr. Budd Sapp, John Schirripa, Bryan Towns, Alyssa Welling and Dixie Yann. Aaron Hawkins participated by conference call. Frank Washenitz was absent. Dr. Chris Courtney was present after roll call.

Others present were President Martin, and President's Council members Cindy Curry, Lyndsey Dugan, Christa Kwiatkowski, Christina Lavorata, John Lympany and Tim McNeely. Tom Tucker, Assistant Vice President for Facilities; Stephanie Slaubaugh, Construction Manager; RJ Gimbl, President of the Fairmont State Foundation; Chad Fowler, Acting Athletic Director; Ryan Courtney, Director of Internal Relations; Alicia Kalka, Director of Housing; Amantha Cole, Director of Planning and Grants; Tresa Weimer, Director of Financial Aid; Debbie Stiles, Budget Director; Monica Cochran, Director of Procurement; Charlie Watson, Retention Program Coordinator; Dawn George, HEPC Assistant Attorney General; Donald Trisel, Dean of Science & Technology; Todd Clark, National Security and Intelligence Professor; Jessica Sell, Government Relations and Development Officer; Harry Baxter, Faculty; Robynn Shannon, Director of Institutional Assessment and Effectiveness; Sunil Surendran, Faculty, and Jack Kirby, Associate Provost. Members of local media were in attendance as well.

**B. Public Comment**

Bill Holmes reported that no one had signed up for public comment.

C. Approval of Agenda

Bryan Towns made a motion to approve the agenda. Debbie Prezioso seconded. The motion passed.

**II. APPROVAL OF MINUTES OF DECEMBER 7, 2017**

Bill Holmes made a motion to approve the minutes of December 7, 2017. Bryan Towns seconded. The motion passed.

**III. CHAIRMAN'S REPORT**

- A. Chair Yann gave a special welcome to President Martin for her first official meeting.
- B. Chair Yann mentioned the recent visit to Charleston she and Dr. Martin made. There are two bills that are being closely followed: SB 284 – Increasing access to career education and workforce training (relating to nursing) and HB 4298 – The Campus Self Defense Act.

**IV. PRESIDENT'S REPORT**

- A. President Martin advised that there are many initiatives that are being pushed forward to help with enrollment growth and containing costs. The applicable Cabinet members will later share some of those.
- B. President Martin introduced a few new members of the Falcon Family:
  - Tim McNeely, Interim VP of Student Affairs and Operations
  - Lyndsey Dugan, Executive Director of University Relations and Marketing
  - Jessica Sell, Government Relations and Development Officer
  - Amantha Cole, Director of Planning and Grants
- C. To better serve students, Dr. Martin advised that Fairmont State University will hold two commencement exercises on May 12<sup>th</sup>. In addition, as requested by students, Fairmont State University will also hold a Winter Commencement in December 2018.
- D. Dr. Martin talked about the extended hours now being offered in Turley Center for student services. IT has also followed suit and extended their hours as well.

**V. REPORTS AND PRESENTATIONS**

- A. Constituent Report (Todd Clark)

Todd Clark, FSU National Security and Intelligence Professor, gave a presentation on the OSIX program.

The Fairmont State University OSIX program is 1 of only 32 programs of its kind in the United States and the only major of its kind in West Virginia.

- B. RJ Gimbl, President and CEO of the Fairmont State Foundation, reported that as of January 31, 2018, total assets equaled \$31,454,518 and the endowment balance was \$22,164,144.

Mr. Gimbl stated that in January, the Foundation's finance committee met and is recommending to the board a 3.78% spend rate for the next academic year, which equates to \$800,000 in scholarship support. That is a 38.4% increase over the current year spend of \$578,000.

Mr. Gimbl reported that the data hygiene project is complete along with the wealth screening. They are currently reviewing the data and preparing it for use in prospect identification.

Mr. Gimbl also mentioned that the 2018 class campaign is underway and the initiative is to raise funds for a clock.

Mr. Gimbl also reported that the Foundation will again be hosting an alumni event in Charleston on Friday March 2<sup>nd</sup> during the MEC tournament. This year it will be at the Civic Center between the afternoon and evening sessions. Thank you to MVB and Arnett Carbiss and Toothman for their support in sponsoring the event.

- C. Construction Project Updates (Tom Tucker and Stephanie Slaubaugh)

Stephanie Slaubaugh, Construction Manager, advised that they are continuing to close out last year's capital projects.

Bid packages for various projects are also currently being designed.

- D. IT Update (John Lympany)

John Lympany, CIO, gave an update on various Information Technology topics.

Dr. Lympany discussed the admissions application update that has recently taken place. Because of the shift in the usage by students of mobile devices in regard to applying, the IT department has streamlined the application so it only takes a prospective student 10 minutes to complete the application process. The application now also works with all browser apps whether Android, iPhones, or PCs.

IT is also now working toward implementation of a Constituency Relationship Management System (CRM) for implementation on campus. The CRM will be used for fundraising, recruitment, prospect development, online frameworks, and automatic ratings of top prospects, among other things.

## VI. CONSENT AGENDA

A. Dr. Budd Sapp moved to accept the following Consent Agenda:

Financial Reports for periods ending November 30, 2017 and December 31, 2017.

Deborah Prezioso seconded. The motion passed.

B. Dr. Sunil Surendran provided a brief background on the Strategic Plan.

***A Quest for Distinction: Strategic Plan 2018-2028*** is the result of broad-based constituent input, beginning with a strategic planning retreat in **January 2016**, where nearly 80 members of the campus community engaged in a SWOT analysis identifying retention, recruitment and fundraising among the top five priorities for Fairmont State. Due to impending changes in administration, formal planning efforts were paused; however, the “What Matters Most” initiative during **Spring 2017** engaged nearly 100 representatives of all levels of the University in facilitated discussions regarding a number of high-impact, low-cost strategies to improve the undergraduate experience. During **Fall 2017**, nearly 80 members of the campus community served on strategic planning teams, directly engaging in a process to identify initiatives to significantly impact student success, enrollment growth, and fundraising. In **December 2017**, a total of 1,171 individuals—including alumni, Board of Governors members, community members, faculty, staff and students—responded to constituent surveys related to identified strategies and provided input on new mission and vision statements. President Martin convened a small committee in **January 2018** to distill the significant work of the strategic planning teams and the constituent input into the final plan, which is presented today for board approval.

Dr. Budd Sapp moved to accept the Vision Statement.  
Jay Puccio seconded. The motion passed.

Bill Holmes moved to accept the Mission Statement.  
Deborah Prezioso seconded. The motion passed.

Dr. Chris Courtney moved to accept the Strategic Plan.  
Bryan Towns seconded. The motion passed.



**VII. ACADEMIC AFFAIRS COMMITTEE (Aaron Hawkins, Chair)**

Mr. Aaron Hawkins, Chair of the Academic Affairs Committee asked that Dr. Christina Lavorata, Provost and Vice President for Academic Affairs, give a brief update.

Dr. Lavorata introduced the two intent to plans for approval.

Aaron Hawkins moved to approve the following:

- A. Intent to Plan – A.S. and B.S. in Surveying & Geomatics Engineering Technology

Bill Holmes seconded. The motion passed.

**VIII. ATHLETIC AFFAIRS COMMITTEE (Frank Washenitz, Chair)**

Frank Washenitz, Chair of the Athletic Affairs Committee was absent. Chad Fowler, Acting Athletic Director, gave an update for the Athletic Affairs Committee.

Mr. Fowler advised there are two remaining basketball games in the regular season; Thursday and Saturday. The MEC tournament begins on February 28<sup>th</sup> in Charleston.

The swim team is currently at the MEC conference, for the first time in Fairmont State University history.

The men's golf team has a new coach – Sarah Yost. Sarah is also the current coach for the women's golf team.

Athletics, along with other areas on campus, is taking part in helping to increase enrollment. Pat Snively is currently working to increase rosters sizes by looking at the cost operational side as well as the scholarship side of all sports.

Fairmont State Athletic Association has two upcoming events. The All Sports Reception is tentatively scheduled for April 26<sup>th</sup>. This is a free event. The 30<sup>th</sup> Annual MVB Golf Tournament is scheduled for May 18<sup>th</sup> at Bridgeport Country Club.

This evening, Dr. Bob Mild, who is set to retire this June, will be honored for his continued involvement and support of Fairmont State University athletics. Dr. Don Moroose will also be honored on coming Saturday.

**IX. BY-LAWS COMMITTEE (Dixie Yann, Chair)**

Dixie Yann advised that the 55-day comment period ended for the three draft policies presented at the December meeting.

Bill Holmes moved to accept the following:

A. Designation/Status of Employees, Policy #63

Dr. Chris Courtney seconded.

Dr. Budd Sapp discussed some of the concerns that were expressed by faculty. Holly Fluharty discussed some of the concerns that were expressed by the classified staff council.

Dawn George provided information regarding the policies and addressed some of the concerns.

The motion passed with 10 votes in favor, 1 against.

Bryan Towns moved to accept the following:

B. Progressive Discipline and Separation from Employment, Policy #64

Dr. Chris Courtney seconded. The motion passed with 9 votes in favor, 2 against.

Bryan Towns moved to accept the following:

C. Layoffs and Reductions in Force, Policy #65

Bill Holmes seconded. The motion passed with 9 votes in favor, 2 against.

**X. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE (Bill Holmes, Chair)**

Bill Holmes, Chair of the Enrollment/Housing-Student Life Committee asked that Tim McNeely, Interim Vice President of Student Affairs and Operations, give an update for the Enrollment/Housing-Student Life Committee.

Mr. McNeely discussed that compared to this time last year, applications up 27%. The number of admitted students is also up 27%. The goal now is to increase the yield (students enrolled) to ensure the university reaches its 8% enrollment increase goal. An initiative to reach out to parents and students is underway.

Mr. McNeely also discussed that compared to this time last year, housing is up 6.9%. For Fall 2018, housing is currently 63% occupied.

**XI. FINANCE COMMITTEE (John Schirripa, Chair)**

John Schirripa, Chair of the Finance Committee, asked Christa Kwiatkowski, Interim CFO, to provide a brief update.

At the request of President Martin, an initiative was implemented in December to reach out to students who could not register for spring for financial reasons (outstanding account balances of \$200 or more). Because of that initiative, \$220,200 in accounts receivable was collected. The initiative also allowed 71 students to return for Spring 2018. Along with that, the \$200 threshold was increased to \$2,000. Not only did the initiative yield positive financial results, the initiative received positive feedback from many students and families. The University has also taken over the collection process of outstanding accounts.

Every year Fairmont State University is required to submit a yearly disclosure agreement regards to bonds. The information was due December 31<sup>st</sup> and was submitted prior to that date.

Food service RFPs were on campus this week and had the vendor presentations. The contract will be awarded soon.

**XIII. EXECUTIVE COMMITTEE (Dixie Yann, Chair)**

Dixie Yann reported that the Executive Committee met in January and updates were given for each committee.

**XIV. POSSIBLE EXECUTIVE SESSION**

Dr. Budd Sapp made a motion to go into Executive Session “Under the Authority of West Virginia Code §6-9A-4 to discuss personnel matters as well as to discuss the purchase, sale or lease of property, advance construction planning, the investment of public funds or other matters involving commercial competition.”

Deborah Prezioso seconded. The motion passed.

Bill Holmes made a motion to rise from Executive Session. Deborah Prezioso seconded. The motion passed.

After reconvening from Executive Session, John Schirripa made a motion to approve the following:

- A. Fairmont State University Board of Governors authorizes continuation of the build-out of Charles Pointe.

Bill Holmes seconded. The motion passed.

**XV. ADJOURNMENT**

Bill Holmes made a motion to adjourn the meeting. Jay Puccio seconded. The motion passed.

\_\_\_\_\_ FSU Board of Governors' Chair  
Dixie Yann Date

\_\_\_\_\_ FSU Board of Governors' Secretary  
Aaron Hawkins Date

# Tab 2

**Fairmont State University  
Board of Governors  
April 4, 2018**

**Item:** January and February Financial Reports

**Committee:** Committee of the Whole

**Recommended Resolution:** Be it resolved, that the Board of Governors recognize and accept the January and February Unrestricted and Restricted reports.

**Staff Member:** Christa Kwiatkowski

**Background:** Summary of the reports submitted is attached.

**Fairmont State University**  
**Board of Governors**  
**January and February 2018**

**Unrestricted Central E&G and Unrestricted Fund Manager**

The unrestricted funds are resources of the institution which are expendable for any purpose in performing the primary objectives of the institution such as instruction, research, and public service.

Central E&G funds are the main operating budget of the institution. The sources of these revenues include tuition and fees, state appropriations, chargeback revenues from Pierpont, and other miscellaneous income. The funding supports academic units, student services, support services, information technology, library services, administration, and physical plant.

Fund Manager funds represent the funds assessed or earned by the academic schools or other departments that support costs specific to that department such as equipment and laboratory supplies.

**February 2018**

With 67% of the fiscal year completed, the Unrestricted Central E&G year to date operating revenues of \$25,655,950 represents 87.49% of the projected current budget. The year to date operating expenses of \$26,445,288 represents 60.47% of the projected current budget. The year to date non-operating revenues of \$8,369,368 represents 66.12% of the projected current budget. After adjusting for debt service, financial aid match and other transfers, the actual YTD balance at the end of February is a positive \$7,455,038. The primary contributor to this positive budget balance is the full recognition of the Spring term revenues and the efforts to reduce salary expenses through vacancies. Last year at this time, the actual YTD balance was \$7,765,623. However, the February 2018 reports contain the expenses for the first payroll in March (approximately \$1M) due to timing of payroll postings. Last year, we ended with a positive balance of \$7,990.

Fund Manager funds year to date operating revenues of \$2,393,179 represents 114.37% of the projected current budget. The year to date operating expenses of \$1,621,099 represents 58.15% of the projected current budget. After non-operating revenues and other transfers, the actual YTD balance at the end of February is a positive \$838,532. Last year at this time, the actual YTD balance was \$766,443. Last year, we ended with a positive balance of \$81,809.

**Auxiliary Funds**

Auxiliary enterprises are self-supporting activities conducted to primarily to provide facilities or services to students, faculty, and staff. Auxiliary activities include: operation of residence halls, public safety, Falcon Center, bookstore, dining, and intercollegiate athletics.

**February 2018**

With 67% of the fiscal year completed, the Auxiliary year to date operating revenues of \$12,018,855 represents 87% of the projected current budget. The year to date operating expenses of \$5,631,042

represents 66.62% of the projected current budget. After non-operating revenues, the first half of debt service due and other transfers, the actual YTD balance at the end of February is a positive \$3,899,684. The primary contributor to this positive balance is the due to the full recognition of Spring term revenues. Last year at this time, the actual YTD balance was \$3,841,418. Last year, we ended with a positive balance of \$412,102.

### **Restricted Funds**

The Restricted Fund group consists of those funds that are expendable for operating purposes by the University but are limited by grantors or an outside agency as to the specific purpose for which they may be expended. Restricted funds at FSU consist primarily of contracts and grants received from federal or state governments for financial aid, research, public service, or other restricted purpose.

#### **February 2018**

With 67% of the fiscal year completed, the Restricted year to date operating revenues of \$25,339,878 represents 76.99% of the projected current budget. The year to date operating expenses of \$30,007,155 represents 70.17% of the projected current budget. After adjusting for Pell Grant revenues and other transfers, the actual YTD balance is a positive \$1,776,443. The positive balance is mainly attributed to financial aid funds received but not yet disbursed.

January and February provided the following grant activity:

WV Symphony Grant - \$6,400  
Additional Funding for NASA ERC Grant - \$1,700  
Update of SEOG Final Budget - \$11,073  
Closeout of OSIX – Azimuth Contract – (\$4,866)



Fairmont State University  
Actual vs Budget Statement of Revenues and Expenses  
Current Unrestricted - Central E&G

As of January 31, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
<b>OPERATING REVENUE</b>					
	Tuition and Fees	25,610,943	24,540,943	23,139,540	94.29
	Student Activity Support Revenue	471,765	435,765	366,808	84.18
	Faculty Services Revenue	684,799	684,799	126,560	18.48
	Operating Costs Revenue	1,608,764	1,607,856	739,769	46.01
	Support Services Revenue	1,824,852	1,808,039	882,410	48.80
	Other Operating Revenues	242,293	244,293	22,242	9.10
	<b>Total:</b>	<b>30,443,416</b>	<b>29,321,694</b>	<b>25,277,329</b>	<b>86.21</b>
<b>OPERATING EXPENSE</b>					
	Salaries	23,734,508	23,943,134	11,791,277	49.25
	Benefits	5,984,320	6,111,942	2,916,957	47.73
	Student financial aid-scholarships	3,619,117	3,619,117	3,478,903	96.13
	Utilities	1,423,306	1,423,306	835,806	58.72
	Supplies and Other Services	6,883,750	6,900,387	3,857,324	55.90
	Equipment Expense	523,867	514,778	114,774	22.30
	Loan cancellations and write-offs	0	0	20,556	
	Fees retained by the Commission	185,560	185,560	134,786	72.64
	Assessment for Faculty Services	408,460	408,460	100,355	24.57
	Assessment for Support Services	235,806	187,607	80,312	42.81
	Assessment for Student Activity Costs	349,764	338,764	287,756	84.94
	Assessment for Operating Costs	96,283	85,520	38,626	45.17
	<b>Total:</b>	<b>43,444,741</b>	<b>43,718,576</b>	<b>23,657,433</b>	<b>54.11</b>
<b>OPERATING INCOME / (LOSS)</b>		<b>(13,001,326)</b>	<b>(14,396,882)</b>	<b>1,619,896</b>	<b>(11.25)</b>
<b>NONOPERATING REVENUE (EXPENSE)</b>					
	State Appropriations	13,472,214	14,579,417	9,768,209	67.00
	Gifts	0	3,300	3,300	100.00
	Investment Income	69,245	69,245	75,552	109.11
	Assessment for E&G Capital & Debt Service Costs	(2,143,319)	(1,994,319)	(1,410,637)	70.73
	<b>Total:</b>	<b>11,398,140</b>	<b>12,657,643</b>	<b>8,436,424</b>	<b>66.65</b>
<b>TRANSFERS &amp; OTHER</b>					
	Capital Expenditures	(53,434)	(53,434)	(11,043)	20.67
	Construction Expenditures	(7,500)	(71,500)	0	0.00
	Transfers for Debt Service	(64,863)	(64,863)	(32,409)	49.96
	Transfers for Financial Aid Match	(81,239)	(81,239)	(15,680)	19.30
	Indirect Cost Recoveries	602	602	0	0.00
	Transfers - Other	(43,959)	(73,850)	(56,751)	76.85
	<b>Total:</b>	<b>(250,393)</b>	<b>(344,284)</b>	<b>(115,883)</b>	<b>33.66</b>
<b>BUDGET BALANCE</b>		<b>(1,853,579)</b>	<b>(2,083,523)</b>	<b>9,940,437</b>	<b>(477.10)</b>
<b>Add: Estimated Unfilled Position Savings:</b>		<b>0</b>	<b>0</b>		
<b>ADJUSTED BUDGET BALANCE</b>		<b>(1,853,579)</b>	<b>(2,083,523)</b>		
<b>* Add: UNRESTRICTED NET ASSETS - Beginning of Year</b>		<b>6,961,393</b>	<b>7,610,679</b>		
<b>Less: USE OF RESERVE</b>		<b>0</b>	<b>0</b>		
<b>Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year</b>		<b><u>5,107,814</u></b>	<b><u>5,527,156</u></b>		

\* Unrestricted Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2017 in the amount of \$9,170,798

Unrestricted Net Asset Balance is 17.41% of the current budget total operating expense.

Fairmont State University  
Actual vs Budget Statement of Revenues and Expenses  
Current Unrestricted - Fund Manager

As of January 31, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
<b>OPERATING REVENUE</b>	Tuition and Fees	1,966,775	1,903,367	2,303,785	121.04
	Other Operating Revenues	84,975	84,975	71,601	84.26
	<b>Total:</b>	<b>2,051,750</b>	<b>1,988,342</b>	<b>2,375,386</b>	<b>119.47</b>
<b>OPERATING EXPENSE</b>	Salaries	772,837	1,111,184	407,490	36.67
	Benefits	111,704	172,587	67,315	39.00
	Student financial aid-scholarships	32,310	20,310	27,238	134.11
	Utilities	4,500	16,500	1,455	8.82
	Supplies and Other Services	1,853,882	1,831,908	767,048	41.87
	Equipment Expense	575,586	430,506	70,102	16.28
	<b>Total:</b>	<b>3,350,818</b>	<b>3,582,995</b>	<b>1,340,648</b>	<b>37.42</b>
<b>OPERATING INCOME / (LOSS)</b>		<b>(1,299,068)</b>	<b>(1,594,653)</b>	<b>1,034,738</b>	<b>(64.89)</b>
<b>NONOPERATING REVENUE (EXPENSE)</b>	Gifts	500	500	854	170.88
	<b>Total:</b>	<b>500</b>	<b>500</b>	<b>854</b>	<b>170.88</b>
<b>TRANSFERS &amp; OTHER</b>	Capital Expenditures	(28,339)	(29,997)	(6,215)	20.72
	Construction Expenditures	0	0	(34,100)	
	Indirect Cost Recoveries	65,643	65,643	37,930	57.78
	Transfers - Other	7,550	90,023	62,946	69.92
	<b>Total:</b>	<b>44,854</b>	<b>125,669</b>	<b>60,561</b>	<b>48.19</b>
<b>BUDGET BALANCE</b>		<b>(1,253,714)</b>	<b>(1,468,484)</b>	<b>1,096,153</b>	<b>(74.65)</b>
<b>Add: Estimated Unfilled Position Savings:</b>		<b>0</b>	<b>0</b>		
<b>ADJUSTED BUDGET BALANCE</b>		<b>(1,253,714)</b>	<b>(1,468,484)</b>		
<b>Add: UNRESTRICTED NET ASSETS - Beginning of Year</b>		<b>1,928,034</b>	<b>1,976,577</b>		
<b>Less: USE OF RESERVE</b>		<b>0</b>	<b>0</b>		
<b>Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year</b>		<b><u>674,320</u></b>	<b><u>508,093</u></b>		

**FAIRMONT STATE UNIVERSITY**  
**Actual vs Budget Statement of Revenues and Expenses**  
**For Period Ending January 31, 2018**

	<b>Approved Budget*</b>	<b>Current Budget</b>	<b>YTD Actual</b>
<b>OPERATING REVENUE</b>			
Federal Grants and Contracts	23,269,230	23,593,400	17,251,265
State/Local Grants and Contracts	6,819,242	7,351,939	5,454,944
Private Grants and Contracts	1,835,200	1,905,302	2,205,812
Other Operating Revenue	70,520	95,605	80,545
<b>Total:</b>	<b>31,994,193</b>	<b>32,946,247</b>	<b>24,992,567</b>
<b>OPERATING EXPENSE</b>			
Salaries	442,776	812,637	356,042
Benefits	40,253	128,870	62,731
Student financial aid - scholarships	40,229,776	40,245,799	28,771,756
Supplies and Other Services	1,264,663	1,631,870	436,981
Equipment Expense	(61,183)	(41,234)	55,797
<b>Total:</b>	<b>41,916,284</b>	<b>42,777,942</b>	<b>29,683,308</b>
<b>NONOPERATING REVENUE</b>			
Federal Pell Grant Revenues	10,000,000	10,000,000	6,451,514
Gifts	0	0	0
Investment Income	0	0	0
<b>Total:</b>	<b>10,000,000</b>	<b>10,000,000</b>	<b>6,451,514</b>
<b>TRANSFERS &amp; OTHER</b>			
Capital Expenditures	(23,396)	(67,641)	(44,245)
Construction Expenditures	(7,500)	(7,500)	0
Transfers for Fin Aid Match	84,664	87,432	15,680
Indirect Cost Recoveries	(54,838)	(115,196)	(37,930)
Transfers - Other	0	0	0
<b>Total:</b>	<b>(1,070)</b>	<b>(102,905)</b>	<b>(66,495)</b>
<b>BUDGET BALANCE</b>	<b>76,839</b>	<b>65,400</b>	<b>1,694,278</b>
<b>Add: RESTRICTED NET ASSETS - Beginning of Year</b>	<b>0</b>	<b>0</b>	
<b>PROJECTED RESTRICTED NET ASSETS - End of Year</b>	<b><u>76,839</u></b>	<b><u>65,400</u></b>	

\*Approved budget is listed at the July budget due to no approvals being required for restricted funds.

Fairmont State University  
Actual vs Budget Statement of Revenues and Expenses  
Current Unrestricted - Central E&G

As of February 28, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
<b>OPERATING REVENUE</b>					
	Tuition and Fees	25,610,943	24,540,943	23,100,565	94.13
	Student Activity Support Revenue	471,765	435,765	390,339	89.58
	Faculty Services Revenue	684,799	684,799	126,560	18.48
	Operating Costs Revenue	1,608,764	1,607,856	892,920	55.53
	Support Services Revenue	1,824,852	1,809,227	1,048,687	57.96
	Other Operating Revenues	242,293	244,293	96,879	39.66
	<b>Total:</b>	<b>30,443,416</b>	<b>29,322,883</b>	<b>25,655,950</b>	<b>87.49</b>
<b>OPERATING EXPENSE</b>					
	Salaries	23,734,508	23,904,027	13,530,110	56.60
	Benefits	5,984,320	6,152,885	3,356,992	54.56
	Student financial aid-scholarships	3,619,117	3,619,117	3,480,335	96.17
	Utilities	1,423,306	1,423,306	956,457	67.20
	Supplies and Other Services	6,883,750	6,911,133	4,301,043	62.23
	Equipment Expense	523,867	514,778	126,731	24.62
	Loan cancellations and write-offs	0	0	20,556	
	Fees retained by the Commission	185,560	185,560	134,786	72.64
	Assessment for Faculty Services	408,460	408,460	100,355	24.57
	Assessment for Support Services	235,806	187,607	93,989	50.10
	Assessment for Student Activity Costs	349,764	338,764	304,382	89.85
	Assessment for Operating Costs	96,283	85,520	39,551	46.25
	<b>Total:</b>	<b>43,444,741</b>	<b>43,731,157</b>	<b>26,445,288</b>	<b>60.47</b>
<b>OPERATING INCOME / (LOSS)</b>		<b>(13,001,326)</b>	<b>(14,408,274)</b>	<b>(789,338)</b>	<b>5.48</b>
<b>NONOPERATING REVENUE (EXPENSE)</b>					
	State Appropriations	13,472,214	14,579,417	9,768,209	67.00
	Gifts	0	3,300	3,300	100.00
	Investment Income	69,245	69,245	75,563	109.12
	Assessment for E&G Capital & Debt Service Costs	(2,143,319)	(1,994,319)	(1,477,704)	74.10
	<b>Total:</b>	<b>11,398,140</b>	<b>12,657,643</b>	<b>8,369,368</b>	<b>66.12</b>
<b>TRANSFERS &amp; OTHER</b>					
	Capital Expenditures	(53,434)	(53,434)	(11,043)	20.67
	Construction Expenditures	(7,500)	(71,500)	0	0.00
	Transfers for Debt Service	(64,863)	(64,863)	(32,409)	49.96
	Transfers for Financial Aid Match	(81,239)	(81,239)	(15,680)	19.30
	Indirect Cost Recoveries	602	602	0	0.00
	Transfers - Other	(43,959)	(73,850)	(65,861)	89.18
	<b>Total:</b>	<b>(250,393)</b>	<b>(344,284)</b>	<b>(124,992)</b>	<b>36.31</b>
<b>BUDGET BALANCE</b>		<b>(1,853,579)</b>	<b>(2,094,915)</b>	<b>7,455,038</b>	<b>(355.86)</b>
<b>Add: Estimated Unfilled Position Savings:</b>		<b>0</b>	<b>0</b>		
<b>ADJUSTED BUDGET BALANCE</b>		<b>(1,853,579)</b>	<b>(2,094,915)</b>		
<b>* Add: UNRESTRICTED NET ASSETS - Beginning of Year</b>		<b>6,961,393</b>	<b>7,610,679</b>		
<b>Less: USE OF RESERVE</b>		<b>0</b>	<b>0</b>		
<b>Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year</b>		<b><u>5,107,814</u></b>	<b><u>5,515,764</u></b>		

\* Unrestricted Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2017 in the amount of \$9,170,798

Unrestricted Net Asset Balance is 17.40% of the current budget total operating expense.

Fairmont State University  
Actual vs Budget Statement of Revenues and Expenses  
Current Unrestricted - Fund Manager

As of February 28, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
<b>OPERATING REVENUE</b>	Tuition and Fees	1,966,775	2,006,543	2,316,770	115.46
	Other Operating Revenues	84,975	85,875	76,409	88.98
	<b>Total:</b>	<b>2,051,750</b>	<b>2,092,418</b>	<b>2,393,179</b>	<b>114.37</b>
<b>OPERATING EXPENSE</b>	Salaries	772,837	1,107,106	504,796	45.60
	Benefits	111,704	181,941	84,047	46.19
	Student financial aid-scholarships	32,310	20,200	27,238	134.84
	Utilities	4,500	16,500	2,037	12.35
	Supplies and Other Services	1,853,882	1,314,803	923,452	70.24
	Equipment Expense	575,586	147,387	79,529	53.96
	<b>Total:</b>	<b>3,350,818</b>	<b>2,787,937</b>	<b>1,621,099</b>	<b>58.15</b>
<b>OPERATING INCOME / (LOSS)</b>		<b>(1,299,068)</b>	<b>(695,519)</b>	<b>772,080</b>	<b>(111.01)</b>
<b>NONOPERATING REVENUE (EXPENSE)</b>	Gifts	500	500	854	170.88
	Interest on capital asset related debt	0	0	(10,026)	
	<b>Total:</b>	<b>500</b>	<b>500</b>	<b>(9,172)</b>	<b>(1,834.35)</b>
<b>TRANSFERS &amp; OTHER</b>	Capital Expenditures	(28,339)	(20,000)	(6,215)	31.08
	Construction Expenditures	0	0	(34,100)	
	Indirect Cost Recoveries	65,643	65,643	43,468	66.22
	Transfers - Other	7,550	103,023	72,471	70.34
	<b>Total:</b>	<b>44,854</b>	<b>148,666</b>	<b>75,624</b>	<b>50.87</b>
<b>BUDGET BALANCE</b>		<b>(1,253,714)</b>	<b>(546,353)</b>	<b>838,532</b>	<b>(153.48)</b>
<b>Add: Estimated Unfilled Position Savings:</b>		<b>0</b>	<b>0</b>		
<b>ADJUSTED BUDGET BALANCE</b>		<b>(1,253,714)</b>	<b>(546,353)</b>		
<b>Add: UNRESTRICTED NET ASSETS - Beginning of Year</b>		<b>1,928,034</b>	<b>1,976,577</b>		
<b>Less: USE OF RESERVE</b>		<b>0</b>	<b>0</b>		
<b>Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year</b>		<b><u>674,320</u></b>	<b><u>1,430,224</u></b>		

FAIRMONT STATE UNIVERSITY  
Actual vs Budget Statement of Revenues and Expenses  
For Period Ending February 28, 2018

	Approved Budget*	Current Budget	YTD Actual	YTD Actual to Current Budget
<b>OPERATING REVENUE</b>				
Federal Grants and Contracts	23,269,230	23,593,400	17,477,223	74.08
State/Local Grants and Contracts	6,819,242	7,351,939	5,523,721	75.13
Private Grants and Contracts	1,835,200	1,872,904	2,250,634	120.17
Other Operating Revenue	70,520	95,605	88,300	92.36
<b>Total:</b>	<b>31,994,193</b>	<b>32,913,848</b>	<b>25,339,878</b>	<b>76.99</b>
<b>OPERATING EXPENSE</b>				
Salaries	442,776	800,290	402,846	50.34
Benefits	40,253	128,974	69,310	53.74
Student financial aid - scholarships	40,229,776	40,245,799	29,011,950	72.09
Supplies and Other Services	1,264,663	1,630,942	467,253	28.65
Equipment Expense	(61,183)	(41,234)	55,797	-135.32
<b>Total:</b>	<b>41,916,284</b>	<b>42,764,770</b>	<b>30,007,155</b>	<b>70.17</b>
<b>NONOPERATING REVENUE</b>				
Federal Pell Grant Revenues	10,000,000	10,000,000	6,498,003	64.98
Gifts	0	0	0	0.00
Investment Income	0	0	0	0.00
<b>Total:</b>	<b>10,000,000</b>	<b>10,000,000</b>	<b>6,498,003</b>	<b>64.98</b>
<b>TRANSFERS &amp; OTHER</b>				
Capital Expenditures	(23,396)	(67,641)	(44,245)	65.41
Construction Expenditures	(7,500)	(7,500)	0	0.00
Transfers for Fin Aid Match	84,664	87,432	33,431	38.24
Indirect Cost Recoveries	(54,838)	(87,836)	(43,468)	49.49
Transfers - Other	0	(13,000)	0	0.00
<b>Total:</b>	<b>(1,070)</b>	<b>(88,545)</b>	<b>(54,282)</b>	<b>61.30</b>
<b>BUDGET BALANCE</b>	<b>76,839</b>	<b>60,533</b>	<b>1,776,443</b>	
<b>Add: RESTRICTED NET ASSETS - Beginning of Year</b>	<b>0</b>	<b>0</b>		
<b>PROJECTED RESTRICTED NET ASSETS - End of Year</b>	<b><u>76,839</u></b>	<b><u>60,533</u></b>		

\*Approved budget is listed at the July budget due to no approvals being required for restricted funds.

# Tab 3

**Fairmont State University  
Board of Governors  
April 19, 2018**

**Item:** Approval of Program Reviews from 2018

**Committee:** Academic Affairs

**Recommended Resolution:** Resolved, that the Fairmont State University Board of Governors approve the following program reviews: Bachelor of Science in Biology, Bachelor of Science in Chemistry, Bachelor of Science in Computer Science, and Bachelor of Science in Forensic Science.

**Staff Member:** Christina Lavorata, Provost and Vice President of Academic Affairs

**Background:** HEPC Title 133, Series 10, "Policy Regarding Program Review" requires each Governing Board to review at least every five years all programs offered at the institution(s) of higher education under its jurisdiction and in the review to address the viability, adequacy, necessity, and consistency with mission of the programs at the institution.



### **Bachelor of Science in Biology**

Recommendation: *Identification of the program for further development.*  
(for example, providing additional institutional commitment)

The executive summary of the program review appears in the agenda, and the full text of the review, along with pertinent appendices, is available for review at the Board of Governors web site, <https://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>.

### **Bachelor of Science in Chemistry**

Recommendation: *Continuation of the program at the current level of activity.*

The executive summary of the program review appears in the agenda, and the full text of the review, along with pertinent appendices, is available for review at the Board of Governors web site, <https://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>.

### **Bachelor of Science in Computer Science**

Recommendation: *Identification of the program for further development.*  
(for example, providing additional institutional commitment)

The executive summary of the program review appears in the agenda, and the full text of the review, along with pertinent appendices, is available for review at the Board of Governors web site, <https://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>.

### **Bachelor of Science in Forensic Science**

Recommendation: *Identification of the program for further development.*  
(for example, providing additional institutional commitment)

The executive summary of the program review appears in the agenda, and the full text of the review, along with pertinent appendices, is available for review at the Board of Governors web site, <https://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>.

## **FAIRMONT STATE UNIVERSITY BIOLOGY PROGRAM REVIEW 2012-2017 CYCLE**

**External reviewer: Dr. Greg E. Popovich**

### **External reviewer background and personal narrative**

I am a 1995 *magna cum laude* graduate of the biology program at Fairmont State University (then Fairmont State College). My introduction to FSC had been through the Governor's Honors Academy between my junior and senior years of high school. Importantly, many of the key biology faculty from my undergraduate experience are still present, though some have elevated to more administrative positions.

Following completion of a BS in Biology, I obtained an MS in Exercise Physiology from West Virginia University's School of Medicine where I was named Meritorious Scholar and where I also received a NASA-funded research assistantship. Importantly, this assistantship was in the Department of Orthopedics' Musculoskeletal Research Center, and I was the first assistant in that department ever to be selected who hailed from a biology (as opposed to an engineering) background. The MS in Exercise Physiology was quite rigorous and has consistently been ranked among the top-ten such programs in the country.

Following the MS in Exercise Physiology, I completed a second MS in Human Nutrition at WVU. In graduate biochemistry, which consisted of 200 students, I performed sufficiently well as to be named one of six course tutors. It is noteworthy that I had taken biochemistry at FSU, which I feel allowed me to succeed in graduate biochemistry and the nutritional biochemistry that followed.

I completed a clinical Doctor of Physical Therapy degree (DPT) with honors at Creighton University, which has been a top-20 program since its inception. My final semester, I was fortunate to receive the top national scholarship in the field and was the first to do so from that university.

After a number of years speaking at conferences and guest lecturing, I committed to teaching full-time in 2008 at WV Wesleyan College in the School of Athletic Training and Exercise Science where I am now a tenured associate professor.

Importantly, I give much credit to the faculty within the Biology program at FSU who assisted greatly in my preparation to be a successful graduate student. Their collegial approach to teaching, mentorship, and advising influences and informs my own approach to helping students. My former professors' patience, humility, and wisdom permeate what I do on a daily basis. I am proudly a product of the Biology program at FSU.

### **External reviewer evaluation methods**

I made first-hand observations based on a recent tour and casually discussed the state of the program with relevant faculty both on that occasion and to an extent at the prior WV Academy of Science Meeting.

I consulted the institution's web site as well as documents pertaining directly to the program's enrollment, course availability and completion rate, retention, and graduation rate. I also reviewed the prior external reviewer's comments in full, although my commentary was made prior to reading that reviewer's remarks so that my analysis would be unbiased. This is also true with respect to the Program Review documentation provided by the Biology Department; I read their stated plans of action after independently identifying needs.

Whenever possible or appropriate, I drew comparisons from my current institution's programs in biology and exercise science because there are a number of parallels between the two majors, especially with respect to pre-professional preparation.

## **Findings**

With respect to the prior external review by Dr. Hancox, I believe he made a number of valuable analyses with which I concur. Rather than re-visit some of those observations that remain relatively unchanged after five years (e.g., affordability, faculty-to-student ratio, indices of success), I elected to focus on my first-hand experience with the faculty, curriculum, classroom/laboratory resources while drawing comparisons to other schools with which I am familiar.

### *Physical considerations and technology*

Upon inspection of the physical environment, Hunt Haught Hall feels tired and dated, which is in sharp contrast to the many new or renovated structures on FSU's campus. The concern extends beyond aesthetics, however. The building itself may be a bit of an impediment to recruiting students to the sciences housed therein when compared to other small WV schools of which I have knowledge. Arguably, a science building should be the most modern facility on campus, offering a cutting-edge, progressive impression. FSU is to be applauded for the many improvements made to the campus. An unintended consequence is that the improvements make Hunt Haught Hall appear neglected by comparison.

Inside, there seemed to be a reasonable ratio of classroom to laboratory space. Generally, the classroom facilities were updated and comfortable, and each classroom lent itself to different teaching formats: group work/small group discussion, computer-aided, and traditional lecture-based. Classroom technology was serviceable, consisting of mounted projectors and pull-down screens but did not appear to include surround sound and document/model projectors. Experience reveals the latter amenities are expectations of students who are often accustomed to such technology in the public schools. Such technology greatly improves the experience of students in larger classrooms who may have difficulty hearing audio from a single source in the front of the classroom. Moreover, when adequate models are not available, document projectors allow all students to see a model as the professor manipulates it and provides an expert narrative.

Regarding models and dissection equipment for Anatomy & Physiology, it is unclear if I observed all of the resources available to that lab. I can say that for a course that is fundamental to many pre-professional tracks, the lack of models was striking. I recently toured WVU's Potomac State anatomy lab, Glennville State's laboratories, and I have familiarity with WV Wesleyan's anatomy lab in biology as well as resources for our own students in Athletic Training and Exercise Science. I can definitively state that what I saw at FSU was a fraction of what those other small schools offer, assuming that I saw the entire collection.

The access to models in this region is not without import. Research suggests that Appalachian students rely more so on tactile learning experiences that such models can provide. Needless to say, better learning may lead to better retention of students. I do use models liberally throughout my courses, and students generally spend several hours independently studying models in preparation for examinations and practicals. I remind them that many of them have ambitions to be health care professionals and that patients are three-dimensional. Therefore, studying 2D images in textbooks is inferior to the experience models can provide. If budgetary concerns are the limiting factor, 3D-printed models produced in-house may prove helpful. Additionally, 3D digitized images are frequently available at no cost and evidence suggests students can learn anatomy equally well from such images as compared to models.

#### *Course offerings*

Generally, I believe there is a good variety of courses, allowing for a few electives. Conspicuously absent is a two-semester anatomy and physiology course with labs. Over the past twenty years, this format has evolved to be a fundamental pre-requisite for most professional programs in the health sciences including physical therapy, physician assistant, and often occupational therapy. Although medical schools do not require this sequence as a pre-requisite, students pursuing medicine would likely find such a sequence to be of interest. It is assumed that a one-semester A&P simply cannot offer the depth of a two-semester course. The Exercise Science majors at FSU may also benefit from and welcome such a course, especially for those majors with intentions of pursuing professional school.

Since I attended FSU, calculus became a requirement for the biology BS. I do not fully understand the rigidity of that particular math requirement because it has all but disappeared from professional and graduate school requirements which have instead almost universally come to require statistics as the preferred mathematics course. Of greater concern than relevance may be the unintended effect of intimidating or discouraging prospective biology majors. A quick review of biology degrees at WVU, WVWC, and Marshall reveals that only FSU requires specifically calculus. WVU and WVWC require statistics. Marshall gives the option of calculus or a combination of two other math courses such as statistics plus one additional mathematics. I would encourage introducing flexibility with respect to the math requirement because professional preparation should be as efficient as possible, and statistics will likely be required for many pre-professional students.

Regarding the use of adjuncts to primarily teach the general education science courses, I would strongly encourage the university to consider adding full-time faculty for many of those roles. At my current institution, no adjuncts are used in Biology and the adjuncts in Exercise Science have part-time clinical

roles and part-time teaching roles (so they are fulltime employees with offices and a visible presence). Although there is a stigma regarding gen ed courses, they can be a valuable means of recruitment to biology for undeclared majors (or, for those students looking to change majors). A full-time faculty member with office hours and a vested interest in his or her department (not to mention a vested interest in *students*) is possibly the best recruitment and retention tool at a school's disposal. Personally, when I went from teaching only upper-level majors courses to instructing a general education nutrition course, I was surprised at not only how enjoyable it was but how the course became a conduit into my major (and the major grew by 30%).

#### *Enrollment and recruitment considerations*

Although survey data of graduates may be incomplete due to nonresponse, the program does not appear to be optimally catering to and capturing the massive pre-professional audience. (Incidentally, I am charged with surveying graduates at one-year post-graduation at my current institution and have found social media to yield approximately a 90% success rate in generating responses about acceptance to and success in graduate programs.)

A strength of FSU is its relatively low student-to-faculty ratio. Pre-professional students or students who intend to pursue graduate school need very competitive GPAs, and I believe a greater percentage of students can reach their professional aspirations with the kind of mentoring that such a ratio affords. One would think that FSU is poised to produce very favorable candidates because with great individual attention and accessibility, students will be more successful in the classroom, and their GPAs and standardized test scores will reflect that.

At my current institution, we have about 1300 students with 113 Exercise Science majors and 112 Biology majors. With FSU having at least three times as many students, the question is, where is the biology program losing its students to? Furthermore, how can more biology majors be recruited? My experience is that many biology majors on pre-professional tracks switch to exercise science because they find the courses more appealing and relevant for their future occupations. Casually, students who have left biology for exercise science have communicated a lack of interest in environmental and botanical sciences. If these biases and trends are found to be true at FSU, then courses can be added that are most relevant and exciting to attract and retain students within the biology major. Of course a certain well-roundedness is desirable of biology majors, and a select amount of botanical science could be incorporated into a course in medicinal and poisonous plants, for example.

#### *Research opportunities*

I am aware that FSU has several students present research at the annual WVAS meeting. I think this is to be applauded and supported in every manner possible. At the 2018 American Association for the Advancement of Science (AAAS) annual meeting, AAAS president (and former MIT president) Dr. Susan Hockfield argued that the key to attracting students to the sciences and retaining them is providing early undergraduate research experiences, beginning as early as the freshman year. Such opportunities provide mentorship, guidance, and a sense of purpose. It is my understanding that research experiences are now required at FSU. Importantly, professional schools tend to prefer applicants with undergraduate

research experience. In addition to WVAS, students should be encouraged to compete for monetary awards or stipends associated with Mid-Atlantic Undergraduate Research Conference (MURC), IDeA Network of Biological Research Excellence (INBRE), and Summer Undergraduate Research Experience (SURE). Exceptional students and their projects should be supported to present at national conferences, which fuels the underclassmen with vision and ambition.

#### *Final remarks*

I recognize that my assessment and its constructive criticisms make the supposition that many students are on pre-professional tracks. Nevertheless, that seems to be the demand of the majority of students in the life sciences. With my majors, I assume they are someday applying to graduate programs and groom them from day one. I also relate what previously successful cohorts have done to pursue their dreams. Take for example the current graduating class of Exercise Science majors where I teach: 50% have applied to professional or graduate school, 43% of the graduating class (87% of those who applied) have been accepted as of March 1<sup>st</sup>, and 62% of those accepted individuals were to entry-level doctoral programs (physical therapy and medical school). This is simply an illustration of the potential within our young Appalachian colleagues. The reported figure for FSU of 34% in either graduate or professional school is admirable and may in fact be higher given absent data, but a target of 40-50% may not be unreasonable, and success breeds success and aids in recruitment and retention.

#### **Summary**

In the current biology program, I see a rich opportunity for growth. Providing an economical education, decent classrooms and laboratories, as well as access to talented professors, FSU's Biology program is poised to flourish. There was an extremely high degree of agreement between the prior external reviewer, the Biology department's perceived weaknesses and plans to address them, and my assessment. I appreciate this opportunity to review the program.

Greg E. Popovich, DPT, MSEP, MS

March 10, 2018

# Executive Summary for Program Review

(not to be more than 2-3 pages)

## **Name and degree level of program**

B.S. Degree in Chemistry, College of Science and Technology

## **External reviewer(s) (See Appendix III)**

Dr. Garry Glaspell

US Army Corps of Engineers ERDC; Chemist

Fellow, Center for the Study of Biological Complexity (VCU)

Collateral Professor, Department of Chemistry (VCU)

## **Synopses of significant findings, including findings of external reviewer(s)**

The American Chemical Society (ACS) “promotes excellence in chemistry education for undergraduate students through approval of baccalaureate chemistry programs.” (ACS Guidelines, Spring 2015) Formal national approval of the FSU chemistry program by the American Chemical Society in 2009 was followed by significant curriculum revisions to meet new guidelines of the ACS and to attract additional strong students to the program. As noted by our external reviewer, a major strength of our program lies in the strength of our graduates, who exhibit an impressive level of confidence, competence, independence and achievement, as well as an 88% placement rate in employment or graduate education, including top graduate programs. The chemistry faculty are committed to the open communication and information sharing necessary for effective teamwork, and to fostering strong faculty-student relationships at all levels of the curriculum. Additional strengths include our large and successful service role within the College of Science and Technology.

## **Plans for program improvement, including timeline**

The guidelines from the ACS (Spring 2015) specify: “The American Chemical Society (ACS) promotes excellence in chemistry education for undergraduate students through approval of baccalaureate chemistry programs. [...] Approved programs offer their students a broad-based and rigorous chemistry education that provides them with the intellectual, experimental, and communication skills to participate effectively as scientific professionals. Offering such a rigorous program requires an energetic and accomplished faculty, a modern and well-maintained infrastructure, and a coherent chemistry curriculum that incorporates modern pedagogical approaches.”

To continue to meet these guidelines, we need to work in the coming five years to strengthen our infrastructure by improving fume hood adequacy and basic physical maintenance in the laboratories, continue to replace and update instrumentation, and ensure continued access to ACS-specified journals. We also plan to continue work on recruitment and retention of qualified students as chemistry majors. One goal, supported by our external reviewer, is to work towards having students choose an actual major when they enter the institution (as opposed to being listed as pre-medical, for example, for most of the time they spend at the institution.)

Recruitment and retention are also top priorities, and we will continue working closely with the STEM coordinator, our peer mentors, and first generation student success programs.

## **Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished**

The last program review was submitted during the spring of 2013 and the program was recommended for continuation at the current level of activity. Our improvement in attracting and retaining students was noted, as was our assessment work and our adjustment of curriculum and student outcomes to address programmatic needs. The success of our graduates in obtaining employment in WV or seeking additional education via graduate school was cited positively, and our continuation was highly recommended by our Dean.

To continue supporting recruitment and retention, we maintained approval by the American Chemical Society, which provides a mark of national excellence and a recruiting tool for well-prepared students. We also continued working to tailor our curriculum for our student population, by providing flexibility in the sequencing of courses. We retained content and design of the first year course sequence to appeal to the large number of pre-professional students who take those courses and who often also have the interest, academic preparation and work ethic needed to succeed as chemistry majors. We also added video lectures and peer mentors to increase student success in the first year courses. We involved our American Chemical Society Student Affiliates club and Solar Army Student club in visiting high schools and performing chemical demonstrations and hands-on workshops, as well as helping with on-campus recruiting events.

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

The number of chemistry and chemical education graduates and majors has remained fairly steady over the past five years. The number of majors (see Table 1 on page 21) averaged  $36 \pm 4$  students for 2012-17, about the same as 2007-12, when the average was  $37 \pm 7$ . The number of graduates from the chemistry program also remained stable from 2013-17 (mean  $7.8 \pm 1.9$ ). Hearteningly, the number of graduates **increased** from our previous 5-year review, when the average was only  $5.8 \pm 3.1$ . See Table 2 on page 21.

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

Assessments, improvements and modifications that we conduct in our courses and program are designed to improved student learning success and to maintain our program within the guidelines for continued approval by the American Chemical Society. Course and program-level assessment is undertaken by the program faculty in consultation with our chemistry advisory board, and assessment plans and data are stored in TaskStream. We engage students in a coherent curriculum, designed around concrete learning outcomes that build from course to course. Program threads are embedded in our courses and feed into our program outcomes. We are committed to building skills in our lower-level courses to provide the means of success in higher-level courses and after graduation, and we track the success of this process with specific assessments defined for each course and program outcome. Findings are discussed in program meetings and changes are made as necessary to improve student learning and success.

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

Chemistry program graduates from 2013-17 are 88% employed or pursuing graduate study, largely in chemistry-related fields. We maintain close contact with our graduates, of whom 42% are



employed in field, 11% employed out of field, 24% enrolled in graduate school in field, and 11% enrolled in professional school (e.g., medical, dental, pharmacy). For the past five years, a greater proportion of our graduates have enrolled in graduate and professional schools than in the 2007-12 period.

**Final recommendations approved by governing board**

## **Executive Summary for Program Review**

### **Name and degree level of program**

Bachelor of Science in Computer Science

### **External reviewer(s)**

Dr. Don Adjero  
Professor, Associate Chair, and Graduate Coordinator of Computer Science  
West Virginia University

Mr. Kenneth Rehm  
Associate Director, NASA IV&V Program

Mr. Christopher Ryan  
Senior Applications Developer, Fusion Technology

Mr. Jeff Tucker  
Enterprise Architect / Sr. Principal Systems Engineer, Leidos

### **Synopses of significant findings, including findings of external reviewer(s)**

Students successfully completing this program gain an understanding of the concepts of computer science. Graduates are able to move immediately into entry level software development positions or can pursue graduate school with minimal additional coursework. One of the external reviewers has been very pleased with the curriculum. He believes that the curriculum is well thought out, has high level of maturity, and has been carefully implemented for progressive learning.

The enrollment in the CS program at FSU is expected to increase because of projected high demand for computing related jobs. The high-tech area in North Central WV has a high demand for computing professionals and a continuous growth of the computer science program at FSU can only benefit the community and reduce the dependency of the companies on out-of-state recruitment. One external reviewer found the increasing enrollment to be exciting. The CS faculty understand that the retention rate within the Computer Science program can be improved. The low retention is a national trend across CS programs that can be attributed to lack of math preparedness. The CS faculty has taken a few steps to improve retention and one of the reviewers was appreciative of that effort.

The computer science curriculum went through a major revision in 2017 with more flexibility in selecting upper level computer science and math classes. The purpose of this revision was to align the program more with the guidelines of Association for Computing Machinery (ACM) and Accreditation Board for Engineering and technology (ABET). One of the reviewers was pleased to see the continuous improvement effort for updating curriculum, increasing recruitment/retention, improving assessment, and increasing industry outreach.

### Plans for program improvement, including timeline

- Improving the retention rate will be one of the major goals in the next five years. Those who switch majors, do it mostly by the end of the first year, after they have taken one or two semesters of programming. The second semester programming course COMP 1108 is being changed to a lab based course. Weaker students are expected to benefit from the collaborative learning environment and the readily available instructor assistance in the lab. Coding in the lab every week is also expected to help reinforce lecture material and provide consistency to learning which is essential for developing programming skills.
- The assessment data for all individual courses will be collected within two years.
- The employer satisfaction survey for this cycle will be completed within one year.
- A graduate satisfaction survey will be implemented within one year.
- The computer science program is planning to apply for Accreditation Board for Engineering and Technology (ABET) accreditation within the next five years.

### Identification of weaknesses/ deficiencies from the previous review and the status of improvements implemented or accomplished

The CS faculty have participated in more recruitment activities in the past five years, including out of town recruitment events. The increased recruitment efforts have resulted in increased enrollment. There was some improvement in retention rates, driven by the Math support program and peer mentoring. The retention rates need to be improved more though. Regarding the assessment, the CS faculty has developed a viable programmatic assessment plan that includes assessing both program outcomes and individual course outcomes. Program goals and outcomes have been developed with direct assessment measures. Learning outcomes and assessment methods have also been developed for all individual courses. The assessment data is being collected every year for program outcomes and some courses. It is expected that CS faculty will start collecting assessment data for all individual courses within the next two years. This will prepare the program for external (ABET) accreditation.

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

The number of computer science majors and the number of graduates over the past five academic years (2012-13 – 2016-17) increased from the previous five academic years (2007-08 – 2011-12). The following table shows the total number of students enrolled in the computer science program (at the end of Fall semester) over the past five academic years. The total enrollment count over the past five years (443) increased from the previous five academic years (432) by 2.5%. In the four years prior to 2016-17, CS enrollment at FSU remained relatively constant. Because of increasing job demand in the area and nationwide and increased recruitment efforts by the program faculty, there has been an increase in enrollment in the last two years.

Year	Computer Science	Cyber Security	Total
2012-13	63	25	88
2013-14	49	32	81
2014-15	49	35	84
2015-16	60	22	82
2016-17	71	37	108

The following table lists the number of graduates from the computer science program over the past five academic years. The number of graduates from the computer science program over the past five years (42) increased from the previous five academic years (39) by 7.7%. The average number of graduates from the computer science program in the past five academic years was 8.4 ( $\pm 1.7$ ). The graduation count is expected to increase in the coming years. There are many high-tech companies in the geographical area around FSU, and demand for CS graduates is high.

<b>Year</b>	<b>Computer Science</b>	<b>Cyber Security</b>	<b>Total</b>
2012-13	6	4	10
2013-14	4	2	6
2014-15	4	4	8
2015-16	9	1	10
2016-17	3	5	8

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

Assessments and improvements of the computer science program are aligned with the recommendations of Computing Sciences Accreditation Board (CSAB) of Accreditation Board for Engineering and Technology (ABET) and Association for Computing Machinery (ACM). Assessments include both program and course level assessments. The assessment methods for program outcomes include the ETS major field test, course grades, and employer survey. The assessment methods for the individual courses are based on a wide range of activities; weekly quizzes, in-class activities, homework, exams, and programming assignments. Employer satisfaction surveys have been used to identify different target areas for improving the program curriculum.

### **Data on student placement**

Most graduates of the computer science program at FSU find employment in a related field with attractive salaries or remain in school to pursue graduate degrees. Some students are even hired before they complete their degrees. A number of students obtain internships during their Junior and/or Senior year. Out of 42 graduates in the past 5 years, the faculty has been able to track 38. Of these graduates, one is currently pursuing graduate degree, one has come back to pursue a second BS degree, and the other 36 are employed in computing related positions. This is a 100% placement rate for students the faculty have been able to track.

# Executive Summary for Program Review

(not to be more than 2-3 pages)

## **Name and degree level of program**

BS in Forensics (Forensic Science)

## **External reviewer(s)**

Barbara Flowers, instructor of forensics, Seton Hill University

Barbara is also a member of our Forensics Advisory Board

## **Synopses of significant findings, including findings of external reviewer(s)**

Student success in the BS in Forensic Science can be observed by a full time employment rate of 93% in jobs related to science. The Forensic Science program was also recognized in January 2018 as the 11<sup>th</sup> best BS in Forensic Science program in the USA by College Choice (<https://www.collegechoice.net/rankings/best-forensic-science-degrees/>). The Forensic Science program still needs to improve retention and graduate rates, and will do this by offering more peer mentoring opportunities. The program needs to continue to improve the internship possibilities available to the students. The program has strengthened the contacts with the WV State Police Forensic Laboratory (including the Intro to Forensic Science students getting behind-the-scenes tours), and members of the advisory board helping with mock interviews and teaching specific content they are strong in, thus allowing students greater access to working Forensic Scientists.

## **Plans for program improvement, including timeline**

The program met with the Advisory Board in the spring of 2017, and evaluated the assessment plan that included the use of a new forensic-specific assessment exam. The Forensic Science Program is expecting to seek accreditation again within the next 2 years, once the new assessment plans are fully operational.

We need to work in the coming five years to strengthen our infrastructure by our collaboration with the chemistry program and develop a new FACT (Forensic and Analytical Chemistry Technology) center. Our forensic and chemistry programs are committed to develop a Fast Track to Research model for our top students in order for them to get more hands-on, open ended investigative approaches to science. We will continue to write and receive grants to replace and update instrumentation, and ensure continued access to forensics-specified journals. We also plan to continue work on recruitment and retention of qualified students as forensics majors. One goal is to work towards having students choose an actual major when they enter the institution (as opposed to being listed as pre-medical, for example, for most of the time they spend at the institution.) Recruitment and retention are also top priorities, and we will continue working closely with the STEM coordinator, our peer mentors, and first generation student success programs.

## **Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished**

A minimal assessment plan was in effect as of the last program review, and now a stronger assessment plan is in effect. The newly added FSAT (Forensic Science Aptitude Test)

standardized exam will allow the program to collect more relevant data on graduates to show the program how it is performing. The internship program continues to be strengthened with more relevant science related experiences being available for our majors.

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

The number of graduates during the 2008-2012 evaluation period was 7, while the number of graduates during the 2012-2017 evaluation period was 15 (a 114% increase in graduation rate). The number of majors enrolled in Forensic Science courses has increased during this evaluation period as well. Forensic Science majors during the fall and spring semesters of the academic years of 2012 – 2017 averaged 30.9, while the average during the 2008-2012 evaluation period was 26.7, so this represents a 15.7% increase in forensics majors. Total course enrollments in forensics course went from 70 in the 2008-12 period to 121 during the current 2012-17 period, which shows an increase of 72.9%.

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

Student placement into graduate/professional school or in jobs related to their field is a key component to our assessment plan. Our data collected to date shows that students use their degrees in their work environment. The Forensic Science program used the Educational Testing Services (ETS) major field exams to assess the content knowledge for Biology, Chemistry and Criminal Justice disciplines. However, during the last 2 academic years the Forensic Science program has initiated the use of the FSAT (Forensic Science Aptitude Test), where our program is compared to other undergraduate institutions based on specific forensics content knowledge. Our undergraduate program appears to be improving as we went from ranking 8<sup>th</sup> out of 11 schools in 2016 to 4<sup>th</sup> out of 13 institutions in 2017. Our program has made some minor revisions recently to add more ethics to our forensic biology and senior seminar to address our ranking on this exam, and we went from last place in 2016 to first place in 2017. Our Advisory Board continues to advise us to make sure that students can communicate effectively if they want to succeed in the future.

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

Recent data collected by the Forensic Science program (Table 4 in the main body of the report) shows that 93% of our graduates have employment or placement in professional school where they use their science backgrounds. Only one of our recent graduates is not currently employed full time.

### **Final recommendations approved by governing board**

# Tab 4

**Fairmont State University  
Board of Governors  
April 19, 2018**

**Item:** Update of Program Reviews from 2017

**Committee:** Academic Affairs

**Information Only:** Provide an update on the Program Reviews from 2017

**Staff Member:** Christina Lavorata, Provost and Vice President of Academic Affairs

**Background:** HEPC Title 133, Series 10, "Policy Regarding Program Review" requires each Governing Board to review at least every five years all programs offered at the institution(s) of higher education under its jurisdiction and in the review to address the viability, adequacy, necessity, and consistency with mission of the programs at the institution.

Updates were requested last year to include assessment and recruitment plans, enrollment rates, and graduation rates for some programs. These are included on the following pages.



## **Spanish Program - 2017 Academic Year**

The BOG in 2017 tasked the Spanish program with moving out into the community to recruit more high school students to our excellent program, and our Spanish Coordinator, Dr Ingrid Bircann-Barkey, has done this.

### **Community Outreach**

The Spanish Coordinator participated in the World Languages and Cultures Festival at Bridgeport High School in the fall. One of the Spanish Ambassadors accompany the coordinator and they distributed information about the program. Reached out to sophomores and seniors.

In the Spring semester, the coordinator was part of the panel of judges for the 2018 Spanish Festival in Taylor County Middle School.

The coordinator and the chair visited several Introduction to Education classes at the FSU School of Education throughout the year. These visits resulted in one student taking the new and improved placement test, and expressing great interest in becoming a Spanish Education student.

For Fall, 2018, Fairmont State will be offering dual credit Spanish classes through some local high schools. An agreement with Jenny Santilli of Bridgeport High is pending, and we are approaching other instructors at other schools as well. Offering dual-enrollment credit for courses taught in high school may well enable students to more easily choose Spanish as a second major in College.

### **Spanish Program**

With the implementation of a new placement test, the program is improving the allocation of students in intermediate and advanced courses. The chair is reviewing the language background of every likely candidate at spring and summer orientation, and issuing welcome letters and overrides to enable students to get into higher levels of Spanish, based on their high school experience.

As of today, the program has **3 Spanish BA majors, 4 Spanish Education majors, 9 minors and 2 graduate MAT candidates in Spanish**. At least five students have expressed a desire to declare the Spanish major/double major, but have not visited Turley yet.

We have completed a revision of the Spanish Education Program for the West Virginia Department of Education.

Spanish Education majors attended their first professional conference in the fall. The students and the coordinator attended the 2017 West Virginia Foreign Language Association conference in Charleston, WV.

Additionally, Dr Angel Tuninetti, Chair of World Language, Literatures and Linguistics at WVU, would like to send WVU students who wish to do Spanish Education to Fairmont State, as WVU is discontinuing their K-12 Spanish Education Program. This provides even more reason for Fairmont State to continue offering Spanish and Spanish Education.

Respectfully Submitted,

Dr Ingrid Bircann-Barkey  
Dr Angela Schwer

# 2016 Program Review of the B.A. in Theatre Arts

## 2017-18 Yearly Report **Revised**

John O'Connor, Ph.D.  
Professor/Senior Level: Theatre Arts  
Department of Communication and Theatre Arts

The official Board of Governors recommendation was continuation of the program with corrective action. The BoG requested the submission of a yearly report addressing challenges to the program, broached in the program review meeting with members of the BoG Academic Affairs Committee, Vice-President for Academic Affairs Dr. Christine Lavorata, Interim Dean of the School of Fine Arts Dr. Bob Mild, and Dr. O'Connor. The challenges are curriculum revision, recruitment efforts, reduction in number of productions, faculty retreat to work on these items, and a timeline for program improvements or redesign. This report presents an account of the Theatre Arts faculty's efforts toward rectifying these challenges during the 2017-2018 academic year, and a plan for continued efforts.

### **Recruitment**

Recruiting efforts during 2016-17 yielded an enrollment gain of 13 Theatre Arts majors.

Dr. O'Connor, accompanied by Theatre majors Morgan Carder and Myranda McQuaid, recruited at the West Virginia Theatre Association High School Festival in Athens, West Virginia. O'Connor adjudicated four one-act plays and saw 12 students in the Unified College Auditions. Carder and McQuaid sat at our recruiting table for the duration of the festival, along with O'Connor when he was available, distributing information on the university and the Theatre program, university and Theatre program scholarship information, and Theatre program scholarship applications. The info-request register at the recruiting table yielded nineteen prospects. O'Connor spoke directly with 12 prospects, offering a scholarship to three. Seven of the students we had contact with have been admitted to Fairmont State; four are theatre majors.

Dr. Francene Kirk, Troy Snyder, and Susan Cato-Chapman, accompanied by four Theatre majors, spent three days at the West Virginia State Thespian Festival in Parkersburg, West Virginia. Troy judged student scene design and hand prop design/construction projects, **speaking directly with 25 students**. Fran judged puppet design/construction projects, **speaking directly with 35 students; and presented two storytelling workshops to a total of 65 students**. Susan judged 15 one-act plays, responding to each cast, making direct contact with **over 200 students**; and met with students in the Thespian Scholarship auditions/interviews. **Susan attended the final award ceremony and presented scholarship offers to three students**. Senior theatre major Morgan Carder judged the production stage managers' work, sitting back stage during the 15 one-acts, **making direct contact with over 100 students**. Theatre majors Madeline Giambi, Kelli Cooper, and Dino Vergura sat at our recruiting table during the festival, distributing information on the Theatre program and Theatre scholarship, handing out scholarship applications, and maintaining the info-request register. **Ten students signed the register.**

**Dr. Kirk spent three days during semester break visiting four high schools in the eastern panhandle. She conducted workshops in acting and storytelling for 75 students, spent time talking about the program, and distributed scholarship information and applications.**

### **Curriculum Revision**

Dr. O'Connor did not make appreciable progress on comprehensive curriculum revision. The faculty agreed to reduce the required number of credits in the Theatre minor from 31 to 24. O'Connor is drafting the curriculum proposal.

### **Reduction in Number of Productions**

We dedicated one of our four production slots to a fully student-directed and designed full-length play. This relieved some pressure off the faculty, although Snyder and Cato-Chapman expended considerable energy mentoring the student designers and director.

The faculty still believes very strongly that a reduction in our production season will detrimentally affect our students and our recruitment efforts. In addition to the exceptional quality of our faculty in terms of experience, artistry, and pedagogical acumen, our strongest asset is the large number of practical production opportunities afforded to our students. Rather than reducing the number of productions in order to relieve pressure on the faculty, both students and faculty would be better served with the addition of dedicated, full-time technical supervisors in the scene and costume shops, as was recommended by external reviewer James Held in his November 2015 report.

### **Faculty Retreat to Work on These Items**

Faculty professional development and personal schedules have hindered our ability to organize a retreat. Additionally, O'Connor resigned from his Coordinator position and Cato-Chapman, his replacement, has directed her energies this year to learning the myriad details and responsibilities of her new position.

### **A Timeline for Program Improvements or Redesign**

2018-2019 - curriculum revision completed and submitted  
    assess 2017-2018 recruitment activities  
    plan and implement 2019-2020 recruitment activities

2019-2020 - new curriculum implemented  
    assess 2018-2019 recruitment activities  
    plan and implement 2020-2021 recruitment activities

2020-2021 - assess new curriculum  
    assess 2019-2020 recruitment activities  
    plan and implement 2021-2022 recruitment activities  
    conduct 5-year program review, prepare and submit report

### **Five-year Trend Data on Graduates**

2012-2013 - 7  
2013-2014 - 6  
2014-2015 - 5  
2015-2016 - 4  
2016-2017 - 6  
2013-2017 average - 5.6

# Tab 5

**Item:** 2018-19 Tuition and Fee, Room and Board Fee Approval

**Committee:** Committee of the Whole

**Recommended Resolution:** Be it resolved, that the Fairmont State University Board of Governors approves up to a 3% increase in tuition and fees for resident and up to 6% for non-resident students at the undergraduate level, up to a 9.99% increase for both resident and non-resident students at the graduate level, a 4.9% average increase in room rates, and a 3% increase to the meal plans.

**Staff Member:** Christa Kwiatkowski

**Background:**

**Education and General Fees:**

As a result of a review of tuition by the President and her Executive Leadership Team, the following tuition increases are recommended –

- \$89 per semester for undergraduate resident students.
- \$443 per semester for undergraduate non-resident students.
- \$372 per semester for graduate resident students.
- \$821 per semester for graduate non-resident students.
- \$20 per semester for standard auxiliary fees for all students.
- \$154 per semester for undergraduate virtual resident students.
- \$376 per semester for undergraduate virtual non-resident students.
- \$211 per semester for graduate virtual resident students.
- \$352 per semester for graduate virtual non-resident students.

**Room Rental Fees:**

Housing rental rates reflect an average 4.9% increase for 2018-19. The rate increase supports the actions outlined in the approved twenty-year Housing Master Plan and serves to build the housing fund reserve in support of capital projects.

**Meal Plans:**

In accordance with the Falcon Center Master Plan pro-forma, meal plans will increase by 3% in response to rising food and labor costs.

The following are the Fee Planning Schedules required by the Higher Education Policy Commission. These form reflect tuition and fee increases listed above. Approval of tuition and fee increases of ten percent (10%) or less in one year or a 3-year rolling average of more than seven percent (7%) requires no additional approval or documentation.

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

**Institution:** Fairmont State University

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

	Resident 2015-16	Resident 2016-17	Resident 2017-18	Resident 2018-19	Increase (Decrease)	Non-Resident 2015-16	Non-Resident 2016-17	Non-Resident 2017-18	Non-Resident 2018-19	Increase (Decrease)	Estimated Revenue 2017-18	Estimated Revenue Increase 2018-19	Estimated Number of Students 2018-19	Estimated Revenue 2018-19
<b>I. Regular Fees Charged to All Students</b>														
<b>a. Tuition and Required Education and General Fees</b>	\$2,295	\$2,460	\$2,615	\$2,704	\$89	\$5,269	\$5,617	\$5,965	\$6,408	\$443	\$17,481,436	\$607,593	3,273	\$18,089,029
<b>b. Required Educational and General Capital Fees</b>														
i. System E&G Capital Fees	\$205	\$205	\$205	\$205	\$0	\$800	\$800	\$800	\$800	\$0	\$837,075	\$0	3,273	\$837,075
ii. Special Institutional E&G Capital Fees	\$89	\$89	\$89	\$89	\$0	\$195	\$195	\$195	\$195	\$0	\$313,910	\$0	3,273	\$313,910
<b>c. Auxiliary and Auxiliary Capital Fees</b>														
i. Standard Auxiliary Fees	\$466	\$466	\$484	\$504	\$20	\$466	\$466	\$484	\$504	\$20	\$1,524,600	\$66,400	3,273	\$1,591,000
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
iii. Auxiliary Capital Fee	\$110	\$110	\$110	\$110	\$0	\$110	\$110	\$110	\$110	\$0	\$332,750	\$0	0	\$332,750
<b>d. Special Equity Fee</b>	\$145	\$145	\$145	\$145	\$0	\$145	\$145	\$145	\$145	\$0	\$438,625	\$0	0	\$438,625
<b>Total Student Fee Request</b>	\$3,310	\$3,475	\$3,648	\$3,757	\$109	\$6,985	\$7,333	\$7,699	\$8,162	\$463	\$20,928,396	\$673,993	3,388	\$21,602,389
Percentage of Increase Requested Over Previous Year		4.98%	4.98%	2.99%			4.98%	4.99%	6.01%			3.22%		
Three-year Average Increase					4.32%					5.33%				

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

**Institution:** Fairmont State University

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

	Resident 2015-16	Resident 2016-17	Resident 2017-18	Resident 2018-19	Increase (Decrease)	Non-Resident 2015-16	Non-Resident 2016-17	Non-Resident 2017-18	Non-Resident 2018-19	Increase (Decrease)	Estimated Revenue 2017-18	Estimated Revenue Increase 2018-19	Estimated Number of Students 2018-19	Estimated Revenue 2018-19
<b>I. Regular Fees Charged to All Students</b>														
<b>a. Tuition and Required Education and General Fees</b>	\$2,559	\$2,737	\$2,906	\$3,278	\$372	\$5,932	\$6,134	\$6,697	\$7,518	\$821	\$1,046,315	\$30,097	47	\$1,076,412
<b>b. Required Educational and General Capital Fees</b>														
i. System E&G Capital Fees	\$205	\$205	\$205	\$205	\$0	\$800	\$800	\$800	\$800	\$0	\$43,200	\$0		\$43,200
ii. Special Institutional E&G Capital Fees	\$89	\$89	\$89	\$89	\$0	\$195	\$195	\$195	\$195	\$0	\$16,775	\$0		\$16,775
<b>c. Auxiliary and Auxiliary Capital Fees</b>														
i. Standard Auxiliary Fees	\$466	\$466	\$484	\$504	\$20	\$466	\$466	\$484	\$504	\$20	\$23,688	\$940	47	\$24,628
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
iii. Auxiliary Capital Fee	\$110	\$110	\$110	\$110	\$0	\$110	\$110	\$110	\$110	\$0	\$5,170	\$0		\$5,170
<b>d. Special Equity Fee</b>	\$145	\$145	\$145	\$145	\$0	\$145	\$145	\$145	\$145	\$0	\$6,815	\$0		\$6,815
<b>Total Student Fee Request</b>	\$3,574	\$3,752	\$3,939	\$4,331	\$392	\$7,648	\$7,850	\$8,431	\$9,272	\$841	\$1,141,963	\$31,037		\$1,173,000
Percentage of Increase Requested Over Previous Year		4.98%	4.98%	9.95%			2.64%	7.40%	9.98%			2.72%		
Three-year Average Increase					6.64%					6.67%				

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

**Institution:** Fairmont State University

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

	Resident 2015-16	Resident 2016-17	Resident 2017-18	Resident 2018-19	Increase (Decrease)	Non-Resident 2015-16	Non-Resident 2016-17	Non-Resident 2017-18	Non-Resident 2018-19	Increase (Decrease)	Estimated Revenue 2017-18	Estimated Revenue Increase 2018-19	Estimated Number of Students 2018-19	Estimated Revenue 2018-19
<b>I. Regular Fees Charged to All Students</b>														
<b>a. Tuition and Required Education and General Fees</b>	\$2,238	\$2,403	\$2,558	\$2,712	\$154	\$3,444	\$3,612	\$3,768	\$4,144	\$376	\$610,701	\$39,223	115	\$649,924
<b>b. Required Educational and General Capital Fees</b>														
i. System E&G Capital Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
ii. Special Institutional E&G Capital Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
<b>c. Auxiliary and Auxiliary Capital Fees</b>														
i. Standard Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
<b>Total Student Fee Request</b>	\$2,238	\$2,403	\$2,558	\$2,712	\$154	\$3,444	\$3,612	\$3,768	\$4,144	\$376	\$610,701	\$39,223	115	\$649,924
Percentage of Increase Requested Over Previous Year		7.37%	6.45%	6.02%			4.88%	4.32%	9.98%			6.42%		
Three-year Average Increase					6.61%					6.39%				



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

**Institution:** Fairmont State University

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

	Resident 2015-16	Resident 2016-17	Resident 2017-18	Resident 2018-19	Increase (Decrease)	Non-Resident 2015-16	Non-Resident 2016-17	Non-Resident 2017-18	Non-Resident 2018-19	Increase (Decrease)	Estimated Revenue 2017-18	Estimated Revenue Increase 2018-19	Estimated Number of Students 2018-19	Estimated Revenue 2018-19
<b>I. Regular Fees Charged to All Students</b>														
<b>a. Tuition and Required Education and General Fees</b>	\$2,502	\$2,680	\$2,849	\$3,060	\$211	\$3,444	\$3,612	\$3,768	\$4,120	\$352	\$610,701	\$54,808	125	\$665,509
<b>b. Required Educational and General Capital Fees</b>														
i. System E&G Capital Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
ii. Special Institutional E&G Capital Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
<b>c. Auxiliary and Auxiliary Capital Fees</b>														
i. Standard Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0
<b>Total Student Fee Request</b>	\$2,502	\$2,680	\$2,849	\$3,060	\$211	\$3,444	\$3,612	\$3,768	\$4,120	\$352	\$610,701	\$54,808	125	\$665,509
Percentage of Increase Requested Over Previous Year		7.11%	6.31%	7.41%			4.88%	4.32%	9.34%			8.97%		
Three-year Average Increase					6.94%					6.18%				

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

**Institution:** Fairmont State University

	Rate Per Semester/ Occurrence 2015-16	Rate Per Semester/ Occurrence 2016-17	Rate Per Semester/ Occurrence 2017-18	Requested Rate Per Semester/ Occurrence 2018-19	Increase (Decrease)	Estimated Revenue 2017-18	Estimated Revenue 2018-19	Estimated Number of Students 2018-19	Estimated Revenue 2018-19
<b>II. Special Fees and Charges</b>									
Application Fee - Graduate	40	50	50	50	0				
Application Fee - Undergraduate	20	25	25	25	0				
Credential Fee - Placement	3	3	3	3	0				
Community College Baccalaureate Enhancement Fee (per credit hour)									
Resident	78	78	78	78	0				
Non-Resident	103	103	103	103	0				
Credit for Life Experience Evaluation	300	300	300	300	0				
Course Fee (Per Credit Hour) (previously know as Technology Fee)	6	6	6	8	2	280,000	93,333	46,667	373,333
Digital Resource Fee (per semester)				120	0		816,000	3,400	816,000
Digital Equipment Fee (one time fee)				150	0		510,000	3,400	510,000
Diploma Replacement	50	50	50	50	0				
E-Rate University (per 3 hour course)	972	972	972	972	0				
E-Rate Graduate (per 3 hour course)*	1,476	1,476	1,476	1,476	0				
E-Learning Course Fee (per 3 hour course) (FS students)	150	150	150	150	0				
Exam for Course Credit (per credit hour)	22	22	22	50	28	220	280	10	500
Excess course withdrawal fee (per course assessed after 8 courses have been dropped)	50	50	50	50	0				
Faculty and Staff Parking Fee - Full-time (will ne prorated if less than full-time) Annual	180	180	180	180	0				
Fine Arts Course Fee (per credit hour):									
- Art - Pottery Materials Fee	15	15	15	20	5	3,300	1,000	200	4,300
- Art Painting/Drawing Materials Fee	7	7	7	15	8	4,800	5,500	600	10,300
- Debate - Materials Fee	15	15	15	20	5	240	80	15	320
- Music Lessons Fee	10	10	10	15	5	2,300	1,150	220	3,450
- Theatre Materials Fee	15	15	15	20	5	1,550	500	100	2,050
Foreign Language Course Fee (per credit hour)	8	8	8	8	0				
Graduation Processing Fee - Graduate (formerly Graduation Fee)	70	70	70	70	0				
Graduation Processing Fee - Undergraduate (formerly Graduation Fee)	50	50	50	50	0				
Graduation Application Late Fee	50	50	50	50	0				
ID Card Replacement Fee	15	20	20	20	0				
Late Registration	50	50	50	50	0				
Late Payment Fee	50	50	50	50	0				
MBA Course Fee (per credit hour)	25	25	25	0	(25)				
New Student Fee	120	120	120	120	0				
Nursing Lab Fee (per credit hour)	12	12	12	12	0				
Nursing Testing Fee (per semester)	166	166	166	166	0				
Nursing Uniform Fee (once per program)	155	155	155	175	20	18,600	2,400	120	21,000
Occupational Development/Tech Studies Degree Evaluation	150	150	150	150	0				
Off-Campus Instruction (per credit hour up to 12 hours max)	15	15	15	15	0				
Regents BA Degree Evaluation	300	300	300	300	0				
Reinstatement Fee	25	25	25	25	0				
Returned Check Fee	15	15	15	15	0				
Senior Citizens Audit Fee (per credit hour)	22	22	22	22	0				
Teacher Education - Clinical Experiences Fee	150	150	150	150	0				

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

Institution: Fairmont State University

	Rate Per Semester/ Occurrence 2015-16	Rate Per Semester/ Occurrence 2016-17	Rate Per Semester/ Occurrence 2017-18	Requested Rate Per Semester/ Occurrence 2018-19	Increase (Decrease)	Estimated Revenue 2017-18	Estimated Revenue Increase 2018-19	Estimated Number of Students 2018-19	Estimated Revenue 2018-19
<b>II. Special Fees and Charges (continued)</b>									
TEFL International Fee (per credit hour)				80	80		19,200	20	19,200
The American University (Maritius) Fee (per credit hour)				80	80		120,000	125	120,000
Transcript Fee		10	10	10	0				
Priority Transcript Fee		15	15	15	0				
University/Graduate Enhancement Fee (per credit hour)					0				
Resident	116	116	116	116	0				
Non-Resident	257	257	257	257	0				
HHP Outdoor Course Fee (per credit hour)	30	30	30	30	0				
Fine Arts Major Course Fee (per credit hour)	50	50	50	50	0				
School of Education Portfolio Fee (one-time)	130	130	130	130	0				
Storytelling Course Fee (per credit hour)	40	40	40	40	0				
Tobacco Free Fine (2nd offense)	50	50	50	50	0				
Tobacco Free Fine (3rd offense)	100	100	100	100	0				
Supplemental Math Course Fee	75	75	75	75	0				
SCIE Course Fee	75	75	75	75	0				
On-line/Hybrid Course Fee (per 3 hour course)	75	75	75	75	0				
Program Fees:					0				
Undergraduate:									
School of Nursing	250	250	250	300	50	136,477	15,000	300	151,477
School of Business	150	150	150	200	50	135,151	25,000	500	160,151
College of Science & Technology	200	200	200	250	50	366,386	45,000	900	411,386
College of Liberal Arts				200	200		254,000	635	254,000
School of Education				100	100		100,000	500	100,000
School of Fine Arts				100	100		15,000	75	15,000
Exploratory				100	100		40,000	200	40,000
AAIMS			5,000	5,000	0				
Graduate:									
School of Business				400	400		30,000	25	30,000
College of Science & Technology (Formerly Masters of Architecture)			400	400	0	2,400	0	6	2,400
College of Liberal Arts - Social Science (Formerly Masters of Criminal Justice)			150	400	250	4,500	15,000	30	19,500
School of Education				200	200		40,000	100	40,000
Masters of Architecture	400	400	400	0	(400)				
Masters of Criminal Justice	150	150	150	0	(150)				
Architecture Program Fee	200	200	200	0	(200)				
Criminal Justice Program	150	150	150	0	(150)				
<u>Flight School Rates (FSU 141):</u>									
Private Pilot License	9,108	9,108	12,155	12,155	0				
Instrument Rating License	11,555	11,555	12,305	12,305	0				
Commercial License	33,653	33,653	26,365	26,365	0				
<u>Flight School Rates (HOVA 141):</u>									
Private Pilot License	7,928	7,928	0	0	0				
Instrument Rating License	8,600	8,600	0	0	0				
Commercial License	29,493	29,493	0	0	0				

FY 2015-16 Note: Flight school was previously operated by Pierpont. The cost indicated is total costs to obtain license if students training schedule is met. See attached details for flight school cost breakdown.

We are in conversation with the Veterans Administration to be able to use out contracted servicer's part 141 program to offer our students significant savings to obtain their license in these three flight programs.

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

Institution: Fairmont State University

	Rate Per Semester 2015-16	Rate Per Semester 2016-17	Rate Per Semester 2017-18	Rate Per Semester 2018-19	Increase (Decrease)	Estimated Revenue 2017-18	Estimated Revenue Increase 2018-19	Estimated Number of Students 2018-19	Estimated Revenue 2018-19
<b>III. Room and Board Charges</b>									
<i>Price per bed:</i>									
Bryant Place - Singles	2,888	3,015	3,136	3,230	94	1,414,963	42,413	240	1,457,376
Bryant Place - Doubles	2,439	2,548	2,650	2,730	80	797,120	24,064	160	821,184
Bryant Place - Triples	2,371	N/A	N/A	N/A					
Prichard - Double	2,145	2,242	2,332	2,367	35	657,624	9,870	150	667,494
Morrow - Double	2,145	2,242	2,332	2,367	35	662,008	9,936	151	671,944
Morrow - Double w/Bath				2,519	NEW	0	56,829	12	56,829
Pence - Double	2,145	2,242	2,332	2,367	35	157,830	2,369	36	160,199
Pence - Double w/Bath				2,519	NEW	0	9,471	2	9,471
Pence - Single			2,782	3,230	448	251,048	40,428	48	291,475
University Terrace - Semi-Suite		2,790	2,902	3,018	116	763,806	30,531	140	794,338
<i>Note: Damage Deposit Dorms \$200.00</i>									
<b>Board:</b>									
12 Meal Bronze Plan with \$225 Flex (5 day)	1,800	1,854	1,910	Not Offered	0	993,200	(993,200)		0
12 Meal Silver Plan with \$325 Flex (5 day)	1,890	1,944	2,002	Not Offered	0				
12 Meal Gold Plan with \$425 Flex (5 day)	1,980	2,034	2,095	Not Offered	0				
12 Meal Platinum Plan with \$525 Flex (5 day)	2,070	2,124	2,188	Not Offered	0				
15 Meal Bronze Plan with \$65 Flex (5 day)	1,774	1,827	1,882	Not Offered	0	217,250	(217,250)		0
15 Meal Silver Plan with \$165 Flex (5 day)	1,864	1,917	1,975	Not Offered	0				
15 Meal Gold Plan with \$265 Flex (5 day)	1,954	2,007	2,067	Not Offered	0				
15 Meal Platinum Plan with \$365 Flex (5 day)	2,044	2,097	2,160	Not Offered	0				
15 Meal Bronze Plan with \$150 Flex (7 day)	1,867	1,923	1,981	Not Offered	0	1,994,090			2,051,998
15 Meal Silver Plan with \$250 Flex (7 day)	1,957	2,013	2,073	2,135	62		57,908	467	
15 Meal Gold Plan with \$350 Flex (7 day)	2,047	2,103	2,166	Not Offered	0				
15 Meal Platinum Plan with \$450 Flex (7 day)	2,137	2,193	2,259	Not Offered	0				
19 Meal Bronze Plan with \$75 Flex (7 day)	1,944	2,002	2,062	Not Offered	0	492,840			507,270
19 Meal Silver Plan with \$175 Flex (7 day)	2,034	2,092	2,155	2,220	65		14,430	111	
19 Meal Gold Plan with \$275 Flex (7 day)	2,124	2,182	2,248	Not Offered	0				
19 Meal Platinum Plan with \$375 Flex (7 day)	2,214	2,272	2,340	Not Offered	0				
The Ultimate - 210 swipes with \$350 Flex				2,340	NEW		678,600	145	678,600
Eating Made Easy - 160 swipes with \$300 Flex				1,920	NEW		1,094,400	285	1,094,400
On the Go - 40 swipes with \$25 Flex (Commuter, Apts or Reload)				460	NEW		184,000	200	184,000
University Terrace Apartments									
75 Meal Plan with \$75 Flex		488	503	Not Offered	0	41,246			41,246
100 Meal Plan with \$100 Flex		650	670	Not Offered	0	57,620			57,620
Univ Terrace Semi-Suite Units with 11.5 month contracts									
12 Meal Plan with \$225 Flex (7 day)		2,200	2,266	2,266	0	0	0		0

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

Institution: Fairmont State University

	Rate Per Semester 2015-16	Rate Per Semester 2016-17	Rate Per Semester 2017-18	Rate Per Semester 2018-19	Increase (Decrease)	Estimated Revenue 2017-18	Estimated Revenue Increase 2018-19	Estimated Number of Students 2018-19	Estimated Revenue 2018-19
<b>IV. Apartment and House Rental Room Rates</b>									
<u>Listed as Per Unit Price:</u>									
University Terrace Apartment - Single	N/A	4,286	4,457	4,590	133	108,929	3,251		112,180
University Terrace Apartment - Double	N/A	7,150	7,436	7,730	294	195,716	7,738		203,454
University Terrace Apartment - Quad	N/A	13,508	14,048	14,608	560	1,082,820	43,165		1,125,985
University Terrace Apartment - Semi-Suite	N/A	N/A	2,902	3,018	116	763,806	30,531		794,338
<i>Note: Damage Deposit Apartments \$200.00</i>									
<u>Per be price:</u>									
University Terrace Apartment - Single	N/A	4,286	4,457	4,590	133				
University Terrace Apartment - Double	N/A	3,575	3,718	3,865	147				
University Terrace Apartment - Quad	N/A	3,377	3,512	3,652	140				
University Terrace Apartment - Semi-Suite	N/A	N/A	2,902	3,018	116				

# Tab 6

**Fairmont State University  
Board of Governors  
April 4, 2018**

**Item:** Mauritius (The American Campus) Approval

**Committee:** Committee of the Whole

**Recommended Resolution:** Be it resolved, that the Fairmont State University Board of Governors approves a tuition rate of \$80 per credit hour for students attending through the American Campus at Mauritius.

**Staff Member:** Christa Kwiatkowski

**Background:** Please see attached document.

# **MEMORANDUM OF UNDERSTANDING**

between

**THE AMERICAN CAMPUS**

and

**FAIRMONT STATE UNIVERSITY**

In recognition of their common interests in developing bilateral relations and being convinced that cooperation between institutions of higher learning contributes to cultural enrichment, scientific progress, and the consolidation of friendship between Mauritius, Africa and the United States of America, THE AMERICAN CAMPUS and FAIRMONT STATE UNIVERSITY have entered this MEMORANDUM OF UNDERSTANDING (MOU). No financial obligations are assumed under this agreement.

THE AMERICAN CAMPUS and FAIRMONT STATE UNIVERSITY have reached agreement on the following general areas of cooperation, subject to mutual consent and the availability of sufficient funding:

- Exchange of academic staff;
- Student exchange for research and study;
- Joint educational, training, and/or research activities;
- Exchange of information in fields of interest to both parties;
- Practical training in pre-identified or otherwise selected field sites;
- Cooperation on academic, administrative, or curriculum matters;
- Collaborative research projects, lectures, symposia, seminars, conferences, etc.;
- Exchange of academic materials and other information;
- Special short-term academic programs; and
- Joint ventures.

The terms of such mutual assistance and funding for any specific program and activity shall be mutually discussed, separately negotiated, and agreed upon in writing by both parties prior to the initiation of a particular program. The principal goal of this MOU is to provide a framework for students attending THE AMERICAN CAMPUS to receive an undergraduate and graduate education under the supervision of and in cooperation with FAIRMONT STATE UNIVERSITY. Students will be able to earn degrees from FAIRMONT STATE UNIVERSITY delivered at THE AMERICAN CAMPUS.

It is expected that activities taking place under this MOU will be initiated primarily by academic units within each university, and in coordination with their respective administrative units concerned with international activities. All activities developed under this MOU shall comply with the procedures, policies, and practices of each institution as well as the laws and regulations of the host country. Both institutions acknowledge that any exchange of faculty, administrators, or students from one institution to the other shall be subject to the entry and visa regulations of each country.



Both institutions subscribe to the policy of equal opportunity and do not discriminate on the basis of race, caste, sex, age, ethnicity, religion, or national origin. THE AMERICAN CAMPUS and FAIRMONT STATE UNIVERSITY shall abide by these principles in the administration of this agreement, and neither institution shall impose criteria for exchanges of scholars or students which would violate the principles of nondiscrimination.

Each institution will designate an individual to coordinate this program and all endeavors that may derive from it. For this purpose, THE AMERICAN CAMPUS designates Spalding Jugganaikloo, President, and FAIRMONT STATE UNIVERSITY designates Dr. Mirta Martin, President.

No amendment, consent, or waiver of terms of this MOU shall bind either party unless in writing and signed by all parties. Any such amendment, consent, or waiver shall be effective only in the specific instance and for the specified purpose given. The parties to this MOU, by the signatures below of their authorized representatives, acknowledge having read and understood this MOU and agree to be bound by its terms and conditions.

This MOU shall commence on the date of latest signature and be in effect for five years, at which time it shall be reviewed for possible extension. Either party may terminate this MOU by written notification signed by the appropriate official of the institution initiating the notice. However, such notification must be received by the other party at least six months prior to the effective date of termination.

THE AMERICAN CAMPUS  
Royal Road, Belle Rose  
Quatre Bornes  
Mauritius, Africa

  
\_\_\_\_\_  
Spalding Jugganaikloo,  
President

02/21/2018  
Date

FAIRMONT STATE UNIVERSITY  
1201 Locust Avenue  
Fairmont, WV 26554  
United States of America

  
\_\_\_\_\_  
Dr. Mirta Martin,  
President

02/22/2018  
Date

# Tab 7

**Fairmont State University  
Board of Governors  
April 4, 2018**

**Item:** TEFL International Approval

**Committee:** Committee of the Whole

**Recommended Resolution:** Be it resolved, that the Fairmont State University Board of Governors approves a tuition rate of \$80 per credit hour for students attending through TEFL International.

**Staff Member:** Christa Kwiatkowski

**Background:** Please see attached document.

## Fairmont State University - TEFL International Partnership

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**Contact:** Bruce Veldhuisen – Founder and Chief Executive Officer

### Who is TEFL International?

- Recognized as the leading Teaching English to Speakers of Other Languages (TESOL) course provider and respected worldwide for the quality of their training and dedication to their students. ([www.teflintl.com](http://www.teflintl.com))

### TEFL International Graduates

- 80% of certificate holders are from U.S., Australia, New Zealand, South Africa, and Canada. These students are native English speakers.

### TESOL Course

- TESOL courses are required to meet the international standard of at least 120 hours in length. The TEFL International course meets the 120 hour requirement.

### International Marketing

TEFL International spends \$40,000-\$50,000 per month on marketing initiatives for programs (see initiatives below). These funds will ensure Fairmont State University is viewed as an institution of choice in the international market by the 1,000-1,500 certificate holders TEFL produce each year (on average 100 per month). TEFL's international target audience will naturally expand to include the family, friends, and other individuals associated with certificate holders.

### Fairmont State University Partnership Initiatives

1. Master of Education in Professional Studies (36 credit hours)
  - TEFL International certificate holders will be provided a waiver of 3-credit hours at Fairmont State University.
  - President Martin will provide TEFL International certificate holders with a letter congratulating the student on completing the TESOL course, welcoming them to use the waiver at Fairmont State University, and provide additional information on how to register, etc.
  - Currently, enrolled Fairmont State University students are required to complete 9-credit hours of graduate core courses with the remaining 27-credit hours being arranged between the student and graduate advisor. Academic tracks will be posted on the program's webpage that will allow a smoother transition for international students into Fairmont State University and provide them with one or two focused areas of study.
    - Fairmont State University will provide a separate webpage for TEFL International waiver holders that will include Professional Studies program information, registration information on how to use the waiver, etc.
  - Fairmont State University credit by examination fee = \$80/credit hour (\$240/3-credit hours).
    - Fairmont State University will receive standard tuition and fees per student – out-of-state = \$16,860/student.

2. Dual Enrollment - U.S. (Undergraduate)
  - **Important Highlight for ESL Students** - High school graduates will be able to apply to U.S. educational institutions without needing to take the TESOL exam. This is important as the TESOL exam produces great anxiety in international students.
  - High school students will take ESL and high school content.
  - High school students will take online courses through Fairmont State University and graduate with credit hours to be used toward a degree at Fairmont State University = decreased tuition costs for student.
  - Foreign Partner's Dual Enrollment Fee = \$80/credit hour (\$240/3-credit hours).
  
3. Dual Degree – Thailand (Undergraduate)
  - Universities in Thailand are accredited every five years through the Higher Education Commission.
  - Students will take 36-42 credit hours of general education requirements at Fairmont State University. Fairmont State University must offer this amount for accreditation purposes.
  - Fairmont State University could potentially offer program specific areas of concentration rather than general education courses.
  - Standard out-of-state tuition and fees apply for this degree = \$16,322.
  
4. Teacher Cadet Program (Undergraduate)
  - The Teacher Cadet program is a partnership between Fairmont State University, County Boards of Education, and local high schools with the goal of growing the next generation of teachers and meeting the need for highly qualified teachers across the state of West Virginia. The Teacher Cadet program at Fairmont State University is currently housed within the School of Education, Health and Human Performance.
  - Successful completion of the Careers in Education curriculum (a course students take while in high school) provides Teacher Cadets with 3-credit hours for EDUC 2200: Introduction to Education (a pre-education course required for admission to the Fairmont State University Teacher Education Program) and 30 hours of Early Field Experience (also a required component of admission into the Teacher Education Program).
  - U.S. Teacher Cadets will enroll in an online EDUC 2200 course and complete the 30 hours of field experience in their high school.
  - Teacher Cadets will pay the foreign partner's dual enrollment fee = \$80/credit hour; they will enroll in a total of 3-credit hours = \$240/student.