West Virginia State University Board of Governors
Academic Policies Committee
113 Ferrell Hall
October 8, 2014
1:00 PM
Agenda

1. Call to Order and Roll Call – Committee Chair Dr. John Thralls, presiding

2. Verification of Appropriate Notice of Public Meeting   Action   2

3. Review and Approval of Agenda   Action   1

4. Review and Approval of Minutes of Previous Meeting   Action   3

5. HEPC Compact Submission   Information/Action   7

6. Next Meeting Date – *October 23, 2014*

7. Adjournment

West Virginia State University Board of Governors
Academic Policies Committee

Date/Time: 10/8/2014 -- 1:00 PM
Location: West Virginia State University, Ferrell Hall, Room 113, Institute, WV
Purpose: To conduct regular business of the Committee in preparation for the October 23, 2014 Board of Governors meeting
Notes: This is a compliant meeting.
Meeting was approved : 9/9/2014 10:32:22 AM

West Virginia State University Board of Governors
Academic Policies Committee
Erickson Alumni Center, Weisberg Lounge
September 4, 2014
Minutes

1. **Call to Order and Roll Call**
    Dr. Thralls, Chair, called the meeting of the West Virginia State University Board of Governors Academic Policies Committee to order at 10:30 a.m.

    Present: Dr. Guetzloff, Mr. Lipscomb, Ms. Pitchford, and Dr. Smith. Several members of the administration, faculty, and staff were also present.

2. **Verification of Appropriate Notice of Public Meeting**
    Dr. Thralls announced the Verification of Appropriate Notice of Public Meeting.

3. **Review and Approval of Agenda**
    Dr. Thralls asked for approval of the agenda. Ms. Pitchford made the motion, and it was seconded by Dr. Smith. The motion passed.

4. **Review and Approval of Minutes of Previous Meetings**
    Dr. Thralls asked for approval of the minutes from the June 12, 2014 meeting. Dr. Smith made the motion, and it was seconded by Mr. Lipscomb. The motion passed.

5. **University Recommendations and Reports**
    Dr. Thralls welcomed Dr. Kumara L. Jayasuriya to the University and asked him to provide a report on the academic affairs of the University.
    1) **Provost's Report on Academic Affairs** – Dr. Jayasuriya thanked Dr. Thralls for the opportunity to share with the Committee information about work occurring in Academic Affairs.
        a. **Master of Public Administration (MPA) Program Update** – The Board of Governors approved the MPA program on May 1, 2014. The program proposal then went to HEPC for review and we received comments in return. Drs. Bejou and Vaughan are working to incorporate those comments. They will be finished by October 15, 2015.
            i. The Committee inquired about the resignation within the department. Dr. Jayasuriya is confident that the program will still succeed. There are plans to recruit an additional faculty member to fill the position. Ms. Pitchford suggested the change in faculty be submitted to HEPC. Dr. Thralls agreed and added additional comments be submitted as to our plan to hire.

b. **Nursing Program Update** – Dr. Jayasuriya updated the Committee on a meeting he and Dr. Barney had with Dr. Butler, former Vice Chancellor of Academic Affairs at HEPC. Dr. Butler indicated that the proposal was not ready to move forward. The main comment is that there needs to be an advisory council created. The earliest that the Committee could expect an intent to plan is January 2015.

    i. Dr. Guetzloff inquired as to how much the University paid to a consultants. Dr. Jayasuriya answered $100,000.00. The University is completing the suggested revisions internally because Dr. Jayasuriya is not planning to have someone else write the proposal.

    ii. Dr. Guetzloff inquired about the viability of the program. Dr. Jayasuriya responded that nursing programs are generally not moneymaking programs, but they are essential to institutional growth.

    iii. Dr. Guetzloff is supportive of this program and he noted that West Virginia State University is the only university in the state that does not have a program in the allied health field.

c. **Program Review Schedule** – Dr. Jayasuriya provided the Committee with a program review and follow-up report schedule. A change this year is the responsibility of program review now belongs to the deans. The deans will be directly involved in the process before it reaches Dr. Jayasuriya and then the Academic Policies Committee.

d. **HLC Change Visit for Distance Learning** – Dr. Jayasuriya and the director of Center for Online Learning submitted an institutional change request for distance learning to the Higher Learning Commission (HLC). HLC answered with a request to perform a change visit. The University requested HLC send a team in December. During this visit, HLC will ensure we have the infrastructure to support distance programs.

    i. Dr. Thralls inquired to Dr. Jayasuriya if he felt WVSU had the appropriate infrastructure in place for distance learning. Dr. Jayasuriya answered that he feels confident about our position right now. Some changes are in process, but they are scheduled to be finished before the visit.

    ii. Mr. Lipscomb inquired about the timeframe. Dr. Jayasuriya indicated that the timeframe is about six months after the visit for feedback.

    iii. Dr. Guetzloff stated that Faculty Senate approved an outside accrediting body, Quality Matters. They also have a rigorous process if a faculty member uses online tools for a class that is already in place.

e. **English as a Second Language (ESL) Program** – HEPC is trying to attract more international students to universities in West Virginia. Thus, we are planning to start an ESL program as well as aggressively recruit students from India, Brazil, Dubai, England, and Sri Lanka. Dr. Scott E. Woodard is heading these efforts. We are in the process of hiring a

director for the ESL program. The Kanawha County Commission approved $73,000 as seed money for this process. This money will assist with implementation, hiring of a director, and startup costs. This is not degree granting thus no approval is needed.

    i.   Dr. Guetzloff inquired if the University had adequate staffing at this time. Dr. Jayasuriya answered that we do not have staff at this time.

    ii.   Dr. Smith inquired about the current demographic. Dr. Jayasuriya did not have an immediate response, but will research and follow-up as appropriate.

f.   **Comments**

    i.   Dr. Smith inquired about the changes in employment within Academic Affairs. Dr. Jayasuriya answered that he made this decision before he came to campus. Faculty Senate mentioned during his visit to campus that the University was top heavy. When President Brian O. Hemphill notified Dr. Jayasuriya of Dr. Kimberly D. Whitehead's resignation, he decided not to fill her position. He eliminated the Assistant Provost and Assistant Vice President for Academic Affairs position and promoted Dr. T. Ramon Stuart to Associate Provost and Associate Vice President for Academic Affairs. The Committee suggested Dr. Jayasuriya check with Human Resources to make sure policies, procedures, and guidelines were followed correctly for clarity purposes. Dr. Guetzloff recused himself from the meeting during this discussion.

2)   **HEPC Compact Submission** – Dr. Thralls gave a summary of the previous year's compact. He asked Ms. Ashley Schumaker and Ms. Kimberly Osborne to present.

    a.   This year's compact is the most comprehensive submission in the new Leading the Way 2013-2018 compact. This submission details the strategies of how we plan to reach the metrics detailed in last year's submission. The deadline for submission is November 1, 2014.

    b.   A workgroup worked to accomplish the goals during six meeting. The workgroup included individuals from Academic Affairs, Research and Development, staff, faculty, University Relations, Institutional Research, Enrollment Management and Student Affairs, and the Chief of Staff.

    c.   Due to the comprehensive nature of the report, Dr. Thralls suggested the Committee hold a special meeting before the next scheduled Board of Governors meeting. The Committee requested an outline of the report from Ms. Schumaker and Ms. Osborne for the special meeting. The special meeting will be a work session. Ms. Osborne requested that if anyone finds substantial problems, please give her the feedback as soon as possible.

6. **Next Meeting Date**
October 8, 2014

7. **Adjournment**
With there being no further business, a motion was made by Dr. Smith, and seconded by Ms. Pitchford to adjourn the meeting. The motion passed. The meeting adjourned at 11:46 a.m.

Respectfully submitted,

Megan E. Norman
Executive Secretary

WEST VIRGINIA STATE UNIVERSITY
INSTITUTIONAL COMPACT REPORTING ELEMENTS
REPORT FOR NOVEMBER 1, 2014

Table of Contents

Table of Contents – Continued

Table of Contents – Continued

APPENDICES

A. **Statistical Charts –** *Changed Metrics Require Board Approval*
B. **Externally Sponsored Academic Research Projects**
C. **2013-2014 West Virginia State University Peer Reviewed Publications**

WEST VIRGINIA STATE UNIVERSITY
INSTITUTIONAL COMPACT REPORTING ELEMENTS
REPORT FOR NOVEMBER 1, 2014

INTRODUCTION

The following information is a brief overview of what is expected in West Virginia State University's compact report to address the goals of the Higher Education Policy Commission's *Leading the Way, 2013-18* master plan.

- Develop strategies to support progress on each of the quantitative metrics (*Appendix A*) submitted in the November 2013 compact report and develop additional strategies in Graduate Student Success and Faculty Scholarship. **The target metrics approved by the Board of Governors last year can be changed up to the fall 2015 Compact submission (November 1, 2015) with any changes being approved by the Board of Governors.**
  - The quantitative metrics are:
    - Enrollment
    - Developmental Education
    - First-year retention
    - Progress toward degree
    - Graduation rates
    - Graduate student success
    - Faculty scholarship
    - Degrees awarded
    - Student loan default rate
    - Research & Development
  - These strategies must address:
    - The issues of collaboration, fiscal responsibility, and assessment and should be strategies that incorporate a campus wide approach as they are being implemented.
    - What internal and external entities will collaborate to implement the strategy?
    - How are resources (human, physical, time) being deployed in a targeted and responsible way to achieve the intended means?
    - What are the intended outcomes of the strategy and how will the implementation and the outcomes of the strategy be assessed to shape future efforts in the strategy?
- In addition to the quantitative data and strategies discussed above, institutions are required to develop five comprehensive plans, two in the area of access, one in the area of success, and two in the area of impact.
  - Access:
    - **Collaborative Access Effort Comprehensive Plan** -- This plan should incorporate best practices such as: early intervention, family involvement, education in the benefits of attending college, provision of information about college going, financial aid assistance and literacy, academic preparation and

promotion of college readiness, and application assistance. The plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies to progress toward its goals.

- **Financial Aid Comprehensive Plan --** This plan should guide institution level financial aid allocation, administration, and outreach and report on the success and outcomes of this plan. The plan should articulate goals which align with the institution's mission and this master plan; the institution's strategies in aid allocation, administration and outreach to reach those goals; and how the institution will assess the success of those strategies to progress toward the goals.

o Success:
- **Academic Quality Comprehensive Plan --** This plan will provide how the institution will assure that all graduates are knowledgeable and competent in their content discipline and proficient in the use of quantitative literacy, critical thinking, problem-solving, and communication skills. The plan should articulate goals which align with the institution's mission and this master plan, the institutions strategies to meet those goals, and how the institution will assess the success of those strategies to progress toward its goals.

o Impact:
- **Career Pathways Comprehensive Plan --** This plan will direct how institutions will address regional economic needs through developing and promoting pathways to careers in West Virginia. It will include both:
  1. developing formal partnerships with businesses, non-profit organizations, and other employers; and
  2. enhancing institutional career readiness programs for students (internships, co-operative arrangements, career counseling, job placement programs, etc.). The plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies.

- **Critical Regional Issues Comprehensive Plan --** This plan will focus on how the institution and its students are engaging with external organizations (government, business, non-profit) to identify and solve critical regional civic and/or social issues. The plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies.

- As West Virginia State University agreed to participate in the target metrics related to research and development activities that are required of WVU and Marshall University, WVSU must annually update information pertaining to externally sponsored academic research projects, licensure income, peer-reviewed publications, start-up companies, and patents issued. The information on these metrics are provided in *Appendices B and C*. The University does not have any updated information for licensure income, start-up companies, or patents issued to report at this time.

Strategy A: Enrollment

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Grow WVSU headcount enrollment.

1. Activity 1: **Grow enrollment of Adult Learners (*Return to Learn*).**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Katherine McCarthy, Vice President for Enrollment Management and Student Affairs Amanda Anderson, Director of Office of Admissions Kellie Toledo, Director of Counseling and Academic Support Services (CASS) Trina Sweeney, Director of Adult and Commuter Student Services (ACSS) Academic Affairs

   b. Describe the activity. (250 words max)

The University will introduce the Return to Learn initiative which provides an opportunity to reach out to students who left WVSU before completing a degree and other prospective adult learners. The objective of the program is to provide prospective new, transfer, or returning adult learners with information regarding the steps and processes needed, for their specific academic circumstances, to develop a clear path to enrollment and degree attainment. Return to Learn requires outreach, individual academic advising and introduction to the programs and services available at the University to support student success.

   c. What target populations, if applicable, does this activity address? (100 words max)

The target population is adult learners – those who have never attended college or those who have some college credits (from WVSU or other institutions). The focus will be on prospective students residing in the greater Kanawha Valley – especially those who have credits from WVSU but did not receive a degree prior to leaving the University.

   d. Provide a timeline for implementation of this activity. (250 words max)

> Implementation began in fall 2014 to encourage spring 2015 enrollment and will be an ongoing activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The University will utilize existing staffing resources for events and one-to-one counseling and need limited financial resources and support from the University Relations & Operations office to promote the Return to Learn activity. The University has been named a recipient of a *DegreeNow* Adult Learner Access & Success Sub-Grant through HEPC (funded by the Lumina Foundation) and will utilize the associated funds for the *Return to Learn* initiative.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> Effective partnerships are essential in serving adult learners. The Adult & Commuter Student Services Office will partner with the Offices of: Admissions; University Relations & Operations; Academic Affairs; Regents Bachelor of Arts; Registration and Records; Cashier's; Counseling and Academic Support Services; Career and Cooperative Education; Military Student Services; and Financial Aid to make this process as easy and seamless as possible.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to increase the number of adult learners enrolled at WVSU. Recruitment and enrollment activity resulting from *Return to Learn* programs will be monitored, tracked and evaluated. Prospective and enrolled students will be asked to provide feedback about the *Return to Learn* program through group and individual assessment.
>
> As a *DegreeNow* grant recipient, the University is required to report on fall 2014 activities to HEPC in January 2015.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will foster progress in adult learner enrollment and give the one-to-one nature of the activities; the retention of these adult learners will improve as well.

14

2. Activity 2: **Fall First-Time Freshman Headcount** *(Early Awareness)*
   a. Who is responsible for the implementation of this activity? (name and title)

   > Katherine McCarthy, Vice President for Enrollment Management and Student Affairs
   > Amanda Anderson, Director of Office of Admissions

   b. Describe the activity. (250 words max)

   > Create communication paths for high school sophomores and juniors through increased utilization of customer relationship management solution (CRM/EMAS Pro). EMAS Pro allows the admissions office to create communication paths based on student criteria – such as high school class year. Since purchasing EMAS in the summer of 2013, the admissions staff have focused on communications with high school juniors and seniors.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population of this activity is prospective freshmen/high school students.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > The creation of the communication paths began in fall 2014 with full implementation anticipated to take place in spring 2015 with ongoing revisions to the communication paths as needed.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   > The University will utilize existing staff and financial resources in the admissions office to implement this activity.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

   > The Office of Admissions will collaborate with a number of internal individuals and departments, including Academic Affairs and the Office of Student Financial Assistance, to create timely and appropriate messaging to support outreach to high school students.

   g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

   > The intended outcome is to encourage interest of high school sophomores and juniors to participate in the college search process

15

and consider WVSU as their institution of choice for a higher education degree.

Assessment of the implementation and the outcome includes monitoring and analyzing the number of new messages created in EMAS, and number of messages sent to high school freshmen and sophomores. Over time, we will monitor the number of applicants and the number of enrolled students from the target populations.

   h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Ultimately, this activity impacts overall enrollment growth and growth in FTF enrollment by encouraging early high school students to participate in the college search process and consider WVSU.

3. Activity 3: **Transfer student recruitment.**
   a. Who is responsible for the implementation of this activity? (name and title)

Amanda Anderson, Director of Admissions
Katherine McCarthy, Vice President for Enrollment Management and Student Affairs

   b. Describe the activity. (250 words max)

To enhance transfer student enrollment through focused recruitment efforts, one of the University's admissions counselors have been assigned to work the majority of time with transfer students. The University is expanding the transfer student recruitment target areas to include metro tuition markets. Existing communications with transfer students will be reviewed including content, timing, and delivery mechanisms with improvements being made, where needed.

   c. What target populations, if applicable, does this activity address? (100 words max)

The target population of this activity is for prospective transfer students with outreach and communication with Community and Technical Colleges (CTC) and Community Colleges (CC) transfer counselors.

   d. Provide a timeline for implementation of this activity. (250 words max)

The implementation of this activity began in fall 2014 and will be an ongoing activity of the University.

16

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The University will utilize existing Admission's Office staff and financial resources.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The University's Office of Admissions staff will conduct outreach and conduct communications with Community and Technical Colleges and Community Colleges transfer counselors to provide information on the services and educational opportunities available at WVSU.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcomes are additional outreach to prospective transfer students; increase in inquiries from prospective transfer students; increase in applications from prospective transfer students; increase transfer student enrollment. The implementation and outcomes of this activity will be assessed by monitoring the amount of outreach conducted, the number of inquiries received and the number of applications and enrollment of transfer students. In addition, the University expects to grow interactions with CC and CTC transfer counselors.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity is expected to foster progress in transfer recruitment, retention and enrollment by providing information and necessary support to prospective transfer students.

Strategy B: Developmental Education

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> **The general focus is to prepare underprepared students for successful completion of developmental math and English courses. This focus requires the University to rethink how developmental education is offered and the support that is provided to students. Overall, it is believed that this focus will enhance developmental courses while increasing the likelihood students will successfully complete these courses.**

1. Activity 1: **Enhance our ability to offer developmental math classes that meet the educational needs of our students.**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > Naveed Zaman, Chair of the Mathematics Department
   > Robert Barney, Interim Dean of the College of Natural Sciences & Mathematics
   > Kumara L. Jayasuriya, Provost & Vice President for Academic Affairs

   b. Describe the activity. (250 words max)

   > There is a recognized need to improve the University's developmental math learning environment; thus, President Hemphill recently approved the development of a state-of-the-art math learning center that features the appropriate computer-based supplemental instruction. A faculty member within the Math Department will help coordinate the developmental math initiatives. Lastly, training on best practices in developmental math education will be provided to full- and part-time developmental math instructors.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population is students who enroll in Math 020 (i.e., approximately 400 students) during the fall and spring semesters.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > The computer laboratory is expected to be finalized with the appropriate hardware and software by December of 2014. A coordinator of the developmental math initiatives is to be identified by the opening of the computer laboratory with training for full- and part-time developmental math instructors completed by May 2015.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   > The use of Title III funds, fee money from the developmental math courses and other financial resources available to the Academic Affairs Office will be utilized to support the needed equipment and supplemental salary for the developmental math coordinator. The utilization of student workers will serve as peer tutors to support the needs of the students.

18

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> Utilizing best practices learned from several of the HEPC conferences sponsored by Complete College America, this activity will be a success. The mathematics department, the Dean of the College of Natural Sciences and Mathematics and the Academic Affairs offices will work collaboratively together to implement this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to increase the success rate of students in Math 020. The effectiveness of these initiatives will be measured by evaluating course success rates from past Math 020 versus the rates of our new sections that have the added supplemental support. Another measure to be utilized is to compare the number of fall end-of-term first-time freshmen enrolled in developmental math courses to the number, of those same students, who pass a college-level math course within two years of completing the developmental-level course.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity fosters progress in other compact strategy areas because through a strong developmental math curriculum, enrolled students gain a foundation of good study habits that can assist them as they proceed through their college degree path.

2. Activity 2: **Enhance developmental English classes by providing additional supplemental support through the Writing Center.**
   a. Who is responsible for the implementation of this activity? (name and title)

   > Robert Wallace, Chair of the English Department
   > Scott Woodard, Interim Dean of the College of Arts & Humanities
   > Kumara L. Jayasuriya, Provost & Vice President for Academic Affairs

   b. Describe the activity. (250 words max)

   > The University will relocate the University's existing Writing Center to the Drain-Jordan Library as the library is the most student visited facility on campus. Students, especially those in English 020 and 101E, will then be required to attend regular

sessions at the Writing Center where they would receive additional help on writing assignments.

c. What target populations, if applicable, does this activity address? (100 words max)

Students enrolled in English 020 and English 101E (i.e., approximately 275 students) during the fall and spring semesters are the target population.

d. Provide a timeline for implementation of this activity. (250 words max)

The relocation of the Writing Center is expected to be completed by November 2014.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

A soon-to-be developmental English coordinator will oversee the day-to-day operations of the Writing Center. The relocation of the existing center to the Drain-Jordan Library will increase visibility and accessibility because this facility remains open longer than other academic buildings. Funding from Title III, general education and other resources within the Academic Affairs Office will be used to support the activities of the Writing Center.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Utilizing best practices learned from several of the WVHEPC conferences sponsored by Complete College America, this activity will be a success. The library staff, writing center staff and staff within Academic Affairs will work collaboratively together for an easy transition of the Writing Center.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The goal is to increase access to and utilization of the Writing Center. Specifically, the Writing Center will be utilized to increase the success rate of students enrolled in developmental English. For assessment, the usage of the Writing Center will be compared following the move to that of the center prior to the move. Additionally, the success rate of students enrolled in developmental English will be tracked.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

20

This activity fosters progress in other compact strategy areas because the population of developmental English students at WVSU gains skills and abilities that can be used throughout their college education leading to an increased likelihood of degree completion.

3. Activity 3: **Eliminate the need for developmental English classes by implementing a stretch course.**
   a. Who is responsible for the implementation of this activity? (name and title)

   Robert Wallace, Chair of the English Department
   Scott Woodard, Interim Dean of the College of Arts & Humanities
   Kumara L. Jayasuriya, Provost & Vice President for Academic Affairs

   b. Describe the activity. (250 words max)

   Implementation of a stretch course format would combine English 020, 101E/101, and 102 in a way that will allow the University to teach the concepts learned in English 020 (developmental, non-credit bearing course) within the credit bearing English classes.

   c. What target populations, if applicable, does this activity address? (100 words max)

   The target population is WVSU students eligible for English 020, 101E, and 101.

   d. Provide a timeline for implementation of this activity. (250 words max)

   The stretch course format is to be implemented in the fall of 2015 and be an ongoing activity of the University.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   The University will utilize existing resources within Academic Affairs to redesign the format of the existing developmental English courses.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

   The Dean of the College of Arts & Humanities, the faculty within the English department and the office of Academic Affairs will work collaboratively to develop the necessary curriculum, class schedules and assessment of the program into the General Education outcomes of the University.

21

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The aim is to eliminate non-credit bearing developmental English classes, replacing them with a stretched format that builds confidence while teaching the necessary skills for the student to be successful in English courses required for degree completion. The expectation is an increased success rate in the English courses. In addition, the University's ability to enroll students in credit-bearing courses will also increase morale while decreasing the time that it takes to for degree completion.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity fosters progress in other compact strategy areas because the population of developmental English students at WVSU gains skills and abilities that can be used throughout their college education leading to an increased likelihood of degree completion.

Strategy C: First-Year Retention

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> **To enhance programs and services offered to new freshmen in an effort to improve their academic and personal success and improve likelihood they will return to the University for a second year.**

1. Activity 1: **New Student Advising and Orientation**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > Katherine McCarthy, Vice President for Enrollment Management
   > Staff within Enrollment Management and Student Affairs

   b. Describe the activity. (250 words max)

   > Enhance the New Student Advising and Orientation program to further encourage connection and engagement with University students, faculty and staff and an understanding of the programs and services available at the University to support student success. Enhancements to orientation have been made over the past year; especially in the delivery of critical messages about advising, timely graduation and support services. A parent/family program

has also been introduced. A program evaluation toll has also been implemented. However, the University has examined best practices in orientation and its role in the success of new students and believes additional work is required to further improve the orientation experience and transition to the University.

c. What target populations, if applicable, does this activity address? (100 words max)

The target population is confirmed freshmen at WVSU.

d. Provide a timeline for implementation of this activity. (250 words max)

The enhancements are to be implemented for students enrolling spring of 2015 through a pilot project with full implementation for students enrolling fall 2015.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The University will utilize existing staff and financial resources Within Enrollment Management and Student Affairs and Academic Affairs (support for advising) and may pursue external sponsors/resources.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The offices of Enrollment Management and Student Affairs and Academic Affairs will work collaboratively together to implement this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this activity is an improved experience for freshmen and transfer students while increasing efficiency and accuracy of advising; improved engagement and connection from new students to the University; and incorporation of HEPC's 15 to Finish initiative.

The implementation and outcome of this activity will be conducted by monitoring retention rates, especially first to second year retention; survey evaluation to gauge effectiveness of the orientation experience; and targeted telephone interviews to further assess experience.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will foster progress in first to second year retention by improving students' transition to the University. Retention of transfer students will also be analyzed.

2. Activity 2: **FTF with Financial Balances**
   a. Who is responsible for the implementation of this activity? (name and title)

   > Katherine McCarthy, Vice President for Enrollment Management and Student Affairs
   > JoAnn Ross/Director, Student Financial Assistance

   b. Describe the activity. (250 words max)

   > Actively reach out to new freshmen who have financial balances with the University (not covered by financial aid) to discuss options for payment.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population is first-time freshmen living on-campus. Out-of-state, residential students tend to have the highest costs and will serve as a pilot target population.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > Implementation of this activity began in September 2014 and will be an ongoing activity of the University.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   > The University will utilize existing staff and financial resources within the office of student financial assistance with staff support from Enrollment Management and Student Affairs.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

   > The offices of Student Financial Assistance, Business and Finance and Residence Life will work collaboratively together to implement this activity.

   g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

24

> The intended outcome includes the development of payment plans which will allow the student to continue their higher education at WVSU. Assessment includes tracking the number of freshmen reached, content of the conversations and tracking fall to spring and fall to fall retention.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will foster progress in first to second year retention by proactively addressing student's financial situation on an individual basis.

3. Activity 3: **Enhance Outreach to Target Populations**
    a. Who is responsible for the implementation of this activity? (name and title)

    > Katherine McCarthy, Vice President for Enrollment Management and Student Affairs, staff within Enrollment Management and Student Affairs.

    b. Describe the activity. (250 words max)

    > The development of a "check-in" process for targeted sub-populations within the freshman class – low income, underrepresented racial/ethnic groups, first-generation, adult learners; conditional admits. These groups can be less likely to be retained and may benefit from additional information about support services and other resources available to them.

    c. What target populations, if applicable, does this activity address? (100 words max)

    > Targeted sub-populations within the freshman class – low income, underrepresented racial/ethnic groups, first-generation, adult learners; conditional admits.

    d. Provide a timeline for implementation of this activity. (250 words max)

    > This activity will be implemented during the fall 2014 and will be an ongoing activity of the University.

    e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

    > The University will utilize existing staff and financial resources within Enrollment Management and Student Affairs.

    f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The offices of Enrollment Management and Student Affairs and Academic Affairs will work collaboratively to effectively and efficiently implement this activity.

    g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to connect – via telephone, email or in-person with every first-time freshman in one (or more) of the targeted groups provided earlier. Feedback will be obtained about their University experience, ensure they are doing well and/or discuss support services that may be useful. The number of students reached and the outcome of the outreach will be tracked and analyzed to determine successful implementation and positive outcomes.

    h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will foster programs in first to second year retention by creating stronger connections and outreach to first-time freshmen.

Strategy D: Progress Toward Degree

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> **The focus of this strategy is to develop an atmosphere that promotes degree completion in a timely and efficient manner.**

    1. Activity 1: **Increase utilization of My Degree at State (DegreeWorks)**
        a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

> T. Ramon Stuart, Associate Provost and Associate Vice President for Academic Affairs
> Kimberly Osborne, Vice President for University Relations & Operations
> Donna Hunter, Registrar
> Academic advisors

        b. Describe the activity. (250 words max)

> The activity is to develop appropriate promotional materials that highlight the importance of a degree audit tool (DegreeWorks); provide training sessions for students and advisors in an effort to

ensure that all participants get maximum productivity from the degree audit system. DegreeWorks assists both students and their advisors by calculating, per individual student, the courses needed/remaining to complete a degree path in a timely fashion.

c. What target populations, if applicable, does this activity address? (100 words max)

All enrolled students at WVSU are the target population.

d. Provide a timeline for implementation of this activity. (250 words max)

The implementation of this activity began with a pilot project in late spring 2014 and the program is expanding across the University beginning on October 1, 2014 and will be an ongoing activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The University will utilize financial resources through Registration and Records to support the training of students, faculty and staff.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The University will continue to work with representatives from WVNET and WVSU's Information Technology Department as DegreeWorks is supported by both entities.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome is to increase student, faculty and staff usage of the program through the usage statistics available through WVNET.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will foster progress with improved graduation rates; overall enrollment; first-year retention as these individuals can see where they are, prepare for where they need to go and understand how to obtain degree completion.

2. Activity 2: **Improved student academic advising**
   a. Who is responsible for the implementation of this activity? (name and title)

> Kumara L. Jayasuriya, Provost & Vice President for Academic Affairs
> Scott Woodard, Dean of the College of Arts & Humanities
> David Bejou, Dean of the College of Business & Social Sciences
> Robert Barney, Dean of the College of Natural Sciences & Mathematics
> Paige Carney, Dean of the College of Professional Studies
> Retention and Student Success Council

b. Describe the activity. (250 words max)

> Working with academic advisors at the University, a set of best practices (for example – intrusive advising) will be developed. Based upon the review of external documentation and internal discussions, best practices will be developed to streamline advising while increasing the effectiveness of the advising process and explore the possibility of centralizing the advising process for 1st and 2nd year students through an advising center.

c. What target populations, if applicable, does this activity address? (100 words max)

> The target population is all academic advisors at the University. All students at the University will eventually be affected by the implementation of the best practices and should a centralized advising center be developed.

d. Provide a timeline for implementation of this activity. (250 words max)

> The implementation of the activity will begin in fall 2015 and will be an ongoing activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The University will utilize Title III funds and other financial resources available to Academic Affairs to underwrite the appropriate training and ongoing professional development.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The offices of Enrollment Management & Student Affairs, Academic Affairs and all academic advisors will work collaboratively to explore industry best practices and rely on peers who have recently implemented successful models.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is improved advising at the University that will be evidenced by the increase in the retention, the number of students that utilize these services and through the number of course registrations, which will provide evidence of students staying on track to degree completion.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will foster progress in first year retention, graduation rates, overall enrollment and degrees awarded by encouraging students to become familiar with advisors, advising, and degree requirements.

3. Activity 3: **Residence Life Programming**
   a. Who is responsible for the implementation of this activity? (name and title)

   > Katherine McCarthy, Vice President for Enrollment Management and Student Affairs
   > T. Ramon Stuart, Associate Vice President for Academic Affairs, Associate Provost

   b. Describe the activity. (250 words max)

   > Offer workshops in residence halls that allow faculty members and staff to interact with students and share information related to services and programs that support student success.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population is all residential students.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > This activity will be implemented during the fall 2014 semester and will be an ongoing activity of the University.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   > The University will utilize resources already available to Academic Affairs and Student Affairs.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The offices of Academic Affairs and Student Affairs will collaborate to implement this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to increase residential students' knowledge of tools available to support academic success while also engaging with faculty and staff in this process so that students can better identify those individuals who can assist them. A pre- and post-activity survey will be used to gauge student learning and the likelihood of students utilizing these services and programs.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will foster progress in retention and graduation rates and degrees awarded by helping students identify and encourage usage of support services and resources available to support student success.

Strategy E: Graduation Rates

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> **Graduation rates will benefit from the activities provided in Progress Toward Degree. Additionally, the University is working with the WVHEPC on a comprehensive plan that stresses the significance and importance of 15 to Finish.**

1. Activity 1: **Promotion of the concept 15 to Finish**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > Kumara L. Jayasuriya, Provost and Vice President for Academic Affairs
   > Kimberly Osborne, Vice President for University Relations & Operations
   > Katherine McCarthy, Vice President for Enrollment Management & Student Affairs

   b. Describe the activity. (250 words max)

   > Working with the various University administrative areas mentioned in subsection (1a), the University is developing a comprehensive plan that stresses the significance of 15 to Finish.

In addition, workshops for faculty, staff and students that speak to why 15 to Finish is economical and beneficial to students in the long run will be developed to assist with the dissemination of the comprehensive plan.

c. What target populations, if applicable, does this activity address? (100 words max)

The target population is all students with a special emphasis on new freshmen. This focus allows us to start working with students even before they start classes to understand the importance of 15 credit hours per semester and staying on track to degree.

d. Provide a timeline for implementation of this activity. (250 words max)

The implementation of this activity began in the fall 2014 and will be an ongoing activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The allocation of financial resources has yet to be determined. As mentioned previously, this activity will require collaboration across administrative areas of the University and their staff to achieve the desired outcomes.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

As a project of the WVHEPC, all universities in the state are working with the WVHEPC to implement a plan in one form or another on their campuses. Additionally, as mentioned previously, this activity will require all administrative areas of the University to work collaboratively to effectively and efficiently implement the plan.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome will be an increase in awareness of timely and cost effective degree completion as evidenced by the number of students, especially first-time freshmen, enrolling in15 credit hours per semester, for their first year and beyond.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters advancement in metrics associated with Progress Toward Degree; overall enrollment and retention because

31

the initiative highlights the impact that 15 to finish has on degree attainment. This could motivate some students to take more classes that would lead to graduation in a timely fashion.

Strategy F: Graduate Student Success (if applicable)

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The overall focus is to increase the success of graduate students by providing opportunities for student engagement.

1. Activity 1: **Increase research opportunities**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   Ramon Stuart, Associate Provost & Associate Vice President for Academic Affairs
   Graduate program coordinators from Media Studies, Biotechnology, and Law Enforcement & Administration

   b. Describe the activity. (250 words max)

   The University will work with graduate faculty members in the current graduate degree programs to find ways to identify research opportunities for current graduate students in an effort to increase graduate student success.

   c. What target populations, if applicable, does this activity address? (100 words max)

   The target population is current graduate students at the University.

   d. Provide a timeline for implementation of this activity. (250 words max)

   This activity will be implemented in the fall 2015 and will be an ongoing activity of the University.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   The University will seek grant opportunities that will help underwrite the needs in this area, and use financial resources generated by graduate student fees to help offset any costs. In addition, Title III funding can be utilized to help support some of the research projects. Existing staff from Academic Affairs, the College of Natural Science and Mathematics, and representatives from Research and Public Services will be utilized to implement the activity.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The University will look to identify potential external funding sources to support student research. Internally, the University will continue to utilize Title III funds and other funding available to the Academic Affairs Office to support student research for graduate students.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to increase the persistence rates of graduate students at the University through increased student engagement with the University and opportunities offered (i.e. research). The implementation and outcome of this activity will be assessed by comparing the enrollment data from previous semesters with the data obtained from this new focus on student led research initiatives.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will help in overall retention and graduation rates because the students are kept engaged and help move them toward degree completion.

2. Activity 2: **Establish a Graduate Student Advisory Council**
   a. Who is responsible for the implementation of this activity? (name and title)

   > T. Ramon Stuart, Associate Provost & Associate Vice President for Academic Affairs
   > Graduate program coordinators from Media Studies, Biotechnology, and Law Enforcement & Administration

   b. Describe the activity. (250 words max)

   > The University is in the process of establishing a graduate student advisory council to help advise graduate program coordinators when making decisions. This council would provide valuable insight and feedback about the graduate experience at the University from a graduate student perspective, and also help identify areas of promise and deficiencies

   c. What target populations, if applicable, does this activity address? (100 words max)

> The target population is prospective and currently enrolled graduate students at the University as well as graduate program coordinators.

d. Provide a timeline for implementation of this activity. (250 words max)

> The implementation of this activity is in January 2015 and will be an ongoing activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> This activity does not require additional funding resources or staffing as the council will be comprised of a student representative from each of the four graduate programs, the graduate program coordinators, three deans, and the designee of the Provost and Vice President of Academic Affairs.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The Academic Affairs office will collaboratively work with graduate program coordinators, graduate faculty and students to implement this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to create a conversation among graduate students that will allow the University to improve its graduate programs.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> It is a way to engage students, and hear what works and what we need to improve to make graduate education better. The University believes this activity will positively impact the retention and graduation rates of graduate students.

Strategy G: Faculty Scholarship

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> **The general focus is to increase the level of faculty scholarship at the University.**

1. Activity 1: **Develop and implement a faculty research enhancement program, Promoting Excellence in Education through Research (PEER), to provide seed money to allow and encourage faculty to explore research interests and provide preliminary data for future grant proposal writing.**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > Kumara L. Jayasuriya, Provost & Vice President for Academic Affairs
   > Robert Barney – Interim Dean of Natural Science and Mathematics
   > David Bejou – Dean of Business and Social Sciences
   > Paige Carney – Acting Dean of Professional Studies
   > Scott Woodard – Interim Dean of Arts and Humanities

   b. Describe the activity. (250 words max)

   > The Promoting Excellence in Education through Research (PEER) program at WVSU is to provide financial support to encourage and foster faculty research, and to leverage these resources to attract extramural funding, to promote and support the enrichment of academia and student learning at the University through research initiatives.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population consists of all full-time faculty members at WVSU and the Gus R. Douglass Land-Grant Institute. Emeritus, courtesy, visiting and adjunct appointee ranks are ineligible.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > The initial solicitation for PEER participants was on March 1, 2014, for the summer semester. Some revisions are being made and proposals will be accepted in September 2014 for fall 2014 and spring 2015 academic year. This will be an ongoing activity of the University.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   > The PEER program is a grant program supported by Title III funds from the U.S. Department of Education, and supplemented by other STEM related state, federal and private funding. The University will also work to identify current financial resources within Academic Affairs that can be allocated to support the expansion of the program.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> Representatives of research, teaching, and academics will serve on a panel to review submitted research proposals and make funding recommendations to the Vice President for Research and Public Service.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to increase faculty participation in scholarship and research activities, thereby increasing the numbers of grant proposals generated by the faculty. Granting activity will be monitored and evaluated as to the direct and /or indirect impact of PEER on proposal development and granting success.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> The activity fosters progress in graduate student success through student engagement and is expected to directly impact success in the other Research and Development metrics: publications, patents and startup companies.

Strategy H: Degrees Awarded

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> **The general focus is for the University to increase the overall number of baccalaureate degrees awarded by educating students on what is required for degree completion.**

1. Activity 1: **Develop academic milestones for each degree program.**
    a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

    > T. Ramon Stuart, Associate Provost & Associate Vice President for Academic Affairs
    > Robert Barney – Interim Dean of Natural Science and Mathematics
    > David Bejou – Dean of Business and Social Sciences
    > Paige Carney – Acting Dean of Professional Studies
    > Scott Woodard – Interim Dean of Arts and Humanities

    b. Describe the activity. (250 words max)

> The University will expand the use of DegreeWorks to include degree maps which records milestones during the course of study for each individual student.

c. What target populations, if applicable, does this activity address? (100 words max)

> The target population is all WVSU enrolled and prospective students.

d. Provide a timeline for implementation of this activity. (250 words max)

> The implementation is fall, 2015 and will be an ongoing activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> Currently, the University's version of DegreeWorks would need to be expanded to include this module. The University will use financial recourses already available to the Academic Affairs Office to fund this expansion with staff support of the University's Information Technology department.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The University will collaborate with WVNET to implement this new module with continued communications with the University's Information Technology Department for consistent functionality.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome of this activity is to help educate students regarding their specific degree requirements while recognizing their achievements upon reaching a milestone along their degree path. The implementation and outcome would be assessed by tracking student usage of the expanded DegreeWorks, collect feedback from students and/or advisors related to their perception of the new tools and how it assists in this activity.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> As this activity increases student engagement while also providing opportunities for students to learn outside the classroom, it will support enrollment and retention.

Strategy I: Student Loan Default Rate

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> **Implementation of Default Prevention and Management Plan (DPMP)**

1. Activity 1: **Enhanced loan exit counseling**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > JoAnn Ross, Director of Student Financial Assistance
   > Katherine McCarthy, Vice President for Enrollment Management and Student Affairs

   b. Describe the activity. (250 words max)

   > This activity will require exit loan counseling for graduating seniors by requiring exit loan and make it a graduation requirement for all loan borrowers. The University will utilize the existing Grad Salute program (a program designed to acknowledge graduating students and assist them in identifying processes and procedures that need to be completed prior to commencement) in efforts to encourage exit loan counseling. Additional outreach, such as email messaging, will also be utilized.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population is graduating students who have incurred loan debt at any time during their undergraduate and graduate education.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > The implementation of this activity is the fall 2014and will be an ongoing activity of the University.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   > The University will utilize existing staff and financial resources of the Office of Student Financial Assistance to implement this activity.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The internal offices of Student Affairs and Academic Affairs will work collaboratively to implement this activity. Additional support may be sought from external experts.

    g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is increased participation rates in exit counseling activities. The activity will be assessed by conducting activity evaluation and monitoring student default rates from recent levels to each future reporting period.

    h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity is expected to only affect student loan default rates as it is specifically directed to graduating seniors of the University.

2. Activity 2: **Promote financial literacy**
    a. Who is responsible for the implementation of this activity? (name and title)

> JoAnn Ross, Director of Office of Student Financial Assistance
> Katherine McCarthy, Vice President for Enrollment Management and Student Affairs

    b. Describe the activity. (250 words max)

> The University will increase its efforts in educating students about the pros and cons of borrowing as part of a broader effort to provide students with a basic understanding of finances. WVSU, like all colleges and universities, has a need to build student awareness of loan debt and repayment obligations. WVSU will emphasize the effectiveness of one-on-one communication and repeating information to students to increase the probability that the information will be retained.
>
> As a part of this activity, the University will add financial literacy information to its website; require a financial literacy session as component of all Freshman Year Experience courses; and offer workshops through the Student Success Series (on-campus workshops offered throughout the year to assist students in identifying programs and services that support student success) and the Office of Residence Life.

    c. What target populations, if applicable, does this activity address? (100 words max)

> The target population of this activity is all currently enrolled students of the University.

d. Provide a timeline for implementation of this activity. (250 words max)

> Implementation will begin in fall 2014and will be an ongoing activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The University will utilize existing staff and financial resources from the Office of Student Financial Assistance and Enrollment Management and Student Affairs, to achieve the desired outcomes.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The internal offices of Student Affairs and Academic Affairs will work collaboratively to implement this activity. The University is considering whether utilizing external expertise would be beneficial and/or needed.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to improve student understanding of loans and the associated responsibilities; to heighten awareness of financial aid in general; to reiterate the impact of student choices on aid eligibility, awards and progress toward degree completion. The activity will be measured and assessed by its long term impact on student loan default rates.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> As students continue to learn about the role and benefit of financial assistance and the associated responsibilities, this activity will impact retention metrics and progress toward degree completion.

Strategy J: Research & Development (if applicable)

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> **The general focus is to increase the number of students and faculty involved in research, thereby increasing the number and amount of Research Grants & Contracts.**

1. Activity 1: **Establish an Office of Undergraduate Research**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

      > Orlando F. McMeans, Vice President for Research and Public Service

   b. Describe the activity. (250 words max)

      > An Office of Undergraduate Research will be established under the egis of the Vice President for Research and Public Service. The office will monitor and support all research activities involving undergraduate students.

   c. What target populations, if applicable, does this activity address? (100 words max)

      > Any and all students involved in research and their faculty mentors.

   d. Provide a timeline for implementation of this activity. (250 words max)

      > The office is to be established during the 2014-15 academic year.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

      > The University will utilize existing staff and financial resources from the Office of Research and Public Service to achieve the desired outcomes.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

      > The Vice President for Research and Public Service will work collaboratively with the University Research Council and Dean's Council to achieve the desired outcomes.

   g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

      > The Office of Undergraduate Research will be responsible for coordinating research opportunities across the campus of undergraduate students. A database of students and faculty mentors will be developed to coordinate and monitor opportunities, and document student success via the annual Research Symposium.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> All research and development metrics should be positively affected by this activity as it expands the research activities at the University by incorporating undergraduate students and provides students with the firsthand experience of active research.

2. Activity 2: **Integrate the Gus R. Douglass research faculty into the appropriate departments and colleges on campus.**
   a. Who is responsible for the implementation of this activity? (name and title)

   > Orlando F. McMeans, Vice President for Research and Public Service
   > Kumara L. Jayasuriya, Provost and Vice President for Academic Affairs

   b. Describe the activity. (250 words max)

   > The portfolios of the research faculty in the Gus R. Douglass Land-Grant Institute (GRDI) will be evaluated as to the appropriate rank and tenure and assigned faculty status in a University department. The Faculty Handbook will be modified as to evaluation criteria for research-centric appointments.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The principal population is the GRDI research faculty, but students will benefit via increased opportunities for research with research-centered faculty and more cutting edge curricula taught by faculty conducting research.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > The integration of GRDI faculty was initiated in the 2014 spring semester. However, modification of evaluation criteria and other issues are to be addressed in the 2014-2015 academic year.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   > The University is utilizing existing research faculty to incorporate as research faculty. As such, additional financial resources are not required to achieve the desired outcomes.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The Director of Research, Extension Administrator, Vice President for Research and Public Service, Provost and Vice President of Academic Affairs, and Faculty Senate have and are continuing to collaborate to implement this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The faculty have been assigned to the appropriate departments. The success of this activity will be assessed upon the actual integration of the new faculty into existing academic programs, the development of evaluation criteria for the faculty handbook, and the degree of collaboration and participation in departmental activities. The addition of research-oriented faculty into the primarily teaching faculty is expected to result in greater research activity within the department and will be monitored to measure success/failure.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> All Research and Development metrics should be positively affected by this activity as a result of increased collaboration between research and teaching centered faculty.

Comprehensive Plan A: Collaborative Process

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

> Katherine McCarthy, Vice President for Enrollment Management and Student Affairs
> Kumara Jayasuriya, Provost and Vice President for Academic Affairs

2. Explanation of objective or focus of plan. (500 words max)

> Through effective recruitment strategies and practices, WVSU seeks to provide information, services, and support to qualified individuals in order to attract, admit, and enroll a diverse student population in accordance with the academic and strategic goals of the University.
>
> The strategies and activities included in this plan support the University's interest in growing enrollment by collaborating with the Kanawha County School system, enhancing communications with prospective students and working with WVSU alumni to add to State's visibility and outreach.
>
> Decisions will increasingly be based upon new data, new technologies will continue to be infused, response times will be monitored, and multiple channels of communication will be utilized at various stages of the recruitment and admission cycle.

3. Discussion of planning process:
   a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

   > The University is conducting ongoing institutional conversations regarding the need to enhance outreach to and programming for prospective students in the greater Kanawha Valley, the state of West Virginia and beyond. These conversations included leaders from the Kanawha County School system, leaders within the University's alumni organizations and faculty and staff from across the University.
   >
   > In addition, the University recognizes that recruitment alone will not allow us to grow our enrollment; improvements in retention must be realized.

   b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

   > Discussions included in 3a. informed the strategies and activities included in this plan as did understanding best practices in recruitment and retention.

4. What are the intended outcomes of the plan? (250 words max)

The intended outcomes of this plan are to grow WVSU student enrollment through enhanced and intentional recruitment and retention activities, which include, but are not limited to, moving forward with recruitment and retention functions, prospective student demographics, the Vision 2020 – University Strategic Plan, and plans for new academic programming.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics).

A. **STRATEGY 1: Grow opportunities for high school students from the greater Kanawha Valley.**
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The focus of this strategy is to increase the number of high school students who study for college credit through innovative programs at WVSU; some of which offer an opportunity to obtain a year of college credit prior to completing high school.

4. Activity 1: **Create 1+3 programs in at least 4 different areas.**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

      Nathan S. Gainer, Director of Academic Educational Outreach
      Kumara L. Jayasuriya, Provost and Vice President for Academic Affairs

   b. Describe the activity. (250 words max)

      WVSU will collaborate with school districts to establish a partnership with the high schools in order to develop 1+3 programs. In this program, high school juniors and seniors will be enrolled in a degree program of their choice and take college courses from WVSU towards their chosen degree program. Students who complete the first step of the program are given the opportunity to finish their degree in three years at WVSU.

   c. What target populations, if applicable, does this activity address? (100 words max)

      This activity's target population is high school juniors and seniors.

   d. Provide a timeline for implementation of this activity. (250 words max)

      This activity began in fall 2014. The University's goal is to partner with at least five high schools by spring 2015.

45

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> Existing finances and staffing from Academic Affairs will be utilized to achieve the desired outcomes.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> WVSU will work with local school districts to expand the activity. Internally, Academic Affairs works with Enrollment Management and Student Affairs to make this activity occur.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> Establishing at least five partnerships with local high schools by spring 2015 is the intended outcome. Implementation will be measured as a success or failure depending on the number of partnerships established by spring 2015. Overall success or failure will be assessed by tracking the number of students enrolled in the 1+3 programs as the program progresses.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> As collaboration with the local school districts to provide opportunities to earn college credit to high school students will attract enrollment in these courses, this activity will have an impact on the University's total headcount enrollment

5. Activity 2: **Increase course offerings for high school students who attend Upward Bound at WVSU in the summer.**
   a. Who is responsible for the implementation of this activity? (name and title)

   > Barbara Cary, Director of Upward Bound
   > Krystal Tolliver, Director of Upward Bound Math and Science
   > Nathan S. Gainer, Director of Academic Educational Outreach
   > T. Ramon Stuart, Associate Provost & Associate Vice President for Academic Affairs

   b. Describe the activity. (250 words max)

   > This activity is to increase the number of seats available in college classes offered to junior and senior level high school students enrolled in the University's Upward Bound programs. The University will look to increase other class offerings as the program progresses. Currently, these students take the college

courses at no cost as the University works with the Upward Bound Program to provide scholarships to these students. The University provides supplemental instruction through the Upward Bound programs to ensure that students have all the right tools to succeed in these college courses.

c. What target populations, if applicable, does this activity address? (100 words max)

The target population is junior and senior high school students that participate in the Upward Bound programs.

d. Provide a timeline for implementation of this activity. (250 words max)

Implementation of this activity will begin in summer 2015.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

As many of the students that participate in the Upward Bound programs are low-income, first generational potential college going students, the University will utilize funding allotted to Academic Affairs to provide the scholarships necessary for these students to participate in the college courses.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Academic Affairs staff is working with the federally funded Upward Bound and Upward Bound Math and Science areas to coordinate efforts.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The expected outcome is to increase the number of junior and senior level high school students participating in the Upward Bound programs that take college courses and obtain college credit(s). Assessment of this task will require a comparison of the number of Upward Bound students who previously took classes through the bridge program compared with the number of students who enroll in the summer through this new initiative.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity has the potential to assist with the University's first-time student enrollment as these students are more likely to enroll

in WVSU because they are provided the opportunity to complete college credit(s) while still being considered high school students.

6. Activity 3: **Expand the Collaborative Program**
   a. Who is responsible for the implementation of this activity? (name and title)

   Nathan S. Gainer, Director of Academic Educational Outreach
   Kumara L. Jayasuriya, Provost

   b. Describe the activity. (250 words max)

   The University will work with representatives from the Kanawha County School system to increase the enrollment of the current Collaborative Program from 70 to 100 students. The Collaborative Program offers high school students the opportunity to obtain high school credit at their home high school and college credit at WVSU by taking college courses on WVSU's campus.

   The student is enrolled at the WVSU as a regular college student and takes all courses at the University but is provided high school and college credit for each class taken at the University. Additionally, the student is allowed the opportunity to participate in any high school extracurricular activity at their home high school.

   c. What target populations, if applicable, does this activity address? (100 words max)

   The target population is high school students (freshman, sophomores, juniors or seniors) within the Kanawha County School system.

   d. Provide a timeline for implementation of this activity. (250 words max)

   Implementation of this activity begins in fall 2015.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   To accommodate the increased number of students to WVSU's campus, the University will utilize classroom space in Sullivan Hall to accommodate the increased number of students. The high school students will take classes with college students; therefore, additional faculty are not anticipated to be necessary.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The University's Academic Affairs Office will work with representatives from the Kanawha County School system to achieve this new goal. The University's offices of Academic Affairs, Business and Finance and Student Affairs will work collaboratively together to locate the additional classroom space and infrastructure needed for the expansion.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to increase the number of high school students who receive college credit through the Collaborative Program beginning with the fall 2015 semester. The University will measure this activity by comparing program enrollment data from previous years to enrollment data related to the 2015 academic year and moving forward.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity would help with enrollment as the overall headcount and FTE numbers would increase because students in the collaborative program take a minimum of 12 credit hours per semester much like other college students.

B. STRATEGY 2: Enhanced outreach and communication with prospective students.
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> Enhance the prospective student communication flows designed to convert inquiries into applicants and applicants to enrolled students by incorporating personalized messaging targeted at specific student populations (honors students, transfer students, early high school) using a systematic approach that includes varied communication methods (direct mail, email, telephone calls, text messaging and in-person) resulting in enrollment growth. Communication methods are designed to build and sustain student interest throughout the recruitment process.

1. Activity 1: **Use CRM/EMAS Pro to create additional communication flows.**
    a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

    > Amanda Anderson, Director, Office of Admissions

> Katherine McCarthy, Vice President for Enrollment Management and Student Affairs.

b. Describe the activity. (250 words max)

> The University will enhance, in number and content, existing prospective freshman and transfer communication flow by adding specific academic messaging and/or honors messaging. These messages will highlight academic majors, special programming such as honors, research rookies, and the work of academic organizations such as the WVSU Chapter of the American Chemical Society. (See strategy document for additional communication flow for early high school students.)

c. What target populations, if applicable, does this activity address? (100 words max)

> The target population is prospective and newly enrolled students.

d. Provide a timeline for implementation of this activity. (250 words max)

> The University began this activity in the fall 2014 and will continue doing so for the foreseeable future.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The University will utilize existing staff and financial resources of the offices described in subsection (f) of this activity.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The internal departments that will collaborate are Enrollment Management and Student Affairs, Academic Affairs and University Relations offices.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> Assessment of the outcomes relate directly to the activity's goals of increasing conversion of inquiries to applicants and conversion of applicants to enrolled students. Implementation of the activity is assessed by comparing previous academic year communications to the 2015 academic year communications in terms of depth and variety of academic information shared with prospective students.

> EMAS Pro, the University's prospective student CRM, allows the University to track inquiry and applicant volume and communications developed and sent/delivered.

    h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> All enrollment areas included in the access metrics will be affected by sharing more information with students about academic majors and other academic-related programming with prospective students.

2. Activity 2: **Create University-wide calendar of all activities designed to engage prospective students.**

    a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

> Amanda Anderson, Director, Office of Admissions
> Katherine McCarthy, Vice President for Enrollment Management and Student Affairs
> (with additional support from Academic Affairs)

    b. Describe the activity. (250 words max)

> Several University departments are involved in outreach and activities designed to bring high school students to the WVSU campus and to engage with high school students at off-campus activities. A university-wide calendar of such activities and events will ensure the Office of Admissions is included in programming as appropriate and participating departments have necessary staffing, materials and messaging to support their endeavors.

    c. What target populations, if applicable, does this activity address? (100 words max)

> As mentioned in subsection (b), several University departments are involved in outreach, etc. As such, this activity will require participation with WVSU faculty, staff and alumni engaged in such outreach.

    d. Provide a timeline for implementation of this activity. (250 words max)

> Implementation began in fall 2014 and will continue for the foreseeable future.

    e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The University will utilize existing staff and financial resources associated with the offices involved with this activity.

    f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The offices of Enrollment Management and Student Affairs, Academic Affairs, Athletics and Alumni Affairs will collaborate internally on this activity.

    g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcomes are to increase student inquiries; more coordinated outreach to high school students and their families; increase visibility and support for the college search process and the opportunities available at WVSU. Assessment of this activity involves tracking inquiries, number of participating faculty and staff/departments along with outreach activities.

    h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> All enrollment areas included in the access metrics will be affected by more effectively coordinating University participation in on-campus and community activities.

3. Activity 3: **Develop and implement the WVSU Volunteer Admissions Alumni Network (VAAN)**
    a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

> Amanda Anderson, Director of Admissions
> Katherine McCarthy, Vice President for Enrollment Management and Student Affairs
> (with support from University Advancement/Alumni Relations)

    b. Describe the activity. (250 words max)

> By organizing alumni volunteers to engage in effective outreach and recruitment activities in their respective communities, the University will increase the number of students considering WVSU for their higher education institution; increase the percentage of admitted students who enroll; provide local information sources for prospective students and families and regional assistance for admissions staff.

c. What target populations, if applicable, does this activity address? (100 words max)

> The target populations of this activity are WVSU alumni in yet to be determined locations across the United States and prospective students from the corresponding areas.

d. Provide a timeline for implementation of this activity. (250 words max)

> Implementation of the activity is ongoing as alumni were introduced to this program in April 2014. The establishment of formal training for alumni will be completed over the course of the 2015-16 academic year.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> Existing Alumni Affairs and Enrollment Management and Student Affairs staff and financial resources will be deployed to achieve this activity.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> Enrollment Management and Student Affairs and University Advancement's Alumni Affairs Office will collaborate internally and externally with WVSU alumni chapters located across the country to implement this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> Implementation of the activity will be assessed by the identification and training of alumni to become VAAN members. Activity outcomes will be assessed by the number of inquiries generated through the VAAN program; conversion of VAAN generated student inquiries to applicants and conversion of applicants to enrolled students.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> All enrollment areas included in access metrics will be affected by increasing visibility of the University resulting from alumni participation in new student recruitment efforts.

C. STRATEGY 3: Create a Retention Plan.

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> The University has recently established a Retention and Student Success Council; the creation of a Retention Plan is underway. The plan will outline activities that will be implemented to support increased first-to-second year retention; overall retention; and degree attainment.

1. Activity 1: **Create a Retention Plan.**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

      > Katherine McCarthy, Vice President for Enrollment Management
      > T. Ramon Stuart, Associate Provost & Associate Vice President for Academic Affairs

   b. Describe the activity. (250 words max)

      > The University's Retention and Student Success Council has met throughout the spring 2014 semester and has created a robust list of considerations for inclusion in a University Retention Plan.

   c. What target populations, if applicable, does this activity address? (100 words max)

      > The target population is all currently enrolled students at the University as this activity is a plan on retaining students from one semester to the next.

   d. Provide a timeline for implementation of this activity. (250 words max)

      > The University's retention plan is to be completed in the fall 2014 with implementation of the plan beginning soon after.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

      > The plan is being created using existing staff resources.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

      > The offices of Academic Affairs, Enrollment Management and Student Affairs will collaborate on the implementation. The Retention and Student Success Council includes representation from across the University (faculty and staff).

   g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> Completing the actual retention plan is the outcome assessment tool. Implementation assessment will be conducted through the faculty and staff reception of the plan. Feedback will be collected through meetings with key stakeholder groups and individuals.

    h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> In the long term, the plan has impact on all areas included in student success metrics.

Comprehensive Plan B: Financial Aid

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

> Katherine McCarthy, Vice President for Enrollment Management and Student Affairs
> JoAnn Ross, Director of Office of Student Financial Assistance

2. Explanation of objective or focus of plan. (500 words max)

> The WVSU Office of Student Financial Assistance helps students, and in many cases their families, search and apply for financial aid as well as receive and maintain eligibility for various types of financial aid. The office also offers financial aid education through individual counseling, campus activities and group presentations. Staff also research and resolve individual student issues. The office strives to provide accurate and timely financial aid processing that is in full compliance with all federal, state, and institutional regulations.
>
> The focus of this plan is to support student recruitment and retention by increasing and enhancing the information regarding financial assistance provided to:
> 1. prospective and current students and their families - financial aid application and award process; include information about types of aid and associated requirements and responsibilities.
> 2. faculty and staff so that they are aware of the information provided to students and their families, the implications of Satisfactory Academic Progress (SAP) and the relationship between financial aid policy and decisions students make regarding course withdrawal, change in majors, borrowing, etc.

3. Discussion of planning process:
    a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

> Departmental managers within Enrollment Management and Student Affairs have provided input regarding the need to educate students (along with faculty and staff) regarding financial aid programs and services. Student questions and behavior has reinforced the need for enhanced communication.

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b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

> Student inquiries regarding financial aid drive the need for enhanced communications through all modes – print materials, telephone, email, in-person, and website.

4. What are the intended outcomes of the plan? (250 words max)

> The intended outcome is to improve student financial aid learning and knowledge through enhanced messaging and communications; supported by stronger customer service.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

A. STRATEGY 1: Communication Review and Enhancements
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> The Financial Aid department within the Enrollment Management and Student Affairs office will conduct a communication review and develop enhancements to their communication efforts.

1. Activity 1: **Creation of Financial Aid communication plan.**
a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

> JoAnn Ross, Director of Office of Student Financial Assistance
> Katherine McCarthy, Vice President for Enrollment Management and Student Affairs

b. Describe the activity. (250 words max)

> 1. Create a master spreadsheet of all standard messages sent to students. The spreadsheet will include key characteristics of the communication such as trigger, purpose, timing, and volume and summary of the content of each communication. A review of the spreadsheet for completeness and accuracy will be ongoing. Implement appropriate changes from the review of the spreadsheet will be ongoing.
> 2. Create a directory of all print materials distributed to students. A review of the directory for completeness and accuracy will be ongoing. Implement appropriate changes from the review of the directory will be ongoing.
> 3. Create a financial aid brochure for prospective students.

> 4. Explore best practices for University financial aid websites. Implement practices that further enhance our ability to provide timely, accurate and necessary information to students and families.

c. What target populations, if applicable, does this activity address? (100 words max)

> The target population is current and prospective students and their families.

d. Provide a timeline for implementation of this activity. (250 words max)

> The creation of the plan began in fall 2014 and will be an ongoing activity at the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> Existing staff and financial resources of the Office of Student Financial Assistance will be utilized to achieve intended outcomes.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The offices of Enrollment Management and Student Affairs and University Relations and Operations will collaborate internally to implement this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The plan will improve the understanding of communications – messages, timing, etc. This activity will be used to create a plan for enhanced communications and outreach resulting in improved student learning regarding financial aid eligibility, requirements, application and awards. Assessment includes the number of students submitting their FAFSA in a timely manner and, over time, the number of students impacted by Satisfactory Academic Progress (SAP).

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will foster progress in student success metrics and progress toward degree completion (indirect), by providing more robust and timely information about financial assistance which is critical to student success and degree attainment at the University.

2. Activity 2: **Faculty/Staff Education (Lunch n' Learn)**
   a. Who is responsible for the implementation of this activity? (name and title)

   > JoAnn Ross/Director, Student Financial Assistance

   b. Describe the activity. (250 words max)

   > Financial Aid staff will offer a Lunch n' Learn program designed to educate faculty and staff about financial aid; especially those areas, such as Satisfactory Academic Progress (SAP), which may be impacted by academic advising and student choices.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population for this activity is the faculty and staff of the University.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > The implementation of this activity will began in fall 2014 and will be an ongoing activity of the University.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   > This activity will utilize existing staff of the University. The event will be brown bag event, where participants bring their own lunches and there are no costs to the University.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

   > All areas of the University participating in this activity will collaborate as this activity is a learning process for the faculty and staff not associated with the Financial Aid department.

   g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

   > The intended outcome is to improve faculty and staff understanding of financial aid policies and procedures, especially those that impact student progress and the choices students make regarding their academic career and path to a degree.
   > A pre- and post-activity survey will be given to assess learning of the information presented.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will assist with all areas within the students' success metrics and progress toward degree completion (indirect), by working to ensure faculty and staff understand the impact of policies and procedures associated with financial aid.

B. STRATEGY 2: Provide ongoing visibility for financial aid awareness through participation in University and community events.
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> WVSU serves a diverse student population, many of which are first-generation college students. The Office of Student Financial assistance stresses the importance of completing the FAFSA as early as possible (by March 1). We intend to further the University's recruitment and retention efforts through participation in a variety of service activities involving students, families, faculty, staff and members of the community which will improve visibility of financial aid and timely completion of the FAFSA.

1. Activity 1: Create Financial Aid Nights in the Residence Halls
a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

> JoAnn Ross, Director of the Office of Student Financial Assistance
> Jarvis Purnell, Director of Residence Life

b. Describe the activity. (250 words max)

> As the title of this activity indicates, Financial Aid and Residential Life staff will set up a financial aid table in the residence halls just after mid-terms. Staff will share information about "getting ready to complete the FAFSA," provide a checklist of requirements, timelines and information related to aid verification. In addition to the information table, residential students will be encouraged to participate in a workshop offered through the Student Success Series (workshops offered throughout the year to promote various programs and services that support student success) which will assist students in learning about financial aid and the impact of their academic choices.

c. What target populations, if applicable, does this activity address? (100 words max)

> This activity is targeted toward currently enrolled students who live in the University residence halls.

d. Provide a timeline for implementation of this activity. (250 words max)

> Implementation of this activity began in fall 2014 and will be an ongoing activity.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The University will utilize existing staff and financial resources allocated to the Office of Student Financial Assistance for the implementation of this activity.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> Internal collaboration between the Offices of Student Financial Assistance and Residence Life will be conducted for this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to enhance student understanding of the financial aid programs available to them. Attendance at the event will measure implementation and a pre- and post-activity survey will be conducted to measure the information learned.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will assist with all areas included in the students success metrics and progress toward degree completion (indirect) by working to ensure University residential students have an understanding of financial aid and its implications for their success and degree attainment.

2. Activity 2: **Create FAFSA Wednesday's**
    a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

    > JoAnn Ross, Director of Office of Student Financial Assistance

    b. Describe the activity. (250 words max)

    > Figuring out how to pay for a college education is more challenging than ever and completing the required financial aid forms can be complicated and time consuming.
    >
    > To assist students and their families, "FAFSA Wednesday" is a special help session held at the Office of Student Financial

60

Assistance each Wednesday during the spring semester. Staff will assist students and families to complete the FAFSA early and accurately.

c. What target populations, if applicable, does this activity address? (100 words max)

The target population is prospective and currently enrolled students with special attention/outreach being made to first-time freshmen.

d. Provide a timeline for implementation of this activity. (250 words max)

Implementation will begin in spring of 2015. This activity will be assessed based upon the number of participants to determine if it should be an ongoing activity.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The University will utilize existing staff and financial resources to implement this activity.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The staff of the Office of Student Financial Assistance will host and support this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome is to foster the timely completion of the FAFSA by prospective and currently enrolled students. This outcome will be monitored by tracking student and family participation and evaluating their experience. Staff will track enrollment and retention of these students that participate.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will assist with all areas included in the student success metrics and progress toward degree completion (indirect) by working to ensure students are completing their FAFSA in a timely and accurate manner.

3. Activity 3: **Continue to support** *College Goal Sunday* **(February 2015). Celebrate** *Financial Aid Awareness Month* **(February).**

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

> JoAnn Ross, Director of Office of Student Financial Assistance

b. Describe the activity. (250 words max)

> The University will serve as host site for College Goal Sunday. This will be the University's 2nd year of hosting this event. College Goal Sunday is an opportunity for students and families to get free help completing the Free Application for Federal Student Aid (FAFSA). Local financial aid professionals will offer one-on-one, confidential support.
>
> Additionally, the University will generate interest in FAFSA completion by offering a variety of fun activities (with prizes!) throughout the month of February in 2015 to acknowledge Financial Aid Awareness Month.

c. What target populations, if applicable, does this activity address? (100 words max)

> The target population is prospective and currently enrolled students of the University.

d. Provide a timeline for implementation of this activity. (250 words max)

> College Goal Sunday is sponsored by the College Foundation of West Virginia (cfwv) and is held each spring semester. WVSU's participation in this activity was first implemented during the spring 2014 semester and the University welcomes the opportunity to continue to participate in the years ahead.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The University will utilize existing staff and financial resources from the Office of Student Financial Assistance to implement this activity.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The University's Office of Student Financial Assistance works with the College Foundation of West Virginia (cfwv) to host and staff this event.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcomes are to increase awareness of financial aid and the importance of early FAFSA completion and to assist individuals with completing their FAFSA forms accurately and on time. The activity and outcomes will be assessed by tracking the number of activities offered throughout February; the number of participants; and the FAFSA completion rates.

    h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> Supports areas included in student success metrics (indirect) by increasing awareness of financial aid programs and promoting early completion of the FAFSA and the assistance available to students to complete the FAFSA.

C. STRATEGY 3: Improved student service.
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> The Office of Student Financial Assistance is committed to providing students and their families with the service and information they need to navigate and understand the financial aid process. The office supports enrollment and retention by identifying resources and educating parents and students so that they may make sound financial decisions. To accomplish these goals, the office must provide accurate and timely information in a positive and proactive manner. Ongoing assessment of staff interactions and student behavior is necessary.

    1. Activity 1: **Survey Card**
        a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

> JoAnn Ross, Director of Office of Student Financial Assistance

        b. Describe the activity. (250 words max)

> The Office of Student Financial Assistance is creating a short survey card for students to complete after their visit to the office. The goal is to gain a better understanding of what the student learned following their counseling session. The survey feedback will also indicate potential areas of improvement, whether it be for the staff or the office operations in general.

        c. What target populations, if applicable, does this activity address? (100 words max)

> The target population is primarily currently enrolled students of the University, although prospective students will be included as well.

d. Provide a timeline for implementation of this activity. (250 words max)

> Implementation began in fall 2014 and will be an ongoing activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The University will utilize existing staff and financial resources of the Office of Student Financial Assistance to implement this activity.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The Office of Student Financial Assistance staff will implement and facilitate this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to introduce the survey card to the operations of the office to gain a better understanding of information obtained during the student's time with staff. The implementation will be assessed by the introduction of the survey card and number of completed cards received. The outcomes of the activity will be assessed by compiling the results and information from the completed cards to determine if the participants understood more of the financial aid process after leaving the office than when arriving.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will assist with all areas included in the students success metrics, student retention and progress toward degree completion (indirect), by working to ensure University students have an understanding of financial aid and its implications for their success and degree attainment.

2. Activity 2: **Tracking inquiries and traffic.**
   a. Who is responsible for the implementation of this activity? (name and title)

   > JoAnn Ross, Director of Office of Student Financial Assistance

   b. Describe the activity. (250 words max)

> The Office of Financial Student Assistance is developing a tracking mechanism of student inquiries – telephone, email and in-person -- to assess the volume of activity and reason for the inquiry. Ultimately, this information will be used to drive outreach and messaging.

c. What target populations, if applicable, does this activity address? (100 words max)

> Primarily, the target population is enrolled students and their family members. This activity will also impact prospective students and their families.

d. Provide a timeline for implementation of this activity. (250 words max)

> Implementation began in fall 2014 and will be an ongoing activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The University will utilize existing staff and financial resources assigned to the Office of Student Financial Assistance to implement this activity.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The staff of the Office of Student Financial Assistance will host and support this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The short term outcome will be the development and utilization of a tracking mechanism. Assessment of the activity implementation includes the completion and effective use of the tracking mechanism.
>
> The long term intended outcome is to obtain direct information about foot traffic into the Office of Student Financial Assistance and the reason for the individuals visit in an effort to provide better communication and outreach to, not only current students, but prospective students as well. Assessment of the activity includes month to month comparisons of foot traffic and information gleaned from those assessments.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will assist with overall recruitment and retention initiatives through increased understanding of the kinds of questions and concerns students have regarding financial assistance and the resulting improvements to University communications to better respond to these common inquiries. Ultimately, students and families will have increased knowledge of aid and support programs.

Comprehensive Plan C: Academic Quality

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

> Kumara L. Jayasuriya – Provost & Vice President for Academic Affairs
> T. Ramon Stuart – Associate Provost & Associate Vice President for Academic Affairs
> Robert Barney – Interim Dean of Natural Science and Mathematics
> David Bejou – Dean of Business and Social Sciences
> Paige Carney – Acting Dean of Professional Studies
> Scott Woodard – Interim Dean of Arts and Humanities

2. Explanation of objective or focus of plan. (500 words max)

> This plan stresses academic quality through program assessment. Each program will have a comprehensive assessment plan that includes a timeline for the assessment process. In addition, general education courses will be assessed for quantitative literacy, communication, critical thinking, and problem solving skills.

3. Discussion of planning process:
   a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

   > The planning process started with the department chairs working with faculty in the program to discuss strategies. Department chairs and deans subsequently shared the plan with the Provost and the other campus community members.

   b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

   > During departmental assessment meetings faculty discussed results of their assignments. The information found is utilized to make the plan.

4. What are the intended outcomes of the plan? (250 words max)

The plan intended to ensure that graduates from WVSU will be proficient in five areas:

- In their degree respective content areas;
- In communication;
- In quantitative literacy;
- In critical thinking; and
- In problem solving skills.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

A. **STRATEGY 1: Assess, identify the deficiencies and make changes to the programs in the five areas described above.**
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The primary focus of this strategy is to assess students in the five aforementioned areas in order to identify potential gaps in learning. This involves creating an assessment tool, such as rubrics, collecting data and identifying areas of improvement in order to make effective changes in the program structure. This may include adding or revising courses or sections within courses to provide in-depth coverage of the deficient areas.

1. Activity 1: **Development of assessment instruments.**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   Robert Barney – Interim Dean of Natural Science and Mathematics
   David Bejou – Dean of Business and Social Sciences
   Paige Carney – Acting Dean of Professional Studies
   Scott Woodard – Interim Dean of Arts and Humanities

   b. Describe the activity. (250 words max)

   Every program must develop assessment instruments to measure content knowledge, quantitative literacy, communication, critical thinking and problem solving skills.

   c. What target populations, if applicable, does this activity address? (100 words max)

   The target population is all students taking general education courses at WVSU.

   d. Provide a timeline for implementation of this activity. (250 words max)

> The development of the assessment instruments, such as rubrics, will take place during the 2014-15 academic year.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> This will be a collaborative effort stretching across the many areas of academics at the University and include: the department chairs, program coordinators, general education coordinator, the faculty senate general education committee and faculty members. Additionally, the staff of the Institutional Research, Assessment and Effectiveness Office, which falls under the University Relations & Operations Department, will be integrally involved with the development and monitoring of the assessment activities.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> This activity will be a collaboration between the general education committee of the faculty senate, faculty of each degree program and the Office of Institutional Research, Assessment and Effectiveness.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is that all the degree programs at WVSU will have assessment instruments to measure student learning in quantitative literacy, communication, critical thinking and problem solving skills. Association of American Colleges and Universities (AAC&U) value rubrics will provide a best practices example for the assessment tools.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This will have an impact on retention because the University's ability to evaluate the strengths and weaknesses of its classes provide an opportunity to redevelop them in a manner that meets the needs of the students. It is expected that this practice will increase the graduation rates because as the University improves quality of instruction, the more students will move toward degree completion in a timely manner.

2. Activity 2: **Development of assessment timeline.**
   a. Who is responsible for the implementation of this activity? (name and title)

> Robert Barney – Interim Dean of Natural Science and Mathematics
> David Bejou – Dean of Business and Social Sciences
> Paige Carney – Acting Dean of Professional Studies
> Scott Woodard – Interim Dean of Arts and Humanities

b. Describe the activity. (250 words max)

> Each academic department will create a timeline for assessment of the areas described above. Timelines will be specific to each department.

c. What target populations, if applicable, does this activity address? (100 words max)

> All students taking general education courses at WVSU.

d. Provide a timeline for implementation of this activity. (250 words max)

> The development of departmental specific timelines will be completed during the spring 2015 semester.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The development of assessment timelines requires input and guidance from each college deans, department chairs, the general education committee and program faculty.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> Each department that houses the program(s) and the general education committee will collaborate in the development of department specific assessment timelines.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to have a clear, attainable timeline for the assessment process by the completion of the spring 2015 semester. By mid-semester, each department will present a status report to their respective College Deans who will present the status of the timeline development to the Academic Affairs office. Departments in need of support to remain on target will be identified and supported as needed.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> Overall, this activity will help the University identify opportunities for growth which is something that will foster progress in a variety of areas.

3. Activity 3: **Implementation of assessment tools, analysis of findings and adjust programs accordingly.**
   a. Who is responsible for the implementation of this activity? (name and title)

   > Robert Barney – Interim Dean of Natural Science and Mathematics
   > David Bejou – Dean of Business and Social Sciences
   > Paige Carney – Acting Dean of Professional Studies
   > Scott Woodard – Interim Dean of Arts and Humanities

   b. Describe the activity. (250 words max)

   > The deans, department chairs and faculty will utilize the assessment instruments they developed to collect data, analyze the data collected, and make changes to their respective programs accordingly.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population is WVSU students enrolled in degree programs that are being assessed.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > With the assessment timelines to be developed in the spring 2015 semester, the implementation of assessment tools and collection of data will begin in fall 2015. Analysis and implementing data supported improvements to programs will follow in spring 2015.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   > In addition to the college deans, department chairs and program coordinators, the University's Institutional Research, Assessment and Effectiveness Office will be utilized in the implementation, collection and analysis phases of the assessment plan(s).

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

   > Many areas of Academic Affairs including the individual departments and college deans will collaborate with one another and with the Office of Institutional Research, Assessment and

70

Effectiveness to implement assessment tools, gather and analyze data.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is for every University program to have an assessment plan in action which provides faculty, department chairs and deans with data on how WVSU students demonstrate competency in content discipline, and proficiency in the use of quantitative literacy, critical thinking, problem solving and communication skills. The department chairs and college dean will be able to analyze reliable data, confer with program faculty and implement effective improvements to address program needs and student deficiencies.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This will have an impact on retention because the potential adjustments to be made based on information obtained from this process could change the way students learn at the University. Consequently, this would also increase graduation rates because the University faculty would understand and know the areas needed to assist students move efficiently from class-to-class on the pathway to degree completion.

B. **STRATEGY 2: Improve quantitative literacy, critical thinking, problem-solving and communication skills of first-year students.**
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> The main focus of the strategy is to improve quantitative literacy, critical thinking, problem-solving and communication skills during students' first year at WVSU.

1. Activity 1: **Revise the Freshman Year Experience courses by including activities that stress quantitative literacy, critical thinking, problem solving, and communication skills.**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > Kumara Jayasuriya – Provost and Vice President for Academic Affairs
   > Robert Barney – Interim Dean of Natural Science and Mathematics
   > David Bejou – Dean of Business and Social Sciences
   > Paige Carney – Acting Dean of Professional Studies
   > Scott Woodard – Interim Dean of Arts and Humanities

b. Describe the activity. (250 words max)

> First Year Experience (FYE) is a set of courses that is required of all incoming freshman. The University will require that all FYE instructors include sections on quantitative literacy, critical thinking, problem-solving and communication skills. In addition, FYE courses will be required to administer at least one assignment to test student understanding and abilities in the aforementioned areas.

c. What target populations, if applicable, does this activity address? (100 words max)

> The target audience for this strategy is incoming freshman students; however, all WVSU graduates are required to complete the FYE courses.

d. Provide a timeline for implementation of this activity. (250 words max)

> Revision of the FYE courses will be planned during the 2014-15 academic year, implemented in the 2015-16 academic year and will be an ongoing activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> Deans, department chairs and FYE faculty will collaborate to revise the FYE courses to meet the intended goals.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> Deans, department chairs and faculty will collaborate with one another and with the Office of Institutional Research, Assessment and Effectiveness. Collaborating with the latter, upon implementation of assessment tools, will insure revisions to the courses are aligned with data driven student needs.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> Intended outcome is to have all the FYE courses include an assignment that can be used to measure students' proficiency in quantitative literacy, critical thinking, problem-solving and communication skills. In doing so, the University can help meet its goal of graduating students proficient in these areas.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> As the University starts to engage students the moment they arrive on campus to orient them to the many valuable resources available will impact the University's retention rates. Furthermore, as students are made aware of the resources available to them, they can utilize these resources to navigate the pitfalls that may hinder their ability for degree completion and positively affect graduation rates.

2. Activity 2: **Placement of incoming freshman**

   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > T. Ramon Stuart – Associate Provost & Associate Vice President for Academic Affairs
   > Robert Barney – Interim Dean of Natural Science and Mathematics
   > David Bejou – Dean of Business and Social Sciences
   > Paige Carney – Acting Dean of Professional Studies
   > Scott Woodard – Interim Dean of Arts and Humanities

   b. Describe the activity. (250 words max)

   > This is activity is actively placing freshmen students in mathematics, English and other general education courses that stress critical thinking and problem-solving in their first year at WVSU.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target audience for this activity is incoming WVSU freshmen.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > Implementation of this activity will begin during the 2015-16 academic year.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   > University staff in both Academic Affairs and Enrollment Management and Student Affairs will work together to ensure incoming freshman are enrolled in critical thinking and problem-solving courses such as mathematics, English and other general education courses.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

> To meet the goals of this activity, staff and faculty in Academic Affairs, the University's four colleges and Enrollment Management and Student Affairs will work collaboratively together.

    g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is for every incoming freshman to enroll in at least two courses that stress quantitative literacy, critical thinking, problem solving, and/or communication skills. The number of students enrolled in these courses will vary based upon the size of the freshman class annually.

    h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This will have an indirect impact on retention and graduation rates as completing courses rooted in problem-solving and critical thinking early in a student's University endeavor will enable him/her to develop the skills necessary to successfully complete other, more challenging courses in their chosen degree path. Such skills enable students to more easily navigate required course work and earn their respective degrees.

Comprehensive Plan D: Career Pathways

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

> Katherine McCarthy, Vice President for Enrollment Management and Student Affairs
> T. Ramon Stuart, Associate Provost & Associate Vice President for Academic Affairs
> Sandy Maharaj, Director of Career Services and Cooperative Education
> Dr. Azam Bejou, Director of Academic Internships

2. Explanation of objective or focus of plan. (500 words max)

> Through the offices of Career Services and Academic Internships, WVSU helps students determine and fulfill their career goals through a variety of specialized programs, services and resources. Functions include individual consultation and group programming to assist with career development needs while educating students about employment, internships, and cooperative education experiences.

3. Discussion of planning process:
    a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

Discussions between Enrollment Management and Student Affairs and Academic Affairs have resulted in the belief that improved coordinated efforts between these areas will result in more effective and productive opportunities for the University's students.

b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

In development of the focus of this plan, the University included staff responsibilities; current outreach activities; the potential for increased efficiencies and effectiveness; and better outcomes for WVSU students.

4. What are the intended outcomes of the plan? (250 words max)

Enhanced outreach to prospective employers, the University community and enrolled students. Ultimately, this plan should result in additional career related opportunities for WVSU's students.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

A. **STRATEGY 1: Coordinate outreach to identify career-related opportunities for WVSU students.**
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Continue to work with local businesses, industry, government agencies and non-profits to develop internship, cooperative experiences and permanent employment opportunities for WVSU students and graduates.

1. Activity 1: **Coordinate, currently separate, outreach to prospective employers.**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   Sandy Maharaj, Director of Career Services and Cooperative Education
   Dr. Azam Bejou, Director of Academic Internships

   b. Describe the activity. (250 words max)

   Currently, two on-campus offices are engaged in separate outreach to prospective employers, in an effort to seek and promote career-related opportunities. Coordinated outreach is a more effective use of limited resources and will appear more logical to prospective employers and students.

c. What target populations, if applicable, does this activity address? (100 words max)

> This activity targets prospective employers for WVSU graduates. The activity also targets currently enrolled students as this activity will develop new opportunities for real-life, hands-on experience related to their degree programs.

d. Provide a timeline for implementation of this activity. (250 words max)

> Implementation of this activity began in fall 2014 and is an ongoing activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> Resources allocated to meet the goals of this activity include existing staff and financial resources of the two existing on-campus offices (Career Services and Cooperative Education; Academic Internships).

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The University's Career Services and Cooperative Education, and Academic Internships are collaborating with prospective WVSU graduate employers.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to increase coordinated outreach to prospective employers by the two departments identified in subsection (e). Ultimately, it is envisioned this coordination will result in more career-related opportunities for WVSU students. Additional joint programming offered by Career Services and the Academic Internship Office may be developed. This activity may also help track student participation and growth in career-related opportunities.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity is specific to Strategy 1 of the Comprehensive Plan D: Career Pathways.

2. Activity 2: **Develop a one-stop-shop (database) of opportunities for students.**
   a. Who is responsible for the implementation of this activity? (name and title)

   > Sandy Maharaj/Director of Career Services and Cooperative Education
   > Dr. Azam Bejou/Director of Academic Internships
   > Academic Affairs – especially Deans and faculty.
   > It will be determined as the plan moves forward if support from WVSU's Information Technology (IT) department is required.

   b. Describe the activity. (250 words max)

   > With the results of Activity 1, the goal is to have one database for students to utilize to identify career-related opportunities.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population to benefit from and use the database is currently enrolled students.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > Implementation began in fall 2014 and remains ongoing.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

   > Resources allocated to this activity include existing staff and financial resources of the offices collaborating.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

   > The offices of Enrollment Management and Student Affairs, Academic Affairs and IT, as needed, will collaborate internally to implement this activity.

   g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

   > The intended outcome is to develop a University-wide coordinated approach to sharing career-related opportunities for students. The long-range goal of this activity is to have more students take advantage of career-related opportunities available to them.

   h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity is specific to Strategy 1 of the Comprehensive Plan D: Career Pathways.

B. **STRATEGY 2: Collect and share student outcomes information. Create and share student success stories.**
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Through a survey tool developed and implemented spring 2014, WVSU has collected more information from May 2014 graduates regarding job placement than it has in the past. Collaboration with stakeholders will yield even more information regarding outcomes of the Class of 2014.

1. Activity 1: **Analysis of May 2014 graduate survey data.**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   Sandy Maharaj, Director Career Services and Cooperative Education
   Katherine McCarthy, Vice President for Enrollment Management and Student Affairs
   University Relations' Commencement Committee

   b. Describe the activity. (250 words max)

   The University will compile graduate survey data, then analyze and prepare presentation of survey results. The Director of Career Services and Cooperative Education along with the Vice President for Enrollment Management and Student Affairs will make recommendations regarding survey implementation for future graduating classes.

   c. What target populations, if applicable, does this activity address? (100 words max)

   The target population for this activity is each WVSU graduating class.

   d. Provide a timeline for implementation of this activity. (250 words max)

   Implementation of this activity began in the fall 2014 with the development of the survey. The first class to complete the graduate survey was May 2014.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> University resources deployed to implement this activity include existing staff and financial resources of the offices involved.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The Director of Career Services and Cooperative Education will collaborate with Enrollment Management and Student Affairs. In addition, collaboration with the Director of the Office of Institutional Research, Assessment and Effectiveness will help with the construction of and execution of the survey. The University's Commencement Committee will also support survey execution.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> Implementation and outcome of the activity will be assessed through the collection, compilation and data sharing. WVSU will track number of graduates completing the surveys and number of surveys with usable information.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity may impact Strategy 1 of the Comprehensive Plan D: Career Pathways in terms of learning which local employers are hiring new WVSU graduates. This information can assist WVSU in forming new business partnerships.

2. Activity 2: **Collect information from academic departments about outcomes of Class of 2014 graduates.**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > Sandy Maharaj, Director of Career Services and Cooperative Education

   b. Describe the activity. (250 words max)

   > The Director of Career Services and Cooperative Education requested information be supplied by the departments concerning recent, or soon-to-be graduates. This will supplement survey data in Activity 1 with departmental data to improve the University's ability to report on student outcomes.

   c. What target populations, if applicable, does this activity address? (100 words max)

79

> This activity targets WVSU faculty and staff.

d. Provide a timeline for implementation of this activity. (250 words max)

> Implementation began in fall 2014 and will be ongoing for the foreseeable future.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> Resources allocated to this activity include existing staff and financial resources of the offices involved. In addition, upon the hiring of a new Director of Institutional Research, Assessment and Effectiveness, he/she may be consulted with or assist in the data collection and analysis process.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The offices of Enrollment Management and Student Affairs, Academic Affairs, Athletics and Alumni Affairs are collaborating to implement this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to be able to collect, compile and share data regarding student outcomes. In addition, WVSU seeks to monitor the number of graduates for which information has already been collected and compare the data to previous years. WVSU will also track the number of faculty/departments participating in the process.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity is specific to strategy 2 of the Comprehensive Plan D: Career Pathways.

3. Activity 3: **Compile recent graduate success stories.**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

> Katherine McCarthy, Vice President for Enrollment Management and Student Affairs
> Sandy Maharaj, Director of Career Services and Cooperative Education

> Kimberly Osborne, Vice President for University Relations and Operations

b. Describe the activity. (250 words max)

> From the results of activities 1 and 2, WVSU will create student success stories. These stories will be shared through the WVSU website, the Office of Career Services in promoting its activities with students and prospective employers, and in new student recruitment materials.

c. What target populations, if applicable, does this activity address? (100 words max)

> The target populations for this event include recent graduates, prospective and enrolled students, and prospective employers.

d. Provide a timeline for implementation of this activity. (250 words max)

> Implementation will begin in the spring 2015 and will be a continuous activity of the University.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> Resources allocated to this effort will come from existing staff and financial resources of the offices collaborating.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The Office of Career Services and Cooperative Education, Enrollment Management and Student Affairs, Academic Affairs, University Relations and Operations will all collaborate internally. External collaborations will depend upon the student whose success is being touted. The University would like to involve the employer, if applicable.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to collect, compile and share WVSU successful outcomes of graduates. Not only is it a success for the University but would motivational for other students as well.
>
> Assessment of this activity will come in the form of promotional tools used from one year to the next which feature student success stories. The University seeks year-to-year growth.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> The University believes that access and student success metrics will be impacted by sharing positive outcomes of our graduates (indirect).

C. **STRATEGY 3: Develop and implement *Yellow Jacket 2 Yellow Jacket* mentoring program.**
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> Develop a mentoring program between members of the alumni community and WVSU students. Foster a meaningful and productive one-to-one relationship between freshmen and sophomore enrolled students and alumni. Alumni mentors will provide overall guidance and advice on career and professional goals. Each pair (mentor and mentee) will be asked to commit to speak with each other at least two times per month for the duration of the academic year.

1. Activity 1: **Announce program; seek alumni referrals**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > Sandy Maharaj, Director of Career Services and Cooperative Education
   > Belinda Fuller, Director of Alumni Relations

   b. Describe the activity. (250 words max)

   > All WVSU employees were asked to provide recommendations for alumni mentors. Target group for the first year of this activity is set at five mentors and mentees.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population for this activity is enrolled students and alumni.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > Implementation started in August 2014 and will remain ongoing activity for the foreseeable future.

   e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The resources allocated to this activity include existing staff and financial resources of the collaborating offices. Also, student affairs may be called upon to assist.

   f. What internal and external entities will collaborate to implement this activity? (250 words max)

> WVSU Career Services and Cooperative Education and WVSU Alumni Relations are collaborating. In addition, Student Affairs and University Advancement may be called upon to assist.

   g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome is to secure alumni mentors to participate in the Yellow Jacket 2 Yellow Jacket program. Assessment will be conducted through participation by alumni mentors.

   h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> The mentor/mentee relationship is anticipated to assist with the first to second year retention by expanding the University's efforts via increased alumni participation.

2. Activity 2: **Secure student mentees; make mentor/mentee matches**
   a. Who is responsible for the implementation of this activity? (name and title)

> Sandy Maharaj, Director of Career Services and Cooperative Education
> Belinda Fuller, Director of Alumni Relations

   b. Describe the activity. (250 words max)

> Through this activity, WVSU will identify students with interest in being mentees in the Yellow Jacket 2 Yellow Jacket program. The University will then make matches with alumni mentors.

   c. What target populations, if applicable, does this activity address? (100 words max)

> The target population for this activity is WVSU freshmen and sophomore students.

   d. Provide a timeline for implementation of this activity. (250 words max)

> Implementation began in fall 2014 and is anticipated to be ongoing for the foreseeable future.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> Existing University staff and financial resources of the offices involved are anticipated to meet the needs of this activity.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> Career Services and Cooperative Education and Alumni Relations will be collaborating on the development and implementation of this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcomes discussed as part of subsection (b) will be assessed by monitoring alumni mentors and student mentees throughout the pairing. A follow-up with alumni mentors and student mentees with group and individual assessment of activities and impacts will be conducted. The outcome of the activity will also be measured through the monitoring of retention and graduation rates of the student participants.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity will impact the University's overall retention of its students with specific focus on first to second year retention. By establishing, deep connections with the University alumni, the goal is to expand the student support system and provide inspirational stories of degree attainment directly connected to State.

Comprehensive Plan E: Critical Regional Issues

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

> Orlando McMeans, Vice President for Research and Public Service;
> Kimberly Osborne, Vice President for University Relations and Operations;
> Kumara L. Jayasuriya, Provost and Vice President for Academic Affairs;
> Jose Toledo, Associate Dean for Gus R. Douglass Institute Administration
> T. Ramon Stuart, Associate Provost and Associate Vice President for Academic Affairs

2. Explanation of objective or focus of plan. (500 words max)

West Virginia State University's mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research. WVSU's comprehensive plan addresses critical regional issues using the knowledge and abilities held by its students, faculty, researchers and staff to improve the community in which we live and work.

The plan outlined below addresses three long-established obstacles to local and state economic growth in the State of West Virginia and the region: lack of infrastructure; wide-spread substance abuse; and the need for an educated workforce. WVSU is addressing these comprehensive regional issues by:

- Supporting sustainable infrastructure that leads to regional sustainability;
- Addressing local and statewide social and health issues through academic degrees and specialized programs/events; and
- Strengthening the regional economy by educating the workforce of today and tomorrow's economy.

By supporting local and statewide initiatives aimed at creating infrastructure which leads to sustainable communities, WVSU becomes a vital partner and leader in improving the quality of life for residents and encourage economic development within the state. This strategy will be executed by sharing WVSU stakeholders' knowledge and expertise through established and new relationships with both internal stakeholder groups and external groups such as local and state government agencies, organizations and businesses.

By coordinating with local and state non-profit organizations, government, and private business to address local and statewide social and health issues through academic degrees and specialized programs/events, WVSU can help address critical regional issues. Through the College of Business and Social Sciences, the College of Professional Studies and TRIO Programs, WVSU is working diligently to address health disparities in the state; to support ongoing behavioral health issues and develop solutions in the region; and to raise awareness of social injustices occurring in local communities. WVSU is studying current regional social and health needs while developing abilities of today's students so they can facilitate positive change and solve problems in the future. WVSU is also leading efforts to facilitate local, regional and national discussion on pressing social issues impacting Americans. Through this strategy, WVSU showcases how the institution and its stakeholders can facilitate lasting improvements in the region.

In correlation with the University's mission, WVSU is strengthening its role in developing an educated workforce to meet the economic needs of the state now and in the future by coordinating with all levels of academia as well as private business. The best example of this effort can be found in the science, technology, engineering and mathematics (STEM) programs. WVSU also focuses on addressing energy industry needs. From support of K-12 county school systems, including STEM disciplines, to unique research opportunities for WVSU College of Natural Science and Mathematics students, WVSU is diligently invested in all levels of academia to meet various industry needs and, thereby, strengthen the regional economy. WVSU is

dedicated to not only developing capable STEM leaders who are currently enrolled at the University, but also in developing a cultural shift in attitude toward the STEM disciplines as evident in several University areas.

3. Discussion of planning process:
   a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

   For the Compact, WVSU maintains a University Reporting Work Group comprised of representatives from several Division of the University: Business and Finance, Academic Affairs, Enrollment Management and Student Affairs, University Relations and Operations. The committee designated subcommittee leaders to lead completion efforts for the various comprehensive plans. Vice President Osborne is the subcommittee leader for this comprehensive plan.

   Vice President Osborne collaborated with other work group members, faculty and staff members, and representatives from Research and Public Service to develop the strategies and identify existing and/or new activities/programs. In their collaboration, the participants discussed how these activities can help address the challenges facing the state and regional economy. Critical regional issues affecting West Virginians and the state's economy have been previously identified by various sources including: the Office of the Governor of the State of West Virginia; the Appalachian Regional Commission; and the West Virginia Department of Commerce. The work group members and Research and Public Service leaders each worked with researchers, faculty and staff in their respective Compact reporting areas to provide insight and explanation as to how the activities/programs discussed herein are and/or will be executed. Members of the University Reporting Work Group reviewed and provided feedback regarding the initiatives herein prior to the completion of the comprehensive plan.

   b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

   The information collected through the formal and informal collaboration that took place across various areas of the University were analyzed by and shared among the contributors. The analysis revealed many existing WVSU programs address the previously identified critical regional issues designated as such by the aforementioned state and federal government offices and agencies. In addition, bringing the University's stakeholders together resulted in an emergence of knowledge pertaining to programs and efforts that were, either "soon-to-be" or "in-progress", addressing these critical issues.

   The contributors saw that addressing these issues through education and outreach, at various locations, with stakeholders ranging from children to regional business leaders, could address these critical regional issues in both the immediate and long-term timeframes. However, the contributors noted that many of these programs and efforts, while working for a common goal (i.e. economic

86

development), were not connected. The subcommittee recognizes that this comprehensive plan provides an opportunity for collaboration across University divisions in the hope of more comprehensive and effective results.

4. What are the intended outcomes of the plan? (250 words max)

Ultimately, the plan aligns with the University's mission and ensures that the University's programs and efforts address critical regional issues resulting in positive results for the state and regional economies. The plan benefits existing and future WVSU students as well as members of the community at-large through the various outreach activities, research and new degree programs geared toward improving and addressing the critical regional issues, and therefore, the quality of life in the region. The plan's short-term goals include collecting information needed for WVSU, and other collaborating entities, to improve existing efforts to address the critical regional issues like substance abuse and other social and health challenges. The plan's long-term goals include developing an educated, drug-free workforce capable of designing and building the infrastructure necessary to support the industries and communities of today as well as tomorrow.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

   A. **STRATEGY 1: Support sustainable infrastructure that leads to regional sustainability.**
   Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

   Support local and statewide initiatives aimed at creating infrastructure which leads to sustainable communities in order to strengthen quality of life for residents and encourage economic development within the State of West Virginia.
   This strategy will be executed through relationships with both internal stakeholder groups and external relationships with local and state government agencies, organizations and local businesses. Through this collaboration, WVSU is using the knowledge and skills possessed by its students, researchers, faculty and staff to support and meet the infrastructure needs of the region today and into the future.

      1. Activity 1: **WVSU will support the West Virginia Water Sustainability Institute's Initiatives and Actively Collaborate with the Consortium Members**
         a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

            (1) Research and Public Service Unit will lead the effort: Orlando F. McMeans, Vice President for Research and Public Service; Robert Barney, Assistant Vice President for Research and Public Service; Jose U. Toledo, Associate Dean for Administration.

(2) Appointed Administrator(s) at WVSU to lead the Center of Excellence (TBA)

(3) WVSU Research Faculty – 6 Faculty members at the Biology and Chemistry departments will be involved in this endeavor as it develops.

b. Describe the activity. (250 words max)

As a member of the West Virginia Water Sustainability Institute (WVWSI), West Virginia State University will utilize its current research and outreach capabilities to contribute to the WVWSI's endeavors related to water quality and environmental sustainability issues, and will specifically focus on following institute's target activities:

• Commercializing technologies that reduce hazards to fresh water sources

• Commercializing technologies for rapid identification of water contamination

• Developing custom solutions to water quality and quantity issues

• Testing and evaluating technologies that maintain the integrity of the entire water distribution system

• Providing independent assessments and reviews of potential hazards, technologies, contingency plans, and related water quality issues

WVSU's research and outreach activities are aimed to develop more reliable decision support systems capable of providing accurate and real time information for stakeholders, regarding the vulnerability of the water supply systems, and to assess the environmental sustainability surrounding these systems.

c. What target populations, if applicable, does this activity address? (100 words max)

All WV citizens can potentially benefit from the implementation of these proposed activities. Through this activity, and as a member of this consortium, the University will specifically target the following audiences:

(1) Potential investors and businesses owners;

(2) K-12 and Higher Education teachers and students; and

(3) WVSU's research faculty.

d. Provide a timeline for implementation of this activity. (250 words max)

The timeline for implementation of these activities will depend upon the success in attaining funding to support them. The majority of the target outcomes of this activity (as described in the activity section above) are long-term and will be the result of implementing short and intermediate-term strategic actions. The

target time frame to fully implement this activity is within the next 5 years.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

WVSU will deploy and/or secure the following resources to develop this activity:
* New funding attained through externally sponsored opportunities (e.g. grants, cooperative agreements, and contracts).
* New faculty with expertise in water quality and sustainability
* Existing faculty and staff members conducting research and delivering educational programming
* New and existing Equipment and Facilities at WVSU in connection with this activity

f. What internal and external entities will collaborate to implement this activity? (250 words max)

WVSU is working in conjunction with the consortium and other partnering organizations that are working collaboratively include: the Charleston Chemical Alliance, the Charleston Regional Chamber of Commerce, the Chemical Alliance Zone, the West Virginia Regional Technology Park, MATRIC, Marshall University Research Corporation, Marshall University.
Together we will be working with government agencies and leaders, private organizations and individual supporters, and the business community.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

• New funding available to support the research and educational programming aimed to advance the institutional initiatives, as well as those of the WVWSI, related to water quality and sustainability. Both the implementation and the intended outcome will be measured by the annual level of institutional funding and collaborative funding attained through external support/sources.
• New faculty hires in Aquatic Toxicology and Environmental Engineering added to the WVSU to support the water quality initiatives. The implementation will be measured by the number of job advertisements; and the intended outcome will be measured by the resulting number of faculty hired.
• Increased expertise in in water quality and sustainability of existing faculty and staff at WVSU (Researchers and Faculty Members in Biology and Chemistry). The implementation will be measured by the number of professional opportunities offered to the faculty; and the intended outcome will be measured by the

number of publications, presentations, workshops, etc. produced by the faculty and staff.

• Establishment of the WVSU Center of Excellence in Energy and Water Quality. The implementation will be measured by the level of institutional effort committed in this endeavor; and the intended outcome will be measured by the physical establishment of this proposed center.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This particular activity has the potential to add value and synergistic support for the establishment of engineering programs at WVSU by bringing additional expertise in environmental engineering with an emphasis on extractive industries (see Activity 2 below).

2. Activity 2: **Expand academic degree offerings to address the economy's needs**

a. Who is responsible for the implementation of this activity? (name and title)

Kumara L. Jayasuriya, Provost and Vice President for Academic Affairs;

T. Ramon Stuart, Associate Provost and Associate Vice President for Academic Affairs

b. Describe the activity. (250 words max)

WVSU has begun restructuring academic offerings to meet the local, state and regional economy needs by collaborating with other higher education institutions as well as the state's leading and growing industries. Two specific industries in need of more knowledgeable workers includes engineering and natural gas as the success of each is, at least, partially reliant upon the other.

WVSU met with industry leaders from: Appalachian Power; Energy Corp. of America; Triana Energy; and others. At the gathering, participants noted the growing need for a core curriculum in higher education to include financial markets around energy as well as technical or applied knowledge in order to strengthen energy companies and the industry sector as a whole. WVSU responded with the establishment of a new concentration in energy management to its Bachelor of Science degree in Business Administration designed to support the state's growing oil and natural gas industry.

> WVSU developed a pre-engineering curriculum, as part of a 2+2 articulation agreement with West Virginia University (WVU). WVSU students who complete the two-year engineering program will seamlessly transfer to the WVU System to complete an engineering degree in civil, industrial or mechanical engineering within an additional two years.
>
> In addition to the aforementioned programs, WVSU has signed other 2+2 agreements with local community colleges in an effort to improve the transition from associate to baccalaureate education. WVSU continues to explore collaborative opportunities to support student achievement and degree completion with other higher education institutions.

c. What target populations, if applicable, does this activity address? (100 words max)

> The target population for this activity includes the traditional college-aged student and non-traditional students; as well as upperclassman in high school (in terms of student recruitment).

d. Provide a timeline for implementation of this activity. (250 words max)

> The energy management concentration program was launched in the spring 2014 semester, the program has two students enrolled. However, over one hundred students are registered to take courses that are part of the energy management programs. It is not clear, at this time, how many of them will choose energy management at their concentration. WVSU aims to grow enrollment in this degree program to 20 students graduating each year by 2020.
>
> The engineering degree program will launch in fall 2014 and currently has 16 students enrolled in the program. As part of this 2+2 agreement, the first class of WVSU students to transfer to the WVU system will occur as early as fall 2016.
> WVSU aims to grow enrollment in this degree program annually with a goal of 50 students enrolled by 2020.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The energy management and engineering programs have required both new and/or adjunct faculty be hired, while also realigned existing faculty assignments.
>
> In addition, some previously existing WVSU courses were adjusted to correlate with the 2+2 partner institutions' course curriculum in order to insure student preparation and seamless

91

transition from an associate degree to seeking a baccalaureate degree; and transition from pre-baccalaureate to baccalaureate degree program at another higher education institution.

The costs range based upon the program. For example, the estimated financial cost for the engineering program is $20,000 a year for library costs.
The estimated financial cost for the energy management program is $70,000 per year to hire faculty.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

To fulfill the activity's goal, the WVSU continues to seek collaboration both internally and externally. The deans and faculty from the University's four colleges work with the Provost on degree restructuring and proposal efforts. The University's President maintains connections with the area's leading industry leaders and periodically solicits input regarding educational needs of various industries. In addition, adjunct faculty and guest lecturers include currently practicing attorneys in the natural gas/energy field.

The WVSU Academic Affairs Office, Enrollment Management and Student Affairs, along with the College of Natural Sciences and Mathematics, the College of Business and Social Science, the College of Professional Studies, College of Arts and Humanities and University Relations and Operations continue to work together to develop, maintain and promote degree programs that support growing and sustaining the state's leading and up-and-coming industries. WVSU will continue to work with such counterparts at other higher education institutions to promote and educate current and future students as to the structure of the 2+2 and steps necessary to successfully complete degree programs as well as WVSU unique degree programs.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Academic Affairs will collaborate with Institutional Research, Assessment and Effectiveness to determine student enrollment for those 2+2 programs and review the effectiveness of those programs by reviewing completion data. Through this activity, WVSU will establish 2 sustainable programs: engineering and energy management. WVSU will continue to review opportunities for additional programmatic growth and those efforts are mentioned in other strategies herein.

WVSU will prepare its students to develop into workforce leaders through the completion of baccalaureate degrees in engineering (civil, industrial & mechanical) who can help support the infrastructure of the state and beyond. WVSU has set goals for engineering student enrollment at four students for the first semester, eight for the second. The status of student enrollment will be assessed following the drop/add period each semester. Program assessment will be completed through an employment survey of given to new engineering program graduates prior to each graduation ceremony.

For energy management program, the outcome is to prepare individuals to secure vital positions in the state's emerging oil and natural gas industry meeting economic and employment opportunities. WVSU has set goals for energy management program student enrollment at five for the first semester, 10 for the second. The status of student enrollment will be assessed following the drop/add period each semester. Program assessment will be completed through an employment survey of given to new energy management program graduates prior to each graduation ceremony. The energy management program has completed one semester in which two students were enrolled.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Progress in this activity relates to the third strategy: Strengthen the University's role in developing an educated workforce to meet the economic needs of the state now and in the future by coordinating with all levels of academia as well as private business.
The state and regional economies are burgeoning change from a heavy reliance of a coal industry driven economy to a natural gas and bi-product derivative driven economy. Construction of horizontal wells and supporting infrastructure (i.e. roads and bridges) necessitate more engineers working in West Virginia and regionally. By developing today's and tomorrow's students into engineers, scientists and energy industry leaders, WVSU can help more West Virginians secure gainful employment, therefore improving residences' quality of life, while supporting and ushering forth the changing economic landscape of the state.

B. **STRATEGY 2: Address local and statewide social and health issues through academic degrees and specialized programs/events.**
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Coordinate with local and state non-profit organizations, government, and private business to address local and statewide social and health issues through academic degrees and specialized programs/events. Through the College of Business and Social Sciences, the College of Professional Studies and TRIO Programs, WVSU is working diligently to address health disparities in the state, support ongoing behavioral health issues and develop solutions in the region, and raise awareness of social injustices occurring in local communities. WVSU is studying current regional social and health needs while developing abilities of today's students to become the problem solvers long into the future. WVSU is also leading efforts to facilitate local, regional and national discussion on pressing social issues impacting Americans. Through this strategy, WVSU showcasing how the institution and its stakeholders can facilitate lasting improvements in the region.

1. Activity 1: **Address health disparities in the state through degree programs**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > Jenelle Robinson, WVSU Health and Human Performance Assistant Professor

   b. Describe the activity. (250 words max)

   > Address the burgeoning healthcare industry needs in West Virginia that have and are developing as a result of state's health disparities. By restructuring the University's Health Sciences degree program, WVSU is preparing today's student to be a health care leader who can, with a keen understanding of the state's health disparities, lead efforts to overcome health care challenges.
   >
   > In addition, the University is working toward seeking approval for a nursing practitioner program. Once approved, WVSU will become a regional partner in the effort to serve the state's aging population with quality care.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population for this activity includes the traditional college-aged student; non-traditional students; as well as upperclassman in high school.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > The Health Sciences degree revisions became effective fall 2013 with the first graduates anticipated spring 2017.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The restructuring of the Health Sciences degree program was led by Dr. Robinson and did not incur additional costs, personnel or property.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> The Health Science degree program revisions were conducted with collaboration with an advisory committee that consisted of key personnel who work at the West Virginia Department of Health and Human Resources. This collaboration was essential because these individuals not only address health disparities across the state, but also employ students who are degreed in this area.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> WVSU will prepare its students to develop into workforce leaders through the completion of baccalaureate degrees in health science who can help address the health disparities in the state and region. WVSU has set goals for health science degree enrollment at 3 for the fall 2014 semester, 3 for the spring 2015. The status of student enrollment will be assessed following the drop/add period each semester. Program assessment will be completed through an assessment of student internship placements as well as an employment survey of given to new health science program graduates prior to each graduation ceremony.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity is specific to the second strategy of the Comprehensive Plan E: Critical Regional Issues.

2. Activity 2: **Support ongoing community efforts to address behavioral health issues**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > Brenda Wamsley, Chair of the WVSU Dept. of Social Work
   > Barbara Carey, Director of WVSU Upward Bound
   > Krystal Tolliver, Director of WVSU Upward Bound Math and Science

   b. Describe the activity. (250 words max)

WVSU's Dept. of Social Work is studying the impact behavioral health issues (i.e. mental illness, substance abuse disorders and illegal drug use) on Charleston area businesses and organizations. The study is part of a national assessment project to promote behavioral health planning and evaluation and reduce incidences of an area's most prevalent behavioral health issues. Through the Community Assessment and Education to Promote Behavioral Health Planning and Evaluation (CAPE) program, communities can identify the behavioral health issues most pressing at the local level and develop systems to effectively reduce incidences. The project is being nationally implemented in four phases. Survey research is the first phase and will determine which issues are most prevalent locally, gauge how important these issues are to business leaders and identify how community members receive treatment option information.

Upward Bound (UB) and Upward Bound Math and Science (UBMS) are designed to prepare first generation students attend and graduate from college. Funded by the US Department of Education, UB has functioned at WVSU since 1965 exposing college bound high school students to academic, cultural, social, and recreational activities. These experiences can help students become successful in post-secondary education and beyond. Recently, UB and UBMS Programs in conjunction with the Partnership of African American Churches sponsored a Teen Summit Against Drugs. The event: increased the participants' awareness of the perils of drug use; provided an informational workshop for parents to increase their knowledge base of drugs and warning signs of drug use.

c. What target populations, if applicable, does this activity address? (100 words max)

Charleston area organizations, businesses and community members are the focus of the CAPE project. Through this multi-tiered project, which includes surveys and a community forum, WVSU will assist business owners and leaders as well as the workforce.

The Teen Summit Against Drugs project of UB and UBMS is targeted to middle and high school aged students and their parents.

d. Provide a timeline for implementation of this activity. (250 words max)

Beginning in 2014, WVSU began working on the West Virginia aspect of the national CAPE project. Nationally, this project is taking place through strategic phases occurring over the course of

one year. This project is designed to establish benchmarks. How the information gained will be used in the future will depend upon: what is learned; where the University can support and/or initiate solution-based efforts; as well as the ability to secure other grant(s) funds to support future efforts. Therefore, this current one-year activity could, potentially, become a part of other University projects and/or initiatives therefore morphing into a multi-year project.

The Teen Summit Against Drugs is a day-long event that will occur annually.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

WVSU received an $86,386 grant to study the impact behavioral health issues are having on businesses and organizations in the Charleston area. Behavioral health issues to be studied include mental illness, substance abuse disorders and illegal drug use. Faculty from the Social Work Department are working on this project with the goal of raising awareness and exploring ways to address and effectively reduce behavioral health incidences. University facilities are being used to hold a community forum to discuss survey findings and solicit input on those findings.

As part of the federally-funded TRIO Programs and with the Partnership with African American Churches, this event is revenue neutral and relies upon the generosity of those who support a drug-free community, i.e. corporate donors, to bring together the resources needed for an engaging and lasting event.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

CAPE is a collaborative effort among the Department of Health and Human Services Substance Abuse and Mental Health Services Administration, the U.S. Department of Agriculture and a number of land-grant universities.

The Teen Drug Summit is a collaborative effort between WVSU, the TRIO Programs and the Partnership of African American Churches. Additional corporate sponsors provided support for the day-long event in the past and will be contacted for future support as well.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The CAPE project intends to identify the behavioral health issues affecting the community's businesses and organizations abilities to succeed. Upon identification, WVSU will lead local efforts to explore solutions to address and reduce the behavioral health impediments to economic strength. A local team will be developed, community outreach including forums will be conducted. Assessment of the program includes the number of successful surveys completed, local team attendance at meetings, and progress of the team's future efforts which have yet to be identified.

The Teen Summit Against Drugs intends to educate teenagers about the true dangers of drug use. The education about the life altering effects includes a poster project as well as a blunt conversation between the participants and a mother who recently lost her son to gun violence related to drug activity. Implementation is assessed through UB and UBMS students and their parental participation in the day-long event. In its first year, 169 students and 35 parents participated. The programs aims to increase student participation to 200 and parental participation to 50 by 2015. The assessment of the project is evident in the teen produced posters and interaction with the guest speaker, as well as a pre and post evaluations.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity also supports strategy 3 of the Comprehensive Plan E: Critical Regional Issues as without a drug-free workforce the economy will remain stagnant at best, if not recede. This activity involves educating people of various ages. From the teens participating at the Summit to the community, organizational and business leaders participating in the CAPE project, this activity is far reaching and its impact is wide ranging.

3. Activity 3: **Raise awareness of social injustices**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   Azam Bejou, Director of the National Center for Human Relations
   Billy Joe Peyton, Professor of History

   b. Describe the activity. (250 words max)

   To raise awareness of human rights injustices through the 21st Century Agenda for Human Rights: Theory and Practice Conference lead by the College of Business & Social Science, in partnership with the National Center on Human Relations.

> The first three-day conference was held in April 2014. The attendance of notable, national and regional civic leaders and the continuation of ongoing conversations that began at the conference has inspired WVSU to make this an annual event.
>
> Prior to the conference, academicians, practitioners and students submit proposals in the form of papers, presentations and posters on topics ranging from poverty and economic equality, race relations, violence against women and children, to economic, social and cultural freedom, human trafficking, social justice, human rights legislation and more. The best paper from each track is published in the Journal of Relationship Marketing.
>
> Presentations are delivered during the conference and the posters are displayed throughout the annual event.

c. What target populations, if applicable, does this activity address? (100 words max)

> The target population for this activity includes the traditional college-aged student; non-traditional students; as well as academicians and social and civic justice leaders from across the country.

d. Provide a timeline for implementation of this activity. (250 words max)

> First publicized in November 2013, WVSU requested proposals be submitted in January for the inaugural conference then held in April 2013. Going forward, a similar timeline for proposal requests and submissions will be maintained.
>
> The annual conference, as a whole, will be continued for the foreseeable future. The conference highlights will be adapted as needed.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> Faculty and staff from the following divisions and departments collaborate on this project: The WVSU Office of the President, Academic Affairs, Research & Public Service, WVSU Foundation, Continuing Education, Alumni Relations, WVSU Bookstore, Erickson Alumni Center and University Relations and Operations. The annual budget for the conference is $5,000. The University allocates space at the Davis Fine Arts Center and Erickson Alumni Center.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

99

> The WVSU Office of the President, Academic Affairs, Research & Public Service, WVSU Foundation, Continuing Education, Alumni Relations, WVSU Bookstore, Erickson Alumni Center and University Relations and Operations will continue to collaborate on this annual conference.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome of the conference is to spur conversation, ideas and actions to address social injustices in West Virginia, America and around the world today. Implementation of this anticipated outcome begins with setting the proposal topics and then assessing the outcomes based upon the papers, presentations and posters received categorized by topic. Assessment of the program's effectiveness will include growing the number of conference attendees from 50 in 2014 to 100 in 2015 as well as increasing media coverage of the conference from three articles/stories in 2014 to eight stories in 2015.
>
> In addition, the University has for the inaugural conference, and will continue to, create a video of the conference complete with participant interviews and reflections. This video will be available for viewing on the University's YouTube account and the number of views will be a part of the outcome assessment.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity is specific to the second strategy of the Comprehensive Plan E: Critical Regional Issues.

C. **STRATEGY 3: Strengthen the regional economy by educating today's and tomorrow's workforce.**

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

> The University's mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research. In correlation with the University's mission, WVSU is strengthening its role in developing an educated workforce to meet the economic needs of the state now and in the future by coordinating with all levels of academia as well as private business. The best example of this effort can be found in the science, technology, engineering and mathematics (STEM) programs. WVSU also focuses on addressing energy industry needs. From support of K-12 county school systems, including STEM disciplines, to unique research opportunities for WVSU College of Natural Science and Mathematics students, WVSU is diligently invested in all levels of academia to meet various industry needs and, thereby, strengthen the regional economy. WVSU is

dedicated to not only developing capable STEM leaders who are currently enrolled at the University, but also in developing a cultural shift in attitude toward the STEM disciplines. These efforts are evident in several areas across the University.

1. Activity 1: **Support STEM disciplines in K-12 schools as well as at the collegiate level.**
   a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

   > Robert Barney, Interim Dean of the College of Natural Science and Mathematics
   > Micheal Fultz, Assistant Professor, College of Natural Science and Mathematics
   > Krystal Tolliver, Director, Upward Bound Math and Science

   b. Describe the activity. (250 words max)

   > Across the University there are various efforts underway to expand the STEM discipline in K-12 schools. This activity highlights three programs: the annual Summer Undergraduate Research Experience (SURE); Student Members of the American Chemical Society (SMACS); Upward Bound Math & Science.

   c. What target populations, if applicable, does this activity address? (100 words max)

   > The target population for this activity includes the elementary, middle and high school aged children as well as K-12 teachers teaching in Kanawha and Putnam counties. The target population, also includes WVSU College of Natural Sciences and Mathematics students enrolled in STEM disciplines.

   d. Provide a timeline for implementation of this activity. (250 words max)

   > These three programs run at different times. The SURE program is a 10-week program that takes place annually during the summer months. The Student Members of the American Chemical Society (SMACS) group's activities take place during the fall and spring semesters annually as the activities are led by WVSU students. The Upward Bound Math and Science program is a year-long program with additional concentration for six weeks during the summer months.
   >
   > A specific SMACS program to support this activity includes a recently secured grant to help educate elementary school children in the Kanawha Valley about the importance of safe drinking water. This grant funded activity is anticipated to begin in early 2015.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> Funded by the WVHEPC Division of Science and Research and WV EPSCoR (for 2014 & 2015), SURE encourages promising and enthusiastic young researchers in the STEM fields by supporting opportunities to continue academic research during the summer months. In addition, the initiative is funded through an award from the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCoR) Research Infrastructure Improvement Program. Selected students receive a $3,500 stipend for a 10-week period, working with faculty members to continue research projects. In 2014, fourteen students worked with eight University faculty members.
>
> SMACS outreach activities are supported by faculty advisor, Dr. Micheal Fultz, and financed through several grants. Specific to this activity, ACS received a $400 grant and additional financial support from WVSU Alumni to develop a variety of science experiments designed to encourage elementary school students to learn more about water. This is especially timely due to the water crisis of 2014 which impacted 300,000 West Virginians.
>
> Upward Bound Math & Science is a TRIO program funded by the federal government. In addition, in 2012 the program received a five year grant from the U.S. Dept. of Education. The full, five year grant totals $1.2 million with increments of $250,000 paid annually to support the program. WVSU faculty and staff support this program which runs after-school in the fall, on weekends and is also a six-week-long residential program each summer. The University provides classroom learning space as well as residential accommodations.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> For the SURE program, collaborators include faculty and staff from the Departments of Biology; Chemistry; Physics; Mathematics and Computer Science; as well as, the Academic Affairs Office, and the Dean of the College of Natural Science and Mathematics.
>
> For the ACS program, collaborators include the Chemistry Department faculty and staff, the Academic Affairs Office, the Dean of the College of Natural Science and Mathematics, and representatives from Kanawha and Putnam county schools'.

> For the Upward Bound Math & Science, collaborators include the TRIO program staff, Academic Affairs and Early Enrollment, College of Natural Science and Mathematics faculty and staff, and Kanawha and Logan County Schools.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The SURE Program is a great opportunity for undergraduates to learn first-hand how scientific knowledge progresses. Implementation is assessed through year to year student participation and completion rates. In 2014, program participation was at maximum capacity with 14 students starting and completing the program. Student participants have a greater chance of staying in school and graduating. Assessment of the SURE program is conducted by following student development in the sciences and graduation rates. Funded by a three year grant (2014 was the first year), growth and sustainability of the program is contingent upon securing additional grant funds.
>
> For the SMACS program, the intended outcome is to raise awareness of science as enjoyable and encourage more K-12 teacher-driven scientific lessons. Implementation is conducted through the presentation and distribution of science experiments that K-12 teachers can deliver and/or an SMACS presentation at Kanawha and/or Putnam county schools. Assessment is conducted by monitoring the distribution of experiment packages, SMACS presentations conducted and presentations requested. Quantitative metrics cannot be estimated at this time as the program will not begin until 2015.
>
> Upward Bound Math & Science is funded to serve 57 students annually and tracks the participants six years beyond high school graduation. The outcome is to increase the enrollment of low-income, first-generation students in STEM disciples in higher education. Assessment of the intended outcome includes documentation of college enrollment that will verify that 65 percent of the 2014 program participants' graduates are matriculating at an institution higher learning in a STEM disciple.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

> This activity is supportive of Strategy 1 of the Comprehensive Plan E: Critical Regional Issues as many careers that support the infrastructure of the state are rooted in an education focused on mathematics and science (i.e. engineering and energy

management). By developing an interest in mathematics and science, and hopefully increasing the pool of mathematicians and scientists, this activity can further support the development of the infrastructure needed to grow the state's economy. In addition, raising awareness as to the definition of "clean water" and what is required to reach and maintain clean water assists in the development and sustainability of infrastructure that can support the economic needs of the local, regional and state industry leaders.

2. Activity 2: **Address high need areas in K-12 education**
   a. Who is responsible for the implementation of this activity? (name and title)

   > Prof. Patricia Wilson, Chair of the Education Dept., WVSU College of Professional Studies

   b. Describe the activity. (250 words max)

   > As defined in West Virginia Department of Education Policy 5100 Section 10.1: A "teacher-in-residence program" means an intensively supervised and mentored residency program for student teachers during their senior year that refines their professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in the West Virginia K-12 public schools. WVSU Teacher in Residency Program places existing and future student teachers in high need areas. The mission of WVSU "is to meet the higher education and economic needs of the state and region through innovative teaching and applied research." WVSU has procedural steps for placement of a TIR demonstrating the institution's responsiveness to the needs of the service region. For example, through this program, WVSU faculty and staff are contacted by a county school system in the state when the school system has a teacher vacancy it needs to fill. Based upon that information, WVSU student teachers who possess the knowledge and skills to address the areas identified as "in need" are then placed in the county school systems. These student teachers are hired at a discounted rate and teach specific curriculum to the K-12 student population. This enables the county school systems to fulfill vacancies in targeted areas and save funds. For the student teachers, this program provides invaluable on-the-job experience and often leads to a permanent job.

   c. What target populations, if applicable, does this activity address? (100 words max)

104

> The target population for this program includes traditional and non-traditional aged college students as well as K-12 students.

d. Provide a timeline for implementation of this activity. (250 words max)

> The Teacher-In-Residence (TIR) program is implemented on an 'as-needed' basis. Upon receiving contact from a county school system, the WVSU Department of Education surveys current students and determines if a placement of WVSU student teacher with the K-12 school system that is in need of assistance would be mutually beneficial. If all parties, the student-teacher, the K-12 school system and WVSU Dept. of Education agree, then a timeline is set with specific parameters as to when the TIR program will run. The student teacher also agrees to maintain the position until the end of the academic year, if the TIR program concludes prior to.
>
> This is an existing program that will continue for the foreseeable future.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> The College of Professional Studies' students, faculty and staff contribute to this activity on an as-needed basis. The TIR program is funded by the K-12 county school system requesting the assistance. Supplies for the education of K-12 students are provided to the WVSU student teacher by the K-12 school in which they are placed.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> WVSU's College of Professional Studies collaborates with the requesting K-12 county school system. The individuals and programs involved in this collaboration vary based on each situation but often include: WVSU Student Teacher University Supervisor; County Mentoring Program (a veteran teacher mentor); County School System Professional Development; and Supervision by Principals and Peers.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> The intended outcome of this activity includes benefits to both current WVSU students and K-12 students. The WVSU student benefits from practical, real-life experience and is assessed by

faculty during in-class observations each semester. For the K-12 student, the intended outcome is provide them with the professional experiences needed to achieve the content, skills and dispositions needed to be an effective teacher. Assessment is conducted through standard classroom tests as well as statewide assessment test, the WESTEST, when applicable.

The success of this WVSU activity as a whole is assessed from year-to-year by comparing student placement and growth of any request for assistance from K-12 school systems. WVSU currently (fall 2014) has three TIR counties with three student participants at three schools with the goal of continuing to expand partnerships in future semesters. The growth of this program is dependent upon the need of K-12 county school systems.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity is exclusive to this strategy of the Comprehensive Plan E: Critical Regional Issues.

3. Activity 3: **Expand student access to hands-on research through the establishment of a Research Rookies program.**

a. Who is responsible for the implementation of this activity? (name and title)

Robert Barney, Interim Dean of the College of Natural Science and Mathematics
Katie McDilda, Director of the Center for the Advancement of Science, Technology, Education and Mathematics (CASTEM)
Ami M. Smith, Associate Dean and Associate Director WVSU Extension Service

b. Describe the activity. (250 words max)

Research Rookies is an experiential education program for highly motivated, incoming freshman, rising sophomores or transfer students with less than 60 credit hours. These students must be strongly committed to a STEM major, interested in research and inquiry and be committed to participating for two academic semesters (i.e., fall and spring). Students in the Research Rookies program participate in cutting-edge research, explore their intended major, develop relationships with faculty and cultivate critical thinking skills through informal social and academic support. Research Rookies receive a stipend of $1,500 a semester.

c. What target populations, if applicable, does this activity address? (100 words max)

> The target population for this program consists of incoming freshman, sophomores and transfer students who have less than 60 credit hours.

d. Provide a timeline for implementation of this activity. (250 words max)

> The 2013-2014 was the first academic year for the Research Rookies Program. This program is supported by external funds raised through University Advancement and its funding is secured through American Electric Power and Dow Chemical Company Foundation. Each summer applications for the program are received and reviewed by the Director of the WVSU Center for the Advancement of Science, Technology, Engineering, and Mathematics (CASTEM). The students chosen are notified throughout the summer and placement with faculty is completed by week 3 of the fall semester.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

> College of Natural Sciences and Mathematics faculty and researchers are vital to the Research Rookies program. The program is supported by $155,000 provided by external University donors over the course of 5 years. Equipment needed to support the program are associated with existing University research. Faculty mentors receive research-operating funds to support the students' research.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

> Internal collaboration includes the College of Natural Sciences and Mathematics, CASTEM, University Advancement and the Division of Research and Public Service, WVSU Agricultural and Environmental Research Station.
> External collaboration includes the WVSU Foundation, American Electric Power, and Dow Chemical Company Foundation.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

> Through the Research Rookies program, WVSU will offer college freshman and sophomore students an opportunity for meaningful participation in STEAM-related (i.e., science, technology, engineering, agriculture and mathematics) laboratory research from their first semester on campus forward. The aim of Research Rookies is to engage highly motivated students in faculty-

107

mentored, hands-on research activities. Students will explore topics in their intended majors and develop relationships with faculty in their field.

To be considered for the program, students must submit an online application, along with a copy of their transcripts, a letter of intent, and a letter of recommendation. The CASTEM Director, with as-needed University consultation, will review student applications, interview potential student participants, and partner new Research Rookies with WVSU researchers.

Annually, the Research Rookies will present their year-long research during the College of Natural Sciences and Mathematics annual symposium held each April. The students will present their research to members of the public-at-large and WVSU faculty and researchers. Success of the program will include comparing year-to-year growth of application requests (i.e., 10 in 2013 and a goal of 20 in 2014- 2016), of student participation (i.e., 8 in 2013 and a goal of 17 in 2014- 2016) and complexity of the end of the year presentations.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity is specific to the third strategy of the Comprehensive Plan E: Critical Regional Issues.

West Virginia State University
Student Access

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	**Formal 2018 Target** (2017-18 Data)
Enrollment												
Fall Headcount	3,296	3,110	3,971	3,239	2,849	2,683	2,664					3,549
In-State		2,792	3,560	2,918	2,588	2,451	2,436					NA
Out-of-State		318	411	321	261	232	228					NA
Annualized FTE	2,542	2,387	2,700	2,470	2,285	2,120	2,139					2,859
In-State		2,082	2,350	2,172	2,036	1,899	1,918					NA
Out-of-State		305	350	298	248	221	220					NA
Fall First-Time Freshmen Headcount	365	372	436	367	311	297	416					500
In-State	277	292	359	301	268	261	339					NA
Out-of-State	88	80	77	66	43	36	77					NA
Fall Low-Income Student Headcount*	1,343	1,268	1,435	1,437	1,352	1,204	1,182					1,575
Fall Underrepresented Racial/Ethnic Gr	604	527	661	531	397	335	296					509
American Indian	14	11	16	18	15	13	12					NA
Black	563	488	617	488	357	304	269					NA
Hispanic	27	28	28	25	25	18	15					NA
Multi Racial	.	.	.	.	.	.	.					NA
Native Hawaiian/Pacific Islander	.	.	.	.	.	.	.					NA
Fall Adult (25+) Headcount	1,170	1,035	1,457	1,120	1,007	915	847					1,150

* Data to be provided by institution.

109

Student Success	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	Formal 2018 Target 2016 Cohort	Modified Targets for Nov 1, 2014 Report
Developmental Education Outcomes													
Students Passing Developmental Courses													
Math	66.5%	63.9%	59.5%	100.0%	38.5%	54.1%	56.6%					60.0%	
In-State	66.7%	62.9%	62.7%	100.0%	45.5%	55.4%	57.3%					NA	
Out-of-State	66.0%	66.7%	49.0%		0.0%	45.5%	52.9%					NA	
English	69.6%	76.1%	59.9%	.	.	33.3%	73.0%					77.0%	
In-State	74.1%	73.7%	64.4%			50.0%	71.4%					NA	
Out-of-State	60.0%	80.0%	51.1%			0.0%	77.8%					NA	
Developmental Students Passing College-Level Course													
Math	21.4%	15.2%	19.5%	0.0%	15.4%	24.7%	33.6%					28.0%	40%
In-State	24.3%	16.5%	20.5%	0.0%	18.2%	27.0%	34.4%					NA	
Out-of-State	10.6%	11.7%	16.3%		0.0%	9.1%	29.4%					NA	
English	48.1%	49.0%	44.5%	.	.	0.0%	56.8%					55.0%	65%
In-State	53.7%	41.1%	46.7%	.	.	0.0%	53.6%					NA	
Out-of-State	36.0%	61.7%	40.4%	.	.	0.0%	66.7%					NA	
Retention													
Full-Time, First-Time Freshmen	57.7%	59.4%	66.7%	61.6%	67.2%	60.7%	62.5%					70.0%	
In-State		63.3%	71.5%	65.1%	70.5%	61.5%	64.3%					NA	
Out-of-State		47.7%	50.6%	47.2%	52.5%	55.8%	50.0%					NA	
Part-time, First-Time Freshmen	55.0%	66.7%	50.0%	53.3%	52.0%	31.3%	55.6%					60.0%	
Low-Income First-Time Freshmen	54.6%	56.9%	63.2%	55.6%	63.3%	57.8%	57.3%					60.0%	
Returning Adults	72.1%	62.4%	62.3%	55.4%	55.8%	61.5%	58.3%					65.0%	
Transfer Students	67.5%	73.0%	67.3%	64.3%	62.2%	68.6%	72.6%					70.0%	
Underrepresented Racial/Ethnic Group Total	43.6%	54.5%	60.2%	52.4%	56.6%	48.3%	35.3%					60.0%	
American Indian	100.0%	0.0%	100.0%	50.0%	60.0%	100.0%						NA	
Black	42.9%	54.8%	58.0%	51.3%	55.7%	46.2%	35.3%					NA	
Hispanic	50.0%	60.0%	100.0%	100.0%	100.0%	0.0%						NA	
Multi Racial												NA	
Native Hawaiian/Pacific Islander												NA	
Progress Toward Degree													
First-Time Freshmen Earning 30 Hours	11.3%	11.5%	13.4%	18.6%	18.5%	22.5%	21.2%					30.0%	
In-State		12.3%	13.4%	18.7%	20.3%	21.3%	19.5%					NA	
Out-of-State		9.1%	13.8%	18.2%	10.6%	30.2%	33.3%					NA	
Four-Year Graduation Rate *Cohort Years:*	2004	2005	2006	2007	2008	2009	2010					2014 Cohort	
First-Time Freshmen	4.6%	4.7%	4.4%	3.8%	2.7%	4.8%	8.5%					14.0%	
In-State	5.3%	5.1%	4.0%	3.6%	2.4%	4.5%	10.3%					NA	

110

	2002	2003	2004	2005	2006	2007	2008					2012 Cohort
Out-of-State	0.0%	2.8%	5.6%	4.6%	3.8%	6.5%	0.0%					NA
Low-Income First-Time Freshmen	4.1%	3.8%	2.2%	2.6%	1.1%	3.5%	6.1%					12.0%
Returning Adults	40.1%	38.5%	41.8%	31.2%	34.5%	25.7%	33.8%					40.0%
Transfer Students	34.2%	36.5%	32.0%	37.1%	35.6%	34.8%	38.4%					45.0%
Underrepresented Racial/Ethnic Group Total	2.5%	2.5%	2.0%	1.8%	1.1%	2.4%	3.9%					15.0%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%					NA
Black	2.7%	1.3%	2.0%	1.9%	1.1%	2.6%	2.9%					NA
Hispanic	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%					NA
Multi Racial												NA
Native Hawaiian/Pacific Islander												NA
Six-Year Graduation Rate *Cohort Years:*	2002	2003	2004	2005	2006	2007	2008					2012 Cohort
First-Time Freshmen	26.5%	19.7%	21.2%	19.8%	17.7%	18.6%	19.6%					30.0%
In-State			23.0%	20.2%	18.0%	20.2%	19.2%					NA
Out-of-State			9.4%	18.3%	16.9%	13.6%	21.3%					NA
Low-Income First-Time Freshmen	22.0%	19.6%	19.9%	15.7%	13.0%	16.9%	16.3%					25.0%
Returning Adults	42.2%	46.7%	44.3%	42.7%	49.9%	37.6%	42.1%					45.0%
Transfer Students	53.3%	53.4%	45.1%	46.6%	39.9%	47.2%	43.3%					55.0%
Underrepresented Racial/Ethnic Group Total	25.3%	24.4%	15.2%	15.0%	11.9%	12.7%	16.1%					22.0%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%					NA
Black	25.0%	26.5%	14.9%	14.7%	12.2%	13.5%	15.9%					NA
Hispanic	50.0%	0.0%	33.3%	25.0%	0.0%	0.0%	33.3%					NA
Multi Racial												NA
Native Hawaiian/Pacific Islander												NA

111

West Virginia State University

Impact

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	**Formal 2018 Target** (2017-18 Data)
Degrees Awarded	451	377	396	390	425	410	435					449
Associate's												
Bachelor's	442	372	385	378	414	397	418					435
Master's	9	5	11	12	11	13	17					14
Doctorate												
STEM	56	42	54	51	45	59	54					66
Associate's												NA
Bachelor's	51	37	49	45	39	50	50					NA
Master's	5	5	5	6	6	9	4					NA
Doctorate												NA
STEM Education*							12					10
Health	13	9	9	24	13	19	14					23
Associate's												NA
Bachelor's	13	9	9	24	13	19	14					NA
Master's												NA
Doctorate												NA
Federal Student Loan Cohort Default Rate *Cohort Years:*	2005	2006	2007	2008	2009	2010	2011					2015 Cohort
Three-Year Rate	15.1%	16.8%	21.2%	14.6%	14.1%	16.4%						10.50%
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013					FY 2018 Data
Research grants & contracts*	$ 1,661,011	$ 3,116,766	$ 6,286,043	$3,785,696	$4,133,404	$4,802,514	$5,423,134					$6,000,000
Licensure Income*							0					0
Peer-Reviewed Publications*							$8					44
												Total FY2014 to FY 2018
Start-up Companies*							0					1
Patents Issued*							0					1

112

EXTERNALLY SPONSORED ACADEMIC RESEARCH PROJECTS[+]

2013-14 Academic Year

Institution: West Virginia State University / WVSU Research & Development Corp Contact: Monty Fowler / Elizabeth Mosteller
Telephone: (304) 204-4313 / (304) 204-3007

Title/Description of Sponsored Academic Research Project*	Source and Type+ of Funding	$ Value of Grant or Contract** for 2013-2014	Total $ Value of Grant Or Contract**	HdCt Faculty in Funded Projects	FTE Faculty in Funded Projects	Headcount Graduate Students Supported	Headcount Undergraduates Supported
Evans-Allen Section 1445 Research 13	USDA Federal	$1,756,068	$1,362,990	5	5.00	4	4
State Research Match 13	State of WV	$963,135	$963,135	4	3.00	0	2
1890 Facilities - 2013	USDA Federal	$683,124	$800,018	1	0.10	0	0
1890 Capacity Building Grant -Trout	USDA Federal	$97,303	$295,663	2	0.50	1	1
1890 Capacity Building Grant - CGIAR	USDA Federal	$56,294	$299,811	3	0.10	0	2
1890 Capacity Building Grant - Value Adde	USDA Federal	$83,934	$299,937	1	0.20	3	3
1890 Capacity Building Grant - Bioenergy (	USDA Federal	$132,182	$564,000	1	0.20	1	1
1890 Capacity Building Grant - Crop Evolu	USDA Federal	$56,080	$299,986	1	0.20	1	4
1890 Capacity Building Grant - Hibiscus	USDA Federal	$3,836	$64,350	1	0.20	1	1
1890 Capacity Building Grant - Alcorn Suba	USDA Federal	$132,843	$239,497	2	0.10	0	0
1890 Capacity Building Grant - Tomatoes	USDA Federal	$67,389	$299,734	1	0.20	1	1
1890 Capacity Building Grant - Mine Sites	USDA Federal	$106,912	$242,954	4	0.10	0	2
1890 Capacity Building Grant - Biotechnolc	USDA Federal	$68,097	$149,583	3	0.40	2	2
1890 Capacity Building Grant - Pumpkins	USDA Federal	$125,379	$299,832	4	0.30	0	0
1890 Capacity Building Grant - On-Line Tea	USDA Federal	$48,641	$533,674	3	0.25	0	0
1890 Capacity Building Grant - Watermelor	USDA Federal	$53,864	$444,346	6	0.75	2	0
1890 Capacity Building Grant - Plant Breed	USDA Federal	$18,979	$120,000	2	0.6	2	0
SARE	USDA Federal	$3,069	$15,000	1	0.10	0	0
NRCS Drilling Mud	USDA Federal	$4,884	$97,865	1	0.15	0	4
Solcap 4	USDA Federal	$101	$6,250	1	0.10	0	1
McIntire-Stennis 12	USDA Federal	$11,477	$62,241	2	0.25	1	1
McIntire-Stennis 13	USDA Federal	$50,009	$59,438	2	0.25	1	1
WV INBRE Natural Products	NIH Federal	$516	$24,526	1	0.10	2	2
WV INBRE Natural Products - Harris	NIH Federal	$21,026	$26,560	1	0.05	0	1
WV INBRE Natural Products - Fultz	NIH Federal	$20,777	$29,086	1	0.02	0	1
WV INBRE Hankins Summer 12	NIH Federal	$19,762	$20,200	1	0.15	1	0
WV INBRE Hankins Equipment	NIH Federal	$72,341	$72,091	1	0.10	1	1
WV INBRE Hankins 13	NIH Federal	$5,351	$174,476	1	0.20	1	1
WV INBRE Hankins 14	NIH Federal	$133,642	$174,530	1	0.20	1	1
EPSCoR State Match	WV HEPC	$29,574	$244,800	4	1.00	2	2
EPSCoR Track 1 - Biotechnology	NSF - HEPC subaward	$499,389	$2,448,000	4	2.50	3	4
ARC Renewable Energy	ARC Federal	$5,636	$35,075	1	0.05	1	3
STEM Program Evaluation #	NSF Federal	$13	$67,551	4	0.25	0	0
STEM Program Implementation - STEP #	NSF Federal	$91,507	$499,248	2	0.45	0	16
TOTAL:		**$5,423,134**	**$11,336,447**	**73**	**18.12**	**32**	**62**

+Academic research includes any externally sponsored activity, grant, or contract

which is designed to advance to produce new knowledge; it does not include sponsored
non-research activity such as training grants.

*Excludes third-party waivers for courses taught on campus.

+Type=Federal, State, or Private. For example: Source = NEH, Type = Federal

**Includes both direct and indirect costs; based on grant/contract budget document.

NOTE: All expenditure figures from preliminary audit documents.

- University

113

2013-2014 WV State University Publications List

2013

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Kiddie, Thomas. "Text(ing) in Context: The Future of Workplace Communication in the United States." Business and Professional Communication Quarterly 77.1 (2014): 65-88. Print.

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Linwei Niu, 2014 "Energy-Efficient Scheduling for (m,k)-firm Real-Time Control Systems", International Journal of Automation and Power Engineering, 3(1): 28-31.

Maduraimuthu Djanaguiramana, P.V. Vara Prasada, Marimuthu Murugan, Ramasamy Perumal, Umesh K. Reddy. (2014). Physiological differences among sorghum (Sorghum bicolor L. Moench) genotypes under high temperature stress. Environmental and Experimental Botany 100(43-54).

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