

AGENDA
West Virginia State University
BOARD OF GOVERNORS
Erickson Alumni Center, Grand Hall
September 4, 2014
12:30 p.m.

1. Call to Order, Roll Call, and Oath of Office – Chair Tom Susman, presiding
2. Verification of Appropriate Notification of Public Meeting Action 2
3. Review and Approval of Meeting Agenda Action 1
4. Review and Approval of Minutes of Previous Meeting Action 3
5. Announcements from the Chair
 - a. Presidential Review Committee Membership Action
 - b. Board Bylaws Revision Action 14
6. Reports from Board Committees
 - a. Executive
 - b. Institutional Advancement
 - c. Recruitment and Retention
 - d. Audit
 - e. Academic Policies
 - f. Finance
7. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel, and Property Matters
8. Report from the University President
 - a. University Reports Forwarded by Board Committees
 - i. Approval of Utility Easement for Athletic Complex Action 24
 - ii. HEPC Compact Submission Information 28
 - iii. BOG Budget Report for Fiscal Year 2014 Information 113
 - iv. BOG Budget Report for Fiscal Year 2015 (July and August) Information 117
9. Other Matters
10. Next Meeting Date – *October 23, 2014*
11. Adjournment

**West Virginia State University
Board of Governors**

Date/Time: 9/4/2014 -- 12:30 PM

Location:

West Virginia State University, Erickson Alumni Center, Grand Hall, Institute, WV

Purpose: To conduct regular business of the Board

Notes:

This is a compliant meeting.

Meeting was approved : 8/21/2014 4:41:24 PM

West Virginia State University Board of Governors
Erickson Alumni Center, Grand Hall
June 12, 2014
Minutes

1. Call to Order and Roll Call

Chair Susman called the meeting of the West Virginia State University Board of Governors to order at 12:30 PM.

Present: Dr. Guetzloff, Mrs. Jarvis, Mr. Konstanty, Ms. Pitchford, Mr. Salyers, Dr. Smith, Mr. Susman, Mr. Swingle, Dr. Thralls, Mr. White, and Mr. Williams. Several members of the administration, faculty, and staff were also present.

2. Verification of Appropriate Notification of Public Meeting

Mr. Swingle motioned to verify appropriate notification of the meeting, and Dr. Thralls seconded the motion. The motion carried.

3. Review and Approve Meeting Agenda

Dr. Thralls motioned for approval of the agenda as presented, and Mrs. Jarvis seconded the motion. The motion carried.

4. Review and Approve Minutes of Previous Meeting

Mr. Konstanty motioned for approval of the minutes of the May 1, 2014 meeting, and Dr. Guetzloff seconded the motion. The motion carried.

5. Announcements from the Chair

- a. Chair Susman asked for approval by the Board to adopt a resolution that was drafted prior to the meeting to recognize Head Baseball Coach Calvin Bailey for his meritorious service to the University. Chair Susman read the resolution and asked that it be attached to the meeting minutes for the record. Mr. Konstanty motioned for adoption of the resolution, and Mrs. Jarvis seconded the motion. The motion carried.

The resolution was presented to Coach Bailey. Following the presentation, Coach Bailey thanked everyone and expressed his appreciation for the recognition. He reflected on his time at the University, which began when he was a student in 1964. He said many of his relatives also graduated from State, and the University had a great impact on his family.

Chair Susman asked for approval by the Board to adopt a resolution that was drafted prior to the meeting to recognize Vice President for Academic Affairs and Provost R. Charles Byers for his dedicated service to the University. Chair Susman read the resolution and asked that it be attached to the meeting minutes for the record. Mr.

Swingle motioned for adoption of the resolution, and Mr. Williams seconded the motion. The motion carried.

The resolution was presented to Dr. Byers. Several members of the Board expressed their appreciation for Dr. Byers' commitment to the University and the National Alumni Association. His institutional knowledge and support have provided stability for the University, especially during the recent transition. Following the presentation, Dr. Byers thanked the Board and President Hemphill. He said he feels good about their leadership and sees the future of the University as very positive; witnessing their dedication to the University makes him extremely proud.

- b. Chair Susman said the following dates have been proposed as outlined on page 15 of the Board book for Fiscal Year 2015 meeting dates: September 4, 2014; September 5, 2014 (retreat); October 23, 2014; January 28-29, 2015; March 19, 2015; April 23, 2015; and June 18, 2015. He noted that the September date is earlier in the month than past years in order to allow adequate time to work on the Compact prior to the HEPC submission deadline. A Board retreat is proposed for September 5, 2014, and January 28, 2015 is the proposed date for the meetings with the campus constituent groups. Dr. Thralls motioned for approval by the Board approve of the Fiscal Year 2015 meeting dates as proposed. Ms. Pitchford seconded the motion, and the motion carried.
- c. Chair Susman said three officers are to be elected during the Annual Meeting each year and become effective on July 1. Mr. Williams, as Secretary of the Board, presided over the election. Mr. Williams opened the floor for nominations. Mr. Swingle motioned for approval by the Board to re-elect Mr. Susman as Chair, Dr. Smith as Vice Chair, and Mr. Williams as Secretary. Dr. Thralls seconded the motion, and the motion carried.

Chair Susman thanked everyone for his or her support during his first year as Chair. He said it was a great year and noted the significant progress that has been made (i.e. new facilities, ending year with a budget surplus, record freshman class, meeting fundraising goal, etc.).

Dr. Smith expressed her appreciation as well, and said she is proud to be a member of the Board. She said the visibility of the Board has imparted on the alumni and shown strong support of the University.

Mr. Williams thanked everyone as well for their support. He also acknowledged the leadership by Chair Susman, whose understanding of the community, government, business industry, and the different contributions of the Board members is extremely beneficial to the institution. Mr. Williams also expressed his appreciation to Dr. Smith for her contributions as Vice Chair.

Dr. Smith asked fellow Board members to join her in giving Chair Susman a standing ovation for effectively negotiating a five-year contract for President Hemphill.

6. Reports from Board Committees and Year-End Summaries

Presidential Review Process Ad Hoc:

Mr. Konstanty chaired the Ad Hoc Committee and presented the report.

- The Committee met on June 4, 2014 following the 30-day comment period.
- Six comments were received and reviewed prior to the meeting.
- The majority of the comments were from faculty and pertained to Section 6.1, which established a grievance procedure for the President with respect to Board members. Through Committee discussion, and based on the comments received, Section 6.1 was stricken in its entirety.
- The Committee also approved technical changes, which were made prior to distributing the policy to the full Board.
- The Committee voted to recommend the policy to the full Board for approval.

Institutional Advancement:

Chair Susman chaired the Committee and presented the report.

- The Committee received copies of a comparative giving report for July 1, 2013 through June 10, 2014.
- Total giving is \$4,077,387.55 compared to \$2,290,577.41 last year.
- Total donors are 949 compared to 743 last year.
- Outright cash gifts totals \$713,000 compared to \$491,197.41 last year.
- The public phase of the fundraising campaign will be unveiled during Homecoming.
- The fundraising goal for Fiscal Year 2015 is \$5 million.

Academic Policies:

Dr. Thralls chaired the Committee and presented the report.

- Dr. Byers gave a presentation on follow-up work for previously approved program reviews.
- The Committee received information on the Intent to Plan for a Bachelor of Fine Arts in Music and voted to recommend approval by the full Board.
- Dr. McMeans provided an accreditation update.
- The Committee congratulated Interim Dean Scott Woodard on recently completing his doctoral degree.

Recruitment and Retention:

Mr. Konstanty chaired the Committee and presented the report.

- Freshman applications are up 23 percent overall. In-state applications have increased 8 percent and out-of-state are up 39 percent. Mrs. Anderson said the increase was attributed to strong alumni presence at out-of-state fairs, e-mail communications, and utilization of the EMAS software. Total freshman admits are

935, which is an increase of 14 percent compared to last year. Freshman confirmations are up 11 percent from last year.

- Ms. McCarthy shared information on several highlights that occurred in her area this year. This is the second year that financial aid packets were distributed to students in March, and she commended the financial aid staff for their work. The second annual Cares Day was a success with the number of volunteers exceeding that of last year. Construction began on the new residence hall. The Campus Closet program was created to provide business attire, through personal donations, for students to wear to job interviews. The University also hosted the Boy Scouts of America and GEAR UP students.

Audit:

Mr. Salyers chaired the majority of the meeting, while Mr. Williams was in-route to campus. As a result, Mr. Salyers presented the report.

- The Committee received the audit statements. There were findings related to reporting, and they are being addressed.
- A discussion was held on the revised BOG Travel Policy #5, Travel Regulations. The Committee made revisions, which were incorporated prior to the full Board meeting. Updated copies will be provided to the full Board later on the agenda. The Committee voted to recommend the policy as amended to the full Board for approval.
- The HEPC has contracted a new audit firm, and audit costs are expected to decrease.

Finance:

Mr. Salyers chaired the Committee and presented the report.

- Mr. Jones provided an overview of the budget reports and said the University will end this fiscal year with a modest surplus.
- The Committee also reviewed the auxiliary accounts.
- A detailed report on the budget items will be presented to the full Board as part of the President's report.

7. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel, and Property Matters

Ms. Pitchford motioned for approval to go into executive session, under the authority of West Virginia Code §6-9A-4, to discuss legal, personnel, and property matters. Mr. Williams seconded the motion, and the motion carried.

A motion to arise from executive session and reconvene into regular session was made by Mr. Swingle, and Mr. Williams seconded the motion. The motion carried. Chair Susman asked the meeting minutes reflect that no decisions were made in executive session, and there were no motions or votes taken.

8. Report from the University President

President Hemphill reported on Fiscal Year 2014 funding for the WVSU Research and Development Corporation. Last year, the Corporation received \$13.5 million in grants

and contracts from federal, state, county, city, industry/corporate, and foundation sources. This year, to date, the Corporation has received approximately \$15 million in funding, representing an increase of almost \$1.5 million in grants and contracts from the previous fiscal year. He said next year's goal is \$17 million. The President asked everyone to join him in applauding Dr. McMeans and the Research and Public Service team.

The President also highlighted several infrastructure changes occurring across campus. The first natural gas well has been installed, and the next steps are to connect the well to the University's main consumption header and add metering. These activities should be completed within the next month. Drilling for the second well is scheduled to begin next month. Once the third and final well is operational, the University will experience sustainable savings on energy costs and additional income of approximately \$100,000 per year.

The President reported that the Judge Damon J. Keith Scholars Hall project remains on-schedule and on-budget. The brickwork is 80 percent complete and stuccowork will be completed by July 11. The mechanicals are installed and working on the fourth floor, and the remaining floors will be online in the near future. Work on the green space and park has begun and sidewalks will be completed by June 23. Doors will be hung by June 27 and flooring is scheduled for completion by July 14. The game room, meeting room, and café will also be completed in July. Furniture will be added to individual rooms as construction and appropriate inspections are completed. To date, 218 students have applied for residency in the new hall, and 73 for Dawson Hall. The President said the Opening and Dedication of the Judge Damon J. Keith Scholars Hall is planned for August 13, 2014 at 10:30 AM. A save the date was mailed, and additional information will follow. President Hemphill asked the Board to join him in recognizing the hard work and dedication of many across the campus community who are making this vision a reality, especially Mr. Jones and Ms. McCarthy for their leadership on this project.

a. University Reports Forwarded by Board Committees

- Item 8.a.i.: President Hemphill said he brings before the Board's consideration BOG Policy #61, Employment and Evaluation of the President, as recommended by the Presidential Review Process Ad Hoc Committee, that the proposed policy be given final approval by the full Board. The proposed policy was distributed for a thirty-day comment period and subsequently revised, as outlined on pages 42-52 of the Board book. Ashley Schumaker noted that the Board bylaws would need to be amended as the result of adding a Standing Committee.

Board discussion was held about Section 5.3 and the process for determining tenure status upon termination of the President. Chair Susman clarified that the policy would serve as the governing document and tenure status would be determined through the contract process. Mr. Swingle motioned for approval by the Board of BOG Policy #61 as outlined in the Board book, and Mrs. Jarvis seconded the motion.

Dr. Guetzloff said he feels Section 4.6.3.1 constricts the faculty, classified staff, and student representatives on the Board by limiting them to participate in on-campus interviews of only one of their respective caucuses. He expressed concern about consistent comments, particularly from faculty, that were made in multiple interview sessions during past presidential reviews and not shared with the Board. Mr. Konstanty said he could not speak on presidential reviews conducted during the previous administration. However, he said the intent of Section 4.6.3.1 is not to constrict faculty, staff, and student members of the Board from participating, but it serves as a provision to prevent said representatives from speaking for both caucuses. Mr. Williams agreed that Board members should not have multiple opportunities to make comments.

Following further Board discussion, Dr. Guetzloff motioned for approval by the Board to add language under Section 4.6.5 to state that all comments, verbal and written, received by the faculty during the on-campus interview process will be shared with the full Board. The motion failed due to lack of a second. Mr. Konstanty noted that the comment period for the policy had ended. He also said that when drafting and amending the policy, particularly Section 4.6.5, it was the intent of the Presidential Review Process Ad Hoc Committee that all comments received during the interview process would be discussed for the record and taken seriously by the Board. He further stated that no comments from the campus community will be withheld from the Board.

There being no further discussion, Chair Susman called for the vote on the previous motion made by Mr. Swingle and seconded by Mrs. Jarvis, and the motion carried. Dr. Guetzloff voted “nay.”

- Item 8.a.ii.: President Hemphill said he brings before the Board’s consideration BOG Policy #5, Travel Regulations, as recommended by the Audit Committee, that the proposed revised policy be given final approval by the full Board. Following the comment period, the revised proposed policy was presented to the Board during its May 1, 2014 meeting and was tabled to address questions and make additional modifications.

As reported by Mr. Salyers, the Audit Committee made additional changes earlier that morning, which were included in the updated copies that were distributed to the full Board. An item from Section 1.1 was moved to Section 2.2. Section 5.1.7 was amended regarding use of third-party vendors for hotel bookings because the vendors do not provide itemized receipts, which is required by the state. Chair Susman said a meeting would be held with the appropriate state officials to request an exception in terms of travel for conferences, athletics teams, etc. since it can be a cost savings for the University. He clarified that this item is only in relation to travelers seeking

reimbursement. It was also noted that the state has a contract with National Travel, and they will price match if a lower rate is offered by a third-party vendor.

Due to action at the last Board meeting to table the revised proposed policy, Chair Susman called for a motion to bring this matter before the Board, and Dr. Thralls so moved. Mr. Swingle seconded the motion, and the motion carried. Through Board discussion, it was agreed that language in Section 4.2.4.1 should be revised regarding approval by the vice president to use a private vehicle for University business. Mr. Williams motioned that the Board allow staff the ability to modify said language and approve the revised proposed BOG Policy #5 as distributed. Ms. Pitchford seconded the motion, and the motion carried. Dr. Guetzloff voted “nay.”

Dr. Thralls noted a previous request for the Board to receive a list of all policies that references what each policy covers. Mrs. Schumaker said plans are underway to compile a policy reference book that will include a table of contents, adoption and effective dates, etc where applicable. Paper and electronic formats will be provided to the Board. She said it is the intent to produce an updated policy reference book each year.

- Item 8.a.iii.: President Hemphill said he brings before the Board’s consideration, as recommended by the Academic Policies Committee, that the Intent to Plan for the Bachelor of Fine Arts in Music be given approval by the full Board. He asked Dr. Woodard to provide a brief overview. Dr. Woodard said the University currently offers a Bachelor of Science in Education with a specialization in music for K-Adult. Over the years, it has been discovered that many of the students in the program want to be musicians and do not wish to teach. Dr. Woodard said the University often loses those students to other institutions, and the Bachelor of Fine Arts in Music would help with retention in this area. Currently, Marshall University is the only higher education institution in the state that has this type of program. Dr. Thralls motioned for approval by the Board of the Intent to Plan for the Bachelor of Fine Arts in Music. Dr. Smith seconded the motion, and the motion carried.
- Item 8.a.iv.: The President asked Dr. McMeans to provide an update on the University’s on-going efforts regarding reaffirmation of accreditation. Before Dr. McMeans began, the President asked the Board to join him in expressing their appreciation to Dr. McMeans for the progress made to-date, by the self-study team and the campus community under his leadership. Dr. McMeans reported that on April 10-14, 2014, President Hemphill and the working group attended the Annual Higher Learning Commission (HLC) Conference in Chicago, Illinois. During the conference, the working group met with the University’s liaison, Dr. Linnea Stenson, who provided guidance on getting up-to-date on appropriate paperwork that is to be submitted to HLC. The

consultant, Dr. Susan Murphy, reviewed the draft self-study document and presented her findings to the steering committee and subcommittees. She also presented workshops as well as held one-on-one and group meetings on evidence and data collection for the self-study. Subcommittees continued to gather information, data, and evidence to complete the third draft of the self-study. Drs. Susan Darby and Michael Westerfield have been identified as the peer reviewers for the mock site visit in the fall. Next steps include editing and formatting each of the five criterion and developing other sections, uploading each criterion in Google Drive, ensuring all evidence and supporting documents have been identified to link information in the document, and combining all components into one contiguous document. Each member of the steering committee is researching and writing. Dr. McMeans said one area of difficulty is finding and electronically compiling documents, and staff and students are researching and scanning documents daily. In an effort to stress the importance of accreditation, information will be delivered to constituent groups via the University website, e-mail, social media, and informational presentations. The mock site visit was moved from September 22-24, 2014 to October 15-17, 2014. The finalized self-study report will be uploaded along with other pertinent documents for access by the mock team peer reviewers on August 20, 2014. Dr. Byers will serve as the internal reviewer. Dr. Murphy will also review the document and external consultants will review information on the website.

- Item 8.a.v.: President Hemphill asked Mr. Jones to provide the budget report. Mr. Jones said the April report is included in the Board book. Copies of the May report were distributed during the meeting, and Mr. Jones said he would not refer to the April report unless there are questions. The general revenue target is 91.67 percent, and performance indicators in the May report are based on that percentage. The University's total income is 93.43 percent, which is 1.76 percent ahead of the projections. The actual percentages for all of the areas are as follows: Academic Affairs (81.97 percent), Student Affairs (88.48 percent), President's Area (83.50 percent), University Relations and Operations (81.66 percent), Physical Facilities (83.95 percent), University Advancement (113.26 percent), Finance (94.35 percent) and College-Wide (83.50 percent). The majority of the areas are on or below budget. Total expenses are at 84.23 percent, and the target is 91 percent. Mr. Jones said the University has done very well controlling expenditures. The total income is at 93.43 percent compared to 92.85 percent this time year. For the auxiliary accounts, Mr. Jones said the deficit in the Student Union Operations account is expected to improve after the Arbitration hearing with the former Kanawha Valley Community and Technical College (KVCTC). The Housing, Dining Services, and Athletics accounts were also affected by the loss of the KVCTC students. For Faculty Housing, units were refurbished as they were vacated, and this account is expected to begin turning around. The deficit in the

Parking account will be remediated by revenue from the parking fees paid by OASIS. Net activity continues to increase in the Bookstore account.

9. Other Matters

No other matters were brought before the Board for discussion.

10. Next Meeting Date

Chair Susman said the next Board of Governors meeting will be held on September 4, 2014, and a retreat will be held the following day. Mr. Swingle asked about training credits for the retreat. Mrs. Schumaker said it is the intent to incorporate topics into the schedule that would qualify for training credits. She noted that another opportunity for training credits is the HEPC Board of Governors Summit that will be held on August 1-2, 2014, which counts for nine credit hours and exceeds what is needed for the two-year requirement.

11. Adjournment

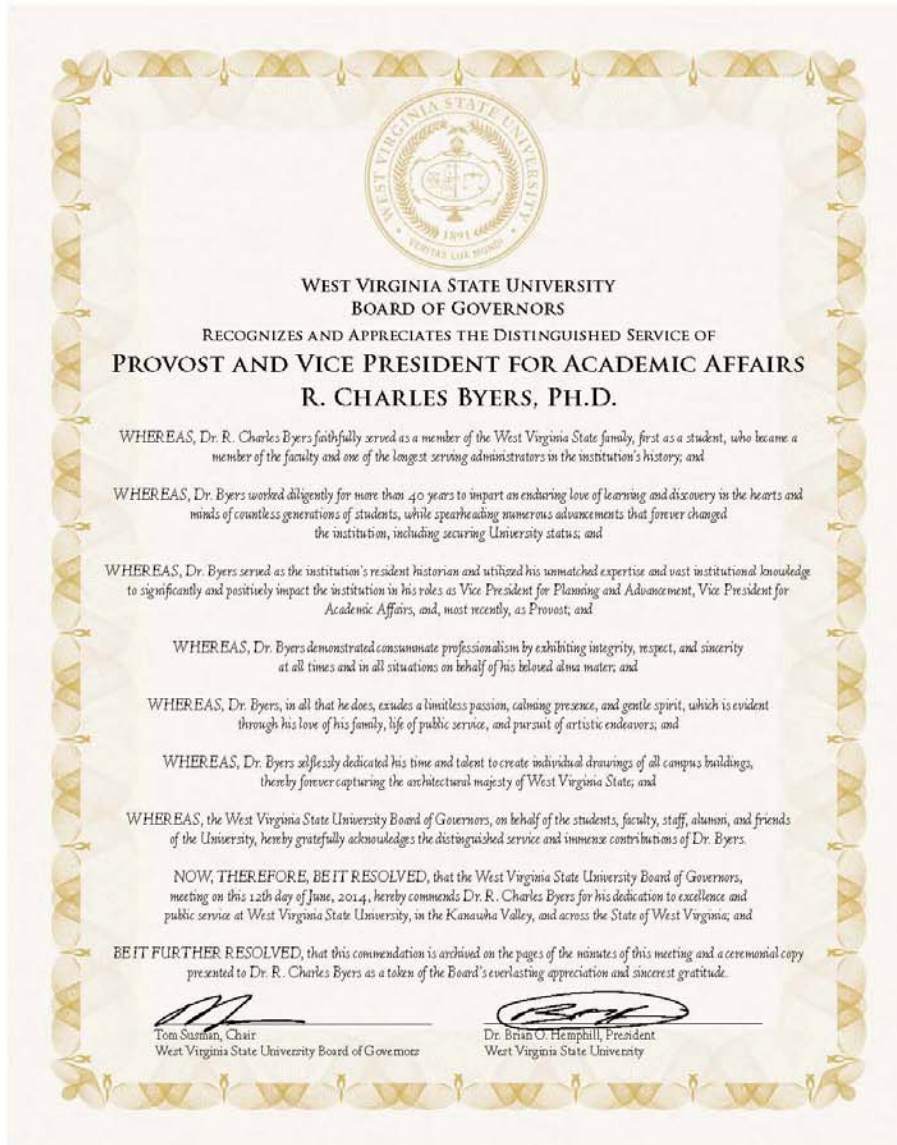
With there being no further business, the meeting adjourned at 3:08 PM.

Respectfully submitted,

L. Vincent Williams
Secretary

Approved: _____
Tom Susman
Chair





**Agenda Item 5.b.
September 4, 2014**

Action

Board Bylaws Revision

WEST VIRGINIA STATE UNIVERSITY
BOARD OF GOVERNORS BYLAWS

ARTICLE 1.
MEMBERS

Effective on the 1st day of July 2001, an institutional Board of Governors is established at West Virginia State University.

A. Membership

The membership of the Board shall consist of twelve persons.

1. A full-time member of the faculty holding the rank of instructor or above, duly elected by the faculty;
2. A member of the student body who is in good academic standing, enrolled for credit courses and duly elected by the student body;
3. A member of the institutional classified staff duly elected by the classified staff; and,
4. Nine lay members appointed by the Governor of West Virginia with the advice and consent of the State Senate.

B. Terms

1. The faculty member shall serve a term of two (2) years. The term beginning in July, 2001, shall end on the 30th day of June 2003. Thereafter, the term shall begin on the 1st day of July. Faculty members are eligible to succeed themselves for three (3) additional terms, not to exceed a total of eight (8) consecutive years.
2. The student member shall serve for a term of one (1) year. The term beginning in July, 2001, shall end on the 30th day of June, 2002. Thereafter, the term shall begin on the first day of July.
3. The classified staff member shall serve for a term of two (2) years. The term beginning in July, 2001, shall end on the 30th day of June, 2003. Thereafter, the term shall begin on the 1st day of July. The member representing classified staff is eligible to succeed themselves for three (3) additional terms, not to exceed a total of eight (8) years.
4. The appointed lay members shall serve staggered terms. Of the original appointments by the Governor, two (2) shall be appointed for terms of

one (1) year, two (2) shall be appointed for terms of two (2) years, two (2) shall be appointed for terms of three (3) years, and three (3) shall be appointed for terms of four (4) years. After the initial appointments, all appointees shall serve for terms of four (4) years.

5. A vacancy in an unexpired term of a member shall be filled for the unexpired term within thirty (30) days of the occurrence of the vacancy in the same manner as the original appointment or election.
6. Removal from Office. No member of a governing board appointed by the Governor may be removed from office by the Governor except for official misconduct, incompetence, neglect of duty or gross immorality and only in the manner prescribed by law for the removal of the state elective officer by the Governor.

C. Elections

1. All elections shall be held no later than the 30th day of June preceding the commencement of the term.
2. The Board of Governors shall elect one (1) of its appointed lay members to serve in the capacity of Chairperson in June of each year. No member may serve as chairperson for more than four (4) consecutive years.

D. Officers

1. The officers of the Board shall consist of Chair, Vice Chair, and Secretary.
2. Officers shall serve for a term of one (1) year, beginning July 1st and ending June 30th. The Chair may not serve more than four (4) consecutive years. The Vice Chair and Secretary may not serve more than two (2) consecutive terms in the same office.

E. Authority and Duties of Members

1. Members of the Board of Governors do not hold authority individually over the University or employees of the University. The Legislature invested such authority in the board as a body; that authority is exercised through policy adoption by a majority vote of the board in its statutory meetings. In all but extraordinary circumstances the board will delegate the president of the University to execute such policy.

2. Individual members may have specific duties based on their committee membership or as officers of the board.

ARTICLE II. MEETINGS

A. Meetings

1. The Board of Governors shall hold a minimum of six (6) meetings during each fiscal year, to include an annual meeting each June.
2. Notice of meetings shall be in accordance with the Open Governmental Meetings Act.
3. Of the twelve (12) voting members of the Board of Governors, seven (7) shall constitute a quorum.
4. Special meetings may be convened by the Chair or upon petition of a majority of the members.
5. Meeting procedures shall be in accordance with Robert's Rules of Order subject to the suspension of any rule by a two-thirds vote of the Board.
6. An annual meeting shall be convened each June for the purpose of selecting a Chairperson and other officers.
7. The Board of Governors shall provide an opportunity for administrators, faculty, students and classified staff to discuss various issues no less than one (1) time per year. The viewpoints of the various constituencies should be presented by a person or persons selected by those constituencies. That person shall be someone other than the constituency's board representative.

ARTICLE III. POWERS AND DUTIES

Effective on the 1st day of July, 2001, the Governing Board shall have the following powers and duties:

1. Determine, control, supervise and manage the financial, business and education policies and affairs of the State institutions of higher education under its jurisdiction;
2. Develop compact and master plans for the institution;
3. Direct the preparation of a budget request for the institution. Consult,

cooperate and work with the state treasurer and the state auditor to update as necessary and maintain an efficient cost effective system for the financial management and expenditure of special revenue and appropriated state funds;

4. Consider, revise and submit to the Higher Education Policy Commission a budget request;
5. Review, at least every five (5) years, all academic programs offered. The review shall address the viability, adequacy and necessity of the programs in relationship to the master plan, compact and the education and workforce needs of its responsibility district. As part of the review, the institution shall conduct periodic studies of its graduates and their employees to determine placement patterns and the effectiveness of the education experience;
6. Ensure that the sequence and viability of academic programs and courses offered by the institution is such that students have the maximum opportunity to complete programs in the time frame normally associated with program completion. The Board is responsible for ensuring that the needs of nontraditional institution-age students are appropriately addressed and, to the extent possible for the Board to control, to assure core course work completed at the institution is transferrable to any State institution of higher education for credit with the grade earned;
7. The Governing Board shall have exclusive authority to approve the teacher education programs offered;
8. Utilize faculty, students and classified employees in institutional-level planning and decision-making when those groups are affected;
9. Administer a system for the management of personnel. Transactions, including but not limited to hiring, dismissal, promotions and transfers, compensation, and discipline at the institution(s) under its jurisdiction;
10. Administer a system for the hearing of employee grievances and appeals in accordance with procedures established in Article 6a, Chapter 29 of the West Virginia Code;
11. Solicit, utilize and/or expend voluntary support, including financial contributions and support services;
12. Appoint a president or other administrative leader for the institution in accordance with the provisions of Chapter 18B of the West Virginia

Code;

13. Conduct written performance evaluations of the institutional President pursuant to Chapter 18B of the West Virginia Code;
14. Submit to the Higher Education Policy Commission, no later than the 1st day of November of each year, an annual report of the performance of the institution during the previous fiscal year as compared to stated goals in its institutional compact and master plan;
15. Enter into contracts or consortium agreements with the public, schools, private schools or private industry to provide technical, vocational, institution-preparatory, remedial and customized training courses at either on campus or off-campus locations;
16. Delegate, with prescribed standards and limitations, the part of its power and control over the business affairs of the institution to enable it to function in a proper and expeditious manner to meet the requirements of the institutional compact. If the Governing board elects to delegate any of its power and control, it shall notify the Chancellor. Any such delegation of power and control may be rescinded by the appropriate Governing Board or the Chancellor at any time, in whole or in part, and,
17. The Board may acquire legal services as are considered necessary, including representation of the Governing Board, the institution, employees and officers before any court or administrative body.
 - a. The counsel may be employed on a salaried basis or on a reasonable fee basis.
 - b. The Governing Board may, but is not limited to, call upon the attorney general for legal assistance and representation.

ARTICLE IV. COMMITTEES

A. Committee of the Whole

The Board shall act as a whole for consideration of issues such as:

1. Institutional compacts and master plans;
2. Legislative recommendations;
3. Strategic plans;
4. HEPC recommendations;
5. Budget requests on behalf of the institution(s) and,

6. Other matters considered appropriate by the chair.

B. Executive Committee

1. The Executive Committee is comprised of the Chairperson, Vice Chair, and the Secretary of the Board who will:
2. Review the agenda for board meetings;
3. Review matters that are referred to them by the Board Chairperson;
4. Convene at the request of the Chairperson with simultaneous notices to all Board members;
5. Be empowered to transact limited business of the institution during the recess of the Board;
6. Provide copies of the Minutes of its meetings at the next regularly scheduled meeting of the Board;
7. Act in the name of the Board only on matters which need immediate action or are of an emergency nature that were not due to delays in reporting, preparation, or planning but shall not include election of new board members, appointments involving tenure, promotions, etc.;
8. Authorize expenditures, only during times of emergency or immediate need that were not due to delays in reporting preparation or planning; and,
9. All Board members may fully participate in executive committee meetings; however, voting will be limited to members of the executive committee.

C. Finance Committee

1. The Chair shall assign members to serve on the finance committee. The Chair of the Finance Committee shall be elected by the members and will serve a two-year (2) term. The membership of this committee shall consist of a minimum of three (3) Board members assigned by the chair, one of which shall be the classified employee representative as an ex- officio member;
2. The committee shall review and make recommendations to the Board on the matters assigned by the executive committee or the chair regarding the following:
 - a. Budget;
 - b. General salary policy and personnel administration;
 - c. Tuition policy and enrollment objectives;
 - d. Capital plans and projects; and,
 - e. Land acquisition and land use.

Note: No Finance Committee member is precluded from serving on another committee.

D. Academic Policy Committee

1. The Chair shall assign members to serve on the committee. The chair of the academic policy committee shall be elected by the members to serve a two-year (2) term. The membership of this committee shall consist of a minimum of three (3) Board members assigned by the chair, one of which shall be the faculty representative as an ex-officio member.
2. The committee shall review and make recommendations on subjects assigned by the executive committee or the chair regarding the following:
 - a. New program approvals;
 - b. Program reviews;
 - c. Baccalaureate matters; and,
 - d. Graduate education matters.

E. Audit Committee

1. The committee shall be comprised of the Executive Committee and the Finance Committee. The chair of the audit committee shall be elected by the members to serve a two-year (2) term;
2. The committee shall review and make recommendations regarding audit engagements and special reviews; and,
3. Ensure independence of audit functions.

F. Recruitment and Retention Committee

1. The Chair shall assign members to serve on this committee. The chair of the recruitment and retention committee shall be elected by the members to serve a two-year (2) term;
2. The student representative to the board shall be an ex-officio member of the committee;
3. The committee shall review and draft policy recommendations concerning the quality and efficiency of the university's recruitment and retention of students; and,
4. The committee shall provide oversight of the university's recruitment and retention programs and review their effectiveness.

G. Institutional Advancement Committee

1. The Chair of the Board will serve as chairperson of this committee and shall assign members to serve a one-year (1) term;
2. The committee shall be comprised of the Chair, one (1) board member who do not serve as chair on any other committee, and one (1) board member chosen from the following: faculty representative, classified

- staff representative, or student representative; and,
3. The committee shall provide oversight of the University's advancement activities and provide recommendations to enhance institutional advancement efforts.

H. Presidential Review Committee

1. The West Virginia State University Board of Governors shall yearly form a "Presidential Review Committee," appoint a chairperson, and elect four (4) additional members to the committee at the annual meeting to be held each June; and
2. The committee shall provide oversight of the University's adherence to Board of Governors Policy #61, Employment and Evaluation of the President, specifically the annual, tri-annual or comprehensive review of the president.

H.I. Special Committees

1. Members may be appointed by the chair to special committees or ad hoc committees in addition to standing committees; and,
2. Tenure of these committees shall be for a prescribed time or until the specified task is completed.

ARTICLE V.

EXPENSES A. Expense Reimbursement

1. The Board shall serve without compensation; and,
2. Proper administration and travel expenses of the Board and its members shall be paid from institutional funds and shall be accounted for in accordance with acceptable accounting practices.

ARTICLE VI.

RECORDS A. Records

1. The Board shall provide, through the President's Office, the keeping of all Board records; and,
2. The Board may prescribe appropriate regulations with respect to access to said records.

ARTICLE VII. ADOPTION AND AMENDMENT OF BYLAWS

A. Adoption and Amendment

1. The Bylaws of the Board may be amended by a two-thirds vote of the Board at the annual meeting or at any regular or special meeting provided that the proposed amendments are conveyed to the members of the Board at least ten (10) days in advance of the meeting in which they are to be acted upon; and,
2. The enactment of any statute by the West Virginia Legislature of the amendment of any existing statute, inconsistent with these Bylaws shall take precedence over the provisions hereof.

Adopted May 9, 2002
Amended February 5, 2004
Amended January 22, 2009
Amended November 11, 2010
Amended September 4, 2014

**Agenda Item 8.a.i.
September 4, 2014**

Action

Approval of Utility Easement for Athletic Complex

As part of the Athletic Complex construction, which was previously approved by the full Board, Appalachian Power Company is requesting approval of an easement to provide electricity to the facility. Based on information provided by Appalachian Power Company officials, the requested easement must be approved by the full Board. Therefore, the easement was reviewed and approved by the Executive Committee on August 12, 2014. As a result, the Executive Committee recommends approval by the full Board.

TAX PARCEL NO. 25-34D-45
GRW 251 - OH - WV

West Virginia State University Eas No. _____ R/W Map No. 3882-138-B
W.O. No. W002513001 Job No. 14-900072 Prop. No. 1
Line Barron Drive area

THIS AGREEMENT, made this _____ day of _____, 20 14,
by and between West Virginia State University Board of Governors, an agency of the State of West Virginia
on behalf of West Virginia State University, a higher education institution of the
State of West Virginia

herein called "Grantors", whether one or more persons, and APPALACHIAN POWER COMPANY, a Virginia corporation, herein called "Appalachian",

WITNESSETH:

That for and in consideration of the sum of One Dollar (\$1.00), cash in hand paid to Grantors by Appalachian, the receipt whereof is hereby acknowledged, Grantors hereby grant, convey, and warrant to Appalachian, its successors, assigns, lessees and tenants, a right of way and easement for an electric power line or lines, and communication lines, in, on, along, through, over, and across the following described lands of the Grantors situated in Union District, County of Kanawha, State of West Virginia.

Being a right of way and easement on the property of the Grantors identified as Kanawha County, Tax Parcel No. 25-34D-45

This easement extends in a _____ direction from
Appalachian's existing _____ numbered _____
approximate GPS location being N. _____ W. _____
to and including new _____ numbered _____
approximate GPS location being N. _____ W. _____

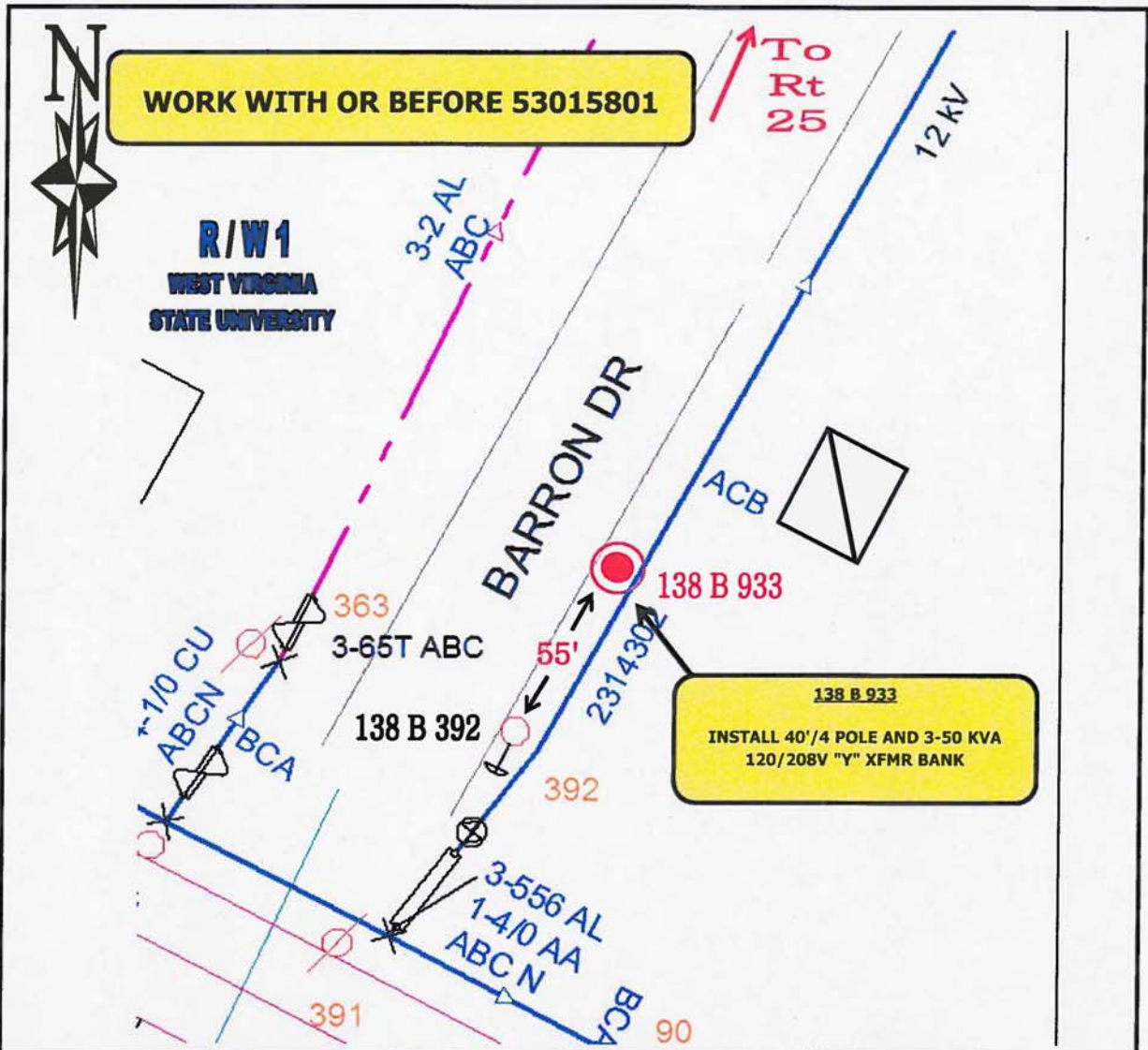
This easement includes Appalachian's new pole numbered 138-B-933 approximate GPS location being N. 38.376285° W. -81.771082°.

TOGETHER with the right, privilege and authority to Appalachian, its successors, assigns, lessees and tenants, to construct, erect, install, place, operate, maintain, inspect, repair, renew, remove, add to the number of, and relocate at will, poles, with wires, cables, crossarms, guys, anchors, grounding systems and all other appurtenant equipment and fixtures (hereinafter called "Appalachian's Facilities"), and string wires and cables, adding thereto from time to time, across, through, or over the above referred to premises; the right to cut down, trim and/or otherwise control, and at Appalachian's option, remove from said premises, any trees, overhanging branches, buildings, or other obstructions which may endanger the safety of, or interfere with the use of, Appalachian's Facilities; and the right of ingress and egress to and over said above referred to premises, and any of the adjoining lands of the Grantors at any and all times, for the purpose of exercising and enjoying the rights herein granted, and for doing anything necessary or useful or convenient in connection therewith.

It is understood and agreed between the parties hereto, that the Grantors reserve the right to use said lands in any way not inconsistent with the rights herein granted.

TO HAVE AND TO HOLD the same unto Appalachian Power Company, its successors, assigns, lessees and tenants.

THIS INSTRUMENT PREPARED BY AND UPON RECORDATION RETURN TO
APPALACHIAN POWER COMPANY, P O BOX 2021, ROANOKE, VIRGINIA 24022



Up Line Device:	Station Breaker	PDS #	2014-011-0945	Project Number:	
Device Pole No:	3143-02	Town:	INSTITUTE	Est. R/W Clearing Capital \$	
Work Order #	DAPO237810	County:	Kanawha	Est. R/W Clearing Maint. \$	
Sta. / Cir Name:	Turner / Dunbar	GPS North	38.376285	GPS West	-81.771082
Sta. / Cir Code:	3143-02	FLAGGING REQUIRED:	No	Speed Limit Over 45 MPH?	No
Voltage:	12.47 KV	Phase:	ABC		
STS#	54132764				
Customer:	WV STATE UNIVERSITY				
Location:	BARRON DRIVE				
Customer Ready Date:	8/1/14				
Technician Assigned:	Corky Brown				
Phone Number	(304) 746-2662				
Right of Way Job Number:	J14-900072				
By Truck?	Yes				

LOCATION:

FROM RT 25 IN INSTITUTE AT WEST VIRGINIA UNIVERSITY,
TURN ONTO BARRON DRIVE AND GO TO JOBSITE ON LEFT AT
END OF ROAD AT NEW WEIGHT ROOM.

34 A
34 D -45 Bd of Gov. + WV State
34 F

HEPC Compact Submission

As annually required by the Higher Education Policy Commission (HEPC), the University shall submit its Compact, by November 1 of each year, outlining the University's progress toward achieving goals and objectives in the HEPC Master Plan. The current statewide Master Plan is titled, *2013-2018 Leading the Way: Access. Success. Impact.*

As requested by the Academic Policies Committee, a University work group was convened and subsequently met with HEPC staff and prepared the following DRAFT Compact. The University continues to analyze data and work with on-campus personnel regarding the Compact submission.

The Compact submission will be thoroughly reviewed and discussed by the Academic Policies Committee prior to a recommendation for final approval by the full Board. In order to meet the November 1 submission deadline, the Academic Policies Committee will meet as necessary to finalize the Compact submission for final review and approval by the full Board during the October 23, 2014 meeting.

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.

1. 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.

- 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.

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- 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

2. 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.

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- 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.

3. 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.

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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.

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- 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.

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- 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.

- 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.

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- 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 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.

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- 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.

DRAFT - FOR DISCUSSION ONLY

- 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 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)

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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 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.

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- 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.

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

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 be 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

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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 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

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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).

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- 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 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.

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- 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)

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 disciplines 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 discipline.

- 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

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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)

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-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.

Strategy A: Enrollment

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

Grow WVSU headcount enrollment.

4. 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.

5. 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 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.

6. 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)

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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.

- 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.

- 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)

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

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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.

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)

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.

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- 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

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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

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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.

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- 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 in 15 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 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)

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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.

DRAFT - FOR DISCUSSION ONLY

- 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 resources 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 WNET 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.

- 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

DRAFT - FOR DISCUSSION ONLY

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 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 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**

DRAFT - FOR DISCUSSION ONLY

- 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 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 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.

DRAFT - FOR DISCUSSION ONLY

- 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.

**Agenda Item 8.a.iii.
September 4, 2014**

Information

BOG Budget Report for Fiscal Year 2014

University - E&G Budget
FY 2014 Budget / Actual Expenditures 06/30/14

	Salaries & Benefits			%	Supplies & Other Services			%	Total			Actual %	Notes	Target %
	Total Year Budget	Fiscal Y-T-D Actual	Difference		Total Year Budget	Fiscal Y-T-D Actual	Difference		Total Year Budget	Fiscal Y-T-D Actual	Difference			
General Revenue									10,541,485	10,541,485	0	100.00%	(2.)	0.00%
Tuition Revenue									11,180,000	10,110,090	1,069,910	90.43%		-9.57%
R&D Corp Indirect Funds									427,230	207,877	219,353	48.66%		-51.34%
Sub Total of Revenues		0	0			0	0		22,148,715	20,859,453	1,289,262	94.18%		-5.82%
Academic Affairs	10,975,580	10,159,332	816,248	92.56%	255,726	200,639	55,087	78.46%	11,231,306	10,359,971	871,335	92.24%	(3.)	-7.76%
Student Affairs	1,360,911	1,256,228	104,683	92.31%	105,696	142,305	(36,609)	134.64%	1,466,607	1,398,533	68,074	95.36%		-4.64%
President's Area	1,049,664	1,101,353	(51,689)	104.92%	785,342	520,175	265,167	66.24%	1,835,006	1,621,528	213,478	88.37%		-11.63%
University Relations	997,427	876,893	120,534	87.92%	299,167	281,217	17,950	94.00%	1,296,594	1,158,110	138,484	89.32%		-10.68%
Phy Fac Net of Transfers	2,410,273	1,789,635	620,638	74.25%	603,864	818,158	(214,294)	135.49%	3,014,137	2,607,793	406,344	86.52%		-13.48%
University Advancement	244,762	369,061	(124,299)	150.78%	101,629	61,575	40,054	60.59%	346,391	430,635	(84,244)	124.32%	(4.)	24.32%
Finance	1,427,631	1,315,480	112,151	92.14%	108,308	237,307	(128,999)	219.10%	1,535,939	1,552,787	(16,848)	101.10%	(5.)	1.10%
College Wide	77,012	0	77,012	0.00%	1,345,721	1,303,727	41,994	96.88%	1,422,733	1,303,727	119,006	91.64%		-8.36%
Sub Total of Expenses	18,543,260	16,867,983	1,675,277	90.97%	3,605,453	3,565,103	40,350	98.88%	22,148,715	20,433,086	1,715,627	92.25%		-7.75%
Grand Total									0	426,367			(6.)	

Footnotes:

- (1.) 100.00% is the target for June activity compared to budgets.
- (2.) The original budget has been reduced for the mid-year budget reduction of 1%.
- (3.) Salaries & benefits for Academic Affairs is \$11,275,798 for the year, or 102.74% of the salaries & benefits budget. The July and August gross wages for nine month faculty totaling \$1,116,466 were subtracted from this total for this fiscal year and will be expensed in July and August on this report. As such, adjusted salaries & benefits for Academic Affairs is \$10,159,332. This is a change in accounting method from previous year's BOG reports and will not be reflected in the University's general ledger.
- (4.) University Advancement FY14 YTD actual salaries & benefits includes staff costs that were not included in the budget.
- (5.) Finance FY14 YTD actual supplies & other services includes the upfront costs for audits and credit card costs.
- (6.) The fourth quarter state appropriation was received in April.

University - All Funds
FY 2014 Budget / Actual Expenditures 06/30/14

Type of Funds	A	B	C	D	E	F
	Beginning Balance As of July 1, 2013	Total Revenue Actual	Salaries & Benefits Actual	Supplies & Other Services Actual	Total Expense Budget Actual	Ending Balance 6/30/2014
0373 State Appropriations: For University and Land Grant Match	0	10,541,485 <u>1,908,000</u> 12,449,485	10,721,414	1,728,071	12,449,485	0
4611 Tuition and Fees: 50 some sub-funds	985,389	12,183,724	7,733,458	4,851,806	12,585,264	583,849
4612 Auxiliary Fees: Bookstore, Housing, Dining Athletics, Public Safety	457,222	5,929,538	1,947,854	4,191,271	6,139,124	247,635
4613 Capital Fees: Capital Activity Transfers from HEPC	783,681	7,194,835	136,854	7,653,174	7,790,028	188,488
4614 State Grants:	460,404	2,877,922	323,066	2,634,162	2,957,227	381,099
8775 Federal Funds:	104,774	1,338,980	736,924	580,161	1,317,084	126,669
Grand Total						1,527,741

Note:

- Ending Balance = Columns A + B - E
- Shaded area funds have a net activity of zero

8/27/2014
 Prepared by Melvin Jones
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BOG Report 06 30 14

West Virginia State University
 Auxiliary Account Activity for June 2014
 Fund 4612

Fund Number	Fund Name	6/30/2013 Fund Balance	6/30/2014 Fund Balance	FY 14 Net Activity
123610	Student Union Operation	(178,865)	(186,513)	\$ (7,648)
123710	Housing	(1,324,376)	(1,401,010)	\$ (76,634)
123810	Dining Food Services	(624,642)	(746,379)	\$ (121,737)
123980	Athletics Current	(427,673)	(675,406)	\$ (247,733)
123981	Athletic Enhancement Funds	181,285	150,095	\$ (31,190)
125180	Faculty Housing	65,636	21,492	\$ (44,144)
125620	Parking	(158,781)	(200,345)	\$ (41,564)
129110	Bookstore	2,924,639	3,285,702	\$ 361,063
	Fund 4612 Balance	\$ 457,223	\$ 247,635	\$ (209,588)

Balance in All Funds Report

247,635

8/27/2014
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BOG Report 06 30 14

**Agenda Item 8.a.iv.
September 4, 2014**

Information

BOG Budget Report for Fiscal Year 2015 (July and August)

Materials are still being developed and will be provided at the meeting.