

AGENDA
West Virginia State University
BOARD OF GOVERNORS
Erickson Alumni Center, Grand Hall
October 29, 2015
12:00 p.m.

1. Call to Order and Roll Call – Chair Dr. Ann Brothers Smith, presiding
2. Verification of Appropriate Notification of Public Meeting Action 2
3. Review and Approval of Agenda Action 1
4. Review and Approval of Minutes of Previous Meeting Action 3
5. Reports from Board Committees
 - a. Presidential Review
 - b. Institutional Advancement
 - c. Recruitment and Retention
 - d. Audit
 - e. Academic Policies
 - f. Finance
6. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel, and Property Matters
7. Report from the University President
 - a. University Reports Forwarded by Board Committees
 - i. Annual Presidential Review Action 9
 - ii. HEPC Compact Submission Action 10
 - iii. Political Science, B.A. Follow-Up Program Review Action 95
 - iv. Sociology, B.A. Follow-Up Program Review Action 147
 - v. Sports Studies, B.S. Follow-Up Program Review Action 162
 - vi. Civil Engineering Intent to Plan Action 191
 - vii. Master of Education in Instructional Leadership Full Proposal Action 202
 - viii. BOG Budget Report – August and September Information 304
8. Other Matters
9. Next Meeting Date – *December 11, 2015*
10. Adjournment

West Virginia State University
Board of Governors

Date/Time: 10/29/2015 -- 12:00 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 : 10/15/2015 2:10:12 PM

West Virginia State University Board of Governors
Erickson Alumni Center, Grand Hall
September 10, 2015
Minutes

1. Call to Order and Roll Call

Dr. Smith called the meeting of the West Virginia State University (WVSU) Board of Governors (BOG) to order at 12:00 p.m. She welcomed new student representative, Mr. Earon L. Payton, II, and administered the oath of office.

Present: Dr. Guetzloff, Mr. Konstanty, Mr. Lipscomb, Mr. Payton, Ms. Pitchford, Dr. Smith, Mrs. Squirts, Mr. Susman, Mr. Swingle, and Dr. Thralls. Mr. Williams participated by conference call. Several members of the administration, faculty, and staff were also present.

2. Verification of Appropriate Notice of Public Meeting

Dr. Smith announced the verification of appropriate notice of public meeting.

3. Review and Approval of Meeting Agenda

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

4. Review and Approval of Minutes of Previous Meeting

Mr. Swingle motioned for approval of the minutes of the June 18, 2015 meeting, and Dr. Thralls seconded the motion. The motion carried.

5. Reports from Board Committees

Presidential Review:

Mr. Konstanty chaired the Committee and presented the report.

- The Committee met on September 3, 2015 to review BOG Policy #61, specifically the sections related to the annual review, and develop a timeline for the upcoming review.
- The Committee voted to make a recommendation to the full Board for approval to open the thirty-day public comment period beginning on September 14, 2015 and ending on October 13, 2015. Mr. Susman motioned for approval of the public comment period as recommended by the Committee, and Mr. Lipscomb seconded the motion. The motion carried.
- Following the comment period, the Committee will reconvene to review comments and prepare the final report for submission to the full Board prior to the December deadline.

Recruitment and Retention:

Ms. Pitchford chaired the Committee and presented the report.

- The Committee elected Ms. Pitchford as Chair, and Dr. Thralls was elected to serve as Presiding Officer in Absence of Committee Chair.

- The Committee received an update from Director of Admissions Amanda Anderson about recruitment and retention efforts. For fall 2015, freshman applications increased 15 percent compared to this time last year. Freshman admits also increase 27 percent from 2014 to 2015. Admissions staff continue to analyze data on first-time, full-time freshmen and strategize how to compete with other institutions in terms of enrollment. Overall fall enrollment from Putnam County increased 40 percent, and Boone County had a 96 percent increase compared to last year.
- The Committee discussed upcoming activities including high school visits, college fairs, etc.

Audit:

Mr. Swingle chaired the Committee and presented the report.

- The Committee elected Mr. Swingle as Chair, and Mr. Lipscomb was elected to serve as Presiding Officer in Absence of Committee Chair.
- The Committee received reports from Mr. Jones on the status of the financial audit and various adjustments.
- Mr. Jones also provided an update on the Campus Security Audit Report, which indicated the University is in line with U.S. Department of Education regulations.

Academic Policies:

Dr. Thralls chaired the Committee and presented the report.

- The Committee re-elected Dr. Thralls as Chair, and Ms. Pitchford was elected to serve as Presiding Officer in Absence of Committee Chair.
- The Committee discussed the Compact submission, which is due on November 1, 2015. The full Board requested the Committee to conduct a thorough review of the document prior to the October 29, 2015 meetings. As a result, the Committee is scheduled to meet on October 14, 2015 to review the Compact submission.
- The Committee also received a report from Provost and Vice President for Academic Affairs Kumara Jayasuriya regarding the Intent to Plan for a new program in Civil Engineering, as well as a full proposal for a Master of Education in Instructional Leadership.
- Discussion was held regarding programming in the Social Work Department and a potential partnership with West Virginia University (WVU). A Memorandum of Understanding (MOU) was created and has been endorsed by WVU and is awaiting endorsement by WVSU. The MOU partnership is similar to 2+2 agreements with other institutions, which did not require Board approval. Therefore, there was a majority consensus that the administration could proceed with the MOU without formal Board approval.
- The Committee discussed the program review schedule for the year, which includes two full program reviews and a number of follow-up reports requested from previous program reviews. Additional Committee meetings may be scheduled to address program reviews.

Finance:

Mr. Susman chaired the Committee and presented the report.

- The Committee elected Mr. Susman as Chair, and Mr. Swingle was elected to serve as Presiding Officer in Absence of Committee Chair.
- Mr. Jones presented the BOG Budget Report on Fiscal Year 2015 (ending June 30, 2015) and the BOG Budget Report for July. He will provide details to the full Board later on the agenda.
- The Committee will be reviewing the budget once the thirty-day census is out in terms of the budget. Work will continue to decrease expenses and increase revenue.

Institutional Advancement:

Dr. Smith chaired the Committee and presented the report.

- The Committee elected Mr. Lipscomb to serve as Presiding Officer in Absence of Committee Chair.
- The Committee received a comparative gift report from Vice President for University Advancement Patricia Schumann. The University is on track to reach the Campaign goal of \$18 million this year, and this year's fundraising goal was increased to \$5.8 million.
- The University Advancement Retreat was held over the summer for staff and one outcome was the ability to discuss three years of data and history to assist with work moving forward. Strategies are in place with a new system for tracking data and distributing reminders about pledges that were made.
- March 17, 2016 will be declared a "Day of Giving." There will be increased personal interaction between staff and donors, including phone calls to remain in contact once donations are received.
- The Committee discussed a process for creating a mindset to give annually.
- Eleven new proposals are pending, which would generate \$7.5 million toward the Campaign goal.
- The Committee also discussed actions taken by Alumni Relations to engage increased numbers of alumni.

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

Mr. Susman 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. Swingle seconded the motion, and the motion carried.

A motion to arise from executive session and reconvene into regular session was made by Mr. Lipscomb, and Mr. Konstanty seconded the motion. The motion carried. Chair Smith asked for the record to reflect that the Board only discussed items related to the topics listed, that no decisions were made in executive session, and no motions or votes were taken.

7. **Report from the University President**

President Hemphill said he would like to begin by reporting on some of the programs and activities hosted by the University over the course of this past summer. The University welcomed two separate cohorts of English as a Second Language (ESL) students to the State family. The first cohort, lasting four weeks, consisted of approximately 60 students and faculty members who joined us from Puebla, Mexico. The second cohort, an intensive summer program lasting four weeks, consisted of approximately 25 students who traveled from Guadalajara, Mexico. A new group of ESL students is now on campus. During their instruction, students were provided the skills and training needed to master the English language and achieve academic success. They were prepared for everyday communication, with a multitude of activities and cultural experiences for living and learning in the United States. President Hemphill asked everyone to join him in acknowledging Provost and Vice President for Academic Affairs Kumara Jayasuriya, College of Arts and Humanities Dean Scott Woodard, ESL Director Lan Wang, ESL faculty and volunteers, and all members of the State family who worked so hard to make this a memorable experience for our visiting international students.

In addition, the University hosted the Governor's School for Math and Science (GSMS), which, this year, focused on energy, the environment, and how young people can effect change through their imaginations and hard work. Current 8th grade students worked to create ways to *Build a Sustainable Future* as they studied at WVSU during the University's first year as host for GSMS. President Hemphill asked everyone to join him in acknowledging Sean Collins and all members of the State family who worked so hard to make this a memorable experience for these bright young minds.

On August 18, 2015, the Class of 2019 was provided a warm welcome to the State family during the New Student Convocation and the 4th Annual State Stride. President Hemphill thanked Vice Chair Konstanty for attending this important event and Vice President Kitty McCarthy and her staff for making it a resounding success. He also acknowledged Coston Davis, Dakota Doman, and Jarvis Purnell and asked them to introduce themselves to the members of the Board.

President Hemphill said he is pleased with progress made in looking at fall 2015 enrollment figures. Although the information is not yet being released due to continuing analysis being conducted for the 30-day census report, he feels very good about the numbers and the great improvement in several areas. He said he is also pleased with the growth of housing on campus. The Judge Damon J. Keith Scholars Hall and Dawson Hall are both 100 percent occupied, and there are 25 students in overflow housing in Sullivan Hall. President Hemphill asked the Board to join him in recognizing Vice President for Enrollment Management and Student Affairs Kitty McCarthy and her entire team, including Admissions, Student Financial Assistance, and Residence Life, for their dedicated efforts.

- a. University Reports Forwarded by Board Committees
 - Item 7.a.i: President Hemphill said he would like to bring before the Board's review the HEPC Compact Submission. As reported by Dr. Thralls, the

Academic Policies Committee is beginning the review of a DRAFT Compact for submission to the Higher Education Policy Commission by the November 1, 2015 deadline. The Compact, which is an annually required submission to the HEPC, is a process that heavily involves the Academic Policies Committee. As a result, the Academic Policies Committee, under the leadership of Dr. Thralls, will meet as needed in order to prepare, and ultimately adopt, a Compact document, thereby recommending it to the full Board for approval as part of the October 29, 2015 meeting.

- Item 7 a.ii: President Hemphill asked Mr. Jones to provide the BOG Budget Report for Fiscal Year 2015 ending June 30, 2015. Mr. Jones said the University ended the year with a small surplus and income was at 94 percent and other income (e.g. OASIS, online course fees, etc.) were also added throughout the year. Mr. Jones provided the percentages for all of the areas: Academic Affairs (100.02 percent), Student Affairs (146.28 percent), President's Office (73.14 percent), University Relations (101.32 percent), Physical Facilities (106.34 percent), University Advancement (99.84 percent), Finance (119.30 percent), and College Wide (76.07 percent). For June 30, 2015 auxiliary accounts, Student Union Operation had a net favorable cash flow of \$155,572. Housing had positive net activity of \$536,184; Dining Food Services will be reviewed in terms of the unfavorable deficit. Athletics and Faculty Housing continue to have a deficit, but the accounts are trending more positively. Parking ended with positive net activity of \$212,565. Mr. Jones said analysis is ongoing for the Bookstore account and information will be provided to the Board after the analysis has been completed.
- Item 7.a.iii: President Hemphill asked Mr. Jones to provide the BOG Budget Report for July. Mr. Jones reported that the target is 8.33 percent and the University is currently at 20 percent, which is expected this time of year. Mr. Jones referred to footnotes related to the first quarter state appropriations received, physical net transfers, and first payment for annual audit in the amount of \$23,350. For the auxiliary accounts, all are generating negative activity, but the August and September reports should reverse these items.

President Hemphill concluded his report with an invitation to the members of the Board to participate in Homecoming activities. Lastly, he asked the Board to be on the lookout for the latest President's Report, which will be distributed in the very near future.

8. **Other Matters**

Mr. Konstanty shared that the Second Annual Earl Lloyd Classic will be played on November 13-14, 2015. In addition, Mr. Konstanty provided copies of a petition initiated by Mr. Lloyd's wife to have a U.S. postage stamp in his honor. Various areas on campus have the petition, and Mr. Doman is working with students to acquire signatures. The petitions will be collected and submitted by the October 6, 2015 deadline. Chair Smith commented that the petition has also been circulating in Detroit, Michigan.

9. Next Meeting Date
October 29, 2015

10. Adjournment
With there being no further business, the meeting adjourned at 1:45 p.m.

Respectfully submitted,

William Lipscomb
Secretary

Approved:

Dr. Ann Brothers Smith
Chair

Agenda Item 7.a.i.
October 29, 2015

Action

Annual Presidential Review

Agenda Item 7.a.ii.
October 29, 2015

Action

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.*

The DRAFT Compact was provided as part of the September 10, 2015 agenda materials. As part of the September 10, 2015 Academic Policies Committee meeting, the DRAFT Compact was discussed, and a follow-up meeting was scheduled for October 14, 2015. During the October 14, 2015 Academic Policies Committee meeting, the Compact was approved, and is currently pending review and consideration by the full Board.

Following this agenda item, the proposed Compact and appendices are provided. The documents require full Board approval prior to submission to the HEPC by November 1, 2015.

**West Virginia State University
Student Access**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Formal 2018 Target (2017-18 Data)
Enrollment												
Fall Headcount	3,296	3,110	3,971	3,239	2,849	2,683	2,664	2,859				3,549
In-State		2,792	3,560	2,918	2,588	2,451	2,436	2,598				NA
Out-of-State		318	411	321	261	232	228	261				NA
Annualized FTE	2,542	2,387	2,700	2,470	2,285	2,120	2,139	2,238				2,859
In-State		2,082	2,350	2,172	2,036	1,899	1,918	1,983				NA
Out-of-State		305	350	298	248	221	220	254.6				NA
Fall First-Time Freshmen Headcount	365	372	436	367	311	297	416	417				500
In-State	277	292	359	301	268	261	339	321				NA
Out-of-State	88	80	77	66	43	36	77	96				NA
Fall Low-Income Student Headcount*	1,343	1,268	1,435	1,437	1,352	1,204	1,182	1,417				1,575
Fall Underrepresented Racial/Ethnic Gr	604	527	661	531	397	335	296	306				509
American Indian	14	11	16	18	15	13	12	14				NA
Black	563	488	617	488	357	304	269	279				NA
Hispanic	27	28	28	25	25	18	15	13				NA
Multi Racial	.	.	.	.	.	.	.	.				NA
Native Hawaiian/Pacific Islander	.	.	.	.	.	.	.	.				NA
Fall Adult (25+) Headcount	1,170	1,035	1,457	1,120	1,007	915	847	834				1,150

* Data to be provided by institution.

**West Virginia State University
Student Success**

	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	Formal 2018 Target 2016 Cohort	Modified Targets for Nov 1, 2015 Report
Developmental Education Outcomes													
Students Passing Developmental Courses													
Math	66.5%	63.9%	59.5%	100.0%	38.5%	54.1%	56.6%	56.7%				60.0%	
In-State	66.7%	62.9%	62.7%	100.0%	45.5%	55.4%	57.3%	59.0%				NA	
Out-of-State	66.0%	66.7%	49.0%		0.0%	45.5%	52.9%	44.0%				NA	
English	69.6%	76.1%	59.9%			33.3%	73.0%	78.1%				77.0%	
In-State	74.1%	73.7%	64.4%			50.0%	71.4%	80.0%				NA	
Out-of-State	60.0%	80.0%	51.1%			0.0%	77.8%	72.2%				NA	
Developmental Students Passing College-Level Course													
Math	21.4%	15.2%	19.5%	0.0%	15.4%	24.7%	33.6%	29.9%				28.0%	40%
In-State	24.3%	16.5%	20.5%	0.0%	18.2%	27.0%	34.4%	30.0%				NA	
Out-of-State	10.6%	11.7%	16.3%		0.0%	9.1%	29.4%	29.6%				NA	
English	48.1%	49.0%	44.5%			0.0%	56.8%	60.8%				55.0%	62%
In-State	53.7%	41.1%	46.7%			0.0%	53.6%	60.0%				NA	
Out-of-State	36.0%	61.7%	40.4%			0.0%	66.7%	63.2%				NA	
Retention													
Full-Time, First-Time Freshmen	57.7%	59.4%	66.7%	61.6%	67.2%	60.7%	62.5%	63.0%				70.0%	
In-State		63.3%	71.5%	65.1%	70.5%	61.5%	64.3%	66.0%				NA	
Out-of-State		47.7%	50.6%	47.2%	52.5%	55.8%	50.0%	49.3%				NA	
Part-time, First-Time Freshmen	55.0%	66.7%	50.0%	53.3%	52.0%	31.3%	55.6%	28.6%				60.0%	
Low-Income First-Time Freshmen	54.6%	56.9%	63.2%	55.6%	63.3%	57.8%	57.3%	57.1%				60.0%	
Returning Adults	72.1%	62.4%	62.3%	55.4%	55.8%	61.5%	58.3%	51.4%				65.0%	
Transfer Students	67.5%	73.0%	67.3%	64.3%	62.2%	68.6%	72.6%	68.6%				70.0%	76%
Underrepresented Racial/Ethnic Group Total	43.6%	54.5%	60.2%	52.4%	56.6%	48.3%	35.3%	51.8%				60.0%	
American Indian	100.0%	0.0%	100.0%	50.0%	60.0%	100.0%		100.0%				NA	
Black	42.9%	54.8%	58.0%	51.3%	55.7%	46.2%	35.3%	50.0%				NA	
Hispanic	50.0%	60.0%	100.0%	100.0%	100.0%	0.0%						NA	
Multi Racial												NA	
Native Hawaiian/Pacific Islander												NA	
Progress Toward Degree													
First-Time Freshmen Earning 30 Hours	11.3%	11.5%	13.4%	18.6%	18.5%	22.5%	21.2%	27.2%				30.0%	
In-State		12.3%	13.4%	18.7%	20.3%	21.3%	19.5%	27.7%				NA	
Out-of-State		9.1%	13.8%	18.2%	10.6%	30.2%	33.3%	24.7%				NA	
Four-Year Graduation Rate Cohort Years:	2004	2005	2006	2007	2008	2009	2010	2011				2014 Cohort	
First-Time Freshmen	4.6%	4.7%	4.4%	3.8%	2.7%	4.8%	8.5%	9.6%				14.0%	
In-State	5.3%	5.1%	4.0%	3.6%	2.4%	4.5%	10.3%	8.6%				NA	
Out-of-State	0.0%	2.8%	5.6%	4.6%	3.8%	6.5%	0.0%	16.3%				NA	
Low-Income First-Time Freshmen	4.1%	3.8%	2.2%	2.6%	1.1%	3.5%	6.1%	6.4%				12.0%	
Returning Adults	40.1%	38.5%	41.8%	31.2%	34.5%	25.7%	33.8%	41.8%				40.0%	
Transfer Students	34.2%	36.5%	32.0%	37.1%	35.6%	34.8%	38.4%	39.8%				45.0%	
Underrepresented Racial/Ethnic Group Total	2.5%	2.5%	2.0%	1.8%	1.1%	2.4%	3.9%	10.3%				15.0%	
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	100.0%				NA	
Black	2.7%	1.3%	2.0%	1.9%	1.1%	2.6%	2.9%	3.8%				NA	
Hispanic	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				NA	
Multi Racial												NA	
Native Hawaiian/Pacific Islander												NA	
Six-Year Graduation Rate Cohort Years:	2002	2003	2004	2005	2006	2007	2008	2009				2012 Cohort	
First-Time Freshmen	26.5%	19.7%	21.2%	19.8%	17.7%	18.6%	19.6%	21.8%				30.0%	
In-State			23.0%	20.2%	18.0%	20.2%	19.2%	23.7%				NA	
Out-of-State			9.4%	18.3%	16.9%	13.6%	21.3%	13.0%				NA	
Low-Income First-Time Freshmen	22.0%	19.6%	19.9%	15.7%	13.0%	16.9%	16.3%	17.2%				25.0%	
Returning Adults	42.2%	46.7%	44.3%	42.7%	49.9%	37.6%	42.1%	33.1%				45.0%	
Transfer Students	53.3%	53.4%	45.1%	46.6%	39.9%	47.2%	43.3%	38.4%				55.0%	
Underrepresented Racial/Ethnic Group Total	25.3%	24.4%	15.2%	15.0%	11.9%	12.7%	16.1%	14.6%				22.0%	
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				NA	
Black	25.0%	26.5%	14.9%	14.7%	12.2%	13.5%	15.9%	14.1%				NA	
Hispanic	50.0%	0.0%	33.3%	25.0%	0.0%	0.0%	33.3%	50.0%				NA	
Multi Racial												NA	
Native Hawaiian/Pacific Islander												NA	

**West Virginia State University
Impact**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Formal 2018 Target (2017-18 Data)	Modified Targets for Nov 1, 2015 Report
Degrees Awarded	451	377	396	390	425	410	435	443				449	
Associate's													
Bachelor's	442	372	385	378	414	397	418	432				435	
Master's	9	5	11	12	11	13	17	11				14	
Doctorate													
STEM	56	42	54	51	45	59	54	57				66	
Associate's												NA	
Bachelor's	51	37	49	45	39	50	50	51				NA	
Master's	5	5	5	6	6	9	4	6				NA	
Doctorate												NA	
STEM Education*							12	9				10	15
Health	13	9	9	24	13	19	14	18				23	
Associate's												NA	
Bachelor's	13	9	9	24	13	19	14	18				NA	
Master's												NA	
Doctorate												NA	
Federal Student Loan Cohort													
Default Rate <i>Cohort Years:</i>	2005	2006	2007	2008	2009	2010	2011	2012				2015 Cohort	
Three-Year Rate	15.1%	16.8%	21.2%	14.6%	14.1%	16.4%	14.2%					10.50%	
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014				FY 2018 Data	
Research grants & contracts*	\$ 1,661,011	\$ 3,116,766	\$ 6,286,043	\$ 3,785,696	\$ 4,133,404	\$ 4,802,514	\$ 5,423,134	\$ 6,141,887				\$ 6,000,000	\$ 10,000,000
Licensure Income*							0	0				0	
Peer-Reviewed Publications*							8	31				44	
												Total FY2014 to FY 2018	
Start-up Companies*							0	0				1	
Patents Issued*							0	0				1	

* Data to be provided by institution.



West Virginia
Higher Education
Policy Commission

Institution

Leading the Way Access. Success. Impact.

WEST VIRGINIA STATE UNIVERSITY

HEPC COMPACT SUBMISSION OUTLINE

COMPACT STRATEGIES

1. **Strategy A: Enrollment**
 - A. **Activity 1: Grow Enrollment of Adult Learners**
 - B. **Activity 2: Fall First-Time, Full-Time Headcount**
 - C. **Activity 3: Transfer Student Recruitment**

2. **Strategy B: Developmental Education**
 - A. **Activity 1: Enhance Ability to Offer Developmental Math**
 - B. **Activity 2: Enhance Ability to Offer Developmental English**
 - C. **Activity 3: Eliminate Developmental English by Implementing a Stretch Course**

3. **Strategy C: First-Year Retention**
 - A. **Activity 1: New Student Advising and Orientation**
 - B. **Activity 2: First-Time Freshmen with Financial Balances**
 - C. **Activity 3: Enhance Outreach to Target Populations**

4. **Strategy D: Progress Toward Degree**
 - A. **Activity 1: Increase Utilization of MyDegree**
 - B. **Activity 2: Improved Academic Advising**
 - C. **Activity 3: Residence Life Programming**

5. **Strategy E: Graduation Rates**
 - A. **Activity 1: Promotion of the Concept 15 to Finish**
 - B. **Activity 2: Advisor “Check-in” at 60 & 90 credit hour intervals**

6. **Strategy F: Graduate Student Success**
 - A. **Activity 1: Increase Research Opportunities**
 - B. **Activity 2: Establish a Graduate Student Advisory Council**

7. **Strategy G: Faculty Scholarship**
 - A. **Activity 1: Develop & Implement Faculty Research Enhancement Program, PEER**

8. **Strategy H: Degrees Awarded**
 - A. **Activity 1: Develop Academic Milestones for Each Degree Program**

9. **Strategy I: Student Loan Default Rate**
 - A. **Activity 1: Enhance Loan Exit Counseling**
 - B. **Activity 2: Promote Financial Literacy**

10. **Strategy J: Research & Development**
 - A. **Activity 1: Establish an Office of Undergraduate Research**
 - B. **Activity 2: Integrate Gus R. Douglass Research Faculty into the Appropriate Departments and Colleges on Campus**

COMPREHENSIVE PLANS

- 1. Comprehensive Plan A: Collaborative Access**
 - A. Strategy A: Grow Opportunities for High School Students from Greater Kanawha Valley**
 - i. Activity 1: Create 1+3 Programs in 4 Different Areas**
 - ii. Activity 2: Increase Course Offerings for High School Students who Attend Upward Bound at WVSU in Summer**
 - iii. Activity 3: Expand the Collaborative Program**
 - B. Strategy B: Enhance Outreach & Communication with Prospective Students**
 - i. Activity 1: Use CRM/EMAS Pro to Create Additional Communication Flows**
 - ii. Activity 2: Create University-Wide Calendar of Activities Designed to Engage Prospective Students**
 - iii. Activity 3: Develop & Implement WVSU Volunteer Admissions Alumni Network (VAAN)**
 - C. Strategy C: Create a Retention Plan**
 - i. Activity 1: Create a Retention Plan**

- 2. Comprehensive Plan B: Financial Aid**
 - A. Strategy A: Communication Review and Enhancements**
 - i. Activity 1: Creation of Financial Aid Communication Plan**
 - ii. Activity 2: Faculty/Staff Education (Lunch n' Learn)**
 - B. Strategy B: Provide Ongoing Visibility for Financial Aid Awareness through Participation in University and Community Events**
 - i. Activity 1: Create Financial Aid Nights in Residence Halls**
 - ii. Activity 2: Create FAFSA Wednesday's**
 - iii. Activity 3: Continue to Support College Goal Sunday & Celebrate Financial Aid Awareness Month**
 - C. Strategy C: Improved Student Service**
 - i. Activity 1: Survey Card**
 - ii. Activity 2: Tracking Inquiries & Traffic**

- 3. Comprehensive Plan C: Academic Quality**
 - A. Strategy A: Assess, Identify the Deficiencies and Make Changes to the Programs**
 - i. Activity 1: Development of Assessment Instruments**
 - ii. Activity 2: Development of Assessment Timeline**
 - iii. Activity 3: Implementation of Assessment Tools, Analysis of Findings and Adjust Programs Accordingly**
 - B. Strategy B: Improve Quantitative Literacy, Critical Thinking, Problem-Solving and Communication Skills of First-Year Students**
 - i. Activity 1: Revise the Freshman Year Experience Courses by Including Activities that Stress Quantitative Literacy, Critical Thinking, Problem-Solving and Communication Skills**
 - ii. Activity 2: Placement of Incoming Freshman**

COMPREHENSIVE PLANS (CONTINUED)

- 4. Comprehensive Plan D: Career Pathways**
 - A. Strategy A: Coordinate Outreach to Identify Career-Related Opportunities for WVSU Students**
 - i. Activity 1: Coordinate, Currently Separate, Outreach to Prospective Employers**
 - ii. Activity 2: Develop a One-Stop-Shop (Database) of Opportunities for Students**
 - B. Strategy B: Collect and Share Student Outcomes Information and Success Stories**
 - i. Activity 1: Analysis of May 2014 Graduate Survey Data**
 - ii. Activity 2: Collect Information from Academic Departments about Outcomes of Class of 2014 Graduates**
 - iii. Activity 3: Compile Recent Graduate Success Stories**
 - C. Strategy C: Develop & Implement *Yellow Jacket 2 Yellow Jacket* Mentoring Program**
 - i. Activity 1: Announce Program; Seek Alumni Referrals**
 - ii. Activity 2: Secure Student Mentees; Make Mentor/Mentee Matches**

- 5. Comprehensive Plan E: Critical Regional Issues**
 - A. Strategy A: Support Sustainable Infrastructure that Leads to Regional Sustainability**
 - i. Activity 1: WVSU Will Support WV Water Sustainability Institute's Initiatives and Actively Collaborate with the Consortium Members**
 - ii. Activity 2: Expand Academic Degree Offerings to Address the Economy's Needs**
 - B. Strategy B: Address Local & Statewide Social and Health Issues through Academic Degrees and Specialized Programs/Events**
 - i. Activity 1: Address Health Disparities in the State through Degree Programs**
 - ii. Activity 2: Support Ongoing Community Efforts to Address Behavioral Health Issues**
 - iii. Activity 3: Raise Awareness of Social Injustices**
 - C. Strategy C: Strengthen the Regional Economy by Educating Today's and Tomorrow's Workforce**
 - i. Activity 1: Support STEM Disciplines in K-12 Schools as well as at the Collegiate Level**
 - ii. Activity 2: Address High Need Areas in K-12 Education**
 - iii. Activity 3: Expand Student Access to Hands-On Research through the Establishment of a Research Rookies Program**



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1. Provide a **brief summary** of the strategy.

Grow WVSU headcount enrollment.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Grow enrollment of adult learners through a grant funded Return to Learn program. WVSU Adult & Commuter Student services coordinated Return to Learn events to encourage enrollment for spring 2015. Target audience were students with college credits/no degree. Return to Learn mentors assisted in event promotion and planning. Results were lower than we had hoped with 15 students registering to attend Return to Learn events; 8 attended, 1 enrolled.

Activity 2:

Fall First Time Freshman -- Early Awareness -- create communications paths for high school sophomores and juniors through increased utilization of CRM/EMAS Pro.

Focus has been on transfer and international student communication paths; as a result we have not made significant progress with early awareness communications.

We will work to make progress in 2015-16.

Activity 3 (If applicable):

Transfer student recruitment.

Transfer outreach has increased significantly with the 2014-15 recruitment year. In addition to adding a transfer counselor in the admissions office and the implementation of a transfer communication flow; WVSU has increased outreach to West Virginia CTCs and added outreach and visits to out-of-state CTC and community colleges. In spring 2015, WVSU visited 8 WV CTCs and 5 out-of-state community colleges.

Assessment of activities associated with fall 2015 enrollment is ongoing.

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Staff time. The grant funding for the Return to Learn program covered advertising/promotion.
Admissions counselor focused on transfer recruitment; restructured position add summer 2014.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Return to Learn required collaboration between Enrollment Management and Student Affairs, University Relations and Operations, and Academic Affairs.
HEPC assisted in securing grant funding.

6. Use the space below to provide additional information or comments related to this strategy.

Adult learners and students with college credits/no degree continue to be a focus in our recruitment efforts.
We like the concept of Return to Learn; there will be future programs focused on this target audience.



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1. Provide a *brief summary* of the strategy.

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. The University's efforts include, but are not limited to, developing a state-of-the-art math learning center that features the appropriate computer-based supplemental instruction; relocating the University's existing Writing Center to the Drain-Jordan Library as the library is the most student visited facility on campus; and implementing a stretch course format that combines English 020, 101E/101, and 102 in a way that will allow the University to teach the concepts learned in English 020 (developmental, noncredit bearing course) within the credit bearing English classes. Overall, it is believed that this renewed focus will enhance developmental courses while increasing the likelihood students will successfully complete these courses.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

The Mathematics and Computer Science Department recently reviewed the mathematics curriculum in an effort to see if there were more efficient ways to move students beyond developmental mathematics (e.g., Math 020) and enroll them in college algebra (i.e., Math 120) or math for liberal arts (i.e., Math 111). This exploration led to the development of Math 021 – Essentials of Algebra. This one-hour course explores real numbers, linear equations, systems of linear equations in two variables, quadratic equations, square roots, evaluating polynomials, radical and exponential expressions. Depending on test scores, students can take Math 021 concurrently with Math 111 or another course recently created, Math 119. Math 119 – Algebraic Methods – is a three hour course that explores quadratic equations, radical expressions, complex numbers, systems of linear equations, graphs of functions, exponentials and logarithms. This combination of mathematic alternatives allows us to reduce the number of students who take our existing developmental mathematics course, Math 020.

Fall 2015 is the first semester that we offered these new courses; thus, we have yet to assess the effectiveness of this new approach.

Activity 2:

The University relocated the Writing Center to the library. This move, coupled with the hiring of a dedicated Director of the Writing Center, allowed us to focus more attention on supporting student success in English courses and for writing assignments that extend across the curriculum. As reported in the 2014 Compact, assessment of this activity includes usage of the Writing Center following the move with usage prior to the location change. With this being our first year, we do not have assessment data; however, we anticipate the new approach to serving our students will have a positive impact on their academic success. We are also tracking the success rate of students in developmental English; again, as the first year we do not have assessment data.

Activity 3 (If applicable):

The University previously implemented English 101-E. This enhanced version of English 101 allows students with appropriate test scores to enroll in a special form of English 101 that includes mandatory support provided at no cost to the student through the Writing Center that we recently relocated to the library. The implementation of English 101-E drastically reduced the number of developmental English sections that we offer, and our goal is to continue to reduce our developmental English offerings until we eliminate the need for students to have to take developmental English. We have yet to evaluate the effectiveness of English 101-E, but we need have some data to analyze. We anticipate doing this analysis soon, and the results should allow us to strengthen our enhanced English 101 course. Overall, we continue to make great strides in this area, and we anticipate future growth as we make the appropriate adjustments based on the analysis of the data that we have.

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

We funded a faculty member in the Mathematics and Computer Science Department to focus on developmental mathematics. We were able to reallocate the time of an existing English faculty member to staff the Writing Center and the relocation of the Writing Center did not require any physical changes to the library because we had available space.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Both mathematics and English are integral parts of the general education curriculum at the University. Thus, constituents from various academic departments and colleges worked collaboratively to determine how to meet the educational needs of our students. Overall, this collaborative approach fostered a sense of ownership that made the necessary changes more palatable for all involved.

6. Use the space below to provide additional information or comments related to this strategy.

We continue to emphasize the significance of mathematics and English at the University. This semester we hired an additional faculty member in both areas. These faculty members can help us identify the needs of our students while developing innovative teaching techniques that help students achieve desired outcomes in mathematics and English. Overall, we look forward to analyzing the impact of our recent initiatives and the new personnel.



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1. Provide a *brief summary* of the strategy.

The general focus is 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. University efforts include, but are not limited to, enhancing 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; Actively reaching out to new freshmen who have financial balances with the University (not covered by financial aid) to discuss options for payment; and develop of a "check-in" process for targeted subpopulations within the freshman class.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

We set a goal to improve new student advising and orientation because we wanted to engage students more during their initial exposure to the University. We restructured the orientation program to include student organization fairs, parent sessions; and targeted videos from the president, academic deans, and other support units at the University. We centralized the advising and registration process by co-locating each academic college, admissions, and registration and records in one location. We also implemented pre-registration for all first time, fulltime freshmen. These changes resulted in a reduction of complaints, and we improved the efficiency and accuracy of advising and registration. Overall, these new changes seem to have a positive impact on the overall experience of students who attended new student orientation.

Program evaluation for summer 2015 programs is undergoing review and analysis. These evaluations will assist us in identifying potential areas of improvement.

Activity 2:

We reviewed the financial status of all students expected to enroll in a particular semester. This analysis allowed us to determine which students owed money and the amount. We then made outreach to the students to discuss possible ways to address the financial deficit. These efforts resulted in the successful resolution of several balances; however, we still have many students who need additional financial support. We plan to continue to find ways to identify students who need financial support while also looking for new ways to help the students overcome the financial burden that a college education can produce.

Activity 3 (If applicable):

Enhance Outreach to Target Populations

The general focus is to check-in on freshman class sub populations, including low income 1st year, conditional admits, and adult learners.

Phone and email outreach to a percentage within each group was conducted by staff in the Student Success Center. (Many students fall in more than one group.) Students referred for additional support / outreach through the Faculty Referral Program represented a significant percentage of the overall outreach. At this time we have not reached all freshmen through this effort; it remains our intent.

We reached 356 (85%) of 484 freshmen in the spring of 2015 (March 16-19) through a First-Year Check Up program. This provided us with an opportunity to remind students about registration for fall 2015.

WWSU has a robust communication schedule to encourage registration for the upcoming semester. Every WWSU student is reached through these efforts.

Primary challenge is reaching students and / or receiving communication back from them. We are considering options such as involving Freshman Experience instructors to achieve more dialog.

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Instead of allocating additional financial or physical resources, we utilized existing personnel and facilities to implement the changes that we believe will positively influence first year retention. We were able to do this after we thoroughly reviewed our past practices and compared them to best practices. This resulted in better results with a nominal cost paid for quality academic advisors.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Our ability to restructure new student orientation in an effort to affect first year retention was the direct result of collaboration between Academic Affairs, Enrollment Management and Student Affairs, Business and Finance, Information Technology and the various academic leaders throughout campus. Each area played a significant role in the success of our new strategies, and we look forward to finding new ways to collaborate with each respective area as we continue to implement strategies that help promote first year retention. Our newly formed Retention and Student Success Council coordinated the efforts of each area, and this coordination allowed everyone to stay on the same page.

6. Use the space below to provide additional information or comments related to this strategy.

Overall, we work hard to improve retention at the University. Our efforts are evident, but we continue to seek new ways to support our students during times of academic uncertainty while attending college. Our goal is to reach a retention rate of 70 percent by 2018 (2016 Cohort) and we continue to evaluate new initiatives aimed at helping us achieve this goal.



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1. Provide a *brief summary* of the strategy.

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

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

In an effort to increase the utilization of MyDegree@State (i.e., DegreeWorks), we developed personalized messaging for each student during the advising and registration period. This messaging contained contact information for the student's advisor along with helpful information about MyDegree@State. Our Director of Registration and Records also held trainings throughout the academic year for students and faculty. While we need to focus on increasing the number of students and faculty who attend the training, those who did attend provided positive feedback. As of spring 2015, we also now have usage statistics that we can use as baseline data so that we can form comparison groups using data obtained from the upcoming academic year:

To determine how popular DegreeWorks is among the student community, the metric of unique visitors (students) will be used. By definition, unique visitors refers to the number of distinct individuals (students) requesting pages from a website during a designated period, regardless of how many times they visit.

For the Spring 2015 Semester, the timeframe of January 1, 2015 to May 31, 2015 was used. Each month's total of unique logins by students is listed:

- For the month of January 2015, 231 students accessed DegreeWorks at least once.
- For the month of February 2015, 86 students accessed DegreeWorks at least once.
- For the month of March 2015, 116 students accessed DegreeWorks at least once.
- For the month of April 2015, 239 students accessed DegreeWorks at least once.
- For the month of May 2015, 356 students accessed DegreeWorks at least once.

Activity 2:

The University recognized the need to improve academic advising because it serves as one of the most important tools that we can utilize to improve student retention. We first started with targeted messages that provided students with their advisor information. We also communicated the names and contact information of all advisees to the respective advisors in the appropriate academic departments. Academic deans started to develop an advising guide, and members of the newly formed Retention and Student Success Council helped promote the concept of 15 to Finish. We await the 10-day census count to see if our efforts resulted in positive results.

Activity 3 (If applicable):

Our Director of the Honors Program and Director of Residential Life are actively engaged in conversation related to developing and implementing a living learning community in our newest residence hall. This living learning community would integrate some of our top performing students into the residence hall, and we hope that it inspires others to perform at higher academic levels.

The number of programs offered in the residence halls has increased. Workshops/presentations offered included: top apps to support student success, Title IX, and financial aid.

We have not yet utilized faculty expertise but plan to.

Evaluation from participating students are high; however, we need to utilize student input in selecting topics and create a schedule of watchdogs that suits student schedules.

A pre and post survey are being developed.

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

We have not allocated any resources to this initiative other than those we already budgeted, however, in order to move forward with some things we will have to ensure that the appropriate financial resources are in place. This requires further planning as we look to implement the right solutions for our students.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Representatives from Academic Affairs, Enrollment Management and Student Affairs, and University Relations and Operations collaborated on this initiative.

6. Use the space below to provide additional information or comments related to this strategy.

We also had several new initiatives that we think will improve progress toward degree. We actively promoted the 15 to Finish initiative during the pre-registration portion of new student orientation. We eliminated the window between advising and registration so that students can now register for classes the same day that an advisor advises them. The most significant change that should drastically influence progress toward degree in a positive manner is our recent revision to our general education curriculum. Our revised curriculum meets the educational needs of our students while making it less cumbersome to attain a college degree.



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1. Provide a *brief summary* of the strategy.

The focus of this strategy is to impact graduation rates through 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. University efforts include, but are not limited to, the development of a comprehensive plan that stresses the significance of 15 to Finish.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

The University engaged in a marketing campaign to promote the 15 to Finish initiative. We have large posters prominently displayed that market the concept, and we make it part of the messaging that we provide to all first-time, full-time freshmen who we pre-register during new student orientation. We consistently delivered the 15 to Finish message at all new student orientation programs. We plan to continue to promote this initiative. We have examined credit hours registration following each new student orientation and will analyze fall 2015 FTF credit hour registration compared to fall 2014. At this time, we do not have any data to assess or determine the effectiveness of our current efforts. Anecdotally, students and parents mentioned 15 credit hours to staff during orientation programs; the message is being heard.

Activity 2:

The University provided a second activity in summer 2015 in which a faculty advisor is to "check-in" with students at 60 credit hours and 90 credit hours to confirm students are on track to degree. Using MyDegree@State, the advisor and student will map out courses for the next 1-2 years. As noted in the summer 2015 adjustment, this activity is to begin in fall 2015 and as such we do not have an update to provide at this time.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Other than staff time, we have not utilized additional resources to support the 15 to Finish initiative.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Representatives from Academic Affairs, Enrollment Management and Student Affairs, and University Relations and Operations collaborated on this initiative.

6. Use the space below to provide additional information or comments related to this strategy.

Our goal is to continue to promote 15 to Finish because we believe it is essential to degree completion. Efforts are underway to expand our marketing of this initiative, and provide education to faculty members and students about how it can significantly affect students in various ways.



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1. Provide a *brief summary* of the strategy.

The overall focus of this strategy is to increase the success of graduate students by providing opportunities for student engagement. University efforts include, but are not limited to, working 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; and establishing a graduate student advisory council to help advise graduate program coordinators regarding decisions that impact the graduate experience.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

We utilized the Promoting Excellence in Education through Research (PEER) program to help encourage faculty scholarship. One important aspect of the proposal process is the collaboration between a faculty researcher and student. We also continue to secure grants from external funding sources that allow us to increase the research opportunities of our graduate students – especially in the STEM areas. We continue to seek research opportunities for our graduate students as we strive to expand the overall scholarly productivity of the University. The biotechnology graduate program continues to support its students who work with various professors on research activities. At this point, our other graduate programs continue to work to expand research opportunities for students in each respective program.

Activity 2:

After reviewing the structure of peer institutions, we decided to develop a Graduate Council instead of a Graduate Student Advisory Council. The formation of the Graduate Council allowed us to promote continuity in our graduate programs while also providing the autonomy necessary to support high quality graduate education. Representatives for the Faculty Senate recently approved the Graduate Council so we are ready to move forward with implementing new strategies produced by this body. As part of the Graduate Council, we anticipate the formation of a Graduate Student Advisor Council in the near future. The Graduate Council will be asked to work with Academic Affairs to define success of this activity and formulate means of assessment.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

We utilized funding from the PEER program and external grants to support graduate student research. We also utilized current personnel to develop the new Graduate Council that is now in place and serves as the authority on graduate education at the University.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Our ability to increase graduate student research relies heavily on collaboration between Academic Affairs, Research and Public Service, and the dedicated graduate faculty members at the University. We all work in tandem to identify quality students, seek funding, and provide research opportunities to graduate students at the University.

6. Use the space below to provide additional information or comments related to this strategy.

Overall, as we continue to expand our research productivity we look forward to incorporating more graduate students. We believe that this incorporation provides valuable experience to the student while enhancing the overall quality of education received from the University through our graduate programs.



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1. Provide a *brief summary* of the strategy.

The general focus of this strategy is to increase the level of faculty scholarship at the University. University efforts include, but are not limited to, the establishment and growth of the Promoting Excellence in Education through Research (PEER) program which provides financial support to encourage and foster faculty research which will positively impact student learning at the University through research initiatives.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

The University established the Promoting Excellence in Education through Research (PEER) program, and fully funded it. This allowed faculty members from all four colleges to engage in scholarly research – especially in fields outside the STEM areas at the University where we routinely see our most scholarly activity. We successfully funded the research interest of faculty, and the only downfall was that we could use more financial resources to help extend the program. Our current successes include a rise of scholarly activities that led to peer refereed publications. This increased productivity resulted in 27 refereed publications during the 2014-15 academic year. This is a drastic increase because the University had seven peer refereed publications during the 2008-09 academic year.

The College of Natural Sciences and Mathematics and the Gus. R. Douglass Institute, in the past decade, have been very active in writing grant proposals and highly successful in receiving millions of dollars in competitive funding from various federal and state agencies. With the addition of the PEER Program, the other three academic colleges have become more active in grant proposal writing. In fact, a dozen of the successful grants for the 2014-2015AY came from the College of Arts and Humanities, College of Business and Social Sciences and College of Professional Studies.

Overall, the successful implementation of the PEER program has positively impacted faculty scholarship, and we look forward to continuing the program as we seek to increase our scholarly productivity.

Activity 2:

We only submitted one activity for this strategy.



Activity 3 (If applicable):

We only submitted one activity for this strategy.



3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

The University utilized Title III funding from the U.S. Department of Education to start the PEER program. This funding was critical to the establishment of PEER, and we were able to utilize existing personnel and facilities to ensure that we provided the appropriate administrative and environmental support. Overall, we were able to implement the PEER program in an efficient and fiscally responsible manner.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Faculty members continue to work with academic deans, department chairs, the Provost and Vice President for Academic Affairs, and the Vice President for Research and Public Service to look for internal and external funds that support research. This collaborative approach allows the University to pool its resources in a creative manner that allows us to fund the research agendas of faculty – especially those outside the STEM areas. Overall, the collaborative spirit of the University and its constituents helped us grow in the area of faculty scholarship, and we anticipate this collaboration to continue as we strive to grow in this very critical area of the University because it allows us to provide our students with a quality research based education.

6. Use the space below to provide additional information or comments related to this strategy.

As mentioned previously, we are proud of our growth in the area of faculty scholarship. As an 1890 land-grant institution, we value the role that we play in scholarly contributions, and we look forward to expanding the scope of faculty scholarship through the PEER program and other grant funded initiatives that highlight the quality of our dedicated faculty at the University.



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1. Provide a *brief summary* of the strategy.

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. University efforts include, but are not limited to, expanding the use of DegreeWorks to include degree maps which records milestones during the course of study for each individual student.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

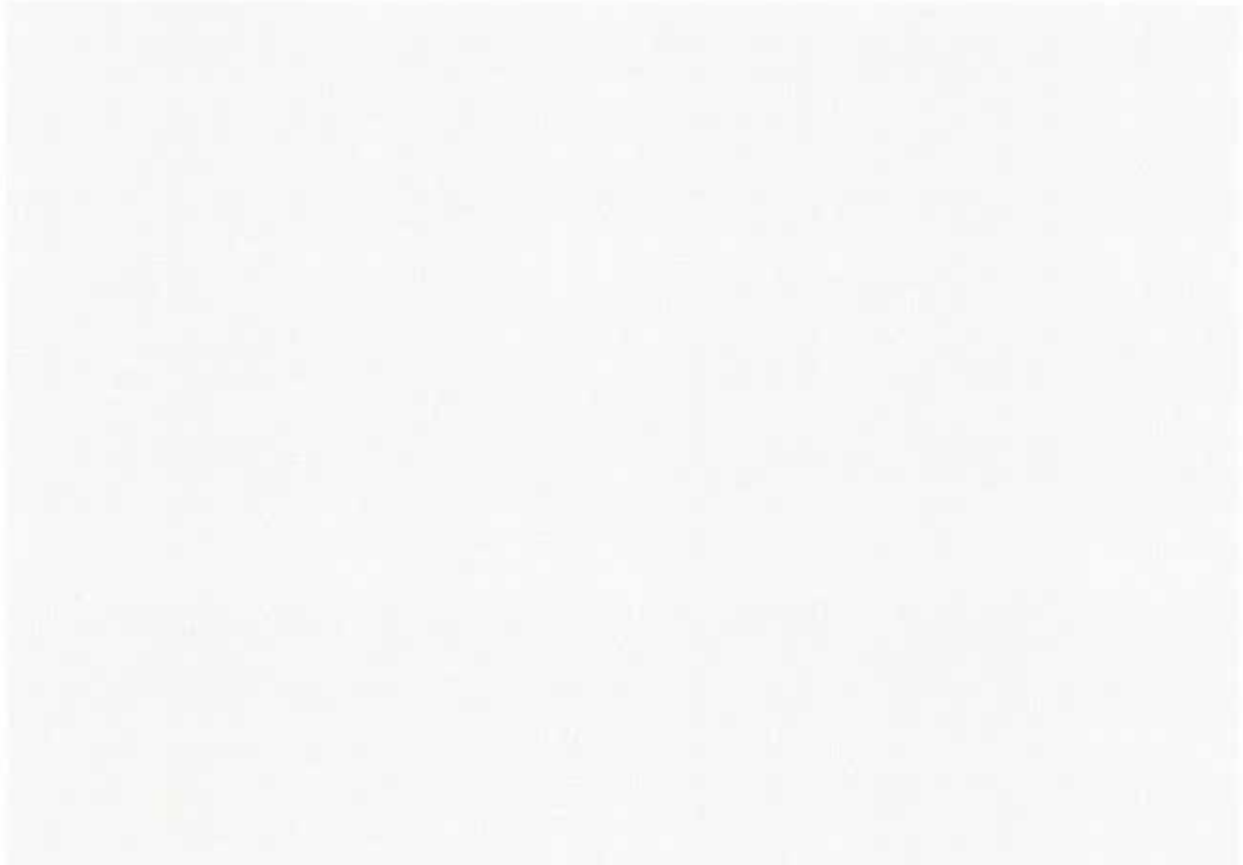
Activity 1:

We utilized the concept of degree maps to develop milestones for each of our academic programs. We completed this task in the early part of the spring 2015 semester; however, we halted the implementation of the degree maps pending the implementation of our new general education curriculum that we also passed during this same period. Overall, we think the pictorial road map that degree maps provide is an efficient way to convey the curriculum to our students. We also plan to load these degree maps in DegreeWorks so we can give students access to these degree maps. We have yet to assess the efficacy of this new approach because we halted due to the pending changes to general education. However, we anticipate a positive impact on our students as they navigate the often difficult journey to obtain a college degree. We plan to implement the degree maps when the new general education curriculum is adopted. The college deans are currently finalizing the degree maps and the anticipated completion date is spring 2016.

Activity 2:



Activity 3 (If applicable):



3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

We worked with the academic deans and department chairs to develop the degree maps. Once created, our Director of Registration and Records prepared to load each degree map into DegreeWorks until we halted the project due to the pending general education curriculum changes. Overall, this approach to helping our students did not require physical or financial resources.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

We worked collaboratively with the academic deans, the Director of Registration and Records, the Academic Affairs Office, and the department chairs to develop the degree maps that contained milestones for each academic program. This collaborative approach fosters communication among and between various academic constituents, and it allowed us to develop a deeper understanding of the things that our students need to be successful while pursuing a college degree.

6. Use the space below to provide additional information or comments related to this strategy.

We look forward to the implementation of our degree maps and the milestones contained within each of them once we implement our new general education curriculum. We believe this new initiative will have a positive impact on overall student success, and we look forward to evaluating the merits of our degree maps.



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Compact Update Instructions

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1. Provide a *brief summary* of the strategy.

Implementation of the WVSU Default Prevention and Management Plan (DPMP) remains on-going and is a focus of the Division of Enrollment Management and Student Affairs, specifically the Office of Student Financial Assistance.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

A plan is underway to enhance the exit counseling process. Beginning with the Spring 2016 semester of graduation, students will be required to participate in exit counseling, which is a component of the DPMP.

Going forward, for those who fail to meet this requirement due to non-participation, transcripts will be withheld until this requirement is met. With a strong focus on the education component, the importance of counseling and loan repayment is being stressed with current students and prospective graduates.

Activity 2:

With the goal of promoting financial literacy, a "Money Matters" workshop was presented twice in Fall 2015 through the Student Success Series. In addition, a loan workshop will be offered, along with on-going promotion of CashCourse website. The financial literacy component will be included in all Freshman Experience classes beginning with the Fall 2015 semester. Assessment of these efforts will be conducted at the conclusion of each effort.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

In order to carry out these efforts, human and financial resources were utilized, specifically staff time.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

6. Use the space below to provide additional information or comments related to this strategy.

The target population is graduating students who have incurred loan debt at anytime during their undergraduate and graduate education, as well as enrolled students.



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1. Provide a *brief summary* of the strategy.

The general focus of this strategy (J.) is to increase the number of students and faculty involved in research, thereby increasing the number and amount of Research Grants & Contracts. The institution will establish an Office of Undergraduate Research to monitor and support all research activities involving undergraduate students.

In order to improve upon efficiencies and take maximum advantage of the intellectual academic capital at the University, 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. Qualified individuals will be assigned faculty status to the University department congruent with the faculty's expertise and academic background. Additionally, the Faculty Handbook will be modified to include evaluation criteria for research-centric appointments.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Establish an Office of Undergraduate Research

The Vice President for Research and Public Service is working with the Provost to establish an Office of Undergraduate Research. Collectively, they are assessing the possibility of placing the Office under the auspices of the Director of the Center for the advancement of Science, Technology, Engineering and Mathematics (CASTEM). The Director of CASTEM currently coordinates the Research Rookies program which is an undergraduate research program to support the research efforts of STEAM freshman and sophomore students. The Director also coordinates other experiential, hands-on learning research undergraduate programs and thus may be ideal to coordinate undergraduate research efforts across the four academic colleges and departments.

While the Office of Undergraduate Research was planned to be created during the 2014-2015AY, the effort was delayed due to reduced funding in FY2015 at both the state and federal levels. The reduction in funds resulted in a shift of funds to cover other priority areas. With budgets continuing to decrease, or be flat, it is both fiscally prudent and efficient to combine the responsibilities of CASTEM with that of an Office of Undergraduate Research. The goal is to have the latter office established and a director in place during the 2016-2017AY, even if the position is acting or interim.

Activity 2:

Integrate the Gus R. Douglass research faculty into the appropriate departments and colleges on campus.

The President, Provost and Vice President for Research and Public Service have worked with the WVSU faculty senate to develop criteria for faculty status for the Douglass Institute faculty. As a result, nine Douglass Institute faculty, who have met the criteria (e.g., terminal degree) for faculty status, were given academic faculty status and appointed to various departments that were in line with their academic credentials and expertise. Going forward, as the Douglass Institute seek to add additional faculty to the research programs, these individuals will also have academic appointments in the appropriate corresponding college/department. At present time, the Douglass Institute research faculty were only appointed to the biology and business departments. It is too early, at this point, to determine if the addition of research-centric faculty increased research activity in the colleges and departments.

Discussions regarding research-centric appointments is ongoing. As such, the Faculty Handbook has not been modified with regard to the evaluation of research-based appointments.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

In order to develop the WVSU Office of Undergraduate Research, the University will use U.S. Department of Education Title III Funds. One of the priority areas of emphasis under this program is to encourage the development of undergraduate research program for students in the sciences, technology, engineering and mathematics disciplines. Funds will be made available for the support the director, faculty and student, and for the the acquisition of equipment and supplies and for travel.

No financial resources were needed for integration of Douglass institute faculty into academic colleges and departments. What this effort speaks to is taking advantage of the collective intellectual capitol at the University and building upon fiscal prudence and efficiencies. All of which benefit the student experience.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The Vice President for Research and Public Service will work with the Provost, the Director of CASTEM, the Director of Extension and the Director of Agricultural and Environmental Research Station will work collectively and collaboratively to develop the Office of Undergraduate Research. The external collaboration will be for the most part with the U.S. Department of Education.

As it relates to the integration of Gus. R. Douglass Faculty into academic departments and colleges, the collaboration was largely between the Research and Public Service and Academic Affairs administrative areas. And it was endorsed by the President.

6. Use the space below to provide additional information or comments related to this strategy.



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1. Provide a *brief summary* of the strategy.

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.

Under strategy A, 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.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

The University effectively launched the 1+3 programs that allow high school students to complete one year of college while still in high school. The launch of this initiative increased the number of early enrollment students, and we expanded the current program to counties beyond Kanawha. We have established partnerships in 3 counties and continue to solicit other counties into this program. Each school that offers early enrollment in the county is able to offer students the 1+3 program. We are now in 14 schools and all have expressed interest in the program; therefore, we have exceeded our goal of 5 partnerships. This expansion takes this valuable program to many areas where we witness a lot of low income, potential college going students. We also recently reduced the price of each course to \$25 per credit hour because we want to provide opportunity to individuals who are unable to afford the cost of a traditional college course. While we have yet to assess our early enrollment programs, efforts are underway to get accreditation in this area. We believe that accreditation will ensure that we deliver quality academic programs to students in high school. Overall, the University witnessed substantial growth and success in this area and we look to continue our successes moving forward. We will have data soon on how many students are either in the 1+3 program or have expressed interest in the program.

Activity 2:

Throughout the academic year, we provided free college courses through early enrollment to students enrolled in our Upward Bound and Upward Bound Math-Science programs. The University opted to offer these classes for free since participants in those programs are low income, first generation, potential college going students who have a bright future as long as we work to provide them the appropriate opportunity. We witnessed a significant rise in the number of students from these programs in our early enrollment courses, and we plan to expand even further by offering online classes to our Upward Bound and Upward Bound Math-Science students who live in Logan. We have increased the offering from two courses in 2014 to 3 courses in 2015 for Upward Bound students. We had 23 unique students taking courses in 2014 and in 2015 saw an increase to 38 unique students taking the courses. Overall, we achieved much success in this area, and we feel that it is our obligation as an 1890 land-grant institution to provide access and opportunity for those who do not already have it. We achieved just that by offering this program to our Upward Bound and Upward Bound Math-Science students at no cost.

Activity 3 (If applicable):

The University Collaborative Program is an integral part of the academic community on campus. We renegotiated our contract with Kanawha County Schools, and we witnessed an increased number of participants in the program. As of August 28, 2015, enrollment in the collaborative program was 63 from 77 last year. The principal of the collaborative program has plans to expand it to 100 students pending approval from Kanawha County Schools. We continue to provide physical space, support and deeply discounted tuition that allows the program to continue to grow and function successfully on our campus. We look forward to our continued relationship with the University Collaborative Program as we help them educate high school students who come to campus to fulfill their high school obligations while earning a significant number of college credits that transfer throughout the state and beyond.

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

We utilized revenue generated from the success of our 1 + 3 programs to hire an Assistant Director of Academic Educational Outreach. We also utilized existing space to house our new programs so we required very limited financial resources. Overall, our initiatives in this area are self-sufficient since we utilize the revenue generated to support them.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Our list of collaborators in this area of is significant and inclusive of critical stakeholders who work collaboratively to ensure that we offer quality academic courses to high school students at their school and on our campus. Our Academic Educational Outreach Office works with Academic Affairs; principals and superintendents of multiple counties; academic deans; department chairs, our Registration and Records Office, Upward Bound, Upward Bound Math-Science, our Business and Finance Office, our Admissions Office, our Enrollment Management and Student Affairs Office, and our University Relations and Operations Office to offer programs in these areas.

6. Use the space below to provide additional information or comments related to this strategy.

We look forward to continued growth and success in the areas outlined in this comprehensive plan. We believe that our accreditation, coupled with our desire to grow the programs in this comprehensive plan, allows us to continue to provide access to higher education in the high schools and on campus to high school students who seek to get a jumpstart on their college degree at an affordable price.



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1. Provide a *brief summary* of the strategy.

Through effective recruitment strategies and practices, WVSU seeks to provide information, services and support to in order to attract, admit, and enroll a diverse student population in accordance with the academic and strategic goals of the University.

The strategies included in the Compact 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.

Strategy 2: Enhance communication with prospective students to result in higher conversion rates. A variety of delivery vehicles will be utilized including electronic, telephone, in-person, direct mail. Communication methods are designed to build and sustain student interest throughout the recruitment process.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Use CRM / EMAS Pro to create additional communication flows.

Continually update communications flows for prospective First Time Freshman. Additional academic messaging to be added.

International student communication flow is almost complete (completion date 9/2015).

Transfer communication flow complete.

Activity 2:

Create a University wide calendar of activities designed to engage prospective students. While concept has been introduced to academic partners and favorably received, calendar has not yet been created. We will make additional progress fall 2015.

Activity 3 (If applicable):

Developed and implemented the WVSU Volunteer Admissions Alumni Network (VAAN). Program has been successfully implemented as of Spring 2015. 17 alumni have registered for the program. Ongoing outreach to recruit additional volunteers. Additional training at Fall 2015 Homecoming. Program is very new and not yet assessed.

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Staff time; for activity 3 -- limited expense to provide resources to Alumni volunteers.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity 1 and 2 require collaboration with Academic Affairs.

Activity 3: Enrollment Management and Student Affairs has collaborated University Advancement / with Alumni Relations and Alumni.

6. Use the space below to provide additional information or comments related to this strategy.

The target population is prospective and newly enrolled students; high school students; alumni located in strategic locations throughout the nation and prospective students from the corresponding areas.



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1. Provide a *brief summary* of the strategy.

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.

Under strategy C, The focus of this strategy is to create a Retention Plan through the University's has recently established Retention and Student Success Council. The plan will outline activities that will be implemented to support increased first-to-second year retention, overall retention, and degree attainment.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Using documents such as the report of the Degree Completion Taskforce, Vision 2020, the University Compact, and data provided by institutional research, the RSSC worked to develop strategies to address the retention needs of WVSU.

This led to our first WVSU Retention Summit on January 30, 2015 which featured Dr. Vincent Tinto – an international authority on the topic of retention and student success. During the Retention Summit, all university constituents had the opportunity to review various components of a retention plan under development. Feedback from the various groups allowed the RSSC to revise the plan to ensure that it reflected the valuable insight of those who attended the WVSU Retention Summit. We utilized this feedback to develop the WVSU Retention Plan that we shared with attendees at the Extended Cabinet Retreat held by President Hemphill June 11-12, 2015. We also presented the WVSU Retention Plan during the Academic Affairs Retreat held on July 27, 2015. Plans are underway to have a rollout of the WVSU Retention Plan to faculty and staff during the fall 2015 semester. Our goal is for this plan to serve as our roadmap that guides WVSU to increased retention rates. We believe we can achieve this goal by focusing on the following areas outlined in the WVSU Retention Plan:

- Academic Advising
- Course Scheduling
- Data-driven Decision Making
- First Year Experience
- New Student Orientation
- Student Life

Activity 2:



Activity 3 (If applicable):



3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

We have yet to determine the financial resources needed to implement our plan, but as it relates to personnel, we believe that all University constituents should play a role in our retention efforts.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Members of the Retention and Student Success Council who helped develop the retention plan represent faculty, staff, and students from a diverse cross-section. This collaborative approach to the development of the retention plan allowed us to make it a document that various constituents could embrace because the document is a compilation of the feedback gathered through our deliberations and research.

6. Use the space below to provide additional information or comments related to this strategy.

We anticipate the rollout of the retention plan during the early part of the fall 2015 semester. Our hope is that this plan provides everyone something to rally around as we seek to improve our retention rate drastically.



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1. Provide a *brief summary* of the strategy.

The Office of Student Financial Assistance will conduct a communication review and develop enhancements to their communication efforts.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Creation of financial aid communication plan.
Support retention and new student recruitment by increasing and enhancing information regarding financial assistance.

Creation of Financial Aid Communication Plan – plan was completed – Spring 2015.
Includes all standard email messages with time line.
New messages being developed through Fall 2015.

Activity 2:

Faculty / Staff Education (Lunch & Learn) was held during the Spring 2015 semester. The event experienced low participation. We will try again before determining future of the program.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Staff time.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

6. Use the space below to provide additional information or comments related to this strategy.

Solicit support from Academic Affairs for Lunch n' Learn program.



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1. Provide a *brief summary* of the strategy.

Provide ongoing visibility for financial aid awareness through participation in University and community events which will further WVSU's recruitment and retention efforts.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Create Financial Aid Nights in the Residence Halls.

This activity was completed during the Spring 2015 semester.

The Financial Aid Workshop was open to all residential students. Approximately 20 students attended. Going forward, will work with students to choose first best date in an effort to boost participation.

Activity 2:

Create FAFSA Wednesday's.

Completed January 2015 – April 2015.

We did not track this activity. We will track the activity going forward.

Activity 3 (if applicable):

Continue to support College Goal Sunday.

This effort was completed in February 2015. During College Goal Sunday, 45 attendees participated which is slight growth over February 2014.

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Staff time.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity 3: collaboration with cfwv, HEPC, Gear Up.

6. Use the space below to provide additional information or comments related to this strategy.

The target audience is currently enrolled students who live in the University residence halls; prospective and currently enrolled students with special attention/outreach being made to first-time freshman.; prospective and enrolled students.



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1. Provide a *brief summary* of the strategy.

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 must provide accurate and timely information in a positive and proactive manner.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Create short Survey Card to collect feedback from students at conclusion of office visit. Assess service provided. Questions have been identified. Determine (with IT) – on-line delivery (or paper?) Target implementation fall 2015.

Activity 2:

Tracking inquires and traffic.

Ongoing July 2014 - May 2015.

5680 in person visits.

Starting July 2015 add email inquiry tracking; August 2015 initiate tracking telephone calls.

Results will be used to enhance communications.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Staff time.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

6. Use the space below to provide additional information or comments related to this strategy.

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



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1. Provide a *brief summary* of the strategy.

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

Under strategy A, 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.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

One of our four academic colleges successfully developed assessment instruments to measure the focus of this strategy. We look to do the same with our other three colleges.

With the formal adoption of a general education core and specified learning outcomes for all graduates, known as the "Essential Graduation Competencies," a new dimension of assessment work will be undertaken in the near future. These "Essential Graduation Competencies" are areas of shared responsibility between the general education courses and major fields of study. How and where to approach measuring these competencies, with what tools and in what cycle will be a large part of the work in the fall of 2015 for the University's Assessment Coordinators.

As the the University searches to hire a new Director of Institutional Research, Assessment & Effectiveness, these initiatives continue to make progress.

Activity 2:

The University as a whole, through the Assessment Coordinators that are appointed by the University's Deans and working with the Office of Institutional Research, Assessment & Effectiveness, has developed unit Reports on assessment activity looking back one year (including analysis and next steps). The University also has developed assessment Plans for the next two years that identify both tools and the most likely areas for outcomes measurement. This approach has formalized work that was chiefly informal even though it was conducted regularly and documented within program areas. Now, all academic and support unit Plans and Reports are available to all.

As mentioned, assessment of the University's programs is now being formalized with a two year cycle being implemented. As we move forward, the coordination with the five-year program review cycle and the assessment cycle will begin to coincide and become more of a single process.

As the the University searches to hire a new Director of Institutional Research, Assessment & Effectiveness, these initiatives continue to make progress.

Activity 3 (If applicable):

While we continue to develop more comprehensive assessment tools and coordinate timelines, we still rely heavily on data and information provided during program reviews. Our detailed analysis of these program reviews and the follow-up reports that accompany many of them are an effective way for the University to evaluate programmatic needs or concerns. Our plan is to continue to utilize this tool until we have a more robust assessment tool in place.

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Late summer/early fall, we advertised the Director of Institutional Research position. We feel that this position is vital to our assessment needs, and we look forward to having someone support the various constituents throughout the University as we seek to assess and improve our academic programs in an effort to provide our students with quality academic programs.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

College representatives, serving as Assessment Coordinators, have worked with the Office of Institutional Research, Assessment and Effectiveness.

6. Use the space below to provide additional information or comments related to this strategy.



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1. Provide a *brief summary* of the strategy.

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

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

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

We convened a taskforce to review the curriculum offered in our freshman year experience courses. This taskforce made monumental strides to help promote quantitative literacy, critical thinking, problem solving, and communication skills; however, we halted the implementation of the new curriculum due to the recent changes to our general education curriculum. We plan to implement both changes simultaneously.

Activity 2:

Our academic deans over English and mathematics worked to examine how we place students. This led to increased utilization of the Accuplacer exam, and a revision to our mathematics curriculum that allows students to take a supplemental math course concurrently with other critical mathematics courses such as college algebra or mathematics for liberal arts. These advancements allow us to place students in courses that match their skill level. The impact of these efforts will be reviewed following the fall 2015 semester.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

We used existing resources to achieve the outcomes expressed.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Collaboration occurred between Academic Affairs and Enrollment Management and Student Affairs to help produce the changes that we witnessed.

6. Use the space below to provide additional information or comments related to this strategy.

We have no additional information or comments at this time.



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1. Provide a *brief summary* of the strategy.

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 included individual consultation and group programming to assist with career development needs while educating students about employment, internships, and cooperative education experiences.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Continue to work with local businesses, industry, government agencies and non-profits to develop internship, co-operative experiences and permanent employment opportunities for WVSU students and graduates. Coordinate, currently separate, outreach to prospective employers.
No progress to date.

Activity 2:

Develop a one-stop-shop (database) of opportunities for students.
No progress to date.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Staff time.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Enrollment Management and Student Affairs to partner with Academic Affairs.

6. Use the space below to provide additional information or comments related to this strategy.

Will work to achieve focus on the initiative.

The target population for this effort is prospective employers of WWSU graduates and currently enrolled students.



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1. Provide a *brief summary* of the strategy.

Through survey tool development and implementation in Spring 2014, WVSU has collected information from May 2014 graduates regarding job placement and outcomes.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Analysis of May 2014 graduation survey data combined with other outreach vehicles yielded results such as:

- 82.67% Return rate
 - 49.46% Employed
 - 22.04% Employed and seeking
 - 18.28% Seeking / not employed
 - 11.83% Grad school / employed or not
 - 17.33% Unknown
- Salary and satisfaction information

Activity 2:

Collect information from academic departments.
Complete; Results included in Activity 1.

Activity 3 (If applicable):

Compile recent graduate success stories.
Have not made progress here; more work needs to be done.

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Staff time.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Success stories - creation of stories requires collaboration between Enrollment Management and Student Affairs with University Relations. The two departments plan to connect during AY16. There are a potential multiple uses for stories – University website, publications etc.

6. Use the space below to provide additional information or comments related to this strategy.

The target population is each graduating class of WWSU; WWSU faculty and staff; recent graduates, prospective and enrolled students as well as prospective employers of WWSU graduates.



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1. Provide a *brief summary* of the strategy.

Develop and implement Yellow Jacket 2 Yellow Jacket mentoring program -- a mentoring program between members of the alumni community and WVSU students. Foster a meaningful and productive one-to-one relationship between freshmen and sophomore enrolled students and alumni. Alumni mentors will provide overall guidance and advice on career and professional goals.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Announce program; seek alumni referrals to serve as mentors. Process complete fall 2014.

Activity 2:

Secure students; make mentor/mentee matches.

For 2014-15, we had five total matches between alumni and students.

Hosted event for alumni mentors to meet students (Homecoming 2014).

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Staff time.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Enrollment Management and Student Affairs collaborated with University Advancement/Alumni Relations.

6. Use the space below to provide additional information or comments related to this strategy.

We have experienced challenges in implementation especially in regard to communication between mentors (Alumni) and students.

Planning committee has a variety of ideas including focus on local mentors, staff to create and facilitate a structure to communication, target 2nd year students. (FTF not ready)

Evaluate these ideas for 2015-2016 implementation. Goal is 10 mentors/alumni matched with 10 students.

Target population for this effort is alumni and enrolled students (class level previously defined)



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1. Provide a *brief summary* of the strategy.

WVSU aims to support sustainable infrastructure that leads to regional sustainability. By supporting local and statewide initiatives aimed at creating infrastructure, which leads to sustainable communities, WVSU will help strengthen the quality of life for residents and encourage economic development within the State of West Virginia. This strategy is being 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.

West Virginia State University continues to be committed to support the West Virginia Water Sustainability Institute (WWSI). This activity is coupled with the new statewide EPSCoR initiative. The EPSCoR initiative sought support from the National Science Foundation. Thanks to the leadership of WV HEPC a \$20 M grant (5-year) was granted benefitting WVSU, WVU and MU in August 2015. As planned, WVSU will begin to address in 2015 and in the coming years (in a more intensive manner), the endeavors related to water quality and environmental sustainability issues, and will specifically focus on aforementioned institute's target activities.

2. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

3. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

WVSU has deployed and/or secure the following resources to develop this activity:

- American Chemical Society awarded the WVSU ACS Chapter a \$400 grant which was used to construct 50 science water boxes for elementary schools in the RESA III region
- New WVSU Energy and Environmental Science Institute established in 2014
- A director for WVSUEESI has been hired.
- Energy management and engineering programs have required both new and/or adjunct faculty be hired, while also realigned existing faculty assignments.

4. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

WVSU works with HEPC, gov't leaders, private organizations and individual supporters, and the business community including: 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. WVSU'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. Various University internal offices and colleges will continue collaborations.

5. Use the space below to provide **additional information or comments** related to this strategy that were not addressed in questions 1-4 (optional).

This strategy goes beyond the target population options given on the form. All WV citizens can potentially benefit from the implementation of these proposed activities. Through these activities discussed below the University will specifically target the following audiences: (1) Potential investors and businesses owners; (2) K-12 and Higher Education teachers and students; (3) WVSU's research faculty; (4) Traditional college-aged students; (5) Non-traditional college students; (6) upperclassmen in high school (in terms of recruitment);

6. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

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.

- In 2015, WV EPSCoR awarded WVSU a \$3.1 million grant, to be expensed over 5 years, which will support the soon-to-occur hiring of a toxicologist in water quality and an environmental engineer who will focus on water security issues.
- In 2015, the American Chemical Society (ACS) awarded WVSU ACS Chapter a \$400 grant which helped educate Kanawha Valley elementary school students about the importance of water through the construction of 50 science water boxes distributed to RESA III elementary schools. A booklet of water science experiments was written and prepared by the student ACS members within the organization and distributed along with the boxes.
- WVSU hired new faculty in Aquatic Toxicology and Environmental Engineering to support the water quality initiatives. Increased expertise in water quality and sustainability of existing faculty and staff at WVSU (Researchers and Faculty Members in Biology and Chemistry).
- The mission of the West Virginia State University Energy and Environmental Science Institute (WVSUEESI) is to conduct basic and applied interdisciplinary research in energy and environmental science to generate technology and knowledge. On April 1, 2014, Dr. Sanjaya, was hired as WVSUEESI Director & Assistant Professor of Bioenergy & Environmental Biotechnology. A new lab was renovated at the WV Regional Tech Park.

Activity 2:

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. In fall 2014, 16 students enrolled in the program. In spring 2015, 17 enrolled in engineering. Retention of students was outstanding, recruitment will be a continued focus for AY 2016. Preliminary fall 2015 enrollment is 21 students. Program assessment will be completed through an employment survey of given to new engineering program graduates prior to each graduation ceremony. The program is only in its second year and therefore no graduation surveys have been administered.

For energy management, 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. The energy management program has completed its first semester in spring 2014 with two students enrolled. WVSU exceed enrollment goals with 9 students enrolled in fall 2014 and spring 2015. Preliminary fall 2015 enrollment is 10 students. Recruitment will be a continued focus for AY 2016. Program assessment will be completed through an employment survey of given to new energy management program graduates prior to each graduation ceremony. The program is in its second year; no graduate surveys given.

Academic Affairs and the Office of Institutional Research, Assessment and Effectiveness work together to review data for both programs. An engineering program advertisement netted 40 website visits for the the time period of the day of the advertisement and one-week following, up from 12 page visits the week prior.

Activity 3 (If applicable):



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1. Provide a *brief summary* of the strategy.

Address local and statewide social and health issues through academic degrees and specialized programs/events. 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.

2. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

3. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Faculty member who originally restructured the Health Science Degree program is no longer with the University and in prior semesters degree duties were reassigned to existing faculty. A new faculty member has since been hired.

The Community Assessment and Education to Promote Behavioral Health Planning and Evaluation (CAPE) project was implemented in 2014 by the Department of Social Work in collaboration with the Department of Criminal Justice and the WVSU Extension Service to identify behavioral health issues affecting area businesses and organizations. The project was funded with a grant of \$86,386 from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Agriculture (USDA), and the Regional Rural Development Centers (RRDC). The project was implemented from March 1, 2014 - October 31, 2014 in Kanawha County and was one of 10 CAPE projects in the U.S.

4. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

As part of the CAPE Project, our WVSU team identified 44 community leaders for the CAPE community survey and assembled their contact information; followed up via email and phone calls to community leaders encouraging them to participate in the survey once it was distributed; participated in webinars and conference calls with the national team; organized a community meeting to disseminate results of the survey; issued media releases via Univ. Relations pertaining to the CAPE project and survey results; met with smaller stakeholder groups following the community meeting to share and discuss survey results; facilitated a webinar for community members to share survey results and introduce the CAPE toolkit; and, electronically distributed information about the Kanawha County Snapshot, Extended Profile, and CAPE Toolkit to all community leaders on the local contact list.

5. Use the space below to provide additional information or comments related to this strategy that were not addressed in questions 1-4 (optional).

For Health Sciences, collaborations were conducted via advisory board when revision of the program were conducted prior to 2014 Compact Report. No additional consultation has occurred other than between the reassigned & new faculty member. AY16 plans include professional development opportunities for faculty to strengthen the program and develop an internship program for the degree. WVSU Upward Bound and Upward Bound Math-Science program (TRIO) partnered with National Partnership for Action to End Health Disparities, the MUOffice of Minority Affairs under the direction of Dr. Shelvy Campbell at Marshall University to introduce program participants to the National Partnership for Action to End Health Disparities. No additional costs were incurred.

6. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

The faculty member who spearheaded the health sciences degree revision is no longer with WVSU and duties were reassigned to two professors. A new faculty member has since been hired. The personnel shift has impacted assessment reporting.

Previously, WVSU has set goals for health science degree enrollment at 3 for the fall 2014 semester, 3 for the spring 2015. While there are several concentrations to the health science degree, the University is focused on the recently revised Health Sciences/Community Health Education Degree for the Compact going forward. In this degree, enrollment was the following: Fall 2014, 13 students; Spring 2015, 13 students; Fall 2015 (as of 8.14.15), 16 students. Additionally, we have students completing the previous Health Sciences Degree, with other concentrations, therefore total degree enrollment is reflected as: Fall 2014, 43 students; Spring 2015, 35 students; Fall 2015 (as of 8.14.15), 34 students. The status of student enrollment will continue to be assessed following the drop/add period each semester and will continue to concentrate on Health Science/Community Health Education Degree as per the newly refined program.

Program assessment is be completed through an assessment of 4 year degree seeking students' internship placements, which did not occur in academic year 2015 therefore, there is no quantitative data. However, the new faculty lead for this program is working with a new faculty member to make sure that internships occur in AY 16. An employment survey will be given to new health science program graduates prior to each graduation ceremony. The Health Sciences graduates were 11 in December 2014; and 7 in May 2015, but are not graduates of the new structured program.

Activity 2:

WVSU CAPE Team invited 124 community leaders to participate in the Kanawha County Behavioral Health Survey. The survey was administered online. Kanawha Cty. had 55 respondents to the survey, a 44% response rate, which was consistent with that of the other CAPE sites. The CAPE project allowed WVSU to create greater awareness about substance abuse and to bring together a diverse group of community leaders to discuss action steps to address the following top 3 behavioral health priorities in Kanawha Cty. as identified in the CAPE survey: Illegal drug use; Non-medical prescription use; & Alcohol abuse. Due in large part to the successful implementation of the 2014 CAPE project and the local behavioral health concerns this research was able to document, WVSU was awarded the following two *CAPE Phase Two* grants in 2015: Kanawha Cty. Index Community (\$101,756) - The local WVSU CAPE team has identified 30 knowledgeable community members to respond to biweekly surveys about behavioral health in their communities beginning in February 2015 and ending in January 2016. Cabell Cty. Community Behavioral Health Early Warning System (\$149,480) - The local WVSU CAPE team is partnering with the Cabell Cty. Substance Abuse Prevention Partnership and the City of Huntington Office of Drug Control Policy on an early warning system and innovation intervention that is community wide, low-cost & self-sustainable. The project began in Feb. 2015. Grant funding will end Jan. 2016, but the project is expected to continue with local funds. This is one of four CAPE "Innovation Communities" grants in the country. Upward Bound (UB) and Upward Bound Math Science (UBMS) students who participated in the Health Disparity Educational efforts made a special presentation of their yearlong findings which included research projects of communities, food and physical facilities to the staff, faculty, and 95 students of the UB program. Like in 2014, 22 students made special presentations in this project. The previously set goal for 2015 was 30 students involved. The program will be offered to participants as part of the 2015 fall component. The goal is to increase to 30 students. The 2nd annual Teen Summit Against Drugs was held on July 2, 2015 and invo

Activity 3 (If applicable):

The theme for 2015 conference was, *Celebrating Human Rights Heroes*, to honor the legacy of educator, author, orator and human rights pioneer Booker T. Washington (1856-1915), who rose from slavery to become head of Tuskegee Institute, advisor to presidents, and a dominant voice for African American rights. Target population: traditional college-aged student and non-traditional students, government officials, government agencies such as WV Human Rights Commission, academicians and social and civic justice leaders from across the country. Support and collaboration for the 2015 conference included: Office of the President; Academic Affairs; Research and Public Service; Foundation; Continuing Education; Alumni Relations; Bookstore; and University Relations & Operations. In 2016, outside institutions and agencies will be invited to participate in the formation of the conference such as the WV Human Rights Commission. The annual budget is \$5,000.

Different human rights topics were covered in 2015 as compared to 2014. Attendance rose from 50 in 2014 to 65 in 2015. In 2016, the conference will collaborate with outside groups and agencies to increase the number of the participants and variety of the topic. To raise and sustain awareness, a conference was produced for YouTube. Over the course of one year and three months, the 2014 conference video was viewed 207 times. In just 3 months, the 2015 video has 117 views. Both videos will be available for viewing on WVSU's YouTube account

Additional information due to the pdf form failing to allow all characters allotted to be used:

Full Response to WVSU Compact Strategy Plan E, Strategy B, Question 6, Activity 2:

WVSU CAPE Team invited 124 community leaders to participate in the Kanawha County Behavioral Health Survey. The survey was administered online. Kanawha Cty. had 55 respondents to the survey, a 44% response rate, which was consistent with that of the other CAPE sites. The CAPE project allowed WVSU to create greater awareness about substance abuse and to bring together a diverse group of community leaders to discuss action steps to address the following top 3 behavioral health priorities in Kanawha Cty. as identified in the CAPE survey: Illegal drug use; Non-medical prescription use; & Alcohol abuse. Due in large part to the successful implementation of the 2014 CAPE project and the local behavioral health concerns this research was able to document, WVSU was awarded the following two *CAPE Phase Two* grants in 2015: Kanawha Cty. Index Community (\$101,756) - The local WVSU CAPE team has identified 30 knowledgeable community members to respond to biweekly surveys about behavioral health in their communities beginning in February 2015 and ending in January 2016. Cabell Cty. Community Behavioral Health Early Warning System (\$149,480) - The local WVSU CAPE team is partnering with the Cabell Cty. Substance Abuse Prevention Partnership and the City of Huntington Office of Drug Control Policy on an early warning system and innovation intervention that is community wide, low-cost & self-sustainable. The project began in Feb. 2015. Grant funding will end Jan. 2016, but the project is expected to continue with local funds. This is one of four CAPE "Innovation Communities" grants in the country. Upward Bound (UB) and Upward Bound Math Science (UBMS) students who participated in the Health Disparity Educational efforts made a special presentation of their yearlong findings which included research projects of communities, food and physical facilities to the staff, faculty, and 95 students of the UB program. Like in 2014, 22 students made special presentations in this project. The previously set goal for 2015 was 30 students involved. The program will be offered to participants as part of the 2015 fall component. The goal is to increase to 30 students. The 2nd annual Teen Summit Against Drugs was held on July 2, 2015 and involved more than 140 participants. The purpose of the Summit is to increase awareness about the perils of drugs.



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1. Provide a *brief summary* of the strategy.

Strengthen the regional economy by educating today's and tomorrow's workforce. WVSU's mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research. 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 invested in developing a cultural shift in attitude toward the STEM disciplines. These efforts are evident in several areas across the University: 1-Summer Undergraduate Research Experience (SURE); 2-Student Members of the American Chemical Society (SMACS) outreach; 3- Upward Bound Math & Science (UBMS)

2. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

3. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

SURE participation grew from 14 undergraduate students in 2014 to 19 in 2015 (15 funded through EPSCoR, 3 through LSAMP, 1 from INBRE grant). Students receive a \$3,500 stipend for a 10-week period, working with faculty members to continue research projects. In 2015, 3 participants were high school students funded by ACS Project SEED program. SMACS outreach activities are supported by faculty advisor, Dr. Micheal Fultz, and financed through several grants. SMACS received a \$400 ACS 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. UBMS, a TRIO program, funded by the federal government. In 2012 UBMS received a 5 year grant from the U.S. Dept. of Education with annual increments of \$250,000. 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 TIR program is funded by the K-12 county school system requesting the assistance with support from WVSU staff & faculty.

4. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Various WVSU offices including the College of Natural Science & Mathematics faculty; Kanawha and Putnam County Schools; Logan County Schools. WVSU's College of Professional Studies collaborates with the requesting K-12 county school system for the Teacher-in-Residence Program (TIR). For Research Rookies, internal collaborations include 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, Dow Chemical Company Foundation (sunset for AY16), and AT&T

5. Use the space below to provide **additional information or comments** related to this strategy that were not addressed in questions 1-4 (optional).

6. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

SURE participants were exposed to multiple graduate and professional schools from the region promoting advanced degrees and how they can help West Virginia. The program concluded by the students giving an oral presentation of their work and preparing abstracts they will submit for the Undergraduate Research Day at the Capital. The success of the SURE program can be seen in part by looking at the graduation and retention rates of the 2014 participants. Of the 14 students who took part in the program 6 are still enrolled in STEM fields, 6 of these students have graduated with a STEM degree plus one in Science Education. Five of these individuals work with the ACS activities in reaching out to the schools that are detailed in the next report to be submitted for the ACS activities. Challenges ahead relate to funding for the faculty mentors. For the SMACS program, the intended outcome is to raise awareness of science as enjoyable and encourage more K-12 teacher-driven scientific lessons. In AY 15 SMACS: hosted Brimhall Science bowl for RESA III; proctored ACS Annual Chemistry Olympiad; constructed 50 water lesson boxes for RESA III; Dow's You Be the Chemist competition; outreach at Calvary Baptist Academy, Hometown Elem. & Poca H.S. Additional outreach is planned for AY16. Upward Bound Math & Science (UBMS) is funded to serve 57 students annually and tracks the participants 6 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 verified that 65 percent of the 2014 program participants' graduates matriculated to at an institution higher learning in a STEM discipline. Assessment found 89 percent of the 2015 May graduates of UBMS sought a post-secondary education in fall 2015. In addition TRIO awarded WVSU \$284,754 in July 2015 to continue supporting UB.

Activity 2:

The Teacher-In-Residence (TIR) program is implemented on an "as-needed" basis. The number of participants from our initial COMPACT submission (submitted in fall 2014) reflected 3 TIR candidates operating in 3 counties for fall 2014. For Academic Year 2014-2015, the TIR grew to 4 TIR participating counties with 6 WVSU student participants at 6 schools. For fall 2015, TIR has 4 student-teachers placed in one county school systems; growth of the program is based upon county need. Following the 2014-2015 Academic Year, a survey of county school systems was conducted. Findings include: In the combined data for all questions under Outcomes, 20 out of 30 possible responses were marked YES. All of the responders agreed that based on observations, the TIR had a positive impact on student learning. Also, all responders agreed that after graduation, he/she would recommend employment for the TIR in the same position. In the comment section, administrators wrote that this program was a "wonderful program with quality employees "

Most responders stated that they were very pleased with the program and WVSU should keep the TIR program. Comments stated that this program provides qualified teachers for vacant positions and they hoped more their school/s could participate again. Many responders comment that the TIRs were well prepared for the teaching positions and the lessons were creative. The major issue under Outcomes was that some TIRs were getting weak support from the school. It is recommend that this issue be discussed during the meeting suggested under Organization. The principal should be encouraged to meet with faculty and staff to prepare them to meet the TIR. This meeting should include discussion of the TIR program and the faculty and staff roles.

Activity 3 (If applicable):

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. AT&T began supporting the program in Academic Year 2015. Annually, the Research Rookies present their year-long research during the College of Natural Sciences and Mathematics symposium held each April. In April 2015, the symposium was well attended with approximately 20-30 attendees resulting in a standing room only crowd during the Research Rookie presentation. The students present their research to members of the public-at-large and WVSU faculty and researchers. Success of the program includes 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. For Academic Year 2016, 9 student applications have been received as of August 12, 2015, before students return for the year. The application process will conclude by Aug. 31, 2015. For AY16, external supporters have decreased by one impacting the number of students who can take advantage of this program to 8 students annually. Program supporters include AEP and AT&T. Additional supporters are currently being sought to meet the participant goals previously set. AY 15 presentations included complex research such as: GC Analysis of Prude & Chromatograph Succinimides; Sythesizing and Trialing Triesterified Monosaccharides on the Biocontrol generalist predator, common green lacewing, *Chrysoperia rufilabris*; and Preliminary Analysis of Seasonal Dynamics of the Kanwaha River, W.Va.

Agenda Item 7.a.iii.
October 29, 2015

Action

Political Science, B.A. Follow-Up Program Review

**College of Business and Social Sciences
Department of Political Science
Bachelor of Arts in Political Science
Program Review/Follow-Up Report**

The February 25, 2013 recommendation was based on the review of a comprehensive five-year report prepared by the faculty of the Political Science program. The recommendation was that the Political Science program be continued at the current level of activity with specific action. The specific action requested was a report showing the analysis of assessment data collected and any program changes made as a result of assessment data. Since 2013, Political Science has been energetic in revising its existing curriculum, developing and implementing new academic offerings, and is in the process of redesigning its assessment plan to reflect the changes, and testing different ways of collecting assessment data.

Program Changes

In fall 2013, the Political Science faculty made extensive changes to the curriculum based on assessment data, an analysis of the needs of students, and the availability of program resources. Specifically, the General Political Science major was substantially revised and two new concentrations were created – a Pre-Law Concentration and a Public Administration and Policy Concentration.

In the General Political Science option, two new courses (POSC 205: Political Science as a Profession and POSC 225: Strategic Thinking for the Social Sciences) were added as required courses for all students majoring in Political Science. POSC 400 was substantially revised and re-titled as Senior Capstone Experience to emphasize research conducted by students with a high degree of independence. Students graduating under the new curriculum now have the option of completing an internship as an alternative to taking POSC 400. Both courses are designed to require students to both demonstrate their ability to apply the concepts covered in their coursework and to complete a substantial writing assignment. The Pre-Law Concentration provides a rigorous curriculum that focuses upon the law and legal studies in order to prepare highly-qualified students to pursue many different careers after college, although graduates may choose to pursue other career options upon graduation. The Public Administration & Policy Concentration is an interdisciplinary curriculum that combines a traditional management-oriented approach to public administration with the analytical, problem-solving emphasis of public policy.

Other curriculum changes included an increase in the number of writing classes required for all Political Science majors and a revision of the cognates available to students. Finally, seven courses were deleted from the Course Catalog, six new courses were created, and two existing courses were revised. It is anticipated that these changes will result in an increase in student scores on the ETS Field Exam, which is presently required of all graduates as a portion of the program's assessment program.

During this time, the Political Science faculty also continued to work on the development of a Master of Public Administration. Final approval from the Higher Learning Commission was granted in May of 2015 and an initial cohort of 16 students began taking classes in August.

New Assessment Plan

Primarily, as a result of the new curriculum, it was determined by the Political Science faculty that the previous assessment plan that had been created and was in the process of being implemented was not sufficient to fulfill its intended purpose. Other factors influencing this decision include the advice of several external assessment consultants hired by the University, the quality of the assessment data being produced by the existing plan, the quantity of resources being devoted to assessment, and the development of a better understanding among the faculty of how to best assess the quality of the Political Science program. At this time, the Political Science faculty (including adjunct faculty) are in the process of developing a new assessment plan, which will begin to be implemented in spring 2016.

Assessment in four lower-division courses (POSC 100: Introduction to Government and Policy, POSC 101: American Government, POSC 204: State and Local Politics, and POSC 210: International Relations), will focus on measuring students' comprehension of course content and their ability to think analytically. To do so, a pre-test designed specifically for each class will be administered at the beginning of the semester. The same or similar questions will then be administered over the course of the semester as a post-test. If financial resources allow, the questions will be drawn from past versions of a national standardized exam, such as the ETS Field Test in Political Science (which is also taken by all graduating Political Science majors) or the appropriate AP exam. Alternatively, the questions will be written by those instructors who regularly teach the course. This approach has several benefits. First, with regard to assessment, this approach will allow the program to determine the amount of learning that is occurring within these four classes. This is because the results of the pre-test can easily be compared to the results of the post-test, with the amount of change indicating the amount of knowledge gained (or perhaps lost.) In addition, it will be possible to isolate the Political Science majors from other students who may be taking the class to fulfill a General Education requirement, as a cognate, or as an elective. This will allow the Political Science program the ability to track the knowledge base of its majors as they move through the program as each of these courses are required for all majors. Finally, the information gained from the pre-test will give the instructor of each individual course some indication of the areas in which students are stronger or weaker, which allows the instructor to adjust the course accordingly.

Assessment in three other courses (POSC 225: Strategic Thinking for the Social Science, POSC 311: Research Methods, and POSC 400: Capstone Experience) will be based on written assignments scored according by a rubric. Each of these courses is required for all majors in Political Science. (These methods are currently being applied in both POSC 311 and POSC 400.) The rubric for each course will include an assessment of writing skills, comprehension of course concepts, and critical thinking skills. The rubrics will be designed by the faculty who regularly teach that course. In POSC 225, the assessment will focus on measuring the ability of the students to engage in analytical thinking. In POSC 311, student comprehension of research methods will be assessed. The assessment in POSC 400 will be a comprehensive assessment that will include research skills, writing skills, and critical thinking skills. In addition to the above, the Political Science program will continue to require all students taking POSC 400: Capstone Experience to take the ETS Field Exam.

Ongoing Assessment Activities

Ongoing assessment activities to date have focused on assignments in POSC 400: Senior Review/Capstone Experience and other core courses, evaluating and revising its current assessment plan, and testing assessment instruments. Additional assessment has taken place in POSC 311: Research Methods, POSC 210: International Relations, and POSC 101: American Government. In transitioning to a new assessment plan, the Political Science faculty have tested several approaches to determine the most effective and the most efficient means of gathering data.

POSC 400: Senior Review/Capstone Experience students to date has been taken by all graduating seniors (although the current curriculum allows them to take an internship instead). Assessment in POSC 400 consists of the administration of the ETS Field Test in Political Science and an in-depth writing assignment, which is scored with a rubric.

The ETS exam has been administered each year since the comprehensive review (and several years before). An analysis of the results produce indicate a high degree of variation exists in the scores of the students, which is viewed as being indicative of the range of intellectual abilities of the student population. Data also indicate that student performance in areas within the exam (American Government, Comparative Politics, and International Relations) is associated with the specific courses taken by individual students (i.e. those whose studies emphasize American Government tend to do better on that section of the exam than the others).

Another assessed component of the course is the completion of an in-depth research paper on a topic selected by the student in consultation with the instructor. This assignment is a major component of the course and requires students to demonstrate their ability to conduct independent social science research and to present their findings in a formal, professional manner. The reports are scored by a rubric by the instructor teaching the course, who then communicates the results to the rest of the faculty. The rubric measures the ability of the students to conduct independent research, to think analytically, and to formally present their findings.

In POSC 311: Research Methods, students are required to complete a Literature Review and Research Design assignment. This assignment requires students to demonstrate their capacity to analyze existing research on a topic selected in conjunct with the course instructor and to develop a realistic plan to apply the scientific research method to a research question. The results of this assessment are analyzed by the faculty member responsible for teaching the course and communicated to the rest of the faculty.

In POSC 210: International Relations, a common exam component is being developed and tested by the full-time faculty member who regularly teaches the course. At present, the common exam component consists of two sets of 25 multiple choice questions intended to measure comprehension of course concepts across courses. However, this approach has not yet been implemented by the entire faculty who teach the course. At this time, the course is being taught by one full-time faculty member and two adjunct faculty. Before being fully implemented, the assessment for this course will be revised to a multiple-choice pre-test/post-format. A common set of exam questions will be developed by the faculty who regularly teach the course and administered at the beginning of the semester by all faculty (including adjuncts) who regularly

teach the course. This set of questions will then be administered a second time over the course of the semester.

In POSC 101: American Government, the three full-time Political Science faculty assigned a common writing assignment to all of their classes (a total of five classes) in fall 2013. The assignment was to write a persuasive letter to a member of Congress on an issue of the students' choice. This assignment required students to conduct independent research, communicate specialized knowledge about a relevant policy issue, and persuasively advocate for a particular action. The letter was scored by a common rubric. However, it was the opinion of the faculty that this assignment was not appropriate for assessment purposes and has therefore been abandoned. It will be replaced by a pre-test/post-test assessment that is in the process of being developed and is being tested in two sections of American Government this semester. Once finalized, the assessment will be used by all faculty (including adjuncts) teaching the course.

In sum, Political Science has made extremely productive efforts in revising and updating its offerings, developing and implementing new courses and new curricula, testing assessment instruments, and revising its assessment plans. Current efforts are focused on refining and finalizing the testing of assessment instruments for all lower-division courses, continuing with the current assessment for POSC 311 and POSC 400, and developing an assessment instrument for POSC 225: Strategic Thinking for the Social Sciences. It is anticipated that the Political Science program will begin transitioning to its new assessment plan in spring 2016.

APPENDICES

**APPENDIX 1:
Assessment Report 2013-2014**

**APPENDIX 2:
Curriculum Changes – General Political Science Option**

**APPENDIX 3:
Curriculum Changes – Pre-Law Concentration**

**APPENDIX 4:
Curriculum Changes – Public Administration and Policy Concentration**

APPENDIX 1

Assessment Report 2013-2014



WEST VIRGINIA STATE
UNIVERSITY

Find *Your* Passion.

Academic Affairs Assessment of Student Learning

Report for Academic Year 2013-14

Department/Program: Political Science

Program Learning Outcomes: (Please list)

- WV-WVSU-PS 1: Political Science graduates should demonstrate knowledge of basic analytical concepts and methods used to assemble, organize, and evaluate discipline-relevant evidence, and apply them to a wide range of experiences inside and outside of the classroom.
- WV-WVSU-PS 2: Political Science graduates should demonstrate a sophisticated understanding of the values and perspectives of members of at least one other culture in relation to its history, economic situation, prevailing political processes, and underlying beliefs and practices.
- WV-WVSU-PS 3: Political Science graduates should demonstrate an ability to write and speak clearly and persuasively about political institutions, public policies, and ideological or philosophical assumptions which undergird contemporary political discussions.
- WV-WVSU-PS 4: Political Science graduates should be able to conduct basic research which identifies a focused and manageable topic; skillfully develops all elements of the methodological and theoretical frameworks used to analyze the topic; and organizes and synthesizes evidence to reveal insightful patterns.
- WV-WVSU-PS 5: Political Science graduates should demonstrate an ability to connect and extend knowledge (facts, theories, basic concepts) from the classroom to participation in civic life, politics, and government.

1. Which learning outcomes did you measure this past year? [Please indicate whether any of these measures were conducted as follow-up to a previous year's issues or in response to Program Review. Be specific.]

PS 1 (follow-up)

PS 3 (follow-up)

PS 4 (follow-up)

PS 5

2. In which course(s) were assessments conducted?

POSC 101: American Government – a new common writing assignment (a letter to an elected representative) with a rubric was implemented for testing purposes to evaluate both PS – 3 and PS - 5

POSC 311: Students were required to analyze and demonstrate the ability to conduct basic research (PS – 4)

POSC 400: Senior Review – students were required to take the ETS Field Test for Political Science and demonstrate the ability to discuss (verbally and in writing) the analytical concepts and methods used in Political Science to measure PS – 1 and PS – 3.

3. How did you assess the learning outcomes (s)? (i.e., tool, e.g., rubric, national norms, item analysis, sampling; and object, e.g., student projects, presentations, exams, etc.)

PS – 1: written assignments (single section), standardized exam (ETS Political Science Field Exam)

PS – 3: written assignments (single section)

PS – 4: written assignments, class discussion, and in-class exams (single section)

PS – 5: written assignment graded with a rubric (multiple sections of POSC 101)

4. Who analyzed results and how were they analyzed? (Committee, assessment liaison, department faculty, statistical review vs. benchmark, Live Text, etc.)

In those courses taught by a single professor (POSC 311 and POSC 300) results were analyzed by the professor conducting the class and communicated to the remaining faculty. In those courses taught by multiple professors (POSC 101), results were analyzed by the full-time Political Science faculty. The purpose of the common writing assignment was to gauge the effectiveness of the assignment for the purposes of assessment. The Political Science field test was administered by the faculty member teaching POSC 300, with the result being made available to the rest of the full-time faculty.

5. Summarize results/findings/conclusions. (Data analysis)

Student performance on the Political Science field test indicate that (a) performance on the exams varies considerably across students; and (b) student performance is closely correlated with their individualized coursework. Evaluation of a common writing assignment indicated a great deal of variation across students' ability to write clearly and effectively about political issues, an outcome that in part may reflect variation in the interest level of students in the assignment. The need to grade a selection of all writing assignments with a program-level rubric in courses being assessed is also being discussed.

6. What are next steps? (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

The Assessment Plan for Political Science is being completely redesigned to reflect changes in both the program curriculum and in faculty personnel. The Political Science Field Exam (or some similar measure) will continue to be utilized as an assessment of the overall knowledge base of graduating Seniors. The possibility of applying a common rubric to different writing assignments in different sections of the same course is being discussed.

APPENDIX 2

Curriculum Changes

General Political Science Option

Implemented Fall 2014

**West Virginia State University
Educational Policies Committee
Curriculum Revision or New Program Proposal Form**

Please complete the appropriate sections. Use a separate form for each revision or proposal. Please submit the completed original form, three paper copies and an electronic copy to the EPC chair by the designated deadline dates. Minutes of the department meeting where the proposal was approved must be attached.

NAME OF DEPARTMENT or Program:

DATE:

Social and Behavioral Sciences –Political Science Program	September 18, 2013
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Curriculum Revision	New Program Proposal
<input checked="" type="checkbox"/> Approve change in Requirements <input type="checkbox"/> Change program title <input type="checkbox"/> Terminate program <input checked="" type="checkbox"/> Other (revise program description) Proposed implementation date: August 2014	<input type="checkbox"/> Approve new degree program <input type="checkbox"/> Approve new certificate <input type="checkbox"/> Approve new option <input type="checkbox"/> Approve new minor <input type="checkbox"/> Other: Proposed implementation date:

Title of Degree Program, Certificate, Option, Minor	
CURRENT	Bachelor of Arts in Political Science
NEW	Bachelor of Arts in Political Science

Catalog Description

<p>Old</p>	<p>Courses in Political Science offer students an opportunity to explore and analyze both formal and informal power relationships, from interest groups and political parties to national and international actors and events. Those who major in political science are equipped to pursue graduate study and careers in law, international relations, public administration, electoral politics, public policy-making, consulting, journalism, diplomacy, military science, intelligence, business or community organizations.</p>
<p>New</p>	<p>Political Science is a rigorous major that allows students to investigate how individuals and groups exercise the phenomena related to human behavior and institutions of power. At WVSU, a student will take part in a rigorous, writing intensive program of study. Advanced classes have a low student to professor ratio that allows professors to mentor students and work closely with them on academic projects.</p> <p>The curriculum provides basic, thorough coverage of the major areas of study within the discipline of political science. These include American Government and political institutions, public law and judicial politics, comparative politics, international politics, public policy, political thought, methodology and research, and public administration. Courses also examine the intersection of politics with other social institutions such as religion, social groups, and media outlets.</p> <p>Learning outside of the classroom is a feature of our program. Students can participate in simulations of city governments, the United Nations, and political debates. These simulations allow students to fill the roles of public officials, political activists, and citizens in order to understand the use of political power.</p> <p>There is an academic honor society open to students who excel in the study of politics and government, namely, <i>Pi Sigma Alpha</i>. The campus chapter inducts new members each spring.</p> <p>Political Science majors tend to be active in campus organizations. They are frequently among the officers of the Student Government Association (SGA). In the past few years, they have been organizers and leaders in Political Campaigns, the NAACP, ACLU, College Republicans, and the College Democrats.</p>

Summarize briefly: 1) reasons for the proposal, 2) fiscal effects:

<p>1)</p>	<p>To update the program description to more accurately reflect the current offerings of the program.</p>
<p>2)</p>	<p>None</p>

The following signatures must be obtained IN BLUE INK before submitting to EPC:

DEPARTMENT or PROGRAM FACULTY APPROVAL

The proposed changes were discussed and approved by a majority of the department faculty during a meeting on ___10/16/13_____ (date). (Minutes of the meeting are attached to this submission).

Department Chair Signature: _____ Date: _____

EXTERNAL CONSIDERATION FOR PROPOSAL: In recognition of the effect that the above proposal may have on programs in other program areas or departments, the following persons or committees were consulted.

Approval of any other Department/Committee/Program that may be affected:

(if additional approvals are needed, make a copy of this block and attach with proposal).

Signature: _____ Date: _____

Approval of College Dean (get this signature LAST):

Signature: _____ Date: _____

FINAL CHECKLIST

Have you...	
Filled in all of the appropriate boxes?	
Got all of the needed signatures?	
Attached a copy of the departmental minutes?	
Attached a list of current courses, if needed?	

EPC Action Taken:

- Approved, sent to Senate & Academic Affairs Not Approved
 Approved with revisions or conditions Action postponed until _____
 Returned to department _____

EPC Chair signature: _____ **Date:** _____
.....

Faculty Senate Action:

- Approved Not Approved Other (attach specifics)

Senate Chair Signature: _____ **Date:** _____
.....

Academic Affairs Action:

- Approved Not Approved

VPAA signature: _____ **Date:** _____

Curriculum

List all required courses, including cognates, in the degree program, certificate, option or minor. Indicate new courses with an asterisk (*). All new courses must be approved separately by the EPC. Attach list of courses in the current curriculum.

POLITICAL SCIENCE MAJOR – 120 Total Hours

General Education Requirements – 53 hours

Freshman Experience – 3 hours

BSS 101 – Freshman Experience (3hrs)

Interdisciplinary Matrix – 6 hours

G ED 100 – Origins (3hrs)

G ED 200 – Human Diversity (3hrs)

International Perspectives – 6 hours

2 semesters of a Modern Foreign Language (not taught in English) approved for G ED.

History of Civilization – 3 hours

HIST 202 – World History (3hrs)

English – 6 hours

ENGL 101 – English Composition I (3hrs)

ENGL 102 - English Composition II (3hrs)

Mathematics – 3 hours

MATH 111 - Mathematics for Liberal Arts (3hrs)

or

MATH 120 - College Algebra (3hrs)

Speech – 3 hours

COMM 100 - Speech Communication (3hrs)

Lifetime Health and Fitness – 2 hours

HHP 122 - Fitness for Living (2hrs)

or

HHP 157 - Health Living (2hrs)

Literature – 3 hours

ENGL 150 - Introduction to Literature (3hrs)

Fine Arts – 6 hours

COMM 140 - Film Appreciation (3hrs)

MUS 107 - Appreciation of Music (3hrs)

Natural Science – 6 hours

BIOL 108 - Environmental Biology (3hrs)

PHYS 110 - Weather and Climate (3hrs)

American Traditions – 3 hours

POSC 101 - American Government (3hrs)

Social Structures and Behavior – 3 hours

POSC 100: Introduction to Government and Politics (3hrs)

Major Requirements – 38 hours

POSC 100 - Introduction to Government and Politics (3hrs)

POSC 101 - American Government (3hrs)

POSC 204 - State and Local Politics (3hrs)

POSC 210 - International Relations (3hrs)

*POSC 2xx - Political Science as a Profession (2hrs)

*POSC 2xx - Strategic Decision-Making in the Social Sciences (3hrs)

POSC 311 - Methodology and Research (3hrs)

POSC 400 - Senior Capstone Experience (3hrs)

or

POSC 497 - Internship (3hrs) - Faculty Approval Required

15 hours of 300 and 400 level courses selected with advisor approval

Core Cognates – 18 hours

PSYC 200 - Statistics for the Social Sciences (3hrs)

Same Modern Foreign Language (6hrs)

ECON 201 - Principles of Macroeconomics (3hrs)

or

ECON 202 - Principles of Microeconomics (3hrs)

HIST 207 - American History to 1865 (3hrs)

or

HIST 208 - American History from 1865 (3hrs)

ENGL 112 - Technical Writing (3hrs)

or

ENGL 201 - Advanced Effective Communication (3hrs)

or

ENGL 204 - Writing for Business and Other Professions (3hrs)

Electives to bring the total to – 120 hours

Up to six hours in Cooperative Education may be earned in major-related work.

Up to twelve credit hours of the following courses may be double-counted as General Education courses:

- POSC 100: Introduction to Government and Politics (3 hours) to satisfy the requirement for Social Structures
- POSC 101: American Government (3 hours) to satisfy the requirement for American Traditions
- G ED courses in an the same Modern Foreign Language (3-6 hours)

Political Science Major Suggested Course Sequence

First Semester	Credit Hours	Second Semester	Credit Hours
BSS 101 Freshman Experience	1	ENGL 102 English Composition II	3
ENGL 101 English Composition 1	3	G ED Natural Science	3
POSC 100 Intro Government & Politic	3	POSC 101 American Government	3
G ED 100 Origins	3	POSC 210 International Relations.....	3
G ED Natural Science	3	G ED Social Structures	3
MATH 111 or Math 120	3		
TOTAL CREDIT HOURS	16	TOTAL CREDIT HOURS	15
Third Semester	Credit Hours	Fourth Semester	Credit Hours
G ED 200 Human Diversity	3	POSC 2xx Strategic Decision-Making	3
POSC 204 State and Local Politics	3	PSYC 200 Statistics for the Social Sciences	3
POSC 2xx Political Science as a Profession	2	HIST 202 World History	3
Core Cognate: Foreign Language	3	Core Cognate: ENGL 112 or 201 or 204	3
ECON 201 Principles of Macroeconomics	3	Core Cognate: Foreign Language	3
TOTAL CREDIT HOURS	14	TOTAL CREDIT HOURS	15
Fifth Semester	Credit Hours	Sixth Semester	Credit Hours
POSC 311 Methodology & Research	3	POSC 300/400.....	3
POSC 300/400	3	Elective	3
HIST 208 American History from 1865	3	Elective	3
POSC 300/400.....	3	POSC 300/400.....	3
Elective	3	POSC 300/400.....	3
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15
Seventh Semester	Credit Hours	Eighth Semester	Credit Hours
G ED International Perspectives	3	POSC 400 Senior Capstone Experience	3
Comm 100 Speech Communication.....	3	G ED International Perspectives	3
HH 122 or 157 Health & Fitness	2	MUS 107 Appreciation of Music	3
ENGL 150 Introduction to Literature	3	SOC 101 Introduction to Sociology	3
COMM 140 Film Appreciation	3	POSC 300/400.....	3
TOTAL CREDIT HOURS	14	TOTAL CREDIT HOURS	15

Credit Hours Required:	
General Education	53
Major Requirements	38
Core Cognates	18
Electives	11
<hr/>	
Total Credit Hours Required for Graduation	120

Note: Core Cognates are courses from which students may choose as designated by the curriculum.

Free electives are courses from which students choose for the remaining hours needed for graduation and may be taken from any field of study.

APPENDIX 3

Curriculum Changes

Pre-Law Concentration

Implemented Fall 2014

Proposal for

Pre-Law Concentration

for

Bachelor of Arts in Political Science

Submitted by:

Political Science Program

Department of Social and Behavioral Sciences

College of Business and Social Sciences

Pre-Law Concentration

The Political Science Program's Pre-Law emphasis at West Virginia State University provides a rigorous curriculum that focuses upon the 'law' and 'legal studies' in order to prepare highly qualified students to pursue many different careers after college. Most of the graduates will pursue either law school or graduate school for legal studies. However, many students continue their studies in public administration, criminal justice administration, or research and policy analysis.

As law school admissions officers advocate, there is no traditional curriculum required for legal studies or law school. However, there are courses that one can take to ensure a competitive score on the Law School Admissions Test (LSAT) and/or the Graduate Record Exam (GRE), which are required for graduate studies. The courses one chooses while an undergraduate can facilitate in the successful navigation of a graduate school curriculum.

An undergraduate curriculum, taken in preparation for law school, should encompass courses that emphasize analytical thinking, cogent writing, and confident verbal skills. Moreover, a student should have a profound understanding of the socio-political, historical, and economic contexts in which laws are made, broken, and interpreted. WVSU's Political Science Program's Pre-Law emphasis can provide such a curriculum to those that choose to pursue it.

WVSU's Political Science Program offers a set of core courses that are foundational for pre-law studies. The programs in Sociology, History, and Economics as well as Philosophy, Criminal Justice, and Business complement these core courses by offering a myriad of other courses from which our students can choose to complete their pre-law emphasis.

Students can also benefit from participation in an internship that focuses upon the legal process. Our pre-law program offers the opportunity to incorporate an internship into their curriculum. The most common internships with which the department is familiar consist of the [Frasure Singleton Student Legislative Program](#) and the [Herndon Legislative Internship](#) that take place at the WV State Legislature. Students should work with their advisor to pursue an internship that meets their needs and future goals.

For more information peruse the following links:

[Law School Admissions Test \(LSAT\)](#)

[Law School Admissions Council \(LSAC\)](#)

[BLS Occupational Outlook Handbook](#)

[American Bar Association \(ABA\)](#)

Contents

- 1. Educational Policies (EPC) New Program Form – Pre-Law Concentration for Bachelor of Arts in Political Science**
- 2. Departmental Minutes for the Political Science Program meeting wherein changes were approved.**

Note: The two new courses necessary for this concentration have been submitted for consideration on individual EPC forms that were submitted along with this form.

**West Virginia State University
Educational Policies Committee
Curriculum Revision or New Program Proposal Form**

Please complete the appropriate sections. Use a separate form for each revision or proposal. Please submit the completed original form, three paper copies and an electronic copy to the EPC chair by the designated deadline dates. Minutes of the department meeting where the proposal was approved must be attached.

NAME OF DEPARTMENT or Program:

DATE:

Social and Behavioral Sciences – Division of Political Science	September 29, 2013
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Curriculum Revision
<input type="checkbox"/> Approve change in Requirements <input type="checkbox"/> Change program title <input type="checkbox"/> Terminate program <input type="checkbox"/> Other
Proposed implementation date:

New Program Proposal
<input type="checkbox"/> Approve new degree program <input type="checkbox"/> Approve new certificate <input checked="" type="checkbox"/> Approve new option <input type="checkbox"/> Approve new minor <input type="checkbox"/> Other:
Proposed implementation date: August 2014

Title of Degree Program, Certificate, Option, Minor	
CURRENT	Bachelor of Arts in Political Science
NEW	Bachelor of Arts in Political Science with a Pre-Law Concentration

Catalog Description

<p>Old</p>	<p>n/a</p>
<p>New</p>	<p>The Political Science Program’s Pre-Law emphasis at West Virginia State University provides a rigorous curriculum that focuses upon the ‘law’ and ‘legal studies’ in order to prepare highly qualified students to pursue many different careers after college. Most of the graduates will pursue either law school or graduate school for legal studies. However, many students continue their studies in public administration, criminal justice administration, or research and policy analysis.</p> <p>As law school admissions officers advocate, there is no traditional curriculum required for legal studies or law school. However, there are courses that one can take to ensure a competitive score on the Law School Admissions Test (LSAT) and/or the Graduate Record Exam (GRE), which are required for graduate studies. The courses one chooses while an undergraduate can facilitate in the successful navigation of a graduate school curriculum.</p> <p>An undergraduate curriculum, taken in preparation for law school, should encompass courses that emphasize analytical thinking, cogent writing, and confident verbal skills. Moreover, a student should have a profound understanding of the socio-political, historical, and economic contexts in which laws are made, broken, and interpreted. WVSU’s Political Science Program’s Pre-Law emphasis can provide such a curriculum to those that choose to pursue it.</p> <p>WVSU’s Political Science Program offers a set of core courses that are foundational for pre-law studies. The programs in Sociology, History, and Economics as well as Philosophy, Criminal Justice, and Business complement these core courses by offering a myriad of other courses from which our students can choose to complete their pre-law emphasis.</p>

Summarize briefly: 1) reasons for the proposal, 2) fiscal effects:

- | |
|---|
| <p>1) <u>To create a new concentration area in Pre-Law, which will make our political science program competitive with other peer programs. This will facilitate in strengthening our department by</u></p> |
|---|

<u>highlighting our assets.</u>
2) The fiscal effects consist of increasing our majors by drawing more students to our university.

The following signatures must be obtained **IN BLUE INK** before submitting to EPC:

<p>DEPARTMENT or PROGRAM FACULTY APPROVAL</p> <p>The proposed changes were discussed and approved by a majority of the department faculty during a meeting on ___10/16/13_____ (date). (Minutes of the meeting are attached to this submission).</p> <p>Department Chair Signature: _____ Date: _____</p>
--

EXTERNAL CONSIDERATION FOR PROPOSAL: In recognition of the effect that the above proposal may have on programs in other program areas or departments, the following persons or committees were consulted.

<p>Approval of any other Department/Committee/Program that may be affected:</p> <p>(if additional approvals are needed, make a copy of this block and attach with proposal).</p> <p>Signature: _____ Date: _____</p>

<p>Approval of College Dean (get this signature LAST):</p> <p>Signature: _____ Date: _____</p>

FINAL CHECKLIST

Have you...	
Filled in all of the appropriate boxes?	<input type="checkbox"/>
Got all of the needed signatures?	<input type="checkbox"/>

Attached a copy of the departmental minutes?	
Attached a list of current courses, if needed?	

EPC Action Taken:

- Approved, sent to Senate & Academic Affairs Not Approved
 Approved with revisions or conditions Action postponed until _____
 Returned to department _____

EPC Chair signature: _____ Date: _____

Faculty Senate Action:

- Approved Not Approved Other (attach specifics)

Senate Chair Signature: _____ Date: _____

Academic Affairs Action:

- Approved Not Approved

VPAA signature: _____ Date: _____

Curriculum

List all required courses, including cognates, in the degree program, certificate, option or minor. Indicate new courses with an asterisk (*). All new courses must be approved separately by the EPC. Attach list of courses in the current curriculum.

POLITICAL SCIENCE MAJOR – 120 Total Hours

General Education Requirements – 53 hours

Freshman Experience – 3 hours

BSS 101 – Freshman Experience (3hrs)

Interdisciplinary Matrix – 6 hours

G ED 100 – Origins (3hrs)

G ED 200 – Human Diversity (3hrs)

International Perspectives – 6 hours

POSC 210 – International Relations (3hrs)

PHIL 308 – World Religions (3hrs)

History of Civilization – 3 hours

HIST 202 – World History (3hrs)

English – 6 hours

ENGL 101 – English Composition I (3hrs)

ENGL 102 – English Composition II (3hrs)

Mathematics – 3 hours

MATH 111 – Mathematics for Liberal Arts (3hrs)

or

MATH 120 – College Algebra (3hrs)

Speech – 3 hours

COMM 100 – Speech Communication (3hrs)

Lifetime Health and Fitness – 2 hours

HHPLS 122 – Fitness for Living (2hrs)

or

HHPLS 157 – Health Living (2hrs)

Literature – 3 hours

ENGL 150 – Introduction to Literature (3hrs)

Fine Arts – 6 hours

COMM 140 – Film Appreciation (3hrs)

MUS 107 – Appreciation of Music (3hrs)

Natural Science – 6 hours

BIOL 108 – Environmental Biology (3hrs)

PHYS 110 – Weather and Climate (3hrs)

American Traditions – 3 hours

POSC 101 - American Government (3hrs)

Social Structures and Behavior – 3 hours

PSYC 100 - Introduction to Government and Politics (3hrs)

Major Requirements – 20 hours

POSC 100 - Introduction to Government and Politics (3hrs)

POSC 101 - American Government (3hrs)

POSC 204 - State and Local Politics (3hrs)

or

POSC 210 - International Relations (3hrs)

*POSC 2xx - Political Science as a Profession (2hrs)

*POSC 2xx - Strategic Decision-Making in the Social Sciences (3hrs)

POSC 311 - Methodology and Research (3hrs)

POSC 400 - Senior Capstone Experience (3hrs)

or

POSC 497 - Internship (6hrs) - Faculty Approval Required

Pre-Law Core Courses – 18 hours

POSC 305 - The American Congress (3hrs)

POSC 319 - Judicial Systems and Policy-Making (3hrs)

POSC 320 - Constitutional Law: Civil Liberties & Government Powers (3hrs)

Chose three courses from the following two groups – students must take one course from each group:

Group A

POSC 408 – American Political Thought (3hrs)

or

POSC 402 – Modern Political Theory (3hrs)

or

POSC 304 – Comparative Politics (3hrs)

or

POSC 410 – Comparative Politics: Latin America and Africa (3hrs)

or

POSC 415 – Arab Middle East (3hrs)

Group B

POSC 404 – Politics and Religion in America (3hrs)

or

POSC 403 – Electoral Politics (3hrs)

or

POSC 306 – The American Presidency (3hrs)

or

POSC 405 – Politics and Public Policy (3hrs)

Core Cognates – 18 hours

PSYC 200 – Statistics for the Social Sciences (3hrs)

Same Modern Foreign Language (6hrs)

ECON 201 - Principles of Macroeconomics (3hrs)

or

ECON 202 - Principles of Microeconomics (3hrs)

HIST 207 - American History to 1865 (3hrs)

or

HIST 208 - American History from 1865 (3hrs)

ENGL 112 - Technical Writing (3hrs)

or

ENGL 201 - Advanced Effective Communication (3hrs)

or

ENGL 204 - Writing for Business and Other Professions (3hrs)

Electives to bring the total to – 120 hours

Students can also benefit from participation in an internship that focuses upon the legal process. Our pre-law program offers the opportunity to incorporate an internship into their curriculum. The most common internships with which the department is familiar consist of the Frasure Singleton Student Legislative Program and the Herndon Legislative Internship that take place at the WV State Legislature. Students should work with their advisor to pursue an internship that meets their needs and future goals.

For more information peruse the following links:

[Law School Admissions Test \(LSAT\)](#)

[Law School Admissions Council \(LSAC\)](#)

[BLS Occupational Outlook Handbook](#)

[American Bar Association \(ABA\)](#)

Pre-Law Concentration			
First Semester	Credit Hours	Second Semester	Credit Hours
BSS 101 Freshman Experience	1	ENGL 102 English Composition II	3
ENGL 101 English Composition 1	3	G ED Natural Science	3
POSC 100 Intro Government & Politic	3	POSC 101 American Government	3
G ED 100 Origins	3	Elective	3
G ED Natural Science	3	G ED Social Structures	3
MATH 111 or Math 120	3		
TOTAL CREDIT HOURS	16	TOTAL CREDIT HOURS	15
Third Semester	Credit Hours	Fourth Semester	Credit Hours
G ED 200 Human Diversity	3	POSC 2xx Strategic Decision-Making	3
POSC 204 State and Local Politics	3	PSYC 200 Statistics for the Social Sciences	3
POSC 2xx Political Science as a Profession	2	HIST 202 World History	3
Core Cognate: Foreign Language	3	Core Cognate: ENGL 112 or 201 or 204	3
ECON 201 Principles of Macroeconomics	3	Core Cognate: Foreign Language	3
TOTAL CREDIT HOURS	14	TOTAL CREDIT HOURS	15
Fifth Semester	Credit Hours	Sixth Semester	Credit Hours
POSC 311 Methodology & Research	3	POSC 320 Con Law: Civil Liberties & Gov Powers	3
POSC 305 The American Congress	3	Elective	3
HIST 208 American History from 1865	3	Elective	3
POSC 319 Judicial Systems & Policy-Making	3	Pre-Law Group A	3
Elective	3	Pre-Law Group B	3
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15
Seventh Semester	Credit Hours	Eighth Semester	Credit Hours
G ED International Perspectives	3	POSC 400 Senior Capstone Experience	3
Comm 100 Speech Communication.....	3	G ED International Perspectives	3
HHPLS 122 or 157 Health & Fitness	2	MUS 107 Appreciation of Music	3
ENGL 150 Introduction to Literature	3	SOC 101 Introduction to Sociology	3
COMM 140 Film Appreciation	3	Pre-Law Group A or B	3
TOTAL CREDIT HOURS	14	TOTAL CREDIT HOURS	15

Credit Hours Required:	
General Education	53
Major Requirements	20
Pre-Law Concentration	18
Core Cognates	18
Electives	11
<hr/>	
Total Credit Hours Required for Graduation	120

Note: Core Cognates are courses from which students may choose as designated by the curriculum.

Free electives are courses from which students choose for the remaining hours needed for graduation and may be taken from any field of study.

APPENDIX 4

Curriculum Changes

Public Administration and Policy Concentration

Implemented Fall 2014

Proposal for

Public Administration & Policy Concentration

for

Bachelor of Arts in Political Science

Submitted by:

Political Science Program

Department of Social and Behavioral Sciences

College of Business and Social Sciences

Public Administration & Policy Concentration

The Political Science Program's Public Administration & Policy concentration at West Virginia State University provides a rigorous curriculum that combines a traditional management-oriented approach with an analytical, problem-solving emphasis. The hybrid, innovative administration-policy concentration uniquely prepares students with the skills necessary to address the challenges administrators face in the public arena, particularly the local, state, and federal governments.

In order to prepare highly qualified students to pursue many different careers after college, this curriculum, cultivates skills that enable individuals to manage and govern the public's resources effectively, efficiently, and ethically; the program is designed to teach students the 'business' of government. Most of the graduates will pursue either graduate school in public administration or research and policy analysis.

An undergraduate curriculum, taken in preparation for post-graduate life, should encompass courses that emphasize analytical thinking, cogent writing, and confident verbal skills. Moreover, a student should have a profound understanding of the socio-political, historical, and economic contexts in which government functions. WVSU's Political Science Program's Public Administration & Policy emphasis can provide such a curriculum to those that choose to pursue it.

WVSU's Political Science Program offers a set of core courses that are foundational for public administration and policy. The programs in Sociology, History, and Economics as well as Philosophy, Criminal Justice, and Business complement these core courses by offering a myriad of other courses from which our students can choose to complete their public administration and policy emphasis.

Students can also benefit from participation in an internship that focuses upon the government organization and management. Our public administration and policy program offers the opportunity to incorporate an internship into their curriculum. The most common internships with which the department is familiar consist of the [Frasure Singleton Student Legislative Program](#) and the [Herndon Legislative Internship](#) that take place at the WV State Legislature. Students should work with their advisor to pursue an internship that meets their needs and future goals.

For more information peruse the following links:

[American Society of Public Administrators \(ASPA\)](#)

[Graduate Record Exam \(GRE\)](#)

[BLS Occupational Outlook Handbook](#)

[National Association of Schools of Public Affairs and Administration \(NASPAA\)](#)

Contents

- 1. Educational Policies (EPC) New Program Form –
Public Administration & Policy Concentration for
Bachelor of Arts in Political Science**
- 2. Departmental Minutes for the Political Science
Program meeting wherein changes were approved.**

Note: The two new courses necessary for this concentration have been submitted for consideration on individual EPC forms that were submitted along with this form.

**West Virginia State University
Educational Policies Committee
Curriculum Revision or New Program Proposal Form**

Please complete the appropriate sections. Use a separate form for each revision or proposal. Please submit the completed original form, three paper copies and an electronic copy to the EPC chair by the designated deadline dates. Minutes of the department meeting where the proposal was approved must be attached.

NAME OF DEPARTMENT or PROGRAM:

DATE:

Behavioral and Social Sciences – Political Science Division	September 29, 2013
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Curriculum Revision	New Program Proposal
<input type="checkbox"/> Approve change in Requirements <input type="checkbox"/> Change program title <input type="checkbox"/> Terminate program <input type="checkbox"/> Other Proposed implementation date:	<input type="checkbox"/> Approve new degree program <input type="checkbox"/> Approve new certificate <input checked="" type="checkbox"/> Approve new option <input type="checkbox"/> Approve new minor <input type="checkbox"/> Other: Proposed implementation date: August 2014

Title of Degree Program, Certificate, Option, Minor	
CURRENT	Bachelor of Arts in Political Science
NEW	Bachelor of Arts in Political Science with a Public Administration & Policy Concentration

Catalog Description

<p>Old</p>	<p>n/a</p>
<p>New</p>	<p>The Political Science Program’s Public Administration & Policy concentration at West Virginia State University provides a rigorous curriculum that combines a traditional management-oriented approach with an analytical, problem-solving emphasis. The hybrid, innovative administration-policy concentration uniquely prepares students with the skills necessary to address the challenges administrators face in the public arena, particularly the local, state, and federal governments.</p> <p>In order to prepare highly qualified students to pursue many different careers after college, this curriculum, cultivates skills that enable individuals to manage and govern the public’s resources effectively, efficiently, and ethically; the program is designed to teach students the ‘business’ of government. Most of the graduates will pursue either graduate school in public administration or research and policy analysis.</p> <p>An undergraduate curriculum, taken in preparation for post-graduate life, should encompass courses that emphasize analytical thinking, cogent writing, and confident verbal skills. Moreover, a student should have a profound understanding of the socio-political, historical, and economic contexts in which government functions. WVSU’s Political Science Program’s Public Administration & Policy emphasis can provide such a curriculum to those that choose to pursue it.</p> <p>WVSU’s Political Science Program offers a set of core courses that are foundational for public administration and policy. The programs in Sociology, History, and Economics as well as Philosophy, Criminal Justice, and Business complement these core courses by offering a myriad of other courses from which our students can choose to complete their public administration and policy emphasis.</p>

Summarize briefly: 1) reasons for the proposal, 2) fiscal effects:

<p>1)</p>	<p><u>To create a new concentration area in Public Administration & Policy, which will make our political science program competitive with other peer programs. This will facilitate in strengthening our department by highlighting our assets.</u></p>
<p>2)</p>	<p>The fiscal effects consist of increasing our majors by drawing more students to our university.</p>

The following signatures must be obtained IN BLUE INK before submitting to EPC:

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EXTERNAL CONSIDERATION FOR PROPOSAL: In recognition of the effect that the above proposal may have on programs in other program areas or departments, the following persons or committees were consulted.

<p>Approval of any other Department/Committee/Program that may be affected:</p> <p>(if additional approvals are needed, make a copy of this block and attach with proposal).</p> <p>Signature: _____ Date: _____</p>

<p>Approval of College Dean (get this signature LAST):</p> <p>Signature: _____ Date: _____</p>

FINAL CHECKLIST

Have you...	
Filled in all of the appropriate boxes?	
Got all of the needed signatures?	
Attached a copy of the departmental minutes?	
Attached a list of current courses, if needed?	

EPC Action Taken:

- Approved, sent to Senate & Academic Affairs Not Approved
 Approved with revisions or conditions Action postponed until _____
 Returned to department _____

EPC Chair signature: _____ **Date:** _____
.....

Faculty Senate Action:

- Approved Not Approved Other (attach specifics)

Senate Chair Signature: _____ **Date:** _____
.....

Academic Affairs Action:

- Approved Not Approved

VPAA signature: _____ **Date:** _____

Curriculum

List all required courses, including cognates, in the degree program, certificate, option or minor. Indicate new courses with an asterisk (*). All new courses must be approved separately by the EPC. Attach list of courses in the current curriculum.

POLITICAL SCIENCE MAJOR – 120 Total Hours

General Education Requirements – 53 hours

Freshman Experience – 3 hours

BSS 101 - Freshman Experience (3hrs)

Interdisciplinary Matrix – 6 hours

G ED 100 - Origins (3hrs)

G ED 200 - Human Diversity (3hrs)

International Perspectives – 6 hours

POSC 210 - International Relations (3hrs)

PHIL 308 - World Religions (3hrs)

History of Civilization – 3 hours

HIST 202 - World History (3hrs)

English – 6 hours

ENGL 101 - English Composition I (3hrs)

ENGL 102 - English Composition II (3hrs)

Mathematics – 3 hours

MATH 111 - Mathematics for Liberal Arts (3hrs)

or

MATH 120 - College Algebra (3hrs)

Speech – 3 hours

COMM 100 - Speech Communication (3hrs)

Lifetime Health and Fitness – 2 hours

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or

HHPLS 157 - Health Living (2hrs)

Literature – 3 hours

ENGL 150 - Introduction to Literature (3hrs)

Fine Arts – 6 hours

COMM 140 - Film Appreciation (3hrs)

MUS 107 - Appreciation of Music (3hrs)

Natural Science – 6 hours

BIOL 108 - Environmental Biology (3hrs)

PHYS 110 - Weather and Climate (3hrs)

American Traditions – 3 hours

POSC 101 - American Government (3hrs)

Social Structures and Behavior – 3 hours

POSC 100 - Introduction to Government and Politics (3hrs)

Major Requirements – 20 hours

POSC 100 - Introduction to Government and Politics (3hrs)

POSC 101 - American Government (3hrs)

POSC 204 - State and Local Politics (3hrs)

POSC 2xx - Political Science as a Profession (2hrs)

POSC 2xx - Strategic Decision-Making in the Social Sciences (3hrs)

POSC 311 - Methodology and Research (3hrs)

POSC 400 - Senior Capstone Experience (3hrs)

or

POSC 497 - Internship (3hrs) - Faculty Approval Required

Public Administration & Policy Core Courses – 24 hours

POSC 306 - The American Presidency (3hrs)

POSC 307 - Introduction to Public Administration (3hrs)

POSC 405 - Politics and Public Policy (3hrs)

BUSA 301 - Fundamentals of Management (3hrs)

BUSA 310 - Personnel Management – Human Relations (3hrs)

BUSA 320 - Organizational Behavior (3hrs)

Chose two upper-division (300 level or higher) political science courses (Faculty Approval)

Core Cognates – 18 hours

PSYC 200 - Statistics for the Social Sciences (3hrs)

Same Modern Foreign Language (6hrs)

ECON 201 - Principles of Macroeconomics (3hrs)

or

ECON 202 - Principles of Microeconomics (3hrs)

HIST 207 - American History to 1865 (3hrs)

or

HIST 208 – American History from 1865 (3hrs)

ENGL 112 – Technical Writing (3hrs)

or

ENGL 201 – Advanced Effective Communication (3hrs)

or

ENGL 204 – Writing for Business and Other Professions (3hrs)

Electives to bring the total to – 120 hours

Students can also benefit from participation in an internship that focuses upon the government organization and management. Our public administration and policy program offers the opportunity to incorporate an internship into their curriculum. The most common internships with which the department is familiar consist of the [Frasure Singleton Student Legislative Program](#) and the [Herndon Legislative Internship](#) that take place at the WV State Legislature. We also suggest the students look into the [West Virginia Governor’s Internship Program](#). Students should work with their advisor to pursue an internship that meets their needs and future goals.

For more information peruse the following links:

[American Society of Public Administrators \(ASPA\)](#)

[Graduate Record Exam \(GRE\)](#)

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Political Science Major Suggested Course Sequence

Public Administration & Policy Concentration																															
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Credit Hours Required:	
General Education	53
Major Requirements	20
Public Administration & Policy Concentration	24
Core Cognates	18
Electives	5
<hr/>	
Total Credit Hours Required for Graduation	120

Note: Core Cognates are courses from which students may choose as designated by the curriculum.

Electives are courses from which students choose for the remaining hours needed for graduation and may be taken from any field of study.

**Agenda Item 7.a.iv.
October 29, 2015**

Action

Sociology, B.A. Follow-Up Program Review

College of Business and Social Sciences
Department of Sociology
Bachelor of Arts in Sociology
Program Review/Follow-Up Report

Institutional findings: A strength of the West Virginia State University (WVSU) Sociology Bachelor of Arts program is that it reflects the mission of the institution and its commitment to the “living laboratory of human relations” where it is a microcosm of unity in diversity. The Program Review Committee recognized the development of a comprehensive assessment plan, and faculty were commended for its efforts to revise the curriculum to bring currency going forward. The program had a steady increase in the number of majors over the first four years of the program review period, but a sharp decline in the last year of the program review may be a concern. While a comprehensive assessment plan exists for the Sociology program, its implementation is in its infancy. Data must be collected and analyzed and program analysis completed to determine where revision is warranted. The Committee recommended a follow-up report due December 1, 2015, reflecting analysis of the assessment data collected and its impact on the Sociology program.

1. Summary of assessment and how results are used for continuous program improvement:

Student Outcome Assessment Plan

What students are expected to do as they matriculate through the Sociology program reflects broad outcomes which parallel key learnings identified by the American Sociological Association (ASA) for students in the major. Objectives have been placed into distinct, measurable categories which form five Primary Learning Objectives (PLOs) for the Sociology program. There are many parameters and underlying assumptions which guide programmatic assessment of Sociology. Assessment is broad-based and two-fold, focusing on (1) students and (2) the undergraduate program. Assessment is phased so measurement occurs at different periods in program delivery and will include both quantitative and qualitative measures. It uses direct measures (e.g., SOC 420 comprehensive exam/test in the major, course-embedded assessment), and indirect measures (e.g., surveys, focus groups, monitoring indicators of student achievement, external reviews, etc.) with a preference for direct measures and an explicit understanding that each measure conforms to the objective being assessed.

Use of Assessment Data: Learning-Teaching-Curriculum

Sociology PLOs reflect proficiencies all majors must demonstrate (i.e., writing skills, speaking skills, library and computer skills, critical thinking skills, knowledge of social theory and research, and a general knowledge of the basic core areas of sociology). The capstone course (SOC 420: Senior Seminar) is a valuable framework to assess how well the program has met its overall goals since it integrates previous foundational studies in Sociology, which together, represent established goals. It assesses effective writing and research synthesis through the thesis. Student presentations of their senior thesis in SOC 101 classes formally measure oral communication skills in multiple ways, using a rubric. SOC 310 (Sociological Theory) and SOC 311 (Methodology & Research) will be integrated into the assessment framework. Collecting assessment data before the senior year has been challenging since many majors are a result of

transfer from other majors and other institutions. The urgency of undertaking assessment prior to the senior year, beginning in Sociology 101, is well-understood and extending it to other foundational courses, up to SOC 420, is important. The assessment approach encourages and facilitates triangulation of data. SOC 420 allows on-going embedded direct measure. Students complete course evaluations, which are on-going indirect assessment. Assessment artifacts are included in this report to offer tangible evidence of how data is collected.

Mission Goals and Program Learning Outcomes

The program mission is to offer a curriculum that trains students to recognize that human experiences and social issues are interpreted within the context of individual and collective behavior. As graduates, they are equipped to work in diverse professional fields in multiple work settings. Their training is aligned with the mission statement of West Virginia State University. The program has moved its mission closer to a 21st century perspective out of which macro and micro goals can be assessed. The multi-strand mission represents what the program consciously intends to inculcate in its students. By offering a curriculum focusing on the understanding and place of social theory, methodology, and research, the Sociology program seeks to cultivate in students an appreciation of the importance of social forces in the lives of individuals and groups and an appreciation of how these forces facilitate, enhance, or undermine social continuity and change. The program imparts critical and interpretive skills, which are a by-product of higher-order thinking, to prepare students for graduate schools and employment in government agencies, non-profit organizations, health care institutions, business, etc. The program is committed to offering service and elective courses for majors in Criminal Justice, Social Work, Political Science, and other social sciences. Faculty in the department support the General Education program by teaching Race, Gender, and Human Identity, and General Education Foundation courses. The program is committed to offering service and elective courses for majors in Criminal Justice, Social Work, Political Science, and other social sciences.

Faculty support the General Education program through the following courses in the General Education curriculum and anticipate contributing additional courses:

- SOC 101: Introduction to Sociology
- SOC 305: Birth, Death, Migration

The program prepares students through increased technology-driven courses (e.g. Web 10, 50, 80, 100) addressing the needs of non-traditional students and those who prefer that modality.

PLO 1: Students will be able to identify the structure of a sociological argument.

PLO 2: Students will be able to master the key concepts and theories in Sociology.

PLO 3: Students will have developed critical thinking and will be able to evaluate theoretical concepts/perspectives.

PLO 4: Students will have learned to assess the role of social context in determining the social location of an individual.

PLO 5: Students will be able to design and implement an independent research project.

Assessment Methods

Assessment occurs at specific intervals, targeting specified objectives. It will be formative and summative, and curricular modifications will be considered at different phases of assessment.

Assessment is derivative and data represent systematic and continuous collection from multiple data streams recognized as integral and essential to the assessment process. Some proposed data collection (e.g. student portfolios) will integrate extant assessment techniques (e.g., senior exit surveys, SOC 420 – the capstone course, alumni surveys, surveys of current students, and employer surveys). The thesis and other course requirements (e.g. scholarly article critique) also demonstrate students' grasp of the application of social theory and how to derive insight from others' research and theory. In SOC 420, critical thinking and processes of inquiry are assessed by students undergoing the staged process of isolating and developing a cerebral content area of interest. By systematically analyzing the artifacts associated with the capstone, more reliable assessment data will be gathered to inform perspective about program strengths and weaknesses and possible re-design of courses and assignments. Many sociology students declare their major at the sophomore or junior level. The program can be successful implementing assessment at the freshman level by incorporating SOC 101 (Introduction to Sociology) into the assessment model. The program wants a cohesive assessment system that is used with declared majors through on-going interface with the Registrar's Office. Changes in assessment protocols will be implemented as feasible.

Data Collection

During spring 2014, the Sociology program assessed PLO 2 in two sections of the same course (Sociology 101) taught by full-time faculty. The PLO was assessed using a 25-item structured pre- and post-test (provided below) which was developed within the program by assessment coordinator Dr. Gail Mosby, based on fundamental knowledge that students should have at discrete and specified intervals in their sociological learning. There were sections of the course taught by adjuncts; however, the decision was made to pilot the instrument with full-time faculty to determine what subsequent adjustments might need to be made to the instrument to improve its effectiveness in measuring learning outcomes. The test contained fundamental sociological information derived from multiple sources, one of which was the American Sociological Association, oriented toward student assessment in the major. The test was reviewed by Sociology faculty prior to its pilot administration, with the understanding that adjustments can be made to content, over time, to measure knowledge that students have at the entrance point and knowledge they are expected to have by the completion of the course. The pre-test was given during the first two weeks of class; the post-test was administered during the last two weeks of class. Although assessment analysis predates recommendations from the Program Review, the decision to advance the use of additional data collection tools to obtain more concrete data is in fact warranted by the Review.

Assessment Analysis

Pre- and post-tests, which both contained the same questions, were scored using Scantron forms with data entered into independent Excel spreadsheets by faculty and thereafter merged by the Sociology assessment coordinator to create a reasonable profile of results. Data were analyzed by the assessment coordinator using features of the Excel software package which allows multiple

quasi-analytic techniques. Aggregately, student performance at both points of measurement was not particularly favorable. Of the 47 students tested, the mean score was no higher than 14.8 out of 25 for combined sections while the post-test mean score was no higher than 14.3 out of 25 for combined sections of Sociology 101 (both scores representing less than 70 percent). A passing score would require a score of 16.8. The data suggest that there was no improvement of students in their learning as a whole, but rather a loss. However, when the data is disaggregated, it reveals significant improvement in some student learning. Interestingly, some students scored lower on the post-test than the pre-test, which could represent test fatigue rather than something more substantive. However, it is worth mentioning that it is disappointing since regression effects would suggest that there would be an “automatic” improvement on the post-test. Also, there was no consistent direct correlation between test scores and course grades. The assessment found that the program cannot draw definitive conclusions about what all students learned because of the impossibility of comparability of results for each student. Some students who took the pre-test did not take the post-test and vice versa. An initial conclusion drawn from the data is that not only was there no appreciable group improvement in performance for entering and exiting measurements, but there was a negative change as a whole. Perhaps this is partially explained by student awareness that there is no negative sanction for poor performance on the measure at either administration, nor correspondingly, any tangible benefit associated with positive performance. Moreover, there was no feedback mechanism (to students) at the initial test, out of concern that doing so could bias the second test administration since the test is the same. As another form of assessment, an oral exam rubric (included below) was used in Sociology 310 (Sociological Theory) during spring 2015. Although there were only three students in the course, the use of the rubric was revelatory. The rubric explained the qualities their work would have to meet at particular levels of learning, and targeted for them what was required for them to be successful on the task. They were able to focus their learning. Based on student feedback, the rubric reduced confusion and promoted student learning and retention.

Continuous Improvement Process

The assessment process for the Sociology Bachelor of Arts program is in the incubator stage. After completion of the mapping process and program learning outcomes during fall 2013, rubrics and a pre/post-test were developed and piloted in 2014. The test is currently being refined and additional rubrics are being designed and refined, as well. Developing and introducing appropriate assessment artifacts has been an on-going process. There are several key findings associated with assessment. First, having students perform a task rather than a multiple choice test could be more meaningful and instructive for assessment. If students can demonstrate what they know by explaining something, or suggesting a solution to a sociological problem or issue, it is more targeted and defensible knowledge and can reveal learning gaps. Second, it is also possible that because students could not put the test within the course framework (given the absence of any required preparation and feedback), they dismissed its importance and just “wanted to get it over with.” Third, it could be beneficial for the Sociology program to measure the same PLO again using a modified test. It is imperative to continue to review test questions to ensure that they reflect topical coverage representative of our program and that we are precisely measuring intended PLOs. Fourth, moving forward, all introductory sections should be included in assessment to create a larger data base, allowing more appreciable statistical analysis and to isolate student outcomes that may be instructor-driven or anomalies in some way. Fifth, it is

important to be more precise about test administration to determine the potential difference in outcomes correlated with the level/amount of course content coverage at the point of administration. Because the performance of students in both sections and on both tests (pre/post) was skewed, it may be that the pilot year, while not comprehensive, will allow the program to glean better data by determining the best time during the academic year to introduce the assessment measure and the best time during the academic year to administer the post-test.

Sociology Pre/Post-Test



Administered in Sections of SOC 101

1. The personal value of studying sociology includes:
 - a. seeing the opportunities and constraints in our lives
 - b. it is excellent preparation for many careers
 - c. becoming more active participants in society
 - d. all of the above
2. The discipline of sociology was first developed in:
 - a. European countries that were experiencing social change.
 - b. the poorest countries of the world.
 - c. countries that had weak traditions
 - d. countries with a recent history of warfare
3. The sociologist who coined the term “sociology” in 1838 was _____.
 - a. Karl Marx
 - b. Herbert Spenser
 - c. Adam Smith
 - d. Auguste Comte
4. What does the sociological perspective show us about who we choose to marry?
 - a. It is impossible to explain feelings like love.
 - b. All of people’s actions reflect free will.
 - c. The way society operates guides many of our choices.
 - d. When it comes to love, opposites attract.

5. Gender is defined as:
 - a. attitudes and behaviors considered appropriate for males and females
 - b. social characteristics considered appropriate for males and females
 - c. negative stereotypes because of a person's age
 - d. biological characteristics which distinguish males and females

6. An ethnic group is best defined as:
 - a. People with inherited biological traits
 - b. People with a shared distinctive identity
 - c. People who share cultural traits.
 - d. A minority group treated unfairly by the dominant group

7. Prejudice is a(n) _____ while discrimination is a(n) _____.
 - a. mistake; rarity
 - b. attitude; behavior
 - c. action; fallacy
 - d. misconception; reality

8. Of all of the countries in the world, the U.S. is:
 - a. the most diverse and multicultural
 - b. the most slow to change culturally
 - c. the most culturally uniform
 - d. the least likely to accept immigrants

9. Ideas created by members of a society are part of:
 - a. high culture
 - b. material culture
 - c. norms
 - d. nonmaterial culture

10. Sociologists define a symbol as:
 - a. any gesture that divides a population
 - b. any element of material culture
 - c. anything that has meaning to people who share a culture
 - d. any pattern that causes culture shock

11. U.S. culture hold a strong belief in:
 - a. traditions of the past
 - b. individuality
 - c. equal conditions for everyone
 - d. all of the above

12. Cheating on a final exam is an examples of violating:
 - a. folkways
 - b. norms
 - c. mores
 - d. high culture

13. Which of the following is a description of ethnocentrism?
- taking pride in the ethnicity of others
 - seeing another culture as better than your own
 - judging another culture using the standards of your own culture
 - judging another culture by its own standards
14. Subculture refers to:
- inferior cultures
 - elements of popular culture
 - cultural patterns that set apart a segment of a population
 - culture that operates under the radar
15. In human history, the ‘dawn of civilization’ took place with the development of:
- hunting and gathering
 - pastoralism
 - industry
 - agriculture
16. The _____ focuses on the link between culture and social inequality
- the structural-functional approach
 - the social conflict approach
 - the sociobiology approach
 - the symbolic-interaction approach
17. All of the following represent key theoretical perspectives in sociology **except**:
- Conflict theory
 - Structural functionalism theory
 - Symbolic interactionism theory
 - Global stratification theory
18. Most sociologists take the position that:
- humans have instincts that direct behavior
 - biological instincts develop in humans during puberty
 - it is human nature to nurture
 - heredity is more important than environment
19. Lawrence Kohlberg explored socialization by studying _____.
- cognition
 - the importance of gender in socialization
 - moral reasoning
 - the development of biological instincts
20. According to George Herbert Mead, the self is:
- The part of the human personality made up of self-awareness and self-image
 - The presence of culture within the individual
 - Basic drives that are self-centered
 - Present in all infants at birth

21. Why is the family so important to the socialization process?
- Family members provide necessary care for infants and children
 - Families give social identity for kids in terms of social class, religion, ethnicity
 - Parents greatly affect a child's self-concept
 - All of the above
22. In global perspective, which statement about childhood is most accurate?
- In every society, the first ten years are a time of play and carefree living
 - Rich societies extend childhood much longer than poorer societies do
 - Childhood is defined as being biologically immature
 - Poor societies allow children to be children for a longer period of time
23. According to Erving Goffman, the purpose of a total institution is:
- To reward someone for achievement in the outside world
 - To give a person more choices about how to live
 - To encourage lifelong learning in a supervised setting
 - To radically change a person's personality or behavior
24. What term defines who and what we are in relation to others?
- Role
 - Status
 - Role set
 - Master status
25. The Thomas Theorem states:
- Our statuses and roles are the key to our personality
 - Most people rise to the level of their incompetence
 - People know the world only through their language
 - Situations defined as real are real in their consequences

Curriculum Map by PLOs: Sociology

Courses	PLO	Assessment 1		Assessment 2		Assessment 3		Level	
		What	When	What	When	What	When	Knowledge, Application, Synthesis	
101	PLO 2	Pre/Post Test, Reaction Papers	Fall Spring					K	
212	PLO 4			Urban Ethnography	Spring 2016			A	
208	PLO 4	Reflection Journals	Spring 2015					A, K, S	
206	PLO 3			Opposing Views Panels	Fall 2015			S	
270	PLO 4	Article Critique	Fall 2015					S	
303	PLO 1							K, A	
305	PLO 3					Population Analysis	Spring 2016	K	
307	PLO 4					Jain for a Day	Fall 2016	K, A	
310	PLO 2	Theory Based Paper	Fall 2015					S	

311	PLO 5			Quantitative Research	Spring 2016			K	
312	PLO 5	Multi-Stage Research						K, A	
316	PLO 3	Develop Service Activity						K, A, S	
320	PLO 2	Gender Activity						K	
406	PLO 2	Essays						K	
410	PLO 3	Portfolio						K, A, S	
420	PLO 2, 5	Comp. Exam						K, S	

YEAR	SEMESTER	COURSE-LEVEL PLOs ASSESSED	TOOLS
Year 1	Spring 2014	Sociology 101 Introduction to Sociology (PLO 1, 3)	reaction paper; pre/post test
	Fall 2014	Sociology 420 Senior Seminar (PLO 1, 2, 3, 4, 5)	thesis; orals; article critique
Year 2	Spring 2015	Sociology 311 Methodology and Research (PLO 5)	research project
	Fall 2015	Sociology 206 Social Problems (PLO 4)	paper
Year 3	Spring 2016	Sociology 420 Senior Seminar (PLO 1,2,3,4,5)	thesis; orals; article critique
	Fall 2016	Sociology 101 Introduction to Sociology (PLO 1,3)	reaction papers; pre/post test
Year 4	Spring 2017	Sociology 208 Minorities in Amer. Society (PLO 3, 4)	journals; paper
	Fall 2017	Sociology 310 Sociological Theory (PLO 4)	theory-driven paper
Year 5	Spring 2018	Sociology 206 Social Problems (PLO 1, 4)	oral debate; exams
	Fall 2018	Sociology 212 Urban Sociology (PLO 2, 4)	urban environment report

Oral Exam Grading Rubric: Has Been Used In SOC 310

	A (14-21 points) Exemplary	B (12-13 points) Competent	C (10-11 points) Developing	D/F (5-9) Inadequate
Dimensions:				
Overall Understanding	Shows deep understanding of topics with a fully developed argument based on categories below	Shows limited understanding of topics; not quite a fully developed argument for categories below	Shows superficial understanding of topics, argument not developed enough for categories below	Shows no understanding of topics; no argument for categories below
Argument	Clearly articulates a position/argument for the issue	Articulates incomplete position/argument that is limited in scope	Articulates a position or argument that is unfocused or unclear	Does not articulate a position or argument
Evidence	Presents relevant and accurate evidence Presents sufficient amount of evidence to support argument	Presents mostly relevant and/or mostly accurate evidence Presents limited evidence to support argument	Presents somewhat inaccurate and/or irrelevant evidence but corrects when prompted Does not present enough evidence to support argument, but augments when prompted	Presents <i>a lot of inaccurate and/or irrelevant</i> evidence Doesn't present enough evidence to support argument, even when prompted repeatedly
Implications	Fully discusses major implications of the argument or position	Adequately discusses some major implications of the position	Discusses minor implications (misses major ones); does not discuss key implications adequately	Doesn't discuss the implications of the argument or position
Structure	There is logic in the progression of ideas	There are a few areas of disjointedness or some lack of logical progression of ideas	Ideas are a bit disjointed and/or do not always flow logically; hard to follow	Ideas are disjointed and/or do not flow logically; argument is very difficult to follow
Prompting	Did not have to prompt with probing questions at all	Prompted minimally (one or two probes)	Prompted a lot (a series of probes questions)	

Points	Category	SOC 420 (Senior Seminar) Article Critique Rubric
Possible		Article critique must be based on a scholarly article
5	Thesis Sentence	Explain why you selected the article, how it represents your special area of interest in sociology and what you expect to learn about research in that content area from having read the article.
5	Synopsis	Write a compelling summary of the content, subjects, research findings, evidence of the sociological imagination, etc. Do not convey the entire article content and do not rely on the author's words; paraphrase in your own words, using sociological concepts to clarify key points and ideas. Identify the research strategy. Comment on its effectiveness.
10	Writing Style	Use Times New Roman or Garamond 12 point font. Double space. Margins are one inch top and bottom, left and right. Cover page specifying the title of the article, author(s), your name. Must use ASA format for citations/references and style. Final paper must be in the form of a paper copy with an extra copy for file retention. No e-mail or electronic (disks or flash drives) are acceptable. A copy of the critiqued article must be appended.
20	Content	Article critique must reveal what you learned, what previous learning was solidified or challenged. What was unexpected? Were there obvious biases? Citations must be internal using ASA format. Use examples from the article to reinforce key points and learnings.
5	Body	Paper must be a minimum of 20 pages. Use a minimum of 30 citations. Inserted quotes must use ASA format. Explain why quotes support or enhance key points or ideas or are evidence of a point you are making.
5	Personal Reflections	What you liked/disliked about the article; what you agreed with/disagreed with based on support from the literature. What gaps existed in the literature?
TOTAL	50	

**Agenda Item 7.a.v.
October 29, 2015**

Action

Sports Studies, B.S. Follow-Up Program Review

College of Professional Studies
Department of Health and Human Performance
Bachelor of Science in Sport Studies
Program Review/Follow-Up Report
Program Director: Dr. Aaron A. Settle, ATC, CSCS

The Comprehensive Self-Study (2008–2013) for the Bachelor of Science in Sport Studies program at West Virginia State University (WVSU) resulted in a recommendation for continuation of the program at the current level of activity with specific action regarding the lack of full-time faculty teaching in the program and the need to continue to develop the working programmatic assessment plan and link assessments to program learning outcomes (PLOs). It was noted that the Bachelor of Science, though reviewed through 2013, was not a formal program until it was granted status by the West Virginia Higher Education Policy Commission (WVHEPC) to begin in August of 2010.

Recommendation 1.

Subsequent to the Program Review Committee’s recommendations, the Program Director immediately became more active in the assessment transformation at West Virginia State University. The Program Director made it a professional goal to learn more about assessment and implement it within the Sport Studies program. The Program Director consulted numerous times with Dr. Brenda Wilson of the WVSU Education Department as she has mentored him through Assessment Development, not only for the Sport Studies program, but for the new Wellness Education program, as well. The Program Director was also a member of a four-party team that attended a national assessment workshop in Chicago, Illinois (2014) and a regional assessment workshop in Charleston, West Virginia (2015). Furthermore, the Assistant Provost and Assistant Vice President for Academic Affairs has continued to inform the Program Director of online assessment seminars that the Program Director has completed to further the understanding and implementation of assessment within the Sport Studies program.

Utilizing the developed knowledge from the consulting, workshop attendance, and online learning opportunity, the Program Director began developing assessment instruments that link the National Standards (NASPE) that govern the Sport Studies program and the PLOs. The assessment of NASPE Standards will be critical in May 2016 when the program resubmits for continual national recognition. When able, the Program Director has had the Higher Learning Commission (HLC) Assessment Academy Consultant review the assessments for accuracy.

The following progressions have taken place in order to better develop the programmatic assessment plan and collect important data from the students to ultimately enhance the program.

1. The HHP 450 Internship (Capstone Course) needed a rubric that assessed the PLOs and the NASPE standards that govern the program. The Program Director developed this assessment tool (see appendix I), which has been implemented for four consecutive semesters. Data collected has been continually analyzed and has led to the development course assignments and assessments that address weaknesses shown through the HHP 450 Internship Rubric.

2. As part of the original assessment plan for Sport Studies, the Program Director wanted to utilize the results from both the Bronze Level Certification Exam (HHP 220) and the Silver Level Certification Exam (HHP 440) to demonstrate competency of all PLOs and NASPE standards. The program continues to utilize both national exams to assess the students' overall programmatic understanding and development; however, the Program Director has worked to improve the data collection from the exam and process of analyzing the data based on exam section and specific PLOs assessed with each portion of the national exam (see appendix IV).
3. As part of the original programmatic assessment plan, the Program Director used the Mini-Thesis assignment in HHP 350 Research in Physical Activity to assess PLOs 4, 5, and 6. After meeting with the HLC assessment consultant, the rubric for the assignment was changed to assess each portion of the thesis separately, and each portion was linked to specific PLOs. (See Appendix II). The assessment has been utilized for two academic semesters, and the data collected can be viewed in appendix IV.
4. After two semesters of utilizing the HHP 450 Capstone rubric, it became apparent that the program was weak in the actual performance and instruction of the NSCA and NASPE required Olympic Lifts. The Program Director wanted to create an assignment/assessment that specifically addressed this program weakness. The rubric that is utilized for the assignment can be viewed as Appendix III and the data collected from the assessment can be found in Appendix IV. This assessment is now permanent within the entire programmatic assessment plan.
5. As part of the original assessment plan, the Program Director developed a Graduate Survey to be given to recent graduates to gain feedback regarding specific areas/aspects of the program to assist in future program development. The survey continues to be used after each graduating class (Appendix V). The data collected regarding the survey can be found in Appendix IV.

After the recommendations from the Program Review Committee, consultations, workshops, and online learning sessions, the program assessment plan appears summarized as follows:

Bachelor of Science in Sport Studies PLOs

1. Demonstrate coaches as a role model to athletes;
2. Will be able to plan practice and conditioning sessions;
3. Accommodate different learning styles and physical skill during the coaching process;
4. Create communities of sport learning and understanding;
5. Perform proper fitness testing and assessment data analysis;
6. Use technology required in the discipline of exercise science and athletic coaching; and
7. Exhibit ethical practice within the profession.

Assessments Utilized to Assess PLOs

Assessment I = HHP 220 (Bronze Level Certification Exam) Assess All PLOs at the **ENTRY LEVEL** of the program. *(This exam is a secure national exam taken through the NFHS Learning Center. Copies of the assessment are not available to the public. Results per section indicating passing or failing are distributed to individuals taking the exam)*

Assessment II = HHP 350 Mini-Thesis Assignment/Assessment assess three specific PLOs (4, 5 and 6) at the **MID-LEVEL** of the program. (Appendix II)

Assessment III = HHP 400 Olympic Lifting Video Teaching/Demonstration Assignment/Assessment assess two specific PLOs (three and five) at the **MID-LEVEL** of the program. (Appendix III)

Assessment IV = HHP 440 (Silver Level Certification Exam) Assess All PLOs at the **MID-LEVEL** of the program. *(This exam is a secure national exam taken through the NFHS Learning Center. Copies of the assessment are not available to the public. Results per section indicating passing or failing are distributed to individuals taking the exam)*

Assessment V = HHP 450 Internship (Senior Capstone) Assess All PLOs at the **EXIT-LEVEL** of the program. (Appendix I)

Recommendation 2.

In addition to recommendations regarding assessment development and data analysis, the Program Review Committee recommended the critical need to address the fact that the Bachelor of Science Program, despite its size, had only one full-time faculty teaching in the program. The Program Director has worked diligently with Dr. Carney, Dean of the College of Professional Studies and with the collaborative work the Bachelor of Science in Sport Studies and the Department of Health and Human Performance were able to do a national search for a Term-Faculty Position that began in August of 2015. The Department of Health and Human Performance and the Program of Sport now has Mr. Matthew Bradley, MA, ATC, as a full-time faculty member teaching in the Sport Studies program. Mr. Bradley has many years of experience in the wellness industry in the Kanawha Valley, as well as years of experience teaching both didactically and clinically at the University of Charleston. His faculty data information can be found in appendix VI.

APPENDIX I

**Department of Health and Human Performance
Internship for Sport Studies Majors (Assessment Record)**

Student: _____ Area of Emphasis: _____
Cooperating Supervisor: _____ Placement Location: _____
University Supervisor: _____
Client/Population: _____
Total Number of Weeks: _____
Date Started: _____ Date Completed: _____

GRADE EVALUATION

Directions: Based on the cumulative assessments from **PART II**, circle a recommended grade for the candidate. Use + and – if needed. (*Check* indicates mid-term grade; *circle* indicates final grade.)

GRADE:	A	B	C	D	F	I (Incomplete)
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FINAL VERIFICATION

(Name of Student)
has achieved all of the required Program Learning Outcomes (PLOs) and NASPE Outcomes as outlined on the INTERNSHIP ASSESSMENT RECORD. This student may now sit for the NSCA National Strength and Conditioning Certification Examination

Cooperating Supervisor Signature : _____ Date: _____
University Supervisor Signature : _____ Date: _____

PART II – SUMMARY EVALUATION

DIRECTIONS: Using all of the formal and informal assessment results obtained during the supervision period, rate the effectiveness of the student. Record the appropriate number based on summing the rubric scores from the various sections of the Assessment Instrument.

	MID-TERM	FINAL
1. Role Model (PLO = 1)		
2. Planning/Safety and Risk Management (PLO = 2)		
3. Content/Instruction/Coaching/Teaching (Physical Conditioning and Physical Skill) (PLO =3)		
4. Growth, Development, Learning and Understanding (PLO = 4)		
5. Creating/Managing/Communicating (PLO = 4)		
6. Assessment and Evaluation (PLO = 5)		
7. Administration, Technology and other Professional Resources (PLO = 6)		
8. Professional Conduct and Ethics (PLO = 7)		
MID-TERM - OVERALL SUMMARY RATING	FINAL - OVERALL SUMMARY RATING	
Please write number to indicate rating. _____	Please write number to indicate rating. _____	

NOTE: For areas given a summary rating of U attach a copy of the Improvement Plan and the corrective course of improvement needed by the candidate. Students must be rated at the Emerging level or better on all items to successfully meet the minimal requirements of the Internship.

Grade for Final Evaluation:

- A - 75% of total points with No unsatisfactory marks**
- B - 68% of total points with No unsatisfactory marks**
- C - 50 % of total points with No unsatisfactory marks**
- D - 38% of total points and must repeat student teaching**
- F - less than 38% of total points and must repeat student teaching**

Midterm Grade: _____

Candidate Signature : _____	Date: _____
Cooperating Supervisor Signature : _____	Date: _____
University Supervisor Signature : _____	Date: _____

Final Grade: _____

Candidate Signature : _____	Date: _____
Cooperating Supervisor Signature : _____	Date: _____
University Supervisor Signature : _____	Date: _____

Standard 1 Role Modeling

Outcomes	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO =1 & 7) NASPE (D:1 S:1)	Accomplished plus implements philosophy into coaching actions	Develops a coaching philosophy that directly addresses national standards and ethical codes of conduct	Develops a coaching philosophy that partially address national standards and ethical codes of conduct	Develops a coaching Philosophy that is misleading and does not address national standards and ethical codes of conduct
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 1) NASPE (D:1 S:2)	Accomplished plus implements opportunity for development of values that apply inside and outside of sport	Directly structures opportunity for development of values that apply inside and outside of sport. (throughout entire plan)	Partially structures opportunity for development of values that apply inside and outside of sport	Does not structure opportunity for development of values that apply inside and outside of sport
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 1&7) NASPE (D:1 S:3)	Accomplished plus teaches other professionals methods on how to incorporate these strategies into practice, training and advising sessions.	Student directly teaches and reinforces personal, social and ethical behavior during practice, training and advising sessions.	Student teaches personal, social and ethical behavior during practice, training or advising sessions but does not or only partially reinforces the characteristics	Does not teach and/or reinforce personal, social and ethical behavior during practice, training or advising sessions.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 1 & 7) NASPE (D:1 S:4)	Accomplished plus reflection demonstrating their understanding of the professional growth through this process.	Student speaks about self-reflection, logs self-reflection regarding professional conduct and makes professional and good faith efforts to improve weaknesses.	Student speaks about self-reflection and partially logs self-reflection but makes no professional effort to improve on weaknesses	Student does not practice any form of self-reflection regarding personal conduct and behavior that influences players and/or clients
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 1 & 7) NASPE (D: 1 S:4)	Accomplished plus is recognized by other professionals for their demonstration of positive conduct.	Consistent demonstration of positive behavior regarding rules of game or facility including treatment of staff, officials, coaches and players	Demonstrates a inconsistent positive behavior regarding rules of game or facility including treatment of staff, officials, coaches and players	Does not model good before regarding rules of game or facility including treatment of staff, officials, coaches and players

Standard 2: Planning, Safety, and Risk Management

Outcomes	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 2) NASPE (D:2 S:5)	Accomplished plus modifies plans for practice, competition or routine after assessing potential unsafe conditions.	Student references facility equipment safety in approved coaching plan or exercise plan and regularly inspects equipment for safety.	Student references facility equipment safety in approved coaching plans or exercise plans but inconsistently inspects equipment for safety..	Student does not assure facilities/equipment is installed, secured and protected according to safety specifications. Does not regularly inspect equipment.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 2) NASPE (D:2 S:6)	Accomplished plus ensures that all athletes know how to properly select, use and care for protective equipment	Student consistently ensures athletes are provided equipment that meets recognized safety standards as required by governing agencies and assists in the monitoring of fitting and maintenance of all equipment for athletes	Student inconsistently ensures athletes are provided equipment that meets recognized safety standards as required by governing agencies	Student does not ensure that athletes are provided equipment that meets recognized safety standards as required by governing agencies.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 2) NASPE (D:2 S:7)	Accomplished plus has stopped or modified play in accordance with rules or policies designed to protect athletes from environmental dangers	Student provides optimal information to other coaches, athletes, parents or clients on environmental safety in sports. Does facilitate proper hydration breaks in coaching/exercise plan	Student provides little or no information to other coaches, athletes, parents or clients on environmental safety in sports. Does facilitate proper hydration breaks in coaching/exercise plan.	Student does not provide information to other coaches, athletes, parents or clients on environmental safety in sports. Does not facilitate proper hydration breaks in coaching/exercise plan.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 2) NASPE (D:2 S:8)	Accomplished plus ensures the academic and/or medical clearance for athletes/clients to participate fully or partially in practices/training session or competition.	Coaching plan is created with considerations regarding used physical conditioning or practice activity and its potential to predispose athletes to injuries. Consistently takes clients/athletes emotional state into consideration for coaching plan manipulation.	Coaching plan is created with considerations regarding used physical conditioning or practice activity and its potential to predispose athletes to injuries. Inconsistently takes clients/athletes emotional state into consideration for coaching plan manipulation.	Coaching Plan is designed with no consideration regarding used physical conditioning or practice activity and its potential to predispose athletes to injuries.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 2) NASPE (D: 2 S:9)	Accomplished plus student/coach successfully treating an athletic injury in the scope of practice	. Coaching Plan is created with reference to proper medical coverage (ATC) and/or student/coach is certified	Coaching Plan is created with reference to proper medical coverage (ATC) and/or student/coach is not certified in CPR and	Coaching planned is created without reference to proper medical coverage (ATC) and/or student/coach is

	allowed for a certified First Responder First Aid individual.	in CPR and First Aid (Certification current) and is willing and able to treat and care for an athletic injury.	First Aid (Certification expired) and is unwilling and/or unable to treat and care for an athletic injury.	not certified in CPR and First Aid and is unwilling and/or unable to treat and care for an athletic injury.
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Outcomes	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 2) NASPE (D:2 S: 10 & 11)	Accomplished plus modifies coaching technique or exercise technique when warranted by medical, physical or emotional needs.	Student establishes regular communication with parents, athletic trainers, or other members of administration regarding injury prevention and care. Clarifies and respects the chain of command regarding athlete return to play.	Student establishes regular communication with parents, athletic trainers, or other members of administration regarding injury prevention and care.	Student does not establish regular communication with parents, athletic trainers, or other members of administration regarding injury prevention and care.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 2)	Accomplished plus equipment needs are identified as well as illustrations as to their use and placement in the session.	Coaching plan or exercise plan is created with specific objectives and means to assess the objective. Specific time allotment is listed on coaching plan for better time management of the session	Coaching plan or exercise plan is created with specific objectives and means to assess the objective.	Coaching plan or exercise plan is not created with specific objectives and means to assess the objective.

Standard 3: Physical Conditioning and Physical Skill

Outcomes	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 3) NASPE (D:3 S:12)	Accomplished plus creates sports specific and age/skill level specific warm up and cool down activities	Student utilizes proper physiological and/or Biomechanical principles when designing coaching plan or exercise plan and prescribes appropriate levels in each in relation age and sport specific demand	Student utilizes proper physiological and/or Biomechanical principles when designing coaching plan or exercise plan	Student does not utilize proper physiological and/or Biomechanical principles when designing coaching plan or exercise plan
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 3) NASPE (D:3 S:13)	Accomplished plus provides timely and accurate information to parents and guardians regarding nutrition.	The student makes reference to players or clients regarding eating or weight management principals and makes recommendations regarding food selection and assists in regulating safe levels of hydration.	The student makes reference to players or clients regarding eating or weight management principals and makes recommendations regarding food selection	The student makes no reference to players or clients regarding eating or weight management principals
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 3) NASPE (D:3 S:14)	Accomplished plus intervenes or refers athletes to appropriate experts when there maybe supplement related changes to an individual.	The student obtains current research based information related to supplements and their potential impact on performance and Health and disseminates this information to athletes/clients as well as parents and guardians.	The student obtains current research based information related to supplements and their potential impact on performance and Health and disseminates this information to athletes/clients.	The student makes no reference to drug free sport and training participation and makes no attempt to educate athletes regarding this topic.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 3) NASPE (D:3 S: 15)	Accomplished plus maintains consistent communication with parents and medical staff regarding injury.	Student creates coaching plan or exercise plan with physiological and/or biomechanical needs in mind regarding previous or current injury to athlete(s) /client(s)	Student creates coaching plan or exercise plan with physiological and/or biomechanical needs in mind regarding previous or current injury to athlete(s) /client(s)	Student does not create coaching plan or exercise plan with physiological and/or biomechanical needs in mind regarding previous or current injury to athlete(s) /client(s)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 3) NASPE D:3 S:12)	Accomplished plus the flexibility training is in combination with dynamic flex exercise and static stretch exercise at appropriate times.	Student makes reference to flexibility training within coaching plan or exercise plan and incorporates it into their daily training with athletes/clients	Student makes reference to flexibility training within coaching plan or exercise plan	Student makes no reference to flexibility training within coaching plan or exercise plan

Standard 4: Growth, Development, Learning and Understanding

Outcomes	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 4 S: 16)	Accomplished plus analyzes motor performance in relation to development of individual body structures and systems	Emerging plus develops instruction and practice that enhances the learning of the motor skill	Student identifies sequence of movements and critical environmental demands of a motor task to determine an athletes readiness to learn a skill	Students does not identify sequence of movements or critical environmental demands of a motor task to determine an athletes readiness to learn a skill
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 4 S: 17)	Accomplished plus emphasizes lifelong enjoyment of physical activity as a goal of sport participation.	Emerging plus supports a balanced lifestyle, allowing time for athletes to participate in a variety of activities outside of sport.	Student acknowledges the social-emotional issues that may affect athletes of different ages as well as helps athletes develop motivational and cognitive readiness by providing positive verbal and nonverbal performance feedback and clarifying cause of success and failure	Student does not acknowledge the social-emotional issues that may affect athletes of different ages.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 4 S: 18)	Emerging plus encourages athletes to practice leadership skills and engage in problem solving.	Emerging plus designs practices to allow for athletes input and self-evaluation	Student teaches and encourages athletes to take responsibility for their actions in adhering to team rules	Student does not teach an encourage athletes to take responsibility for their actions in adhering to team rules.

Standard 5: Creating, Managing, and Communication

Outcomes	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D:5 S: 19)	Accomplished plus offers corrective instruction and gives encouragement consistent with expectations for athlete success.	Emerging plus shows acceptance of athletes of all abilities by reacting positively when mistakes are made.	Student treats each athlete as an individual and implements activities that foster team cohesion	Student does not treat each athlete as an individual and does not foster and environment for team cohesion.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D:5 S: 20)	Accomplished plus Utilizes pre and post assessment of practice and/or competition.	Emerging plus facilitates the goal-setting process by providing opportunity for athletes and program staff to participate in setting realistic, performance-based goals.	Student sets goals for each practice and/or competition	Student does not set goals for each practice and/or competition
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 5 S: 21)	Accomplished plus prepares practice plans that reflect reasonable time allowances for skill development and shares plan with staff and athletes.	Emerging plus constructs monthly, weekly and daily practice plans based on seasonal goals.	Student identifies seasonal and practice objectives to meet desired outcomes in skill development.	Student does not identify or establish seasonal or practice objectives to meet desired outcomes in skill development.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 5 S: 22)	Accomplished plus Provides athletes with written descriptions and diagrams of new drills or team tactics prior to instruction.	Emerging plus organizes equipment and space to allow for easy regrouping of athletes and transition to next activity.	Student secures and/or advocates for proper staffing to maximize athlete supervision and instruction.	Student does not secure proper staffing to maximize athlete supervision and instruction.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 5 S: 23)	Emerging plus plans the order of practice activities to provide sufficient practice time for skill acquisition and retention.	Emerging plus designs instructional progress that includes verbal, visual and tactical cues that address different learning styles.	Utilizes teaching/coaching progression for development of sport specific skills based on best practices in teaching and learning principles.	Does not utilize teaching/coaching progression for development of sport specific skills based on best practices in teaching and learning principles.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 5 S: 24)	Accomplished plus helps athlete develop a mental game plan that includes pregame preparation	Emerging plus teaches athletes effective stress management coping strategies.	Uses intrinsic and extrinsic rewards to enhance motivation and learning.	Does not use intrinsic and extrinsic rewards to enhance motivation and learning.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D:5 S: 25 & 26)	Accomplished plus provides feedback on individual and team performance.	Emerging plus communicates high level achievement expectations to athletes by providing positive feedback.	Utilizes proper terminology for the specific sport to communicate intended outcomes	Does not use proper terminology for the specific sport to communicate intended outcomes

Standard 6: Assessment and Evaluation

Outcome	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D: 6 S: 27)	Accomplished plus analyzes skill and tactics.	Emerging plus Provides accurate feedback regarding skill movement	Utilizes accurate physical skills when demonstrating physical activity	Does not demonstrate accurate physical skills when demonstrating physical activities
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D: 6 S: 28)	Accomplished plus provides feedback to athlete regarding range compared to National Norms.	Emerging plus creates a training base Needs Assessment based on data	Utilizes proper anthropometric measurement techniques	Does not utilize proper anthropometric measurement techniques
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D: 6 S: 29)	Accomplished Plus compares data to national norms and educates athlete on the findings.	Emerging plus analyzes data from VO2 sub maximum test and provides a plan of improvement	Recognizes and utilizes sub maximum VO2 testing	Does not recognize or utilize sub maximum VO2 testing
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D:6 S: 29)	Accomplished plus compares data to national norms and educates athletes on the findings	Emerging plus analyzes data from body fat measurement and provides plan of improvement	Utilizes current standard procedures to analyze body fat percentage	Does not recognize or utilize current standard procedures to analyze body fat percentage
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D: 6 S: 29)	Accomplished plus provides alternative movement options for athletes injured or in rehabilitation	Emerging plus provides specific feedback to athlete regarding technique including bar placement and triple extension	Demonstrates proper mechanics teaching universal Olympic Lifting Techniques.	Does not demonstrate proper mechanics teaching universal Olympic lifting technique
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D: 6 S: 29)	Accomplished plus provides a plan of improvement based on current status with drill and skill performance	Emerging plus provides accurate feedback regarding drill achievement and skill progression	Recognizes and utilizes proper speed training drills and skills	Does not recognize or utilize proper speed training drills and skills

Standard 7: Administration, Technology and other Professional Resources

Outcome	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D: 7 S: 30)	Accomplished plus implements a plan for facility game day preparation	Emerging plus ensures athletes have proper and appropriate transportation	Utilizes sport organization resources to create a fair and safe completion environment	Does not utilize sport organization resources to create a fair and safe competition environment
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D: 7 S: 31)	Accomplished plus prepares athletes to become involved in public relations.	Emerging plus communicates policies and ongoing program activities to athletes, staff, parents, administrators and public.	Conducts effective and informal meetings for parents before, during or after the season.	Does not conduct effective and informal meetings for parents before, during or after the season.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D: 7 S: 32)	Accomplished plus utilizes current technology to track game day statistics to make improvement to players, facilities and public enjoyment of the activity.	Emerging plus utilizes current technology to manage and analyze statistics related to the sport activity.	Utilizes current technology (email, twitter, facebook, etc.) to communicate effectively	Does not utilize current technology (email, twitter, facebook, etc.) to communicate effectively
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D:7 S: 33)	Accomplished plus Provides clear guidelines for booster clubs and other sources of external support for the program	Emerging Plus creates a yearly balanced budget.	Follows procedure to manage and utilize program funds in a fiscally responsible manner	Does not follow procedure to manage and utilize program funds in a fiscally responsible manner.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D: 7 S: 34)	Accomplish plus completes necessary forms that document each medical emergency	Emerging Plus Design and maintain a written record of an Emergency Action Plan	Recognizes and corrects unsafe conditions of game and practice facilities.	Does not recognize or correct unsafe conditions of game and practice facilities
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D: 7 S: 35)	Accomplished plus prepares and maintains all Medical history and physical release forms.	Emerging Plus Organizes and maintains copies of all practice plans and training in case of legal challenge.	Maintains regular facility inspection, repairs and request for maintenance.	Does not maintain regular facility inspection, repairs and request for maintenance.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D: 7 S: 35)	Accomplished plus serves as a speaker at state, regional or national conference	Emerging Plus serves as a guest speaker for a local organization or event pertaining to the Sport Coaching Profession	Utilizes professional resources such as peer reviewed Journals, Conferences and senior level coaches in the profession.	Does not utilize professional resources such as peer reviewed Journals, Conferences and senior level coaches in the profession.

Standard 8: Professional Conduct and Ethics

Outcome	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 7) NASPE (D: 8 S: 37)	Accomplished plus Communicates findings and sanction implementation to league officials	Emerging plus enforces team and sport rules and imposes self-sanctions when appropriate	Maintains confidentiality with personal and/or medical athlete information	Does not maintain confidentiality with personal and/or medical athlete issues
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 7) NASPE (D: 8 S: 38)	Accomplished plus incorporates evaluation techniques into daily practice/habit.	Emerging Plus uses data from assessment to improve personal coaching strategy and performance	Uses authentic assessment techniques in practice and/or games to measure personal success	Does not use authentic assessment techniques in practice and/or games to measure personal success.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 7) NASPE (D: 8 S: 39)	Accomplished plus provides athletes with feedback regarding self-evaluation.	Emerging plus seeks athletes input and encourages self- evaluation techniques for athletes to measure individual progress and performance	Establishes objective and relevant criteria for the selection/assignment of athletes	Does not establish objective and relevant criteria for the selection/assignment of athletes
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 7) NASPE (D:8 S: 40)	Accomplished plus is diplomatic when providing feedback on personnel evaluation or hiring decision.	Emerging plus Seeks additional feedback from experienced coaches regarding seasonal performance.	Collects input from athletes, parents, coaches, other stakeholders regarding athlete satisfaction, perception of seasonal goals and coaching performance	Does not collect input from athletes, parents, coaches, other stakeholders regarding athlete satisfaction, perception of seasonal goals and coaching performance.

APPENDIX II
HHP 350
Research in Physical Activity
Mini-Thesis Assessment

This Assessment is performed on Junior and/or Senior level students enrolled in HHP 350. This Assessment Assess PLOs: 4, 5 and 6. NASPE Domains and Standards will vary based on Research Interest and Final Project Selection.

Standards/Traits for the Assessment:

4 = Appropriate in tone and structure to scientific and/or peer reviewed journals (*Distinguished*)

3 = Appropriate in tone and structure to scientific and/or peer reviewed journals but may lack descriptors, key experiential functions or lack depth of information. (*Accomplished*)

2 = Minimal accepted tone to scientific and/or peer reviewed journals. Missing key descriptors and has no depth of information. (*Emerging*)

1 = Does not have appropriate tone and structure to scientific and/or peer reviewed journals. Lacks many descriptors, key experimental functions and contains no depth regarding information. (*Unsatisfactory*)

INTRODUCTION

Standard/ Outcome/PLO	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Problem Statement (PLO 4 and 6)				
Significance of Study (PLO 4 and 6)				
Critical Term Identification (PLO 4 and 6)				
Limitations/ Assumptions (PLO 4 and 6)				
Hypothesis (PLO 4 and 6)				
Research Questions (PLO 4 and 6)				

LITERATURE REVIEW

Standard/ Outcome/PLO	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Introductory paragraphs (PLO 4 and 6)				
Proper reference and documentation (PLO 4 and 6)				
Utilization of Peer reviewed journals for review (PLO 4 and 6)				
Comparing and Contrasting conflicting information (PLO 4 and 6)				

METHODOLOGY

Standard/ Outcome/PLO	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Introductory Paragraphs (PLO 4 and 6)				
Organized system of method (PLO 4 and 6)				
Specific equipment identification (PLO 4 and 6)				
References Tables and/or Pictures (PLO 4 and 6)				
Links method to previously conducted research methods (PLO 4 and 6)				

RESULTS

Standard/ Outcome/PLO	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Selects appropriate Test (PLO 4, 5 and 6)				
Demonstrates understanding and utilization of SPSS (PLO 4, 5 and 6)				
Interprets data correctly (PLO 4, 5 and 6)				
Utilizes Data Tables to display results (PLO 4, 5 and 6)				
Analysis data and describes correctly (PLO 4, 5 and 6)				
Links results to hypothesis (PLO 4, 5 and 6)				

CONCLUSION

Standard/ Outcome/PLO	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Introductory paragraph (PLO 4, 5 and 6)				
Addresses variables, assumptions and limitations to study (PLO 4, 5 and 6)				
Identifies Hypothesis results (PLO 4, 5 and 6)				
Links results to significance of the study and n (PLO 4, 5 and 6)				

**APPENDIX III
NSCA OLYMPIC LIFT ASSESSMENT (VIDEO PROJECT)**

This Assessment is Assessing Program Learning Outcomes (PLOs) #3 and 5 as well as NASPE Standards D: 3 S: 12, 13, 14, and 15)

Standard/ Olympic Lift Assessed	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	()	()	()	()
Hang Clean PLO (3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Floor Return
Evaluation	()	()	()	()
Clean and Jerk (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper Press, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Proper Press Floor Return
Evaluation	()	()	()	()
Back Squat (PLO 3 and 5) NASPE (D:3 S:	Student performed and/or instructed the emphasis on erect back, bar placement, proper	Student Performed and/or instructed all but 1 or 2 of the following:	Student Performed and/or instructed only 1 or 2 of the following:	Student did not perform and/or instruct any of the following: Erect back

12, 13, 14 and 15)	grip, Heel Press, Eyes up cue, Proper racking	Erect back() Bar Placement () Proper Grip () Heel Press () Eye up cue () Proper racking ()	Erect back() Bar Placement () Proper Grip () Heel Press () Eye up cue () Proper racking ()	Bar Placement Proper Grip Heel Press Eye Up Cue Proper racking
Standard/ Olympic Lift Assessed	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	()	()	()	()
Snatch (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper Press, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Proper Press Floor Return
Evaluation	()	()	()	()
Bench Press (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on Shoulder/Glute, bar placement, proper grip, valsava, Breath pattern, Proper racking	Student Performed and/or instructed all but 1 or 2 of the following: Shoulder/Glute() Bar Placement () Proper Grip () Valsava () Breath Pattern () Proper racking () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Shoulder/Glute() Bar Placement () Proper Grip () Valsava () Breath Pattern () Proper racking () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Shoulder/Glute Bar Placement Proper Grip Valsava Breath Pattern Proper racking

APPENDIX IV

Assessment Data from HHP 450 Internship Capstone Experience. (Data is the average scores given in the FINAL column for each PLO at the conclusion of the internship.)

PLO/Academic Semester	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
Summer 14 (4)	3.3	3.4	4.0	3.0	2.0	3.0	3.5
Fall 14 (6)	3.1	3.5	3.6	3.5	2.5	2.8	3.7
Spring 15 (7)	3.4	3.7	3.3	2.9	2.1	2.9	3.9
Summer 15 (4)	3.2	3.4	3.5	3.2	2.3	3.1	3.9

Assessment Data from HHP 220 Coaching Methodology I. (Students take the Certification Exam to become a Bronze Level Certified Coach with the NFHS.) The exam is broken down into four sections with 50 questions asked per section. The data collected and displayed below are the average scores per exam section per academic semester. The Exam assess (PLO 1,2,3,4,5,6, and 7)

Exam Section/ Academic year	Foundations of Coaching (PLO 1 – 7)	Health, Safety and First Aid for Coaches (PLO 2,3,4)	Teaching Sport Skills (PLO 2,3, 4,5,6)	Concussion Education (1,2,3,4, 6,7)
Fall 14 (14)	39.7	43.4	41.6	46.3
Summer 15 (6)	44.7	47.7	45	49.2

Assessment Data from HHP 440 Coaching Methodology II. (Students take the Certification Exam to become a Silver Level Certified Coach with the NFHS.) The exam is broken down into four sections with 50 questions asked per section. The data collected and displayed below are the average scores per exam section per academic semester. The Exam assess (PLO 1,2,3,4,5,6, and 7)

Exam Section/ Academic year	Strength & Conditioning Specialization (PLO 1 – 7)	Sport Specific Course (PLO 2,3,4)	Sports Nutrition Course (PLO 2,3, 4,5,6)	Heat Illness Education (1,2,3,4, 6,7)
Spring 14 (12)	43.1	41.7	45.1	47.7
Spring 15 (11)	41.1	42.3	44.7	47.3

Assessment Data from HHP 350 Research in Physical Activity. The Mini-Thesis assignment is designed to assess PLO 4, 5, and 6. Each area of the mini-thesis is assessed separately with a cumulative average given for each portion of the research.

Research Section/ Semester	Introduction (PLO 4 and 6)	Literature Review (PLO 4 and 6)	Methodology (PLO 4 and 6)	Results (PLO 4, 5 and 6)	Conclusion (PLO 4, 5 and 6)
Spring 14 (17)	3	2.7	2.5	2.7	3.3
Spring 15 (13)	2.7	3.3	2.7	3	3

Assessment Data from HHP 400 Exercise Testing. The Olympic Lifting Video Demonstration/Teaching assignment is designed to assess PLO 3 and 5. Each Olympic Lift is assessed separately with a cumulative average given for each lifting assessment performed for the assignment.

Olympic Lift/ Semester	Hang Clean (PLO 3 and 5)	Clean and Jerk (PLO 3 and 5)	Back Squat (PLO 3 and 5)	Snatch (PLO 3 and 5)	Bench Press (PLO 3 and 5)
Spring 15 (17)	2.7	2.5	3	2.1	3

Assessment Data from the Graduate Survey given to recent graduates to assess the program in general and to give feedback regarding areas of strength and weakness to address in program development.

Semester/ Question on Survey	After Summer 14 graduation (2)	After Fall 14 Graduation (3)	After Spring 15 Graduation (5)	After Summer 15 Graduation (1)
Question 1	8	7.6	7.8	8
Question 2	9.5	7	8	7
Question 3	9	7.6	8.2	8
Question 4	7	7.6	7.4	9
Question 5	8	8	8	8
Question 6	8	7.6	8	7
Question 7	9	7	7.8	8
Question 8	9	6.6	7.6	9
Question 9	9	9.3	9	9
Question 10	8.5	8.3	8.4	9

Items Mentioned as strengths: **Professors**
 Coaching Certification entering the work field
 Internship Experience
 Advising

Items Mentioned as Weaknesses: **More Online Courses**
 More evening courses offered
 Athletic Administration Portion of Program
 Lifting Technique

APPENDIX V
West Virginia State University
Bachelor of Science in Sport Studies - Graduate Survey

Every five years, all WVSU programs undergo an intensive review. Please take a few moments to complete this survey and return it with the pre-addressed, stamped envelope. You do not need to identify yourself on the survey, **unless you decide to do so**. If you have not already done so, please email the name of your graduate institution/program or your employer (now or your first job after graduation), name of a supervisor/professor, with a mailing address to Dr. Aaron A. Settle, ATC, CSCS or email, if you have any questions.

Your responses provide us with information essential for our report and a greater opportunity to serve current candidates with the feedback we received from you. We appreciate your cooperation.

Semester and year you graduated:

Current Status:

- Employed as a full-time Strength and Conditioning Professional
- Employed as a full-time Wellness and/or Youth Sport Director
- Employed full-time in an Athletic/Sport Administration Field
- Employed by the military in active duty
- In Graduate School at

full time part time Anticipated date of completion _____

Major: _____

- Unemployed
 - Other:
-

Work: Does your job or schoolwork use the knowledge, skills and professional dispositions you acquired at WVSU in the sport studies program:
 yes no other:

Instruction: On a scale of 1(poor) to 10(excellent), how would you describe your assessment of the overall preparation of WVSU's Sport Studies program as compared with other professionals in your place of employment?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

Curriculum: On a scale of 1(poor) to 10(excellent), how would you describe your assessment of:

1. Quality of the Exercise Science courses you took?

Poor 1 2 3 4 5 6 7 8 9 **Excellent**
10

2. Activity and Weight Lifting courses?

Poor 1 2 3 4 5 6 7 8 9 10
Excellent

3. Technology and its use in the professional field?

Poor 1 2 3 4 5 6 7 8 9 10
Excellent

4. Learning to use Professional Communication?

Poor 1 2 3 4 5 6 7 8 9 10
Excellent

5. Diversity?

Poor 1 2 3 4 5 6 7 8 9 **Excellent**
10

6. Athletic Administration?

Poor 1 2 3 4 5 6 7 8 9 10
Excellent

7. Field Placements for given courses?

Poor 1 2 3 4 5 6 7 8 9 **Excellent**
10

8. Internship experience?

Poor 1 2 3 4 5 6 7 8 9 **Excellent**
10

9. Quality of Classroom management?

Poor 1 2 3 4 5 6 7 8 9 **Excellent**
10

10. Quality of your professor's Instructional planning?

Poor 1 2 3 4 5 6 7 8 9 **Excellent**
10

Strengths: Briefly, please identify three features of the program that you consider “strengths”.

- 1.
- 2.
- 3.

Challenges: Briefly, please identify up to three features of the program that you believe need to be changed or improved.

- 1.
- 2.
- 3.

Future Plans: What goals do you have for the future?

Would you consider returning to WVSU for a Masters of Sport Studies? ____
yes ____no

Comments/Observations: If you would like to tell us anything that this survey did not cover, please feel free to use this space below.

Thank you for filing out this survey. You will note that we have not asked for your name – this can be kept anonymous or not, as you wish. Your information will help us improve our program.

**APPENDIX VI
Faculty Data**

Name: Matt Bradley	Ran In: Instructor
Status: X Full-time Part-time Adjunct	Highest Degree Earned: MA
Degree Conferred by: Marshall University	Date Degree Received: 2004
Area of Specialization: Teaching – Emphasis in Athletic Training and Physical Education	

Professional registration/licensure:	Nationally Certified Athletic Trainer
Years of employment at present institution:	1 years
Years of employment in higher education:	5 years
Years of related experience outside higher education:	14 years

To determine compatibility of credentials with assignments:

(A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

Year/Semester	Course Number and Title	Enrollment
---------------	-------------------------	------------

(B). **If degree is not in area of current assignment, explain:**

NA

(C). **Identify your professional development activities during the past five years.**

American Heart Association (AHA) CPR BLS Instructor
 Was recertified through CEU completion (ATC and credentials)
 Attended the NATA National Convention 2000 and 2006
 Attended Family Medicine/Athletic Training Conference 2012-2014
 Attend and presented at National Educators Conference 2008

(D). **List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.**

NA

(E). **Indicate any other activities that have contributed to effective teaching.**
NA

(F). **List Professional books/papers published during the last five years.**
Service Learning in the Physical Education Setting – Strategies Journal (September 2008,
pp. 31-38)

(G). **List externally funded research (grants and contracts) during the last five years.**
NA

**Agenda Item 7.a.vi.
October 29, 2015**

Action

Civil Engineering Intent to Plan

Intent to Plan

Program: Bachelor of Science in Civil Engineering

Institution: West Virginia State University (WVSU)

Projected Date for Full Proposal: January 2016

Projected Program Implementation Date: Spring 2017

§Section 1: Program Objectives and Institutional Mission

The main objective is to prepare students for lifetime careers as productive and innovative engineers in a rapidly changing world. Graduates of the Civil Engineering program at WVSU will demonstrate the ability to effectively communicate and work in a team environment and exhibit the commitment for pursuit of professional development.

The mission of WVSU reads, “West Virginia State University will meet the higher education and economic development needs of the state and region through innovative teaching and applied research.” As civil engineering is one of the main engines of the economy, a civil engineering program at WVSU will produce graduates well prepared for the needs of the state and the region.

Special features of WVSU that make it suitable for such a program are: first, WVSU is a historically black university (HBCU), and, hence, has always had a mission to educate minorities and other underrepresented populations. Second, WVSU was established as a land-grant institution on March 17, 1891, under the Second Morrill Act of 1890. As a land-grant University, WVSU is charged with providing educational opportunities for students, citizens, and surrounding communities via its tripartite mission of research, teaching, and public service. Third, the University, “a living laboratory of human relations,” is a community of students, staff, and faculty members committed to academic growth, service, and preservation of the racial and cultural diversity of the institution. Fourth, WVSU offers flexible course schedules in traditional classrooms and online to facilitate financially-challenged students to continue their full-time/part-time study concurrently with their job.

§Section 2: Program Description

This program will emphasize the fundamental applied roots of civil engineering with a heavy emphasis on practical/experimental/hands-on learning. Our students will learn the basics of problem solving in required mathematics, science, and engineering courses and learn the fundamentals of civil engineering in upper level courses and technical electives. The program will contain University-required general education courses. Students enrolled in our program will be proficient in various state-of-the-art computer software applications related to civil engineering and work in teams to complete laboratory, field, and design assignments. The proposed CIP code is 14.0801.

§Section 3: Standards and Assessment

West Virginia State University, as shown by its record of accreditation, has long had high quality standards for its programs. Civil Engineering will be no different. The student learning outcomes and program objectives will be evaluated and assessed periodically. The program will also align with the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). As the program develops, program administrators would seek ABET (Accreditation Board for Engineering and Technology) accreditation.

§Section 4: Other Civil Engineering Programs in West Virginia

Table 1 summarizes the baccalaureate programs available in the State of West Virginia. Both Bluefield State College and Fairmont State University offer a Civil Engineering Technology/Technician type program as can be seen from the CIP code. Marshall University offers a BS in Engineering degree (CIP code 14.0101). It must be noted with concern that only West Virginia University (and its branch campus WVU Institute of Technology¹) offers a BS in Civil Engineering program with the CIP code 14.0801. As a tier-II research university, WVU is able to be extremely selective in its enrollment, drawing from not only the best and brightest of the state’s applicants, but also from national and international applicants. According to the West Virginia Higher Education Policy Commission, only 49 percent of the students of WVU are in-state. As Tables 2 and 3 indicate, students in Kanawha Valley have an eagerness to stay close to the Charleston area, and a BS in Civil Engineering program (CIP code 14.0801) at WVSU will better serve this need of the students, as well as the state, as the curriculum will be designed with an emphasis on practical/experimental/hands-on learning.

Table 1: Baccalaureate Programs in West Virginia

Institution	Institution Type	CIP Code(s)	Program Type
Bluefield State College	Public	15.0201	Civil Engineering Technology/Technician
Fairmont State University	Public	15.0201	Civil Engineering Technology/Technician
Marshall University	Public	14.0101	BS in Engineering
WVU Institute of Technology	Public	15.0000	Engineering Technology/Technician
		14.0801	<i>Civil Engineering</i>
West Virginia University	Public	14.0801	<i>Civil Engineering</i>

¹ On September 1, 2015, the WVU Board of Governors (BOG) voted to move WVU IT from Montgomery, WV to Beckley, WV. This move further emphasizes the importance of establishing engineering program(s) in Kanawha Valley and neighboring counties.

§Section 5: Needs Met by and Demand for the Program

§§Subsection A: Needs Met by the Program

The needs that will be met by this program may be broken down into *societal*, *occupational*, *educational*, and *public service* needs.

The societal needs met would include:

- providing an educated citizenry;
- preparing students to enter the workforce;
- providing continuing education or retraining to current workers; and
- increasing economic development in the service area of WVSU by attracting companies looking for a well-educated, technologically-skilled workforce.

Occupational Needs:

The Kanawha Valley is the economic hub of the State of West Virginia. Economic development and sustainability of any state are directly connected to Civil Engineering. Civil engineers design, construct, supervise, operate, and maintain large construction projects and systems, including roads, buildings, airports, tunnels, dams, bridges, and systems for water supply and sewage treatment. An adequate supply of engineers is critical to the goal of fostering a statewide environment that nurtures high-tech industries. A review of US Census records will reveal that the more engineers working in a state, the wealthier the state. Additionally, there is a strong and positive correlation between the number of engineers working in a state and the number of engineering schools located in the state. According to Bureau of Labor Statistics, US Department of Labor¹, employment of civil engineers is projected to grow 20 percent from 2012 to 2022, much faster than the average for all occupations (Figure 1). As infrastructure continues to age, civil engineers will be needed to meet the needs of the state and the nation. The addition of a BS in Civil Engineering program at WVSU will attract students of the state to serve the needs of its own.

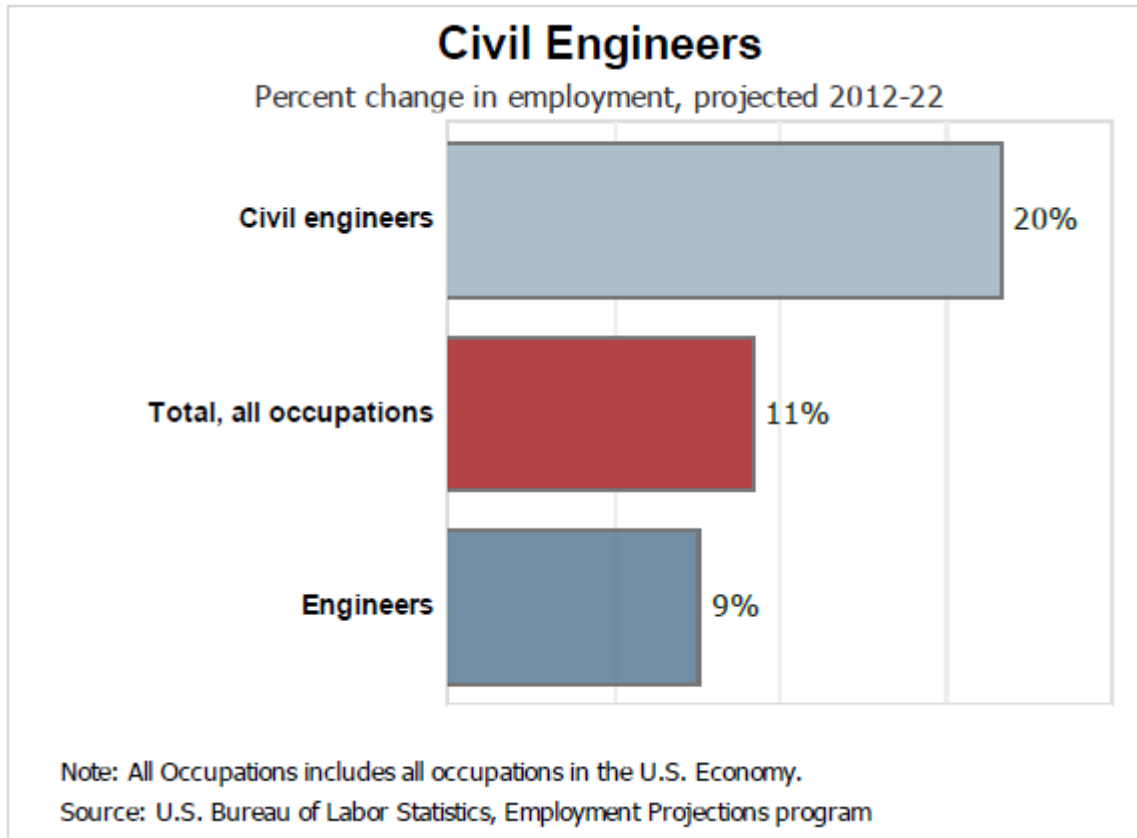


Figure 1: Projected growth of job according to US Department of Labor (2015)

¹Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Civil Engineers, on the Internet at <http://www.bls.gov/ooh/architecture-and-engineering/civil-engineers.htm> (visited May 22, 2015)

Finally, the two main public service needs met by this program would be:

- educating the citizens of West Virginia; and
- serving as a source of technical expertise.

§§Subsection B: Student Demand for the Program

The University has good evidence of student demand for the proposed civil engineering program. The student enrollment of the current Engineering 2+2 (Civil, Mechanical, Industrial) increased from just a few students to 22 students within just one year. A brief survey of these engineering students was conducted. Table 2 summarizes the survey, but the significant result is that 79 percent of the engineering students want to complete their BS in Civil Engineering at WVSU. A survey was conducted of freshmen in other disciplines (e.g. Biology/Pre-Medical, Computer Science, Chemistry, undecided, etc.) as shown in Table 3, which indicates that out of 67 non-engineering students, 15 students want to complete a BS in Civil Engineering. Another encouraging finding from Table 3 was that an additional 15 students indicated that they would

have enrolled in Civil Engineering if a four-year BS in Civil Engineering program existed at WVSU one year ago.

Table 2: Survey of Students currently in the 2+2 engineering program at WVSU

Number Surveyed	Willing to Complete Four-Year BSCE at WVSU	
	Yes	No
14	11	3

Table 3: Survey of students currently NOT in engineering program at WVSU

Major	Number Surveyed	Willing to Complete Four-Year BSCE at WVSU		If 4-year Engineering existed one year ago, would you have enrolled in the Engineering Program?	
		Yes	No	Yes	No
Biology	34	6	28	6	28
Undecided	3	1	2	1	2
Psychology/Clinical Psychology	2	1	1	1	1
Computer Science	12	2	10	2	10
Chemistry/Applied Chemistry	8	2	6	2	6
Pre-Dental	2	0	2	1	1
Pre-Pharm	1	0	1	0	1
Political Science/Pre-Law	1	1	0	1	0
Elementary Education	1	0	1	0	0
Biotechnology	1	0	1	0	1
Math/Computer Science	1	1	0	0	1
Business	1	1	0	1	0
Total:	67	15		15	

§Section 6: Resources Needed

The proposed Bachelor of Science in Civil Engineering will initially require minimal additional resources. It is estimated that two new faculty members will need to be hired; however, they need not be hired until after the program is well established. WVSU has the existing library resources, classrooms, computer labs, and faculty to deliver the program. A list of equipment and cost to purchase is provided in Appendix A. It is worth mentioning that all of the equipment does not need to be purchased in a single fiscal year. To show its commitment to establishing this program, WVSU has already allocated approximately \$50,000 of federal funds to purchase equipment. Furthermore, WVSU has included civil engineering as a part of its current Title III comprehensive development plan (2012-2017) and is proposing that civil engineering be included in the plan for the next five-year cycle (2018-2022). Funds are and will be available for

faculty salaries and fringe benefits, equipment and supplies, renovations, and other necessary items for the implementation of academic programming in civil engineering.

§Section 7: Instructional Delivery Method

The various course components will be delivered by current methods being utilized to support student retention and progression through traditional (face-to-face) classroom, online, and laboratory instruction by faculty on WVSU's main campus.

APPENDIX A

Civil Engineering Laboratory Equipment List

1. Engineering Graphics Laboratory

- a. Currently we have some computer lab at WVSU, we just need to install some software for this lab

2. Computing for Engineers (ENGR 102 – Intro to Engineering II)

- a. In the Existing computer lab we need to install MatLab software for this class/lab

3. Surveying Laboratory

- a. Total Station 3x\$7600 = \$22,800
- b. Autolevel 4x\$300 = \$1200
- c. Tripod 4x\$120 = \$480
- d. Prism 4x\$90 = \$360
- e. 100 ft surveying tape 4x\$25 = \$100
- f. Plumbob 4x\$16 = \$64
- g. Mallot 4x\$35 = \$140
- h. Surveying pin 20x\$20 = \$400
- i. Hand level 4x\$65 = \$260
- j. Compass 3x\$75 = \$225
- k. Measuring Wheels 4x\$175 = \$700
- l. Prism pole 4x\$100 = \$400
- m. Pole level 4x\$15 = \$60

Total = \$ 27,189

4. Geotechnical Engineering Laboratory

- a. Graduation flask, volumetric flask, graduated cylinder, graduated beaker, galvanized iron pan - \$1832
- b. Double wall laboratory, bench scale, hydrometer, liquid limit device, compaction tester, Combination permeameter, consolidation tester, sieve-\$15742
- c. Sieve shaker - \$3000
- d. Tri-axial shear testing apparatus – 3x\$1272 = \$3825
- e. Direct shear testing apparatus – \$4500
- f. Sieve – \$2000

Total = \$30,899

5. Environmental Engineering Laboratory

- a. Phipp & Bird Stirrer Model 7790-400 1x\$2775 = \$2775
- b. #605-A Hellige Pocket comparator with Magnifying prism 2x\$51 = \$102
- c. 430-D Hellige DPD Chlorine 13 micro-m viewing tuk 1x\$51 = \$51
- d. Hellige DPD tablets 1x\$13 = \$13
- e. Orion Research ionalyzer model 407A 1x\$100 = \$100

f. Milton Roy Spectronic 20D	2x\$250 = \$500
g. pH Meter	5x\$195 = \$975
h. Laboratory blender	1x\$57 = \$57
i. Turbidimeter	3x\$1095 = \$3285
j. Hach DR/3 Spectrophotometer	1x\$500 = \$500
k. Hamilton Fume Hood	1x\$3500 = \$3500
l. Hach COD Reator	1x\$350 = \$350
m. Fisher Touret Holders	11x\$27 = \$297
n. Chemical Fridge	2x\$800 = \$1600
o. Thermix Stirrer	3x\$125 = \$375
p. 48000 Thermolyne Furnace	1x\$1000 = \$1000
q. Oven	1x\$3474 = \$3474
r. Barnstead Sterilizer	1x\$3000 = \$3000
s. Dissolved Oxygen Meter	5x\$350 = \$1750
t. Hach Colorimeter Portable water analysis instrument	1x\$34 = \$34
u. Scale	3x\$50 = \$150
v. Eyewash station	1x\$786 = \$786
w. Universal Spill Kit	1x\$91 = \$91
x. First Aid Kit	1x\$24 = \$24
y. Compressed Air Valve	2x\$11 = \$22
<u>Total = \$25,000</u>	

6. Hydraulics and Fluid Mechanics Laboratory

a. Bernoulli Apparatus	6x\$1200 = \$7200
b. Osborn Reynolds Apparatus	5x\$1350 = \$6750
c. Barometer	1x\$200 = \$200
d. Orrifice & Jet Apparatus	2x\$2540 = \$5080
e. Triangular & Rectangular weirs	2x\$300 = \$600
f. Hydraulic bench	4x\$3675 = \$14700
g. Triple beam balance	4x\$40 = \$160
h. Digital scale	6x\$50 = \$300
i. Viscosity Bath	
j. Humidity chamber	
k. Computer	
l. Magnetic Flowmeter system (1-2" pies, manometers, weighing tank, and maintainence valves)	
m. Armfield hydrostatic pressure apparatus	4x\$1540 = \$6160
n. Check-it Psychometric probe	12x\$150 = \$1800
o. Humidity/Temperature handheld meter	12x\$160 = \$1920
<u>Total = \$45,000</u>	

7. Civil Engineering Materials Laboratory

a. Fresh concrete air void tester	1x\$6344 = \$6344
b. Concrete strength testing machine	1x\$6000 = \$6000
c. ITS tester for asphalt mixture	1x\$6642 = \$6642
d. Automated sieve shaker	1x\$2400 = \$2400
e. Concrete cylinder testing machine	1x\$1200 = \$1200
f. Concrete cylinder capping apparatus	1x\$280 = \$280
g. Concrete mixer	2x\$3150 = \$6300
h. Marshall asphalt briquette tester	1x\$3200 = \$3200
i. Large batch oven	1x\$10000 = \$10000
j. Los Angeles Abrasion test apparatus	1x\$6630 = \$6630
k. CBR soaking tank	1x\$1500 = \$1500
l. Standard compaction molds and hammers	4x\$791 = \$3164
m. Aggregate and cement storage cans	8x\$40 = \$320
n. Large hot plates	2x\$1515 = \$3030
o. Slump test equipment	7x\$152 = \$1064
p. Aggregate sample splitter	2x\$440 = \$880
q. Coarse aggregate sieve shaker	1x\$1509 = \$1509
r. Small volume industrial oven	1x\$3000 = \$3000
s. Toledo industrial scale	1x\$900 = \$900
t. Superpave gyratory compactor	1x\$25860 = \$25860
u. Masonary saw	1x\$1648 = \$1648
v. Automatic roaster oven	1x\$110 = \$110
w. Digital scale	2x\$825 = \$1650
x. Balance	4x\$335 = \$1340
y. Soil test warmer	1x\$170 = \$170
z. Heavy duty pallet jack	1x\$1723 = \$1723
aa. Small commercial mixer	2x\$572 = \$1144
bb. Compressed air valve	3x\$11 = \$33

Total = \$98,041

Grand Total = \$225,230

**Agenda Item 7.a.vii.
October 29, 2015**

Action

Master of Education in Instructional Leadership Full Proposal



WEST VIRGINIA STATE
UNIVERSITY

**Master of Education in
Instructional Leadership**

Program Proposal

October 2015

Checklist

- 6.1. The cover page should include the following:
 - Name of Institution
 - Date
 - Category of Action Required
 - Title of Degree or Certificate
 - Location
 - Effective Date of Proposed Action
 - Brief Summary Statement

- 6.2. Program Description
 - 6.2.a. Program Objectives
 - 6.2.b. Program Identification
 - 6.2.c. Program Features
 - 6.2.c.1. Admissions and Performance Standards
 - 6.2.c.2. Program Requirements
 - 6.2.d. Program Outcomes
 - 6.2.e. Program Content
 - 6.2.e.1. The Content and Length of the Proposed Academic Program

- 6.3. Program Need and Justification
 - 6.3.a. Relationship to Institutional Goals/Objectives
 - 6.3.b. Existing Programs
 - 6.3.c. Program Planning and Development
 - 6.3.d. Clientele and Need
 - 6.3.e. Employment Opportunities
 - 6.3.f. Program Impact
 - 6.3.g. Cooperative Arrangements
 - 6.3.h. Alternatives to Program Development

- 6.4. Program Implementation and Projected Resource Requirements
 - 6.4.a. Program Administration
 - 6.4.b. Program Projections
 - 6.4.c. Faculty Instructional Requirements
 - 6.4.d. Library Resources and Instructional Materials
 - 6.4.e. Support Service Requirements
 - 6.4.f. Facilities Requirements
 - 6.4.g. Operating Resource Requirements
 - 6.4.h. Source of Operating Resources

- 6.5. Program Evaluation
 - 6.5.a. Evaluation Procedures
 - 6.5.b. Accreditation Status

Full Proposal (§133-11-6)

6.1. Cover Letter (§133-11-6.1)

Name of Institution: West Virginia State University (WVSU)

Date: October 2015

Category of Action Required: Approval of a New Program Proposal

Title of Degree or Certificate: Master of Education in Instructional Leadership (MEIL)

Graduate Degree

Location: Institute, West Virginia

Proposed Implementation Date: August 2016

Brief Summary Statement:

West Virginia State University was founded under the provisions of the Second Morrill Act of 1890 as the West Virginia Colored Institute, one of 19 land-grant institutions authorized by Congress and designated by the states to provide for the education of black citizens in agriculture and the mechanical arts. In 2004, the West Virginia Legislature approved the institution's transition to University status. Today, WVSU offers 22 bachelor's degrees and four master's degrees. With a rich history and promising future, WVSU is positioned to become the most student-centered, research and teaching, land-grant University in State of West Virginia, and beyond.

In accordance with the vision and mission and under the leadership of WVSU President Brian O. Hemphill, Ph.D., West Virginia State University began exploration of expanding services and programs for the students. Following departmental meetings and conferences with educational representatives from public schools, and with directive of the *2011 WVSU Strategic Plan and Vision 2020: State's Roadmap to the Future*, WVSU's Education Department began planning for a graduate program in spring 2013. It was decided that the department would focus on a Master of Education in Instructional Leadership with an emphasis on *social justice, fairness, and equity*, the first of its kind in West Virginia. The WVSU Board of Governors (BOG) approved the Intent to Plan on January 29, 2015 with West Virginia Higher Education Policy Commission (WVHEPC) approval on March 16, 2015.

6.2. Program Description

a) Program Objectives (§133-11-6.2.a)

The primary objective for the creation of this program is to create opportunities for potential school administrators to explore and apply new techniques and concepts in instructional leadership. This program will allow instructional leaders to create pathways for the successful achievement of educational goals for students and staff members. This program will provide an opportunity for administrative licensure upon successful completion of requirements of the West Virginia Department of Education (WVDE). To increase student achievement in the public schools of the region, state, and nation, the proposed program will develop the professional knowledge skills and dispositions of Instructional Leadership candidates so they may demonstrate their ability:

To expand the knowledge base and practices of potential educational leaders, including identifying and implementing components of change leadership for student achievement, professional development, and community relations.

To provide a positive, action-based series of learning opportunities for the completion of a master's degree and/or licensure for positions of instructional leadership.

Integrate historical, legal, developmental, and sociological research to meet the instructional needs of all student populations.

Design, develop, conduct, and share findings from action research projects that address meeting the needs of diverse students, staff, and communities.

Through study of evidence-based practice and current trends, identify, develop, and integrate educational technology to increase student achievement.

Increase instructional leadership skills in communication, evaluation, and networking to be responsive to the needs of a variety of public school audiences.

To identify and explore diverse student populations, their unique needs, and methods to ensure development of their personal goals and academic success.

b) Program Identification (§133-11-6.2.b)

The Classification of Instructional Programs (CIP), developed by the U.S. Department of Education's Center for Education Statistics, identifies the MEIL proposed program according to the following definitions:

13.0401: Educational Leadership and Administration, General.

A program that focuses on the general principles and techniques of administering a wide variety of schools and other educational organizations and facilities, supervising educational personnel at the school or staff level, and preparing individuals as general administrators and supervisors.

13.0408: Elementary and Middle School Administration/Principalship.

A program that focuses on instructional leadership at the elementary and middle school (K-7) levels and prepares individuals to serve as principals and masters of elementary and middle schools. Includes instruction in elementary and/or middle school education, program and facilities planning, budgeting and administration, public relations, human resources management, childhood and pre-adolescent growth and development, counseling skills, applicable law and regulations, school safety, policy studies, and professional standards and ethics.

13.0409: Secondary School Administration/Principalship.

A program that focuses on instructional leadership at the junior high, secondary, or senior high school (7-12) levels, and prepares individuals to serve as principals and masters of secondary schools. Includes instruction in secondary school education, program and facilities planning, budgeting and administration, public relations, human resources management, adolescent growth and development, counseling skills, applicable law and regulations, school safety, policy studies, and professional standards and ethics. (Which may include career technical centers.)

13.0411: Superintendentcy and Educational System Administration.

A program that focuses on leading and managing multi-school educational systems and school districts and prepares individuals to serve as systems administrators and district superintendents. Includes instruction in instructional leadership; education of students at various levels; system planning and budgeting; educational policy; educational law and regulations; public relations; professional standards and ethics; and applications to specific issues, cultural context, and geographic locales.

13.0404: Educational, Instructional, and Curriculum Supervision.

A program that prepares individuals to supervise instructional and support personnel at the school building, facility, or staff level. Includes instruction in the principles of staffing and organization, the supervision of learning activities, personnel relations, administrative duties related to departmental or unit management, and specific applications to various educational settings and curricula.

c) Program Features (§133-11-6.2.c)

WVSU proposes to create a research-based program in instructional leadership that will assist graduate students to develop the critical thinking and problem-solving skills to improve teaching and learning in school settings. This is an instructional leadership program with an emphasis on social justice, fairness, and equity and is further solidified based on research findings. Peña (1996) states, “consistent with disparities in academic achievement are indications that administrators are inadequately prepared to consult with parents and other educators about the inclusion of racial and ethnic minority groups in their schools.” Another study, by Vedoy and Moller (2007) focused on two different schools in Norway and found “there is a strong commitment to comprehensive education and social justice, inspired by social democratic politics for promoting equity” in this country. Overall, these three areas of emphasis will allow the WVSU MEIL program to be unique and allow for the integration of these key features required of instructional leaders today.

6.2.c.1 Admission and Performance Standards (§133-11-6.2.c.1)

The WVSU MEIL program will be committed to admitting students on a competitive basis. A submitted portfolio containing the following criteria will evaluate the applicants:

1. Academic Record
 - a. An undergraduate degree in Education or a related field.
 - b. GPA – a minimum overall GPA of 2.7 on a 4 point scale for all undergraduate work from accredited institution(s) with an MAT score of 380 or
 - i. GPA of 2.6 and MAT score of 385 or
 - ii. GPA of 2.5 and MAT score of 390 or
 - iii. Exceptional expertise in the field of Education as demonstrated through an interview with the Graduate Studies Committee.
 - c. Successful TOEFL scores for those whose native language is not English.
 - d. Licensure testing scores from a state department, school district or university.
2. Resume/CV documenting successful professional experiences, commitment to community service and professional development.
3. A personal statement indicating the applicant's aspirations and reasons for pursuing the MEIL at WVSU.
4. Three letters of recommendation attesting to the candidate's professional and/or personal qualities.

This program is designed to enhance the skills and knowledge of educators in the field. The admission requirements are needed so that graduate students in this program have the experiences and educational preparation needed to benefit from the MEIL experiences.

6.2.c.2 Program Requirements (§133-11-6.2c.2)

The coursework can be divided conceptually into two strands: a *licensure strand* and a *degree strand*. The courses in licensure are for candidates who are entering the program holding a master's degree from an accredited program and are seeking administrative licensure only. The degree strand includes additional courses for candidates who are seeking a master's degree as required for an administrative license. Each strand begins conceptually with foundational courses and progresses to more advanced courses. Early courses are intended to give graduate students the knowledge and skills needed for success in later courses. Each of the strands also ends with a culminating experience. For the licensure strand, that experience will be an *Administrative Internship* course (EDUC 650, three credits, a fieldwork requirement), and for degree candidates, two action research courses (EDUC 645 and EDUC 655, six credit hours) are also required.

The *licensure strand* focuses on organizational issues necessary for implementation of administrative actions: *Principles of Educational Leadership, Educational Policy and Law, Change, Innovation and Professional Development in Education, Financial and Human Resource Management of Schools, and Data-Based Decision Making for School Improvement*. The requirements in this strand total 18 credit hours.

The *degree strand* builds on the concepts from the licensure strand to include topics of social justice, diversity, and equity. Experiences with action research are also included in the degree strand. Courses include *Addressing Diversity through Educational Leadership, Ethical Leadership for Social Justice, Technology for Educational Leadership, Leadership in Diverse Communities, Action Research I, and Action Research II*. The requirements for a degree include the 18 hours for licensure, as well as the 18 hours in the degree strand, for a total of 36 hours.

The planned MEIL program will offer open and rolling enrollment at the beginning of the fall, spring, and summer semesters. Because the program utilizes open enrollment, there will be no elective courses—WVSU will offer the same 12 courses in rotating sequence with each course designated as a fall, spring or summer semester course offering, with each course equating three semester hours of credit. The MEIL degree program will consist of 36 credit hours of required courses. The MEIL licensure strand will require 18 credit hours in addition to the previously earned master's degree. Graduate students will have the opportunity to accelerate and complete two courses per eight-week session, thereby completing 12 credit hours each fall or spring. It will be possible for *licensure strand* graduate students to complete the program in one to two years and *degree strand* students to complete the program in two to four years.

Included in the required degree strand is EDUC 645 and 655, *Action Research Project*. This final two-course sequence is the capstone for the MEIL program, and it utilizes the best practices in public school leadership. This capstone project is an applied research endeavor that will demonstrate the extent of the competencies learned from the courses taken in the MEIL. The graduate student will use management and research skills to produce action research based in the school or district. Successful completion of the *Action Research Project* shows that graduates have mastered the knowledge and skills from the MEIL program and are ready for the professional practice of instructional leadership.

Moreover, graduate students will create a portfolio to present their professional work. The intent is for this portfolio to highlight the graduates' achievements so they can utilize the portfolio to review concepts and practices, amass professional information for employment purposes, enhance their leadership career, and compile information for the application process for professional advancement.

The following courses will be developed as part of the degree program (* for new courses):

Eighteen Credit Hours for Principal Certification (Educators holding a Master's Degree):

*EDUC 600. Principles of Educational Leadership *EDUC 610. Educational Policy and Law

*EDUC 620. Change, Innovation and Professional Development in Education *EDUC 630. Financial and Human Resource Management of Schools *EDUC 640. Data-Based Decision Making for School Improvement

*EDUC 650. Internship

Eighteen Credit Hours to add to Principal Certification for M.Ed. Degree: *EDUC 605. Addressing Diversity through Educational Leadership *EDUC 615. Ethical Leadership for Social Justice

*EDUC 625. Technology for Educational Leadership *EDUC 635. Leadership in Diverse Communities *EDUC 645. Action Research in Educational Leadership I

*EDUC 655. Action Research in Educational Leadership II

Full Catalogue Description of Courses (Presented in Licensure and Degree Strands)

Licensure Strand

EDUC 600. Principles of Educational Leadership

This course serves as an overview of educational leadership theories and their application. This is an introductory course for principal certification.

Focus will be on the principalship, particularly the principal's role in the learning process within the greater learning community.

EDUC 610. Education Policy and Law

This course serves as an introduction to state and federal law and policy governing education systems. The course will explore historical and contemporary legal issues and their impact on student achievement and development of effective school practices, with particular focus on the role of the school principal.

EDUC 620. Change, Innovation & Professional Development in Education

This course explores change theory and its application in the school. Students will identify and explore emerging trends and issues in change process with emphasis on sustaining innovation through supervision and professional development.

EDUC 630. Financial and Human Resource Management in Education

This course focuses on applying information on school needs as well as knowledge of local, state, and national policy to effective management practices. Students will learn how to legally and effectively manage school operations, including management of financial and human resources and how to schedule for the effective use of time and physical resources.

EDUC 640. Data-Based Decision Making for School Improvement

This course focuses on using national, state, district, and school data to improve teaching and learning, including improving the achievement of identified low achieving groups.

EDUC 650. Internship

This course serves as a culminating experience for the certification program for school principalship. This field-based practicum will allow candidates to apply knowledge of educational leadership, educational law and policy, change, innovation, professional development, financial and human resource management, and data-based decision making for school improvement. *Prerequisites: EDUC 600, 610, 620, 630 and 640.*

Degree Strand

EDUC 605. Addressing Diversity through Educational Leadership

This course prepares prospective educational leaders to administer various school programs for diverse student populations. Emphasis will be given to basic concepts, issues, regulations, court decisions, problems, and procedures in the management of regular, special, career, technical, and compensatory education.

EDUC 615. Ethical Leadership for Social Justice

An exploration of historical and current issues related to educational leadership, with an emphasis on legal and ethical issues including social justice, human rights, fairness, and equity. Students apply principles of leadership, ethics, and critical thinking while examining approaches to conceptualizing, interpreting, and making operational social justice.

EDUC 625. Technology for Educational Leadership

This course explores standard and emergent technologies related to effective instruction and administrative operations within a school. This course will provide students with both the theoretical and the practical considerations for planning and implementing technology in public education settings, focusing on the role of instructional leaders.

EDUC 635. Leadership in Diverse Communities

The goal of this course is to prepare and equip educational leaders with the ability to examine critical issues related to providing leadership for diverse student populations. Educational leaders will understand what it means to be culturally responsive and learn strategies to rectify current race, class, and gender inequities that exist throughout educational systems.

EDUC 645. Action Research in Educational Leadership I

An introduction to research methods in educational settings. This course will allow students to determine how data can be used to make instructional decisions at the classroom, building, and district level.

Prerequisite: All previous courses

EDUC 655. Action Research in Educational Leadership II

This is an applied course in action research. Students will conduct an action research project based on an identified need in a public school setting and present it to their peers. *Prerequisite EDUC 645.*

The proposed initial sequence is as follows:

Summer 2016	Fall 2016 (1st 8 weeks)	Spring 2017 (1st 8 weeks)	Summer 2017
EDUC 600	EDUC 610	EDUC 630	EDUC 650*
EDUC 605	EDUC 615	EDUC 635	EDUC 655
	Fall 2016 (2nd 8 weeks)	Spring 2017 (2nd 8 weeks)	
	EDUC 620	EDUC 640	
	EDUC 625	EDUC 645	

** EDUC 650 is an intensive six-month internship; therefore, aspects of the internship will begin in Spring 2017 or conclude in Fall 2017, depending on individual arrangements.*

See course syllabi in Appendix I.

d) Program Outcomes (§133-11-6.2.d)

The program evaluation for the MEIL program reflects the WVSU Mission Statement and the role of this land-grant institution. The program outcomes can be organized into three categories: Administration/Governance, Faculty Performance, and Student Considerations. Each of these categories has several outcomes that are essential to the success and future of the MEIL at WVSU.

1. Administration: The MEIL program functions under the leadership of the Program Coordinator who reports to the Department Chair. The Program Coordinator will lead the MEIL program, oversee student performance and programmatic quality, and help the program to fulfill its mission:

- 1.1 The MEIL faculty will be qualified to offer the necessary courses (See Appendix IV Faculty Curriculum Vitae).
- 1.2 The program will expend sufficient administrative resources to recruit/admit students, manage the program, and offer support to MEIL graduate students.

2. Faculty Performance: The MEIL program will retain faculty that are committed to quality teaching, research, and service:

- 2.1 Faculty will be effective teachers in their respective subjects.
 - 2.1.1 Instructor effectiveness will be measured by teaching evaluations, observations, and innovative teaching techniques.

- 2.2 Faculty will be fully credentialed in assigned subjects measured by education, degrees earned, teaching experience, and professional experience.
- 2.3 Faculty must be involved in academic life (broadly defined).
 - 2.3.1 Publications.
 - 2.3.2 Identified activities relating to academic participation.
 - 2.3.3 Identified activities relating to service to the University.
 - 2.3.4 Identified activities relating to student service.

3. Student Considerations: The MEIL program will recruit and retain students who are committed to academic success and public service in their communities:

- 3.1 The MEIL program will produce graduates competent in instructional leadership.
 - 3.1.1 Assessment: Rubric/Grade Mechanism to Measure Student Performance.
 - 3.1.1.a Rubrics to ensure that all National and State Standards are met.
 - 3.1.1.b Surveys.
 - 3.1.1.c Self-Study Reports.
 - 3.1.1.d Survey of Graduates' Employment Placements.
 - 3.1.2 The MEIL program will ensure graduate student success through 3.1.2.a Faculty Advising/Mentoring.
 - 3.1.2.b Career Counseling/Mentoring.
 - 3.1.2.c Job Search Assistance.
 - 3.1.2.d Internships.
 - 3.1.3 The MEIL program will measure student success with learning activities that demonstrate meeting the competencies as defined by Educational Leadership Constituent Council standards and WV Standards of Professional Practice for School Principals.

Nine standards for the school principal are provided by the West Virginia Department of Education, §126-165-5. Standards of Professional Practice for School Principals, Series 165 Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders (5800) and are the focus of the WVSU MEIL Program Level Outcomes:

1. Demonstrates Interpersonal and Collaborative Skills;
2. Creates a Clear and Focused Learning Mission;
3. Facilitates Rigorous Curriculum, Engaging Instruction, and Balanced Assessments;
4. Builds and Sustains a Positive Learning Climate and Cohesive Culture;

5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff;
6. Acts as a Student Advocate and Creates Support Systems for Student Success;
7. Manages Operations to Promote Learning;
8. Connects to Families and the Larger Community; and
9. Affects Continuous Improvement.

In addition, six standards from the Interstate School Leaders Licensure Consortium (ISLLC) were established in 2008 and are currently up for revision. The 2008 standards:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural context.

The ISLLC standards are similar to the seven Educational Leadership Constituent Council (ELCC) standards (2011) used for NCATE and CAEP accreditation:

1. An educational leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
2. An educational leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.
3. An educational leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4. An educational leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
5. An educational leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.
6. An educational leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
7. An educational leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

To review how these sets of outcomes are applicable to the MEIL curriculum, the following table shows how the 12 courses in the program are aligned with the previously identified state and national standards.

Course	WVDE Standards	ISLLC Standards	ELCC Standards
EDUC 600	1-9	1-6	2
EDUC 605	1-9	1,2,4,5 and 6	4
EDUC 610	2,5,7, and 9	2,3,5 and 6	5 and 6
EDUC 615	1-9	1-6	5 and 6
EDUC 620	1-9	1-6	2
EDUC 625	2.3.4,7,8, and 9	1-6	1-4
EDUC 630	2,4,5,6,7,8 and 9	1-6	3
EDUC 635	1-9	1-6	4 and 6
EDUC 640	2-9	1-6	1 and 6
EDUC 645	1-9	1-6	1-6
EDUC 650	1-9	1-6	7
EDUC 655	1-9	1-6	1-6

Student Learning Outcomes aligned with ELCC standards are presented on all course syllabi in Appendix I. The table showing alignment of all ELCC standards with Student Learning Outcomes from the license strand is shown in Appendix II.

e) Program Content (§133-11-6.2.e)

Such a graduate program is consistent with and would further WVSU's institutional goals as outlined in the Mission and Vision Statements: "...to meet the higher education and economic development needs of the state and region through innovative teaching and applied research." The MEIL will be implemented with the mission statement in mind; it would build upon the University's overarching emphasis on teaching, research, and public service. A program to train professional instructional leaders not only will increase the number of students served by reaching out to an untapped population of "lifelong learners," but would also greatly enhance WVSU's efforts to develop "human capacities for integrity, compassion, and citizenship." Furthermore, this program will promote equity-focused leadership based on the idea that there are "disparities for students who have not been well served due to their race, class, ethnicity, home language, and/or ability." (Galloway & Ishimaru, 2015). Because of the emphasis on social justice, equity, and fairness, the MEIL program will enable its graduates to serve their school communities with new leadership skills.

e.1) Program Content (§133-11-6.2.e.1)

The MEIL program will follow the common practice of institutions and offer a master's degree program of 36 semester hours beyond the bachelor degree. On completing this program, graduate students may obtain both principal licensure and a master's degree. It is possible to complete 36 hours in a year and two summers, but most working professionals will likely take two or more years to complete the MEIL.

e.2) Program Content (§133-11-6.2.e.2)

Because the MEIL is a graduate program, this section is not applicable.

e.3) Program Content (§133-11-6.2.e.3)

Because there is no General Education requirement for the MEIL, this section is not applicable.

6.3. Program Need and Justification

a) Relationship to Institutional Goals/Objectives (§133-11-6.3a)

The Masters in Education Degree (M. Ed.) in Instructional Leadership will assist with promoting the mission of West Virginia State University:

"To meet the higher education and economic development needs of the state and region through innovative teaching and applied research."

The proposed program is consistent with the University mission in the following ways:

West Virginia State University is a Historically Black College and University (HBCU) created under the Morrill Act of 1890 as a land grant institution. The Institution, dating back to its founding in 1891, has a rich heritage of innovation based on some of the contributions of such human rights leaders as Booker T. Washington, W.E.B. Du Bois, 216

Carter Woodson, Mary McCloud Bethune, Eleanor Roosevelt, and Leon Sullivan. These leaders have shaped WVSU's academic programs to make it a leader in the national HBCU network. Time Magazine coined the slogan, "A Living Laboratory of Human Relations" to describe the Institution's ability to integrate peacefully after the Brown Decision of 1954.

WVSU serves the most diverse and only federally defined urban population center in West Virginia. It serves Charleston, the state capitol, and the Greater Kanawha Valley with a population of over 150,000 people.

WVSU serves Regional Education Service Agency III (RESA III) consisting of Boone, Clay, Kanawha, and Putnam Counties. Within these counties are public schools with some of the highest enrollments of students with low socio-economic statuses or from diverse populations in the state.

WVSU faculty and public school teachers in the region represent some of the highest degrees of diversity in the state.

WVSU's undergraduate education program is fully accredited by NCATE and is awaiting report on continued accreditation based on the April 2015 accreditation visit.

Therefore, based on the mission, history, service region, membership in the 1890 HBCU network, and reputation for innovation, excellence and diversity, WVSU is able to achieve the educational objectives of the program and is the ideal location for the proposed program.

WVSU's strategic plan is expressed in the document, *Vision 2020: State's Roadmap to the Future*. Vision 2020 articulates several goals in the area of *Academic Programs, Research Growth, Faculty Excellence, and Rewards and Public Service*. The MEIL program is most closely related to Goal II, which is to "develop ... academic programs to be responsive to student, stakeholder and community needs" and Goal III which is to "review course delivery mechanisms to ensure that students can complete their degree in a timely fashion with the appropriate mix of in-person, online and hybrid courses."

Overall, this newly created MEIL program builds upon WVSU's recent expansion into graduate education, following its conversion from a college to a university. The creation of a MEIL program would further advance the values that guide WVSU's decisions and behavior. The MEIL program would enhance the academic excellence of the University by recruiting and retaining high quality graduate students and faculty. The faculty and graduate students produce research and foster a positive learning environment wherein ideas, solutions, and planning are cultivated through academic freedom, curiosity, and the willingness to help, which not only benefits the community and society, but also the University as a whole.

b) Existing Programs (§133-11-6.3b)

WVSU is in a unique position with regard to the creation of a MEIL. WVSU possesses several noteworthy factors in relation to the other universities and colleges in West Virginia. (1) The proximity to the hub of government, including the West Virginia Department of Education and two of the largest school systems in the state (Kanawha and Putnam County Schools) makes WVSU's location ideal for such a degree program. (2) WVSU has a small, highly-qualified faculty ready to undertake and implement the new degree. The student body size allows faculty to closely focus upon the students' academic needs, giving students direct access to faculty with a broad knowledge base and, more importantly, the willingness to facilitate professional growth of each student. (3) Ou217

University is one of the most reasonably priced institutions of higher education in the state. The cost of attendance at WVSU is highly competitive. (4) The MEIL program is purposefully designed to meet the needs of “adult learners” in West Virginia, specifically, the public school teacher. Those enrolled in the MEIL do not have to terminate their current employment. (5) The MEIL seeks to train public teachers that want to hone their existing skills, rather than other programs that train researchers or use coursework as a springboard for further education. (6) The innovative model in this MEIL which focuses on social justice, fairness, and equity, uniquely prepares graduates with the skills necessary to address the challenges instructional leaders face in schools today.

This program benefits from WVSU’s status as a premier, national research university and is able to attract students from “a diversity of...geographical locations,” including graduate students from inside and outside of West Virginia. WVSU currently has 37 students enrolled in graduate programs, and the MEIL program will add significantly to that number.

There are other institutions within West Virginia that offer master degrees and certification in educational leadership areas. The institutions that offer a master’s degree focusing on a principal certification, superintendent certification, and supervisor of instruction include West Virginia University, Concord University, Marshall University, Salem International University, Ohio Valley University, and Wheeling Jesuit University. American Public University offers one certification area in principalship. It is the intent of the Department of Education at West Virginia State University to create more well-rounded educational leaders who will understand and embrace our diverse school population. *WVSU’s Master of Education in Instructional*

Leadership will be the only program with an emphasis on equity, fairness, and social justice leadership in the Kanawha Valley and beyond.

c) Program Planning and Development (§133-11-6.3c)

The West Virginia State University College of Professional Studies, under the leadership of Dean J. Paige Carney and Chair Patricia Wilson, encouraged its Department of Education to create and implement a Master of Education in Instructional Leadership. In addition, the WVSU Strategic Plan adopted in Summer 2011 set the groundwork for the MEIL program. Therefore, the WVSU Education Department responded to these institutional initiatives by proposing this MEIL program.

The Intent to Plan, required by WVHEPC for the creation of new programs, was first discussed, designed, and written by J. Paige Carney, Ed.D., Professor of Education; Mickey Blackwell, Ed.D., Assistant Professor of Education; and Brenda Wilson, Ph.D, Professor of Education at WVSU. The Intent to Plan was constructed in consultation with Kumura Jayasuriya, Ph.D., Provost and Vice President for Academic Affairs at WVSU. The Intent to Plan was approved by the WVSU BOG in December 2014 and subsequently approved by the Chancellor on March 16, 2015. (See Appendix III HEPC letter of approval.)

Planning for this degree program began in summer 2013 with the support of WVSU’s Administration and the Education Department. The department agreed on creating an Instructional Leadership graduate degree to focus on educational equity, fairness, and social justice, in accordance with the history and mission of West Virginia State University.

Presently, there are five full-time faculty that meet the qualifications to teach in the MEIL graduate program (See Appendix IV Faculty Curriculum Vitae). However, once the program is approved, a search will be conducted to hire one additional graduate faculty for the 2016-2017

academic year. In terms of resources, the Education Department has the support of the University's administration and recently acquired resources to upgrade the technology lab for the Education Department.

d) Clientele and Need (§133-11-6.3d)

This proposed program supports West Virginia State University's Mission Statement: "*To meet the higher education and economic development needs of the state and region through innovative teaching and applied research.*" Graduates with a MEIL degree will be qualified candidates for educational leadership positions in counties and districts, state departments of education, education centers, private sectors, plus many more. The Education Department is the largest in the College and University with over 450 undergraduate teacher candidates. When surveyed, candidates affirmed they would return to WVSU and enroll to earn their master's degree. Several superintendents have provided letters of support for this new program (See Appendix V Community Leaders Endorsement Letters). Clay County Superintendent, Kenneth Tanner stated, "Clay County teachers and students will greatly benefit from this program and the high quality of instruction they will receive from WVSU." In addition, Josh Stowers, the Assistant State Treasurer of West Virginia shared, "This program would contribute greatly to the both the economic and social fabric of our great State."

In May 2015, a survey of graduates of the Education Department from the past three academic years was conducted, and the majority (87.5 percent) indicated they would be interested in pursuing a master's degree in Instructional Leadership at WVSU. Sixty-five percent surveyed indicated they would want a 100 percent online program and 35 percent suggested a combination of online and in-class sessions (See Appendix VI, WVSU Graduate Survey). One candidate shared, "I would definitely enroll in a graduate program and would much rather take graduate courses through State than elsewhere."

e) Employment Opportunities (§133-11-6.3e)

The most appropriate measure of employment opportunities for graduates of a WVSU MEIL can be found at the Bureau of Labor Statistics' (BLS) *Occupational Outlook Handbook*. Elementary, middle, and high school principals are responsible for managing all school operations. They manage daily school activities, coordinate curricula, and oversee teachers and other school staff to provide a safe and productive learning environment for students. According to the BLS, employment for elementary, middle, and high school principals is projected to grow 6 percent from 2012 to 2022, which is slower than the national average for all occupations. The growth will be based upon increases in school enrollments. Principals typically need a master's degree in education administration or instructional leadership. In 2012, there were 231,500 jobs in educational leadership as elementary, middle, and high school principals. This number is expected to increase by 13,100 positions by 2022.

As the school-age population increases, the U.S. Department of Labor predicts that education institutions will have to be increasingly flexible when dealing with changes in funding and student educational interests. These kinds of executive decisions will further increase the importance of school administrators.

Another leadership area referred to in the BLS is instructional coordinators. These coordinators oversee school curriculum and teaching standards. In addition, they develop instructional material, coordinate its implementation with teachers and principals, and assess its effectiveness.

Instructional coordinators work in elementary and secondary schools, and various education institutions, such as colleges, professional schools, and education support services. Instructional coordinators need a master's degree and related work experience, such as teaching or school administration. Coordinators in public schools may be required to have a state-issued license.

Employment of instructional coordinators is projected to grow 13 percent from 2012 to 2022, representing as the average for all occupations. Employment growth is expected as schools focus on evaluating and improving curriculums and teachers' effectiveness. Many school districts and states are focusing on the teacher's role in improving student learning. With states and school districts using various accountability measures, coordinators will be needed to evaluate and improve curriculum and provide mentoring for teachers. As schools seek additional training for teachers, demand for leadership in professional development will increase.

In developing the skills necessary to facilitate in the administration of schools and school districts, the MEIL program will provide graduates with a curriculum that will enable them to function as effective and visionary instructional leaders with enhanced knowledge and skills to serve traditionally underserved communities. Below is a selected list of the potential career paths a graduate could pursue in educational settings:

1. School Administrators-Principals or Assistant Principals
2. Curriculum Specialists-School or District Level
3. Career and Technical School Leaders
4. County Administrators- Directors, Assistant Superintendents
5. State Administrators- Directors, Coordinators

Overall, the employment opportunities for graduates of the MEIL are abundant and diverse. As noted above, graduates earning this degree will be qualified to serve in a variety of leadership positions. Further, the graduates of the MEIL program at WVSU are in a unique position to gain employment based on the employment data and proximity to counties/districts in need of numerous leadership positions.

f) Program Impact (§133-11-6.3.f)

The Department of Education within the College of Professional Studies will administer the MEIL graduate program. Moreover, the MEIL will be open to professionals who have bachelor's degrees in education in any education content specialization, as long as the aforementioned prerequisites are satisfied. As previously noted, the Department of Education maintains that the impact will be positive and welcomed by those connected to the program. The impact of the newly created Masters of Education in Instructional Leadership includes the following:

Societal Impact of Educational Practices: Students with a low socio-economic status or from diverse populations are more likely to attend school at lower attendance rates, be susceptible to higher rates of discipline, drop out of school, be incarcerated, and receive social assistance than members of any other demographic groups in the public school system. Therefore, it is imperative to have highly-qualified school leaders who are

committed to increasing student achievement for all students and communities in order to reduce and eventually attempt to eradicate this achievement gap.

Public Service Needs: With current economic conditions and demographic changes in the school-aged population, instructional leaders are needed who have more highly-specialized preparation in improving student achievement for all students including those from diverse backgrounds and needs. Once in place, this program will serve as a national model for other graduate institutions to replicate. This program may also provide initial data to assist state/national licensing agencies in developing professional licensure or National Board Certification in instructional leadership with emphasis on diversity.

Occupational Needs: Graduates of the program will be able to earn advanced licensing as instructional supervisors and principals, renew their teaching certificates and qualify for higher salary classifications based on their school system's salary schedule. In addition, the proposed program will create a pool of educators who are qualified to pursue the Educational Specialist or Doctorate degree at other institutions.

Action Research: Graduates of the program will be encouraged to share their findings from their action research projects at state, regional, national, and international conferences through professional presentations and publications. Action Research is based on the format of identifying a problem, exploring current research, creating a plan of action, implementing the plan, and evaluating data on the plan's effectiveness.

Graduate Demand: Educator demographic data suggests there will be an increased turnover at the administrative level due to retirement or attrition. Opportunities are needed for trained and licensed educators to advance to those positions. They will need to take graduate level courses to renew their licenses and qualify for advanced salary qualifications. Many prefer online courses so they can balance professional and personal obligations with their desire for professional growth. This creates the need for master's degree programs that use on-line technology for delivery.

Community: Many local school districts will benefit from an increased pool of candidates for positions in instructional leadership. In addition, one focus of the training, achieving social justice, equity, and fairness in diverse communities, will create graduates with a greater awareness of student and staff needs and more strategies to meet these needs. This will contribute to vibrant, positive communities.

Additionally, the MEIL will generate revenue for the University in the form of tuition and fees paid by incoming and retained students. The MEIL program will support the opportunity for teachers to obtain certifications for employment as principals and supervisors of instruction. This graduate program will expand opportunities into other types of leadership positions such as curriculum coordinators, Regional Education Service Agency (RESA) curriculum specialists, district leadership, etc. More importantly, this graduate program will impact the community, state, and region by providing optimal instructional leaders and promoting the mission of the College of Professional Studies to prepare qualified professionals to serve and lead in a global society.

As the MEIL program grows, there is potential for the creation of a Center for Educational Leadership at WVSU. This center would be a place to combine the work of the WVSU Education Department, the Masters in Public Administration program, and the WVSU Military Science ROTC program. The faculty in the Education Department will primarily teach courses for the MEIL. Once the MEIL is implemented, qualified education faculty will be assigned to the graduate program as needed. As it expands, new faculty will be added to staff the program.

g) Cooperative Arrangements (§133-11-6.3g)

The importance of cooperative arrangements is essential to the creation, implementation, and continuance of the MEIL program. As mentioned earlier, the MEIL program will utilize faculty in the Education Department to teach pertinent courses in the MEIL curriculum.

Currently, WVSU has partnerships established with RESA III (Boone, Clay, Kanawha, and Putnam Counties). The Education Department's undergraduate programs have Professional Development School agreements with 18 partner schools. While there is no expectation that graduate students will serve in these 18 schools for their internships, the relationships developed with teachers and administrators in these schools will give the program a firm foundation of possible internship positions on which to build. MEIL graduate students will complete an action research project related to a topic applicable to their school or district and future leadership position.

ELCC standards require that the six-month internship include field experiences in a school-based setting, however part of the six month internship can be in other settings. The Kanawha Valley is rich in administrator internships in non-school settings. For example, additional internship possibilities exist with the following West Virginia entities:

1. West Virginia Department of Education;
2. West Virginia Center for Professional Development;
3. West Virginia Association of Elementary/Middle School Principals;
4. West Virginia Reading Association; and
5. West Virginia Read Aloud.

h) Alternatives to Program Development (§133-11-6.3.h)

During discussions regarding the creation of an MEIL program at West Virginia State University, there was one specific alternative that was considered: the creation of a traditional classroom-based MEIL program on the WVSU campus. However, given the resources, demographics, and proximity of WVSU to the RESA III school districts and others who serve as partners, the MEIL Program Development Committee decided the online eight-week model better represents the needs of potential candidates.

6.4 Program Implementation and Projected Resource Requirements

a) Program Administration (§133-11-6.4.a)

Administrative Organization:

The Master of Education in Instructional Leadership (MEIL) program will be administered by the Education Department and housed in the College of Professional Studies at West Virginia State University.

Changes to the existing Administrative Structure:

The Education Department will create a Graduate Studies Committee for oversight of the program. The Chair will appoint the committee and appoint a Program Coordinator (PC) of the MEIL program who will lead the Graduate Studies Committee. All committee members will meet the requirements for graduate faculty status. The committee will be responsible for admissions decisions. All graduate admissions packets will be collected by WVSU Admissions and will be delivered to the Program Coordinator. The Program Coordinator and the Graduate Studies Committee will review the applications and select candidates for the MEIL program based on admissions criteria. In addition, the Graduate Studies Committee will initiate requests for new course offerings or changes in program requirements, and it will address issues necessary for the continuance of the program.

The PC for MEIL will be a member of the Education Department, and will have a dual appointment as both an undergraduate and graduate faculty member. As such, the PC will have a three-course (9 hour) teaching load each semester. A stipend equivalent to 25 percent of the PC's salary will be made available so that the PC can perform essential duties in the summer months.

The PC will be responsible for:

1. Promotion and Advertisement for the MEIL
2. Student Recruitment and Retention
3. Mentoring of Program Participants
4. Management of Program Budget
5. Oversight of Admission to the Program
6. Data Collection for Program Assessment
7. Coordination and Collaboration with Graduate Faculty
8. Supervision of MEIL Graduate Teaching Faculty
9. Scheduling Graduate Course Offerings

Of the nine items listed above, the most important in terms of early success of the program are Student Recruitment and Retention and Mentoring of Program Participants. The position of Program Coordinator in the beginning years of the program will also include the roles of Recruiter and Mentor. Later, with anticipated program growth, the roles of Recruiter and Mentor may be assumed by additional faculty other than the Program Coordinator.

b) Program Projections (§133-11-6.4.b)

The undergraduate Education Program at WVSU has a large contingent of graduates who have expressed interest in a master's degree program. Therefore the Education Department faculty is confident that these graduates will help launch a successful recruitment program. Based on the experience of the Criminal Justice Department Master's Program (also housed in the College of Professional Studies at WVSU, and also with a large contingent of loyal post-grads), the first graduate students admitted can be estimated to be 12 members, with groups increasing in size over the next several years to the point that the program will be recruiting 20 or more persons each semester.

See the table on the following page for projected enrollment based on certain estimates of recruitment and retention.

Enrollment projections for first five years of the program including estimates of attrition:

	2016-17	2017-18		2018-19		2019-20		2020-21	
	Recruit	Recruit	Retain	Recruit	Retain	Recruit	Retain	Recruit	Retain
Year 1	20		8						
Year 2		22			10				
Year 3				30			12		
Year 4						33			12
Year 5								33	
Total Students – Estimate*	20	30		40		45		45	
Tuition Generated*	\$169,118	\$261,287		\$358,834		\$428,273		\$415,799	

** Enrollment projection based on recruiting 20, 22, 30, 33 and 33 students in years 1,2,3,4 and 5 respectively. Retention and tuition estimates based on these assumptions about each of the recruitment years: For each year, 40 percent will finish in two semesters and two summers, 40 percent will finish in four semesters and two summers, and 20 percent will take courses in their recruitment year at the rate of two courses each semester, but they will not be retained into a second year of study. For the 40 percent who are accelerating, they are full-time each semester and take six hours each summer. For the 40 percent who are not accelerating, they take six credit hours each semester, and six credit hours each summer. For the 20 percent who are not retained, they take six credit hours each semester and the summer of the first year. Estimate based on all courses paid for at the in-state rate, with a three percent rate increase assumed for each year.*

The program used the following *assumptions* to create a five-year projection of program size using the table described as FORM 1 in the Submission of Proposals document (133CSR11):

1. The program will recruit 12 students in the fall semester and 12 in the spring semester in the first year, gradually increasing to 20 per semester in the fifth year.
2. The program will retain about 82 of candidates recruited into the second year of the program, and all candidates retained will graduate at the end of the second year.
3. Each candidate will take two courses (six credit hours) in each term (Fall, Spring, and Summer) for a total of 18 credit hours per academic year.
4. All students served by the programs will be majoring in Instructional Leadership and on course to receive a Master degree.

FORM 1: FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2016-2017)	Second Year (2017-2018)	Third Year (2018-2019)	Fourth Year (2019-2020)	Fifth Year (2020-2021)
Number of Students Served through Course Offerings of the Program:					
Headcount:	20	30	40	45	45
FTE:	16.0	24.0	32.0	36.0	36.0
Number of student credit hours generated by courses within the program (entire academic year):	504	756	1008	1134	1134
Number of Majors:					
Headcount:	20	30	40	45	45
FTE majors:	16.0	24.0	32.0	36.0	36.0
Number of student credit hours generated by majors in the program (entire academic year):	504	756	1008	1134	1134
Number of degrees to be granted (annual total):	8	18	22	25	25

Assumptions for the table above:

First year, recruit 20, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Second year, recruit 24, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Third year, recruit 30, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Fourth year, recruit 33, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Fifth year, recruit 33, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year.

Sustainability Plan:

Program Sustainability

The MEIL is a product of WVSU’s institutional goals as outlined in the Mission and Vision Statements: “...to meet the higher education economic development needs of the state and region through innovative teaching and applied research.” The MEIL will be designed and implemented with the land-grant institution mission statement in mind; it would build upon the University’s overarching emphasis on public and community service by reaching out to an untapped population of “lifelong learners.” This new program will build upon education alumni support for their alma mater and expand online course offerings to meet the needs of educational professionals.

The WVSU goals mentioned above are the foundation of the sustainability plan; the MEIL program will promote those goals. Therefore, the Master of Education in Instructional Leadership degree will have a viable sustainability plan that ensures successful continuation of the program after the initial five-year start-up plan.

There are eight essential aspects to a sustainability plan for a MEIL at WVSU:

- (1) Institutional Support
- (2) Funding Stability
- (3) Community Partnerships
- (4) Organizational Capacity
- (5) Program Outcomes Emphasis
- (6) Program Evaluation
- (7) Program Adaptation
- (8) Strategic Planning

The following table illustrates a selected list of the strengths in the plan that will provide the long-term sustainability necessary to support the overall vision of the University.

Program Sustainability Plan

<p>Institutional Support</p>	<p>Faculty Encouragement/Incentives Opportunities to teach in the Graduate School Increased Research Opportunities Financial Professional Development Tools Increase in Library Resources Internet/Technology Classrooms Administrative Infrastructure Admissions Recruitment Processing Applications Graduation Certification</p>
<p>Funding</p>	<p>Tuition and Fees</p>
<p>Stability</p>	<p><i>ELCC</i> Recognition and <i>CAEP</i> Accreditation Recruitment Quality Standards</p>

	<p>Grants</p> <ul style="list-style-type: none"> Local/State Partnerships <ul style="list-style-type: none"> Allow MEIL program to fund training District and State partnerships for training educators American Education Research Association Research Grant <p>Alumni Donations</p>
<p>Community Partnerships</p>	<p>Research</p> <ul style="list-style-type: none"> Applied Projects that Improve Outcomes for Public School Students Applied Projects that Promote Public Service <p>Advertisement</p> <ul style="list-style-type: none"> “Leaders of Learning” Land-Grant Mission <p>Internships</p> <ul style="list-style-type: none"> Local Schools Regional Schools (as the program expands)
<p>Organizational Capacity</p>	<p>Faculty Participation</p> <ul style="list-style-type: none"> Teaching Advising Career Counseling <p>Knowledge</p> <ul style="list-style-type: none"> Individual Group Structural <p>Resources</p> <ul style="list-style-type: none"> Administrative Staff Faculty Facilities

Program	Measurable Assessment Plan
Outcomes Emphasis	(See §133-11-6.5a)
Program Evaluation	Accreditation Assessment Plan (See §133-11-6.5b)
Program Adaptation	Enrollment Flexibility Program/Curriculum Flexibility Online Additional Faculty as MEIL expands Community Needs
Strategic Planning	Institutional Mission Marketing Plan MEIL Graduate Studies Committee

Summary: The institution has structures in place to ensure sustainability in many areas. The area of financial sustainability is a key concern. However, even conservative projections of growth show that, by the end of the first five years, funds from tuition and fees will make the program self-sustaining in terms of faculty salaries and basic expenses – even without funds from outside the program.

c) Faculty Instructional Requirements (§133-11-6.4c)

Faculty members are the key to program success. At the present time, the Education Department has four faculty members with doctorates in Instructional Leadership, and four faculty members with leadership experience in the public schools or in State-level administration. WVSU’s education faculty has strong academic credentials and experience that will enable them to skillfully launch a Master of Education in Instructional Leadership. The program will be started with Drs. Mickey Blackwell, Emily Waugh, Daton Dean, J. Paige Carney, and Brenda Wilson. A table with their ranks and experiences is outline on the following page. Vita of the faculty members can be found in Appendix IV.

Proposed Staffing for the First Five Years

Faculty Name	Rank	Higher Ed Experience	Public School Teaching or Administrative Experience
Dr. Mickey Blackwell	Assistant Professor	2	26
Dr. Daton Dean	Associate Professor	12	6
Dr. Emily Waugh	Associate Professor	13	8
Dr. J. Paige Carney	Professor	19	15
Dr. Brenda Wilson	Professor	15	11

The program is making certain assumptions about cost of faculty: 1) The program will be staffed by full time faculty for the first five years. 2) The program will hire one full time faculty member who will work full time for the program, at a cost of \$71,500 with fringe and benefits. 2) The program will deliver four courses per term for the first five years. 3) Beyond the cost of the new faculty member, the University will need to replace the work of the full-time faculty who are working on the program by hiring part-time faculty. 4) Offering four courses per semester plus course release for working as the Program Coordinator costs the institution the cost of the new full time faculty member plus the cost of a part time person teaching two courses each summer and four courses during the school year. 5) The cost of the program director, who is also serving as mentor and recruiter is about one-third of the cost of a full time faculty member plus \$4,000 in the summer. 6) Each faculty member (adjunct or full time) teaching on a summer contract costs the institution (with fringe and benefits) about \$2,300 per course. We are projecting all faculty costs to increase by three percent per year over the five-year period.

Institutional Costs for Faculty for the first five years of the program:

		Faculty Cost for Fall, Spring, and Summer
Year 1	4 courses per semester & 2 courses in the summer	\$ 85,300
Year 2	4 courses per semester & 2 courses in the summer	\$ 87,859
Year 3	4 courses per semester & 2 courses in the summer	\$ 90,495
Year 4	4 courses per semester & 2 courses in the summer	\$ 93,210
Year 5	4 courses per semester & 2 courses in the summer	\$ 96,006
		\$ 452,869

d) Library Resources and Instructional Materials (§133-11-6.4d)

The WVSU library purchases books that are pertinent to education and instructional leadership as requested by the Education Department.

However, additional resources will also need to be added to the library, including books and print and electronic subscriptions to journals in the field of school administration, instructional leadership, and educational policy. These library resources will be essential both to keep faculty members up-to-date in the field and to contribute to faculty and student research endeavors.

Most of the top-ranking journals tend to publish articles geared to address the needs of practitioners rather than in-depth research-based articles. This suggests that readability and the time required to read articles are important concerns to K–12 administrators—a logical conclusion considering the time constraints and other demands placed on them. The most frequently and widely read of these professional journals, *Educational Leadership*, probably also owes its high ranking to the fact that it publishes a higher volume of articles than many other journals, covers a broad range of issues, and includes articles from authors with diverse perspectives. Of the top-ranking journals, *American Educational Research Journal* is likely to be the one most read by university educators because it was the only publication listed that is generally regarded as exclusively research-based and that does not cater to practitioners. Whichever publication provides the best fit, reading professional journals in the field of education administration is not just the most efficient and effective way for K–12 practitioners and university educators alike to stay abreast of current issues in school administration. It is a vital prerequisite.

Additional resources will also need to be added to the library, including books and print and electronic subscriptions to journals in the field of instructional leadership. These resources will include the following: *Educational Policy*, *Educational Administration Quarterly*, *International Journal of Education Policy and Leadership*, *Journal of Leadership and Organizational Studies*, *Journal of Educational Leadership*, *Policy and Practice*; *Academic Leadership: The Online Journal*, *Journal of Management*, *The International Journal of Servant Leadership*, *Educational Leadership*, *International Journal of Leadership in Education*; *International Journal of Teacher Leadership*, *Journal of Cases in Educational Leadership*, *Journal of Educational Administration and History*, *Journal of Research on Leadership Education*, *Principal Leadership*, *School Leadership Review*, and *Planning and Changing: An Education Leadership and Policy Journal*.

The MEIL will need a library budget of approximately \$5,000 for the first and second years followed by an increase for the third, fourth, and fifth years (See Five-Year Projection Table). This will appropriately address the additional educational resources necessary for implementing a graduate degree.

e) Support Service Requirements (§133-11-6.4e)

Additional resources are also necessary for creating program materials (website, brochures, and application packets) and conducting recruitment and networking receptions (speaker honoraria, facility fees and/or refreshments). Once the program is established, increasing enrollments will make the program sustainable and profitable for the University. The support service requirements are below:

Equipment

The Program Coordinator of the MEIL program needs a computer that can process the work quickly and efficiently. Therefore, the computer needs to have a large hard drive to accommodate all of the student assessment data, a processor that can handle the statistical analysis necessary for program projections and projects, and software that can facilitate in the promotion and perpetuation of the MEIL program. The students will need the same software in a computer lab to complete course requirements. An allocation every five years should be sufficient, \$1,300 for the first allocation and then a yearly assessment should be completed to provide necessary updates.

Computer: \$1,300
Software: (STATA: Data Analysis and Statistical Software)
x 22 (Computer Lab for Students)
= \$4,765 – spread over two years – non-recurring expense.

Graduate Assistant

A graduate assistant (GA) will be hired at the start of the program. The GA will assist the PC with the orientation, symposia, accreditation requirements, program website, brochures, and promotion. The GA will receive tuition reimbursement as well as a monthly stipend. GAs will be added as the work load and enrollment of graduate students increase.

Tuition: \$4,316 Yearly (\$1,439 each semester – fall, spring, summer, starting Year Three)
Stipend: \$1,000 Monthly (10 months)

Travel & Training Budget

In order to remain active in the discipline and knowledgeable regarding the accreditation process, the PC must be able to travel for training. There are three particular conference events that would be beneficial for the PC of the MEIL. The first is the annual conference of public school administrators at the National Association of Secondary School Principals.

The second is the annual conference at the American Association of Colleges of Teacher Education (AACTE). This organization has a special program called the Leadership Academy, which offers training to new deans, chairs, and program coordinators of educator preparation programs.

The third is the annual conference of the Council for the Accreditation of Educator Preparation (CAEP). This most important conference occurs each September. It is highly recommended since it includes up to date information about the accreditation process for all programs that prepare educators.

Travel & Training: \$2,000 in Year One, \$5,000 in Years Two through Five

CAEP

WVSU must seek this accreditation if it is to remain a viable MEIL program. CAEP requires five years of assessment data for continued accreditation. Further, for each seven (7) year accreditation cycle, CAEP charges a \$4,000 fee. In addition to this fee, they require that the host school pay for the site visit of the accrediting body. The estimate that this site visit will cost 231

\$5,000. There is one site visit per accreditation cycle. Therefore, the MEIL must budget \$9,000 every seven (7) years so that accreditation can be maintained. *However, these monies need to be available in year seven, so they will be expended outside the initial five (5) year projected budget.*

Accrediting Fee:	\$4,000	(seven-year cycle)
Site Visit:	\$5,000	(seven-year cycle)

Student Support

The students in the MEIL program will be able to use the Career Center to help them with post-program job searches. Moreover, the graduate students can use any of the many services available on campus such as, Disability Services, The Writing Center, tutoring, and library assistance.

The Center for Online Learning will provide support for both faculty and graduate students who experience challenges in using the online course management system. The Education Department graduate faculty will handle the academic advising for all graduate students. This is crucial for retention and successful program completion. There is no need to create new student support services; the current institutional structure is sufficient.

f) Facilities Requirements (§133-11-6.4f)

The MEIL program will occasionally need space for orientation, open houses, and other events to recruit students and promote the program. The program will need office space for the PC, graduate assistant, and graduate faculty. At the beginning, the only new office space needed will be for the GA. As the program grows and new faculty members are added, each will need office space, furniture, a phone, and a computer.

The MEIL students should have a mailbox on campus so that pertinent information can be distributed to them in a timely fashion. Long-term, new offices will be needed when new faculty members are hired. A new office would require a new computer and new furniture.

g) Operating Resource Requirements (§133-11-6.4g)

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	Year 1	Year 2	Year 3	Year 4	Year 5
	2016-17	2017-18	2018-19	2019-20	2020-21
A. FTE POSITIONS					
1. Administrators (PC)	0.25	0.25	0.25	0.25	0.25
2. Full-time Faculty	1	1	1	1	1
3. Adjunct Faculty (1.5 FTE [6 courses per year] for summer and to replace undergrad courses usually taught by existing faculty)	1.5	1.5	1.5	1.5	1.5
4. Graduate Assistants					
5. Other Personnel:					
a. Clerical Workers					
b. Professionals					
Note: Include percentage of time of current personnel					
B. OPERATING COSTS (Appropriated Funds Only)					
1. Personal Services:					
a. Administrators (Dean)					
Administrators (Chair)	8,625	8,798	8,973	9,153	9,336
b. Full time Faculty ¹	71,500	73,645	75,854	78,130	80,474
c. Adjunct Faculty ²	13,800	14,214	14,640	15,080	15,532
d. Graduate Assistants ³			15,784	16,574	17,403
Clerical Workers					
Professionals					
2. Current Expense ⁴	2,200	5,200	5,200	5,200	5,200
3. Repairs and Alterations	200	200	200	200	200
4. Equipment:					
Educational Equipment ⁵	1,300				
Library Books	5,000	5,000	11,000	12,000	12,000
5. Nonrecurring Expense (software) ⁶	2,000	2,765			
Subtotal of Costs	104,625	109,822	117,011	136,336	140,144
C. SOURCES					
1. General Fund Appropriations ⁷ (Appropriated funds Only)					
<input type="checkbox"/> Reallocation <input type="checkbox"/> New funds <input type="checkbox"/>	104,625	109,822	117,011	136,336	140,144
2. Federal Government (Non-appropriated Funds Only)					
3. Private and Other (alumni gifts)					
TOTAL ESTIMATED COSTS	104,625	109,822	117,011	136,336	140,144
TOTAL ANTICIPATED REVENUE PROJECTIONS	169,118	261,287	358,834	428,273	415,799

Note: Total costs should be equal to total sources of funding

**Explain your Method for Predicting the Numbers (use additional sheet if necessary)*

¹ Fulltime faculty member at \$55,000 salary plus fringe and benefits.

² Adjunct faculty cost is for two courses in the summer for a full time faculty member who is off contract and to replace four courses for faculty teaching MEIL courses who would normally be teaching undergraduate courses.

³ Graduate assistants routinely receive tuition plus a stipend. Tuition for 6 credit hours per semester is \$1,439 for three semesters per year plus \$1,000 monthly for 10 months per year. One Assistant will be employed during third through fifth years. Tuition increase of 5 percent per year included in calculation.

⁴ For office supplies (\$200 yearly) and travel.

⁵ For a new computer for the program coordinator.

⁶ For software in the lab to support quantitative and qualitative research.

⁷ Graduate tuition receipts will be reallocated within the institution to accommodate cost of program; Revenue will result from tuition of \$2,242 or six credit hours per semester for each of 3 semesters per year; annual tuition increases of five percent assumed in calculation.

h) Source of Operating Resources (§133-11-6.4h)

Looking again at FORM 1, the tuition generated clearly covers the anticipated costs in §133-11-6.4g. All operating resources are from the general fund, since new funds from tuition will cover the costs of the program.

	2016-17	2017-18	2018-19	2019-20	2020-21
Year 1	20	8			
Year 2		22	10		
Year 3			30	12	
Year 4				33	12
Year 5					33
Total Students	20	30	40	45	45
FTE (*.8)	16.0	24.0	32.0	36.0	36.0
Total Cr. Hrs>(*25.2)	504	756	1008	1134	1134
Tuition generated*	\$ 169,118	\$ 261,287	\$ 358,834	\$ 428,273	\$ 415,799

FTE equals 80 percent of the total students, given the assumption of 20 percent dropping the program or electing to spread the requirements over more than two years.

6.5. Program Evaluations

a) Evaluation Procedures (§133-11-6.5a)

Data collection, tied to program objectives, will be built into academic procedures to ensure the Institution collects the necessary data to assure standards are being met. The Education Department, in accordance with Council for the Accreditation of Educator Preparation (CAEP) standards has established accepted performance standards and assessment strategies for the undergraduate BA in Education. The knowledge gained through this process will be applied to the MEIL program. In 2018, data will be used to make program revisions between the first and second years of implementation, 2016 and 2017. By the second year, the program will admit students so that first- and second-year coursework will run simultaneously to each semester. The immediate goal of a new MEIL program at WVSU is to develop in-service and pre-service

public school administrators to become successful school leaders and visionary leaders in public school governance.

A secondary, long-term goal is full national accreditation by the governing body of education, the Council for the Accreditation of Educator Preparation (CAEP), in association with the American Association of Colleges for Teacher Education, and recognition for excellence by the National Association of Elementary (NAESP), and the National Association of Secondary School Principals (NASSP). The data gathered during the first five-year assessment process will come from the following program level outcomes (PLO) and facilitate in the accreditation process.

As addressed in Section 6.2, nine standards for the school principal are provided by the West Virginia Department of Education:

1. Demonstrates Interpersonal and Collaborative Skills;
2. Creates a Clear and Focused Learning Mission;
3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments;
4. Builds and Sustains a Positive Learning Climate and Cohesive Culture;
5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff;
6. Acts as a Student Advocate and Creates Support Systems for Student Success;
7. Manages Operations to Promote Learning;
8. Connects to Families and the Larger Community; and
9. Effects Continuous Improvement.

In addition, six ISLLAC Program Level Outcomes were established in 2008 and are currently up for revision. The 2008 standards:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural context.

These objectives along with the standards of the West Virginia Department of Education will be used to guide the implementation, administration and delivery of the program. The following is a selected list that will be used to measure the necessary outcomes:

- 1. Rubric Evaluation of ELCC Standards:** Assignments in each of the courses will be evaluated using rubrics designed to evaluate the degree to which each graduate student is meeting the various ELCC standards. The example below is a possible assignment in the EDUC 600 Foundations Course:

Example Assignment: Read Chapter 5 on the “Principal as Culture Builder,” and write two imaginary scenarios in which a principal interacts with a family member who does not want their child to be placed in special education: In one scenario, the principal understands the culture of the family. In the other scenario, the principal does not understand the culture of the family. When comparing the two scenarios, explain the need for the principal to have productive relationships with the family members so that the principal can respond to family interests and needs. When you complete this assignment, be aware that you will be scored using the rubric below.

Example Rubric:

Standard	Distinguished	Accomplished	Emerging	Novice
ELCC 4.3: Candidates understands community interested and needs and can respond to them by building positive relationships.	The explanation shows that the candidate understands family needs, describes behaviors of a culturally competent educator , and understands that principals who can respond in a caring manner are more effective.	The explanation shows that the candidate understands family needs and understands that principals who can respond in a caring manner are more effective.	The explanation shows that the candidate partially understands family needs.	The explanation shows that the candidate does not understand family needs.

- 2. Common Exam Component:** Many of the courses will culminate in a required exam. At least a portion of the exam will consist of a set of questions selected from a pool of potential questions that are specific to that course. The pool of appropriate exam questions will be developed by the faculty who regularly teach the course and will cover the core knowledge in the courses necessary for mastery of educational leadership. Questions of each exam are to be reflective and typical of licensure examinations.

The purpose of this measure is to assess Program Level Outcomes. This assessment will give the MEIL Program Coordinator a comparison of outcomes across course sections and program years.

- 3. Reflective Writing Assignments:** Each course in the MEIL will require substantial writing assignments. Each writing assignment will measure specific components necessary in public school leadership graduate education. The faculty will develop the common writing components to be assessed. These assignments will be graded according to a rubric constructed by faculty who regularly teach the courses.

Depending on the specific course, writing assignments may assess the ability of students to think analytically, creatively, or ethically about the concerns that perpetually face public school administrators. Furthermore, the assessments will measure student competencies in basic research and analysis as well as written communication skills. These measures will be scored according to a rubric developed by the faculty in accordance with the guidelines below. This will facilitate in the comparison of writing/communication skills across academic years and courses. The faculty will strive to make the writing assignments generally meet the following guidelines: Organization, Writing, and Content.

To enable data collection on the writing assignments, faculty who teach courses that contain elements tied to assessment measures will be asked to score the reflective writing assignments according to the following possible criteria: 5 = excellent, 4 = above average, 3 = average, 2 = below average, 1 = not acceptable. A rubric will be developed utilizing input from the education graduate faculty.

This data will be submitted to the Program Coordinator of the MEIL for use in the Annual Report and Accreditation Process. This score is for program assessment only and will not be used as a measure of any student grades for assignments or courses.

4. **Completion of Core Courses:** Each MEIL student is required to complete all of the courses in the curriculum as a means of developing their knowledge of the key concepts and analytical techniques in the discipline of Public School Administration. Successful completion of each of these courses indicates the graduate student's continued development towards competency in school leadership. Tracking this allows the Program Coordinator/Assessment Manager to discover any problems with retention and timely program completion.
5. **Student Feedback:** Every student will be surveyed while enrolled in the MEIL program and through an exit interview. The information collected will be used to gather vital data regarding the program's ability to serve the needs of the students, particularly course offerings, program instruction/faculty, and demographic data. This will enable the Program Coordinator to track the needs and information over time.
6. **Candidate Disposition Assessment Survey:** Candidates in Education 650 Internship will compile a log of hours spent with their mentor and in the learning activities. At the end of the eight-week program, the Mentor will complete an assessment of the Candidate's performance including personal dispositions. This will mirror evaluative measures used in the WVSU undergraduate program for teacher observations and student teaching activities.
7. **Required Praxis II Exam:** The WVDE requires applicants for the principal or instructional supervisor license to make a certain score on a certain Praxis II exam in order to be licensed. Currently the Praxis II Exam is "5411: Educational Leadership: Administration and Supervision," and the cut score is 141. Evaluation of these exam scores gives the program a reliable and valid assessment of program participants that is scored by impartial observers.
8. **Alumni Survey:** A major survey of alumni will take place each fifth year. The survey will provide the Program Coordinator with information about the ability of the curriculum to prepare students for the workforce placement and success. Moreover, it will inform the

Program Coordinator of the strengths and weakness of the program and historical information concerning job placement and history.

- 9. Employer Survey:** A major survey of employers will take place each fifth year. The survey will provide the Program Coordinator with alternative information from the alumni survey about the ability of the curriculum to prepare students for the workforce. Moreover, it will also inform the Program Coordinator of the strengths and weaknesses of the program from the employer's perspective. This survey is essential for understanding the impact the MEIL program, its specificity to fairness and equity, will have on the community.
- 10. Annual Faculty Review:** All faculty who participate in the MEIL program must prepare a document that highlights the work they have done for the academic year. Per University standards, teaching, service, and scholarship will be utilized to assess faculty contributions to the MEIL program. This will be sent to the MEIL Program Coordinator for use in the Annual Report and the accreditation process.

b) Accreditation Status (§133-11-6.5b)

Once the West Virginia Higher Education Policy Commission approves the MEIL degree program, the University will seek approval from the WVDE and the ELCC for program recognition. In addition, the program will be reviewed as part of the accreditation process under CAEP, the governing body for accreditation for public education. The University must seek recognition and accreditation to remain a viable MEIL program. CAEP currently uses ELCC standards to evaluate instructional leadership programs. Therefore, the program will utilize the ELCC standards to measure program effectiveness through rubric evaluation of course assignments and backing up rubric assessments with data from additional surveys, Praxis II exams, and other sources. The data gathered during the first five-year assessment process will be aligned with the program level outcomes and the ELCC standards. This program and its developmental process will become a template for additional advanced graduate studies for the Education Department.

Appendices

Appendix I

Course Syllabi

EDUC 600. Principles of Educational Leadership

Instructor: TBA

Course Description: This course serves as an overview of educational leadership theories and their application. This is an introductory course for principal certification. Focus will be on the principalship, particularly the principal's role in the learning process within the greater learning community.

Textbook:

1. Matthews, L.J. & Crow, G.M. (2010) *The Principalship: New Roles in a Professional Learning Community*. New York: Allyn & Bacon.
2. Pink, D. (2012). *Top Sell is Human*. New York: Riverhead Books.

Student Learning Outcomes:

1. Students will compare theories of educational leadership with respect to their impact the learning community.
2. Students will explain the importance of learning and how to positively influence that within the learning community. (ELCC 2.1)
3. Students will explain the various roles of the principal to include, but not limited to the following: instructional leader, school manager, community liaison, and supervisor. (ELCC 2.2)
4. Students will explain the role of the principal as a culturally competent communicator. (ELCC 4.3)
5. Students will explore the rapidly changing face of education by evaluating the impact of current issues (examples include issues related to diversity, decreases in funding, the expansion of the knowledge base, and ever-changing accountability requirements). (ELCC 2.1)
6. Students will articulate and justify a philosophy for the school principalship based on the concepts learned in this class.

EDUC 605. Addressing Diversity through Educational Leadership

Instructor: TBA

Course Description: This course prepares prospective educational leaders to administer various school programs for diverse student populations. Emphasis will be given to basic concepts, issues, regulations, court decisions, problems and procedures in the management of regular, special, career, technical and compensatory education.

Text Book: Connerley, Mary L. and Pedersen, Paul B. *Leadership in a diverse and multicultural environment: developing awareness, knowledge, and skills*. Thousand Oaks, CA: Sage Publications, 2012.

Articles:

1. Santamaria, Lorri J. 2013. Critical change for the greater good: Multicultural perceptions in educational leadership toward social justice and equity. *Educational Administration Quarterly*. DOI: [10.1177/0013161X13505287](https://doi.org/10.1177/0013161X13505287)
2. Riehl, Carolyn J. 2000. The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Educational Research* 70.1: 55–81. DOI: [10.3102/00346543070001055](https://doi.org/10.3102/00346543070001055)
3. COLEMAN, S., & STEVENSON, H. C. (2014). ENGAGING THE RACIAL ELEPHANT. *Independent School*, 73(4), 86-90.
4. Andersen, F. C., & Ottesen, E. (2011). School leadership and ethnic diversity: approaching the challenge. *Intercultural Education*, 22(4), 285-299. doi:10.1080/14675986.2011.617422

Student Learning Outcomes: By the end of this course students will be able to:

1. Respond appropriately to the diverse needs of all individuals within the school community, inclusive of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, gender identity and/or expression, sexual orientation, genetic information, or any other characteristic protected under applicable federal, state or local law;
2. Demonstrate knowledge of the components and legal requirements of the various special programs available in public schools;
3. Provide effective and culturally sensitive leadership for staff and parents in the administration of special programs.
4. Based on simulation, collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment, (ELCC 4.1).
5. Based on case study, mobilize community resources by identifying ways to promote an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community (ELCC 4.2)
6. Based on case study, respond to community interests and needs by identifying ways to build and sustain positive school relationships with families and caregivers. (ELCC 4.3)
7. Based on case study, respond to community interests and needs by identifying ways to build and sustain productive school relationships with community partners. (ELCC 4.4)

EDUC 610. Educational Policy and Law

Instructor: TBA

Course Description: This course serves as an introduction to state and federal law and policy governing education systems. The course will explore historical and contemporary legal issues and their impact on student achievement and development of effective school practices, with particular focus on the role of the school principal.

Textbook:

1. Essex, N.L. (2015). *School Law and the Public Schools: A Practical Guide for Educational Leaders*. Boston: Pearson.
3. *West Virginia School Laws Annotated*, 2014 Edition.

Student Learning Outcomes: Students will be able to:

1. Identify and use federal school law and policy, as applied to a given school.
2. Analyze the implications of federal law and policy on the education community.
3. Identify and use state school law and policy, as applied to a given school.
4. Act to influence national, state or district policy, in order to improve teaching and learning at a given school. (ELCC 6.2)
5. Analyze the implications of state law and policy on the education community.
6. Analyze effects of federal and state law and policy on the principalship.
7. Analyze the effect of federal and state law and policy on student achievement and effective school practices.
8. (Given a case study) use an understanding of policy and law to describe ethical and fair decisions that help to ensure a system of accountability for student success. (ELCC 5.1)
9. (Given a case study) describe actions of the instructional leader that demonstrate self awareness, effective practice, transparency, and ethical behavior. (ELCC 5.2)
10. Evaluate actions and policies of an instructional leader in the light of whether they have the potential to safeguard the values of democracy, equity and diversity in the school (ELCC 5.3)
11. (Given a case study) evaluate the potential moral and legal consequences of decision making in the school. (ELCC 5.4)
12. Explain why meeting individual student need is the primary focus of an ethical instructional leader. (ELCC 5.5)
13. Evaluate actions and policies of an instructional leader in the light of whether they have the potential to promote social justice in the school. (ELCC 5.5)

EDUC 615. Ethical Leadership for Social Justice

Instructor: TBA

Course Description: An exploration of historical and current issues related to educational leadership, with an emphasis on legal and ethical issues including social justice, human rights, fairness and equity. Students apply principles of leadership, ethics, and critical thinking while examining approaches to conceptualizing, interpreting, and making operational social justice.

Text Book: All reading materials will be provided as PDF files via WVSUOnline

- Comim, F., & Nussbaum, M. C. (Eds.). (2014). *Capabilities, Gender, Equality: Towards Fundamental Entitlements*. Cambridge University Press.
- Santamaría, L. J. (2014). Critical Change for the Greater Good Multicultural Perceptions in Educational Leadership Toward Social Justice and Equity. *Educational Administration Quarterly*, 50(3), 347-391.
- Shin, Y., Sung, S. Y., Choi, J. N., & Kim, M. S. (2014). Top management ethical leadership and firm performance: Mediating role of ethical and procedural justice climate. *Journal of Business Ethics*, 129(1), 43-57.
- Strom, D. L., Sears, K. L., & Kelly, K. M. (2014). Work engagement the roles of organizational justice and leadership style in predicting engagement among employees. *Journal of Leadership & Organizational Studies*, 21(1), 71-82.

Student Learning Outcomes

At the end of this course, students should be able to (ELCC Standards are listed after each SLO):

1. Demonstrate increased awareness about how leaders' personal cultural identity factors interact with structural influences such as power, privilege, and intergroup behavior to influence equity and inclusion in educational and other professional settings. (ELCC 5.1)
2. Develop a personal equity leadership framework for professional practice that incorporates relevant scholarship in equity, inclusion, and social justice. (ELCC 5.2)
3. Anticipate and recognize systemic patterns that perpetuate inequities within organizations and apply this knowledge to practices that enhance multicultural inclusion in real-world settings. (ELCC 5.1)
4. Demonstrate the relationship between leadership, personal ethical reasoning, and critical thinking. (ELCC 5.2)
5. Articulate the foundations of their own moral and ethical reasoning. (ELCC 5.2)
6. Demonstrate working knowledge of extant leadership models in terms of strengths and weaknesses in addressing equity issues. (ELCC 5.5)
7. Think critically, make a reasoned and research-based argument, and engage with the arguments of others. (ELCC 5.4)
8. Articulate an appreciation of the relationship between leadership, personal ethical reasoning, and critical thinking. (ELCC 5.2)
9. Demonstrate analytic skills in utilizing multiple sources of data to identify how inequities occur, are maintained, and are disrupted in complex organizations. (ELCC 5.3)
10. Respond to school scenario by advocating for school students, families or caregivers. (ELCC 6.1)
11. Respond to school scenario by describing possible actions a leader might take to influence local, district, state, or national decisions that affect student learning. (ELCC 6.2)
12. Respond to scenario by assessing the impact on teaching and learning, and describing possible actions a leader might take with respect to a proposed initiative or community trend. (ELCC 6.3)

EDUC 620. Change, Innovation & Professional Development in Education

Instructor: TBA

Course Description: This course explores change theory and its application in the school. Students will identify and explore merging trends and issues in change process with emphasis on sustaining innovation through supervision and professional development.

Texts:

1. Whitaker, T. & Breaux, J. (2013). *The Ten-Minute Inservice*. New Jersey: Jossey-Bass.
2. Norton, M.S. (2014). *The Principal as a Human Resources Leader: A Guide to Exemplary Practices for Personnel Administration*. London: Routledge.

Student Learning Outcomes: Students will be able to:

1. (Given a case study) apply best practices related to building and sustaining a school culture and instructional program conducive to student learning through collaboration, trust, team building, and a personalized learning environment with high expectations for students and staff. (ELCC 2.1)
2. (Given a case study) apply knowledge of change theory, emerging innovative practices and professional development to creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.2)
3. (Given a case study) apply the existing laws, policies and practices related to hiring, supervision, evaluation, discipline and termination of school staff members. (ELCC 2.3)
4. Review research related to professional development and apply research findings to improving teaching and learning.
5. Create a research-based professional development plan that addresses student/staff needs in a given school. (ELCC 2.3)
6. Improve professional skills and professional practice through identification of needs, goal setting, locating resources, implementing and evaluating a personal professional development plan. (ELCC 2.3)

EDUC 625. Technology for Educational Leadership

Instructor: TBA

Course Description: This course explores standard and emergent technologies related to effective instruction and administrative operations within a school. This course will provide students with both the theoretical and the practical considerations for planning and implementing technology in public education settings, focusing on the role of instructional leaders.

Text Book:

1. Levinson, Matt (2010). From fear to Facebook: One school's journey. Eugene, OR: International Society for Technology in Education.
2. Poole, B.J., Sky-McIlvain, Elizabeth, and Jackson, Lorrie (2014) Education in an Information Age: Teaching in the Computerized Classroom (5th Edition). Published Online and freely available at <http://www.pitt.edu/~edindex/InfoAge5frame.html>
3. Whitehead, B. Jensen, D. and Boschee, F.(2013) Planning for Technology: A Guide for School Administrators, Technology Coordinators and Curriculum Leaders. Thousand Oaks, CA: Corwin Press. Paperback ISBN: 9780761945963

Course Goals:

At the end of this course, students will be able to:

1. Develop an administrative technology vision, mission, and values statement in accordance with the technology plan to ensure understanding and commitment among district/business and community. (ELCC 4.4)
2. Analyze school scenario to select appropriate hardware and software for school operations, student safety, web-based communication applications, and presentation software applications.
3. Identify hardware, software, and related technologies appropriate for instructional purposes when given a technology plan
4. Understand the role of a technology committee in a K-12 school.
5. Integrate appropriate technological applications to address student performance needs for different subject areas based on a technology plan
6. Develop goals and strategies consistent with the administrative technology vision, mission, and values statement by analyzing current status and trends relative to future needs in order to align the technology plan with appropriate objectives.
7. Given a simulation, use technology to manage school operations. (ELCC 3.2)
8. Exercise leadership by being a role model, empowering personnel, building effective teams, promoting the exchange of information, and making sound decisions in order to achieve administrative technology goals and promote technology objectives. (ELCC 2.4)
9. Identify effective strategies for communicating relevant information to stakeholders and partners using technology (ELCC 4.3)
10. Select strategies to promote community cooperation and partnerships through the use of technology. (ELCC 4.1)
11. Interpret standardized test results using technology. (ELCC 1.2)

EDUC 630. Financial and Human Resource Management in Education

Instructor: TBA

Course Description: This course focuses on applying information on school needs as well as knowledge of local, state, and national policy to effective management practices. Students will learn how to legally and effectively manage school operations, including management of financial and human resources and how to schedule for the effective use of time and physical resources.

Texts:

1. Sorenson, R.D. & Goldsmith, L.M. (2012). *The Principal's Guide to School Budgeting* (2nd Edition). Thousand Oaks, CA: Corwin Press.
2. Kersten, T.A., & Clauson, M.E., (2014). *Personnel Priorities in Schools Today: Hiring, Supervising and Evaluating Teachers*. New York: Rowman & Littlefield Publishers.

Student Learning Outcomes: Students will be able to:

1. Articulate and apply effective fiscal practices to a given school (or case study). (ELCC 3.2)
2. Articulate and apply effective human resource practices to a given school (or case study). (ELCC 3.2)
3. Create a plan to effectively delegate responsibilities in the light of individual strengths and weaknesses (based on a case study). (ELCC 3.3)
4. Monitor and evaluate school management and operational systems based on knowledge of financial, operational, and human resource management practices. (ELCC 3.1)
5. Use knowledge of policy and law to allocate resources in schools, giving particular attention to state funds, federal funds and event income.
6. Use knowledge of policies and procedures to promote the safety and welfare of students. (ELCC 3.3)
7. Use knowledge of effective scheduling to maximize the use of resources (library, classroom space, instructional time, etc.) (ELCC 3.5)
8. Evaluate the effectiveness of various personnel policies and practices as they relate to the recruitment and retention of diverse staff, with an eye to balancing staff diversity so that they represent the same range of ethnic, racial and cultural groups represented by the students. (ELCC 4.4)
9. Develop a long-term hiring plan for a given school or district (or case study).

EDUC 635. Leadership in Diverse Communities

Instructor: TBA

Course Description: The goal of this course is to prepare and equip educational leaders with the ability to examine critical issues related to providing leadership for diverse student populations. Educational leaders will understand what it means to be culturally responsive and learn strategies to rectify current race, class, and gender inequities that exist throughout educational systems.

Text Book:

Cultural Proficiency: A Manual for School Leaders by Lindsey Randall ISBN: 9781412963633
Good to Great by Jim Collins ISBN 0-06-662099-6 Publication Manual of the American Psychological Association (6th ed.). Washington, DC.

Additional reading materials will be provided as PDF files via WVSUOnline

Student Learning Outcomes

At the end of this course, students will be able to:

1. Promote the success of all students by promoting a positive culture, providing an effective instructional program, apply best practice to student learning, and designing comprehensive professional growth plans for staff. (ELCC 6.1)
2. Increase understanding of the historical context of inequality in schools
3. Begin to internalize and value cultural proficiency as an approach to leading and managing the dynamics of diversity and equity. (ELCC 4.2)
4. Engage in self-exploration and reflection of personal attitudes, beliefs, and assumptions regarding diversity and equity.
5. Promote cultural proficiency as an approach to instructional leadership and managing the dynamics of diversity and equity.
6. Evaluate the value of using the culturally proficient approach when working to increase student achievement.

EDUC 640. Data-Based Decision Making for School Improvement

Instructor: TBA

Course Description: This course focuses on using National, State, District and School data to improve teaching and learning, including improving the achievement of identified low achieving groups.

Texts:

1. Holcomb, E.L. (2012). *Data-Based Decision Making* (3rd Edition). New York: Solution Tree.
2. U.S. House of Representatives, Committee on Education and Labor. (2011). *Research and best practices on successful school turnaround: hearing before the Committee on Education and Labor, U.S. House of Representatives, One Hundred Eleventh Congress, second session. Electronic Resource Available through the Library of Congress* (Shipping list no.: 2011-0091-P. Serial no. 111-63).

Student Learning Outcomes: Students will be able to:

1. Use National, State, District and School data sources for instructional decision making. (ELCC 1.2)
2. Use data analysis to clarify and present information related to school improvement. (ELCC 1.2)
3. Use extant research in teaching and learning to improve school programs, including: journal articles, books, and policy reports. (ELCC 1.1)
4. Evaluate existing action plans of a school or district and revise or create action plans that have the potential of addressing school needs (ELCC 1.4)
5. Write and speak effectively when creating and presenting action plans to stakeholders. (ELCC 1.1)
6. Promote school improvement through the creation and effective communication of an action plan. (ELCC 1.3)
7. Develop a shared vision of learning for a school through effective communication and collaboration. (ELCC 1.1)
8. Adapt leadership strategies in response to emerging trends in data or in state or national initiatives (given a case study). (ELCC 6.3)

EDUC 645. Action Research in Educational Leadership I

Instructor: TBA

Course Description: An introduction to research methods in educational settings. This course will allow students to determine how data can be used to make instructional decisions at the classroom, building, and district level.

Text Books:

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, DC: American Psychological Association. [ISBN-10: 1-4338-0561-8]

Creswell, J. C. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Boston, MA: Pearson. [ISBN-13: 9780131367395]

Additional reading materials will be provided as PDF files via WVSUOnline

Student Learning Outcomes

At the end of this course, students should be able to:

1. Interpret and evaluate research to become successful readers and consumers of research.
2. Construct and implement short assignments to demonstrate the basic research skills.
3. Recognize the strengths and limitations of statistical analysis in the conduct of disciplined inquiry.
4. Communicate with peers and other professionals on research issues.
5. Demonstrate proficiency using APA format.
6. Formulate important research questions, design studies to provide answers to these questions, and critically evaluate the results and conclusions from other educational research studies.
7. Examine approaches to research including quantitative, qualitative, and mixed methods.
8. Determine and operationally define the basic aspects of the research process including identifying research problems; reviewing literature; specifying purposes for studies; collecting, analyzing, and interpreting data; and evaluating and reporting the results of a study.
9. Recognize the strengths and limitations of statistical analysis in the conduct of disciplined inquiry.

EDUC 650. Internship

Instructor: TBA

Course Description: This course serves as a culminating experience for the certification program for school principalship. This field-based practicum will allow candidates to apply knowledge of educational leadership, educational law and policy, change, innovation, professional development, financial and human resource management, and data-based decision making for school improvement. Prerequisites: EDUC 600, 610, 620, 630 and 640.

Textbook:

1. WVSU Handbook for Internship in Educational Leadership.
2. Martin, G.F., Danzig, A.B., Wright, W.F. & Flanary, R.A. (2011). School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience (3rd Ed.). London: Routledge.

Student Learning Outcomes: Students will be able to:

1. Serve effectively as an intern for a public school based principal. (ELCC 7)
2. Create an educational portfolio during the field-based practicum demonstrating mastery of the following concepts:
 - a. Educational Leadership (theories)
 - b. Educational Law and Policy
 - c. Change, Innovation, and Professional Development in Education
 - d. Financial and Human Resource Management
 - e. Data-Based Decision Making for School Improvement.
3. Communicate effectively when their educational portfolio to graduate faculty.

EDUC 655. Action Research in Educational Leadership II

Instructor: TBA

Course Description: This is a practical course in action research. Students will conduct an action research project based on an identified need in a public school setting and present it to their peers. *Prerequisite Ed 645.*

Text Book:

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, DC: American Psychological Association. [ISBN-10: 1-4338-0561-8]

Creswell, J. C. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Boston, MA: Pearson. [ISBN-13: 9780131367395]

Additional reading materials will be provided as PDF files via WVSUOnline

Student Learning Outcomes

At the end of this course, students will be able to:

1. Select and refine a research topic.
2. Articulate a theory related to the research to be conducted.
3. Write a review of the literature related to the theory and practice of the planned research.
4. Determine a Research Question
5. Plan for data collection
6. Collect and analyze data.
7. Turn findings into action plans.
8. Report and share action research results with stakeholders.

Appendix II
Faculty Curriculum Vitae

Dr. James M. Blackwell
1854 Roundhill Road
Charleston, West Virginia 25314
Residence: (304) 610-6680
Work: (304) 558-3199

Education

Marshall University, Ed.D. Leadership Studies, 2009
West Virginia Graduate College, M.A., Educational Leadership, 1996.
West Virginia Graduate College, M.A., Elementary/Middle School Education, 1995.
West Virginia State College, B.A., English Education, 1989.

Employment History

20113 to Present	<u>Executive Director</u> Office of School Improvement West Virginia Department of Education Charleston, West Virginia
2011 to 2013	<u>Superintendent of Schools</u> Roane County Schools Spencer, West Virginia
1989 to 2011	<u>Administrator and Teacher</u> Kanawha County Schools Charleston, West Virginia
1990	<u>Director of Public Information</u> West Virginia Institute of Technology Athletic Department Montgomery, West Virginia
1988-1987	<u>Editor, College Newspaper</u> West Virginia State College Institute, West Virginia

Detailed employment responsibilities enclosed on the following pages.

References

Dr. Jerry Jones
Professor of Education
University of North Carolina
(304) 550-5345
jjone134@uncfsu.edu

Joshua Stowers
Deputy Treasurer
Office of the Treasurer, WV State Capitol
(304) 573-9918
josh.stowers@gmail.com

Joan L. Mann
West Virginia Dept. of Education
Office of Educational Pathways
(304) 766-3502
jlmann@access.k12.wv.us

George Aulenbacher
Principal
George Washington High School
(304) 348-7729
gaulenbacher@mail.kana.k12.wv.us

Personal Professional Affiliations

West Virginia Commission for Professional Teaching Standards, Chairman 2008-2013.

Elk Valley Library Board, Board of Directors.

Roane County Friends of the Library, Board of Directors.

Roane County Rotarians.

University of Charleston Educational Program Advisory Council, Member.

Kanawha Valley Arts Council, Board of Directors.

Kanawha County Schools Calendar Committee.

Kanawha County Schools Leadership Academy Staff.

Kanawha County Schools New Administrator Mentor.

School Achievements and Awards 2005-2011(Principal, Horace Mann Middle School)

2011—*First Place Champions, National Strings Orchestra Festival.*

2011—*West Virginia Exemplary School, West Virginia Board of Education.*

2010—*West Virginia Exemplary School, West Virginia Board of Education.*

2010—*Middle School Principal of the Year/Most Supportive Principal,
West Virginia Librarians Association, School Division.*

2010—*Show Choir State Championship, West Virginia Music Teachers Association.*

2008—*Show Choir State Championship, West Virginia Music Teachers Association.*

2007—*West Virginia School of Excellence, West Virginia Department of Education.*

2006—*First Runner-Up, National Strings Orchestra Festival, US Strings Association.*

2006—*School of Best Practices, West Virginia Reading Association.*

2005—*School of Best Practices, West Virginia Reading Association.*

2005—*Partner in Education Award, Charleston Optimists Club.*

2005—*High Achieving School Award, West Virginia Department of Education.*

School-Based Articles

WSAZ-TV *Roane County Educators Attend White House Announcement.*
September 2011.

Charleston Gazette *Horace Mann Principal Revels in School Pride.*
November, 2010.

Education Week *21st Century Skills Shifts West Virginia's Teachers Roles.*
January 2009

Employment Responsibilities

2013 to Present **West Virginia Department of Education**
Executive Director, Office of School Improvement

Responsible for the management of office administration and fiscal management of the Office of School Improvement. Director of nine member School Improvement Coordinators and twenty-nine Priority Schools throughout the state. Duties include coordinating and monitoring technical assistance to teachers, administrators, schools, districts and West Virginia Regional Education Service Agencies (RESAs).

- Oversee planning and preparation for School Leadership Team Conferences and School Improvement Specialist Networking Days.
- Liaison for Safe and Supportive Schools Program for fourteen high schools in West Virginia.
- Lead coordinator for the West Virginia Rural Leadership Turnaround Project, a \$1,500,000 grant application with the Southern Regional Educational Board (SREB).
- Oversee planning and preparation of School Improvement Networking Sessions.
- Oversight on SIG (1003)g School Improvement programs.
- Collaborate with Office of Instruction, Early Learning and Special Programs to ensure School Improvement Specialists are on target with technical assistance and providing the correct structures for the schools to address the academic needs of all students.
- State liaison with United States Department of Education (USDOE) Office of Turnaround Schools.
- Liaison to the Office of Educational Performance Audits (OEPA) for work in schools and districts and revision of West Virginia Policy 2320.
- Member of Educational Data Stewards committee for WVDE.
- Advisory member of the West Virginia Principals' Leadership Academy for the West Virginia Center for Professional Development (WVCEPD). Served as cumulative speaker for the 2013-14 West Virginia Leadership Institute.

1998 to 2011

Kanawha County Schools
Principal, Assistant Principal, and Teacher
Horace Mann and Sissonville Middle Schools

Responsible for the supervision of all students, teachers and staff. Served as primary monitor of curriculum, student discipline and activities including school trips, assemblies and athletic events. Led staff development activities and communications of county policies and procedures to staff, students and community.

School Climate and Facilities

- Oversaw a 1.5 million dollar facility improvement plan. This project included construction of a new cafeteria facility, library renovation, gymnasium reconstruction, roof replacement, signage construction, new fencing and paving. Coordinated local architects and engineers with West Virginia School Building Authority representatives.
- Enhanced faculty communication to school policies by writing weekly staff newsletter and holding weekly team meetings with educators and service staff. Fostered community communications by writing and editing newsletters and websites.
- Created a Positive Student Behavior Plan that focuses on the introduction and reinforcement of positive behaviors and manners. Facets of the plan include introducing words of the month and daily explanations via announcements. Also included is Project Wisdom, a character education based series of thoughts and quotations that is announced and discussed each morning in homebase.

Trainings and Presentations

- Presented character education concepts and procedures to professional educators and college students for WVDOE. Presentations included faculties of Marshall and Mineral Counties, Ravenswood High School and Ravenswood Middle School and West Virginia Pro Education in Morgantown, West Virginia. Assisted in the development of Roane County School's Character Education Program.
- Presented middle school concepts and trainings at the West Virginia Middle School Conference in 2003, 2004 and 2006. Presenter for the National Middle School Conference in 2008. Presentation topics included transforming schools to excellence, school scheduling, team concepts and electronic/distance learning. The 2002 presentation was as part of the West Virginia Middle School Cadre.
- Served as a member of two teacher training cadres: Kanawha County Schools' Leadership Academy and the Kanawha County Schools' Character Education Cadre. Responsibilities included creating training materials for teachers, giving training presentations to teachers and administrators and developing training academies for summer trainings.
- Served as Chairperson for three textbook adoption committees. Duties included coordination of textbook presentations, media spokesman, and presenting committee findings to board members and teachers.

1997

Kanawha County Schools
Acting Principal
Cabell Alternative School

Responsible for supervision of all school employees including faculty, teacher's aides, cook, secretarial and custodial staff. Served as primary monitor of student discipline and safety. Communicated with parents, area social services representatives and law enforcement officials.

- Served as school representative for school closure hearings. School was not closed due to restructuring of curriculum plan.
- Improved facility safety and student behavior by changing previous lunch schedule to include two lunch periods with assigned faculty duties and responsibilities.
- Instituted faculty responsibilities for monitoring student movement in mornings, between classes and after school bus duty.
- Served as school representative at a variety of meetings including those for principals and vice-principals. Also attended school board meetings and student placement meetings.
- Fostered faculty communication by scheduling twice-weekly A.M. staff meetings and writing staff newsletter for Mondays, Wednesdays and Fridays.
- 98% decrease in parental and staff complaints to Area Superintendent.
- Improved principal visibility in the building by visitations in classrooms, monitoring hallways and outdoor areas.
- Created school logo and slogan. Logo and welcomes painted in entryways and in the main hallway by Cabell students.

1989 to 1997 **Kanawha County Schools**
Teacher of English

Responsible for the instruction of students. Position requires the teaching of literature, grammar, speech and journalism, computer technology and creative writing.

- First Teacher in Kanawha County to complete both Leadership Academy internships. Positions served with William Walton at South Charleston High School and Carla Williams at Hayes Junior High School.
- Selected member of eight-person steering committee responsible for selection and approval of Peer Counseling Programs in Kanawha County middle schools.
- Site selection committee member for construction of new Sissonville Middle School. Worked with KCS Board members and local architects to develop site selection in agreement of WVSBA standards.
- Elected to serve as Sissonville Middle School Faculty Senate administration and Sissonville Area Local School Improvement Council. Responsible for scheduling and contacting area Local School Improvement members for 1995 meetings. Selected as Chair for 1996 Local School Site Search Committee.
- Chosen as Title IX Representative for Sissonville Middle School. Duties include serving as faculty liaison for sexual harassment issues involving students and staff at Sissonville Middle School.
- Served as English/Language Arts representative for the 1996 Kanawha County Curriculum Committee. Created and refined concepts for student learning activities for Kanawha County Secondary Restructuring Plan.
- Sponsored Sissonville Middle School/Junior High newspaper, yearbook, and literary magazine. Supervised students in news writing, layout and editing techniques for all publications.
- Contacted State media representatives for Sissonville Middle School students. As a result, Sissonville Middle School students have participated in a press conference with Governor Gaston Caperton and spoke to the Finance sub-committee of the West Virginia House of Delegates.
- Contacted local media and government representatives for Sissonville Middle School students. As a result, the works of Sissonville Middle School students have been read aloud on WCHS-Radio and printed in the Charleston Gazette. Artwork of Sissonville Middle School students was chosen to represent the 1996 Greater Kanawha River Clean-Up program.
- Created 1990 Action Plan for Sissonville Junior High School. Written plan contained eleven proposals for school improvement. All proposals approved by school Senate.

1990

**West Virginia Institute of Technology, Athletic Department
Director of Public Information**

Responsible for all daily communications for the WVIT Athletic Department. Position included the writing press releases and informational memoranda to department members, as well as interacting with local and statewide media.

- Supervised student staff members for creation of media and statistical information. Provided related information to media and conference representatives.
- Assisted in the creation of 1991 Department Budget. Planned for projected financial needs of department.
- Served as a department representative to the Montgomery community. Worked with local businesses for fund-raising possibilities.
- Coordinated all game-day activities for football and basketball teams. Contacted media, secured areas and provided facility accessibility to alumni and faculty.
- Designed and edited the 1990 Media Guides for WVIT football and basketball teams. Media responsibilities included scheduling press conferences and Media Day activities for area print, radio and television media.

1987 to 1988

**West Virginia State College
Editor, the Yellow Jacket**

Responsible for all operations of student newspaper. Duties included news and feature writing, editing all material for publication and newspaper layout and design.

- Organized the internal operations of a weekly newspaper. Planned and assigned news and editorial content of the newspaper.
- Planned and implemented establishment of a \$22,000.00 budget.
- Managed the scheduling of a ten-employee operation, including full-time and part-time employees.
- Initiated the transition of office machinery from typewriting equipment to computerized publishing capabilities.
- Served as a member of President's Business Cluster, an organization of college and business officials seeking solutions to financial obstacles of a four-year institution.

1982 to 1988 **Federal Express Corporation**
Numerous positions

Served as A.M. Ramp Supervisor, Courier, Courier-Handler and Charleston-Huntington-Dayton Transportation Agent. Wrote publicity information and corporate plans.

- Supervised the staff of A.M. airline ramp operations. Responsibilities included supervising employees, ensuring safety of work area and daily completion of airline and employee schedules.
- Elected president of Charleston Quality Team, an employee task force designed to interact with management for effective work methods.
- Created Winter Safety Awareness program, a publication for station managers to communicate safety plans for Charleston staff and national management.
- Managed Charleston office's corporate involvement in Race for America, a national fund-raising event.
- Developed A.M. and P.M. plans for building security. Written reports included detailed instructions for opening and closing of local physical facilities.

1988 **Cambridge Career Products**
Staff Writer

Created and contributed to the design of four product-based catalogues. Provided product descriptions and other technical data for page layout and assembly.

- Co-produced script for Grounded for Life, a behavior modification package based on teen sexuality and pregnancy. This program was made available to over one million schools in the United States.
- Edited written information of advertising material including catalogues, brochures, information packages and business correspondence.
- Contributed to the creation of a computer software programs for educators, administrators and counselors.

1979 to 1981 **West Virginia University**
News Reporter

Responsible for coverage of West Virginia University sports teams and athletes. Coverage included player features and daily reporting of team play. Reporting assignments included 1980 football season and 1981 NIT Basketball tournament from Madison Square Garden. Wonderful job.

CURRICULA VITAE

J. PAIGE CARNEY, Ed.D.
871 Macintosh Lane
Hurricane, West Virginia 25526
304.562.2404 paigecarney@frontier.com

University of Kentucky,
Lexington, Kentucky, 1995

Ed.D. Instruction and Administration

Dissertation Topic *"The Use of Effective Change Characteristics in Implementing Kentucky's Primary Program: A Case Study"*

Georgetown College,
Georgetown, Kentucky, 1989

Master of Arts in Education

3.9 Grade Point Average

University of South Carolina, Columbia,
South Carolina, 1984

Bachelor of Arts in Education

Cum Laude, Dean's List, 8 semesters

PROFESSIONAL EXPERIENCE

West Virginia State University (WVSU)

January 2014 to Present

Dean College of Professional Studies & Education Professor Responsibilities

- Serve as chief academic officer for the College of Professional Studies
- Provide support and information to five departments (Criminal Justice, Education, Health and Human Performance, Military Science/ROTC, and Social Work)
- Serve on Dean's Council
- Supervise five department chairs, five administrative assistants, one graduate program coordinator, and 25 faculty
- Facilitate and oversee scheduling, budgeting, personnel, and curriculum for all five departments
- Provide guidance for faculty on promotion, retention, and tenure
- Hold regular meetings with departmental chairs and college faculty
- Serve on numerous committees (i.e. 5K Run/Walk Homecoming Committee Chair, Space Utilization Committee, Legislative Affairs Committee, Graduate Council Committee, ROTC Hall of Fame Selection Committee, Education Graduate Committee, and Director of Institutional Research and Assessment Coordinator Search Committee)
- Write and submit College Annual Report
- Evaluate staff and faculty
- Provide support to departmental chairs on assessment reports
- Prepare departmental information for Academic Affairs and Board of Governor's Newsletters

College and University Achievements

- Created a College Student Advisory Council
- Developing 100% on-line Criminal Justice degree program in collaboration with Criminal Justice faculty
- Supervised Education Department accreditation process by assisting with writing education accreditation reports

- Assisted with process of developing the Social Work Masters in collaboration with West Virginia University
- Conducted research with faculty to design a research-based College Advisory Guide
- Formed a College Freshman Experience Committee to revise freshman experience course and integrate student mentors
- Chief Representative for WVSU's Education Department *American Association of Colleges for Teacher Education*
- Obtained Educational Policies Committee (EPC) approval for new CPS Leadership Certificate
- Negotiated and revising articulation agreements and memorandums of understanding with community colleges and local school districts
- Assisted with developing Teacher in Residence (TIR) partnerships with six West Virginia Counties
- Provide support to College Departments for Legislative Day
- Provide support to College Departments for Program Review Reports
- Collaborate with Military Science faculty to develop recruitment initiatives (e.g. satellite office in Wallace Hall)
- Supported faculty in their successful submissions of state and national grants in the areas of Criminal Justice, Social Work, Education, and Health and Human Performance (HHP)
- Assisted HHP with acquiring funds for new Exercise Physiology Lab
- Provided consultation in developing new Wellness Education program
- Reviewed and revised the intent to plan for Education's Instructional Leadership graduate program
- Support and attend departmental student honor societies and student organization meetings
- Attend and participate in departmental meetings
- Conduct administrative staff meetings on regular basis
- Collaborated with departmental chairs to create program Degree Maps
- Organized spring 2014 and fall 2014 College Convocation
- Awarded certificate for participating in *Independent Applying the Quality Matters Rubric* on-line training
- Facilitated research on Teacher in Residence program
- Created, disseminated, and analyzed findings from faculty questionnaire related WVSU initiatives
- Developed a College Strategic Plan
- Compiled and revised departmental display board information
- Prepared document summarizing *Vision 2020 Goal II* accomplishments

University and Community Outreach Events

- Initiated West Virginia Department of Education E-Learning for professional development courses at WVSU
- Participate in various WVSU outreach events (i.e. student orientation, student open house, First Fridays at State, football recruitment, informational sessions at local high schools)
- Serve as West Virginia Reading Association Higher Education Committee Chair
- Acquired participation of CPS students at WVSU's Cares Day and Homecoming 5K Race
- Submitted an ITQ grant in collaboration with Clay County Elementary Schools
- Collaborated with H.E. White Elementary in receiving an Innovation Zone grant
- Developing International Memorandum of Understanding with Wesgreen International School in Sarjah, U.A.E.
- Established new partnership with Edgewood Elementary to provide students with tutoring
- Attend and participate in various state and regional conferences and meetings (i.e. 15 to Finish Institute, WV Academic Administrators Association Fall Conference, WVSU Hall of Fame Induction Ceremony, Prior Learning Assessment Conference, Education Accreditation Spring CAEP Conference, and WVSU Human Rights Conference)
- College collected and donated clothes for after-school program at East End Family Resource Center
- College collected items for nursing home residents for WVSU Cares at Christmas Project

- College collected and donated mittens, hats, and scarves for local elementary school students
- Facilitated the process for providing dinner from the Dean's Council to WVSU Girls' Basketball Team
- Serve on Bridge Valley Community and Technical College Advisory Board for Early Childhood Education
- Member of Kappa Delta Pi International Honor Society
- Member of Regents Internal Advisory Committee

August 2011 to January 2014

Professor/Director of Clinical Experiences

- Created field and student teacher placements
- Taught content and professional education courses
- Served as an academic advisor
- Served as Counselor for Kappa Delta Pi
- Served as Council for Accreditation of Educator Preparation (CAEP) Coordinator
- Served on Smarter Balanced Higher Education Advisory Council
- Served on Education Testing Service (ETS) multi-state Praxis Series Standard Setting Study in Princeton, NJ
- Participated in the ETS HBCU, HSI and Tribal Colleges/Native American Institutions Invitation Conference
- Member of Education Committee, Faculty Grievance Committee, & Homecoming Committee
- Served as a Panel Chair for Senior Capstone Interviews
- Presented at the West Virginia Technology Conference, West Virginia Reading Association Conference, & West Virginia Professional Development Conference
- Researcher for the Improving Teacher Quality State Grants Program, *Teaching and Learning Mathematics by Standards II* in Clay County Schools
- Served on the Young Writers Advisory Board, Kanawha Valley Community and Technical College Early Childhood Advisory Board, & Member of WVDE's State Literacy Team
- Served as the Department of Education's NCATE Coordinator for Spring 2015 Accreditation Visit
- Assisted with writing seven NCATE SPA reports
- Reviewed Curriculum Analysis Reports for the West Virginia Department of Education
- Presented at a WVSU Faculty Lecture Series
- Taught graduate course for Marshall University Graduate School
- Served as West Virginia Reading Association Higher Education Chair
- Member of the West Virginia Reading Association, ASCD, International Reading Association, & Kappa Delta Pi
- Attended West Virginia Department Education's (WVDE) 2011 Program Re-Approval Process Reviewer Training, WVDE's State Literacy Team Meeting, and WVDE's Common Core Standards and ETS update Meeting

August 2007 to May 2011

University of Charleston (UC)

Chair of Education Program/Associate Professor

- Coordinated and managed all aspects of UC's Education Program
- Wrote Curriculum Analysis Reports for West Virginia Department of Education (Fall 2008 & Fall 2010)
- Wrote UC's Teacher Education Accreditation Council Inquiry Brief
- Wrote Title II Federal Report
- Organized & facilitated state and national accreditation visits
- Coordinated all field and clinical experiences
- Supervised student teachers
- Developed assessment instruments and surveys aligning with West Virginia Professional Teaching Standards & National Content Standards for seven certification areas
- Taught a variety of elementary and professional education courses
- Participated with school partners on family & community projects (e.g. African-American Read-In Day)
- Utilized data manage system

- Served as UC's Assessment Committee Chair
- Developed Teacher Education Handbook
- Created content coordinator team to assist with national standard & assessment alignment
- Facilitated education program's formal admittance process (portfolios, interviews)
- Revised & updated education program degree plans, web page & academic catalog
- Hired & collaborated with education adjuncts
- Served on Young Writers Advisory Council & RESA III Advisory Board
- Organized & conducted UC's EPPAC meetings
- Advised 75+ teacher candidates
- Wrote and implemented 21st Century Grant
- Conducted departmental meetings
- Attended WVDE meetings
- Served on Doctoral Committee for a Marshall University Early Childhood Doctoral Candidate
- Served on Education Testing Service (ETS) multi-state standard setting study
- Developed & facilitated UC's Student Education Advisory Council

August 2005 to 2010

Collaborative Center for Literacy Development/University of Kentucky

Lecturer/Researcher

- Served as Kentucky's Principal Investigator for 73 Reading First (RF) Schools
Focus on study was to analyze effective reading achievement and research-based instruction during core, supplemental, & intervention reading in case study schools
 - Authored RF four volume annual performance report, authored executive summary
 - Analyzed & wrote exemplary RF school summary
 - Designed reading observation protocol, teacher surveys, & interview protocols for all RF stakeholders
 - Analyzed Qualitative GRADE and DIBELS assessment data & quantitative data
 - Directed statisticians on RF statistical needs
 - Communicated & collaborated with evaluation team, state coaches, district coaches, principals, schools coaches, & KDE on RF implementation and research findings
 - Analyzed & synthesized RF data to produce district and annual reports submitted to Kentucky Department of Education (KDE) & Federal Agencies Monitor on-line RF coaches' log
- Designed & implementing RF Special Education Study
- Attended state & national RF conferences
- Participated in summer reading institutes with RF teachers
- Served as a leader for RF Research Assistants
- Participated in Collaborative Center for Literacy Development Activities
- Assisted with Department of Education Teacher Candidate Interviews
- Served on Kentucky Department of Education's Intervention Steering Committee for Read To Achieve grant
- Completed West Virginia (WV) principal certificate at WV Center for Professional Development's *Leadership Institute*

August 2004 – May 2005

Eastern Kentucky University

Associate Professor of Education

- Taught graduate course titled Literacy Programs: P-5
- Taught undergraduate social studies courses in elementary block
- Taught Master of Arts in teaching social studies course
- Co-counselor for Kappa Delta Pi

- Served on various university, college, & department committees
- Served on CCLD's Advisory Committee
- Served as an External Facilitator for elementary school in West Virginia
- Wrote & Received Kappa Delta Pi grant for Reading is Fun Week
- Advised 75 teacher candidates

August 1996 – May 2004

**West Virginia State College
Institute, West Virginia**

Associate Professor of Education

- Taught method courses in Elementary Social Studies, Elementary Language Arts, & Early Childhood Education
- Received Promotion & Tenure, May 2002
- Served as Director of Student Teaching
- Assisted with the NCATE Accreditation process
- Attended NCATE Conference on new Standards
- Assisted with designing Assessment System for NCATE Accreditation
- Assisted with designing a rubric for the Student Teacher Assessment Protocol
- Advised over 150 Teacher Candidates each semester
- Designed, organized & presented at WVSC Student Teacher Orientation
- Served as Professional Development Schools (PDS) Coordinator
- Served as Counselor for Honorary Society Kappa Delta Pi (KDP)
- Designed three syllabi for PreK K certification program
- Attended Benedum Collaborative PDS Conference
- Conducted Student Teacher Placements
- Wrote & implemented grants KDP's Yearly *Reading is Fun Week*
- Created and organized Saturday KDP Professional Development Workshops for Teacher Candidates
- Implemented and created KDP community service projects
- Facilitated a Read Aloud Program in Language Arts Course
- Supervised student teachers
- Served as Panel Chair for Department of Education
- Communicated & interacted with Professional Development Schools
- Served on various committees throughout the College
- Served as a National Coach for the Galef Institute

Fall 2000 – May 2004

Kanawha County Schools

External Facilitator for Reading for All &

Comprehensive School Reform Demonstration (CSRD) Grants

- Conducted literacy monitoring meetings for Kanawha County's *Reading For All* grant
- Presented to teachers on effective reading strategies
- Served as an External Facilitator for the CSRD grant
- Collaborated with Adult Basic Education & Family Times Representatives

Spring 2001-Summer 2001

Marshall University Graduate College

Adjunct Professor

- Designed and taught two courses:
ECE 631 Current Influences in Early Childhood & ECE 632 Early Childhood Programs
- Observed & provided feedback to graduate students for

January 2000- May 2001

The Galef Institute, Santa Monica California

Instructional Consultant and Professional Development Trainer

- Consulted and coached elementary schools in Kalamazoo, Michigan and Pittsburgh, Pennsylvania on the program *Different Ways of Knowing*
- Demonstrated literature based thematic lessons in grades kindergarten through sixth
- Provided professional development training
- Facilitated Study Groups with teachers and administrators
- Aligned Michigan's Content Standards with DWoK curriculum modules

July 1994 – July 1996

Galef Institute-Kentucky Collaborative for Elementary Learning,

Technical Assistant Consultant

- Provided technical assistance and support to 44 Kentucky elementary schools implementing *Different Ways of Knowing* curriculum
- Assisted in curriculum program planning
- Established school implementation teams
- Conducted informational and study group meetings
- Provided in-class demonstrations
- Planned and presented professional development workshops
- Designed communication and information network systems
- Organized and trained university professors assisting with research study
- Constructed interview protocols for state-wide study
- Collaborated and met with school district's administrative staff
- Created and presented awareness sessions for *Different Ways of Knowing* curriculum program

May 1993- June 1994

University of Kentucky, Lexington, Kentucky

College of Education, Institute on Education Reform

Assistant Director

- Wrote, edited, produced, and distributed UKERA newsletters statewide
- Authored, reviewed, and edited professional papers
- Planned, organized, and conducted professional development seminars and provided public information programs related to the Kentucky Education Reform Act (KERA)
- Fostered collaborative efforts with Kentucky schools on KERA
- Assisted with qualitative and quantitative analysis of research related to KERA's Primary Progress Study II

Coordinator

- Developed configuration checklist (Hall & Hord, 1987) based on Kentucky's Primary Program Critical Attributes
- Revised configuration checklist with Gene Hall on April 25, 1994
- Solicited university professors from across the state of Kentucky to participate as observers
- Trained observers for the study
- Edited primary tape used for training observers
- Assisted with designing principal and teacher interview protocols
- Organized and distributed observation and interview protocols
- Involved in all aspects of planning and organizing study
- Assisted in creating a budget
- Administrated grant awarded by Appalachian Educational Laboratory for the LAP Reading Program

Fall 1992- Spring 1993

**University of Kentucky, Lexington, Kentucky
Interdisciplinary Human Development Institute
Inclusive Primary Team Training Coordinator (Part-time)**

Fall 1992 – Spring 1993

**University of Kentucky, Lexington, Kentucky
Institute on Education Reform
Researcher for Primary Program Progress Study (Part-time)**

Fall 1984 – Spring 1992

**Fayette County Public Schools, Lexington, Kentucky
Kindergarten Teacher**

Squires Elementary School	1988 - 1992
Southern Elementary School	1985 - 1988
Julius Marks Elementary	Spring 1985
Cassidy Elementary School	Fall 1985

PROFESSIONAL PUBLICATIONS/PRESENTATIONS

Publications/Professional Papers

- Carney, P. *West Virginia Center for Professional Development Principals' Leadership Academy Summary Reports*, Fall 2011, December 2011 & April 2012
- Carney, P. & Blackwood, J. *University of Charleston's TEAC Inquiry Brief*, Fall 2010
- Carney, P. *Elementary Curriculum Analysis Report*, August 2008 & August 2010.
- Carney, P. *Kentucky Reading First Annual Report 2006-2007*. Submitted to Kentucky Department of Education and Federal Government for Reading First, Fall 2010.
- Carney, P. *Kentucky Reading First Annual Report 2006-2007*. Submitted to Kentucky Department of Education and Federal Government for Reading First, Fall 2009.
- Carney, P. *Kentucky Reading First Annual Report 2006-2007*. Submitted to Kentucky Department of Education and Federal Government for Reading First, Fall 2008.
- Carney, P. *Kentucky Reading First Annual Report 2006-2007*. Submitted to Kentucky Department of Education and Federal Government for Reading First, Fall 2007.
- Carney, P. *Reading First Exemplary Schools*. Submitted to Kentucky Department of Education, Fall 2007.
- Carney, P. *The State of Reading First in Kentucky, Executive Summary 2005-2006*. Collaborative Center for Literacy Development, Fall 2006
- Carney, P. *Kentucky Reading First Annual Report 2005-2006*. Submitted to Kentucky Department of Education and Federal Government for Reading First, Fall 2006.
- Carney, P. *Reading First Exemplary Schools*. Submitted to Kentucky Department of Education, Fall 2006.
- Carney, P. Paper written for Kentucky Department of Education's Annual Performance Report for the Federal Government titled *Kentucky's Profile of a Successful Reading First Site*, Fall, 2005.
- Carney, P. & Lybrand, D. (2006). Bringing Storytelling Alive Across the Curriculum. Kentucky Reading Journal.
- Carney, P. (2004). Creating Professional Development Schools with S.O.U.L. (Students, Opportunities, Uniqueness, and Learning Communities). Unpublished AACTE paper.
- Carney, P. (1995). The use of effective change characteristics in implementing Kentucky's primary program. Unpublished doctoral dissertation, University of Kentucky, Lexington, Kentucky.
- Bridge, C. & Carney, P. (1994). Kentucky's primary program: A progress report. UKERA Occasional Papers. Lexington, KY: Institute on Education Reform, University of Kentucky.
- Carney, P. & Willis, V. (1994). LAP reading activities supplement Lexington, KY: Institute on Education Reform, University of Kentucky.

Bridge, C. & Carney, P. (1994). LAP reading program: Every Child a reader. UKERA Occasional Papers. Lexington, KY: Institute on Education Reform, University of Kentucky.

Developed a "Primary Program Configuration Map" used in observations of primary programs across the state of Kentucky (1994).

Observed and described Primary Programs in eight regions in Kentucky for the development of the book Primary Thoughts (Kentucky Department of Education, 1993).

"Cooperative Learning at Squires Elementary" Learning Tape for Fayette County Television, Produced, participated, and edited tape (Spring, 1993).

"Cooperative Learning Training Manual" Designed and developed manual, University of Kentucky Curriculum Class (Fall, 1993).

PRESENTATIONS

"West Virginia State University's Teacher Candidates Create Community Connections with Across the Curriculum Literature Experiences in a Culturally Diverse School" West Virginia Reading Association Conference, November 2013.

"Global 21: Integrating the Next Generation Standards and Objectives in P-16 Learning" WV SU Faculty Lecture Series, Spring 2012.

"Pre-Service Teachers Carry the Torch for Literacy" West Virginia Reading Association Conference, November 2012.

"West Virginia State University Partnership for Teacher Quality" West Virginia Professional Schools' Conference, March 2012.

"Reaching New Reading Heights through Cross Curricular Integration of Technology, Inquiry, and Student Self-Reflection and Evaluation" West Virginia Reading Association Conference, November 2011.

"Not Just Fluff – Breaking Through the Clouds of Elementary, High School, and University Technology Learning" West Virginia Department of Education Technology Conference, August 2010.

"Kentucky's Reading First Study" University of Kentucky's Collaborate Center for Literacy Development Advisory Council, Fall 2009.

"Integrating Literature into the Early Childhood Classroom" Celebrating Connections Conference, February 2008.

"The State of Reading First in Kentucky" Education Leadership Development Collaborative Meeting, February 16, 2006.

"State of Reading First in Kentucky" Kentucky Department of Education's Reading First Principal, School Coach, District Coach, & State Coach Meeting, February 9, 2006.

"Bringing Storytelling Alive in the Classroom. Kappa Delta Pi's International Conference, Fall, 2005.

"From Dick and Jane Basal Readers to Teaching Social Justice through Literature in the Early Childhood Years" Paper presented at the American Association for Colleges for Teacher Education, February 21, 2005.

"Enhancing and Promoting Reading Success through Storytelling" Kentucky's Reading Association Conference, September 2004.

"Leaving No Child Behind with Authentic Assessment" West Virginia's Early Childhood Conference, February 26, 2004.

"Leading the Way: Building Diverse Communities in Non-Diverse Settings" The American Association of Colleges of Teacher Education Conference, February 2004.

"Connecting Reading, Writing, Visual Art, Drama, & Music to Literacy" West Virginia Reading Association Conference, December 2003

"Leaving No Child Behind with Literature Across the Curriculum" Kappa Delta Pi International Convocation, November 2003.

"Moving Beyond the Five Dimensions of Reading" Putnam County Primary Teachers, October 2003

"Enhancing Reading Comprehension & Motivating Students Through Literature and the Multiple Intelligences" Kanawha County Instructional Support Day, Richmond Elementary, October 2003.

"Effective Instructional Strategies to Promote Comprehension & Motivation" Reading Seminar, Anne Bailey Elementary, December 2002.

"Making Meaning & Promoting Fluency with Spelling & Vocabulary Words, WVSC After-School Tutoring Program, November 2002.

"An Overview of Student Teaching: Getting Started Right, WVSC Student Teacher Orientation, and August, 2002.

Establishing Effective Communication Techniques Between Student Teachers, Cooperating Teachers & College Supervisors," IMPACT Workshop, March 2002.

"Oh Where, Oh Where, Has My Word Choice and Voice Gone?" Kanawha County Reading Summer Reading Institute, June 2002.

"Phonemic Awareness: Playing with Sounds" Title I Teachers, Parkersburg, WV September 2001 & Putnam County Teachers Academy, October 2001.

"Enhancing Reading and Writing Comprehension & Motivating Students Through Literature & the Multiple Intelligences" Reading For All grant, Chandler Elementary, October 2001; Pratt Elementary, November 2001; Anne Bailey, February 2002; * Sharon Dawes, March 2002.

"Enhancing Reading Comprehension Through Multiple Strategies & Intelligences," Putnam County Reading Academy, July 2001.

"So, You Want to Improve Your Teaching? Or Meeting the Wise, Governor, That is, Challenge," Faculty Lecture, WVSC, September 2001.

“Starting Well and Maintaining Growth in Teaching at West Virginia State College,” presented to new WVSC Faculty, August 2001.

“Jazz Up Storytelling with Music, Visual Art & Drama,” Reading For All Summer Institute, Kanawha County Schools, July 2001.

“Jazz Up Storytelling with Music, Visual Art & Drama,” International Reading Association Conference, New Orleans, Louisiana, May 2001.

“How can we continue to develop a strong partnership between K-12 teachers and college educators to ensure teacher quality and successful student achievement?” IMPACT Workshop, March 2001.

“Engaging Children in a Balanced Literacy Program,” Clay County Staff Development, January 2001.

“Equal Access for Students Using Different Ways of Knowing,” National Association for Educational Equity Conference, Miami, Florida, February 2001.

“Reading & Writing Across the Curriculum,” Walton Elementary and Middle School, March 2001.

“Kentucky Education Reform Act: Past & Present,” Delta Kappa Gamma; Omicron Chapter, March 2001.

“Bring Storytelling ALIVE with Literature Across the Curriculum,” West Virginia Reading Association Conference, Fall 1998, International Reading Association Conference, Spring 1999 & West Virginia Association of Young Children, Fall 1999.

“The Multiple Intelligences: Past and Present,” West Virginia State College Education majors, Spring 1997 & Fall 1998.

“Establishing Professional Relationships with Your Supervisors, Colleagues, and Students,” Fall 1998 – Spring 2000.

“Bring Storytelling ALIVE with Music, Movement, & Visual Art,” Huntington Area Early Childhood Conference, Spring, 2000.

“A Presentation of the Multiple Intelligences,” Local High School Seniors majoring in Education, Summer 2000 & Summer 2001.

“Kentucky Education Reform Act,” Undergraduate and graduate students, Lecture, Lexington, Kentucky, Fall 1993.

“Reforming Kentucky’s Schools,” University of Kentucky Student Teachers Seminar, Lexington, Kentucky, Fall 1993.

“Leadership Skills for Women,” Alpha Delta Kappa Eastern District Meeting Guest Speaker, Danville, Kentucky, October 1993.

“Moving Toward the Whole Language Approach with Big Books,” Teaching demonstration tape for the College of Education, University of Kentucky, January 1989.

“Cooperative Learning in the Classroom,” Trained elementary teachers on appropriate cooperative learning techniques, Fall 1992 & Fall 1993.

“A Rainbow of Colors,” Co-Presenter of exploratory science approach, Kentucky Science Association State Convention, August 1989 & August 1990.

“Reggio Emilia Approach to Early Childhood Education,” Discussed relationship of KERA’s primary program to Reggio Emilia’s early childhood program, University of Kentucky Television, May 1993.

“KERA Sharing,” Exhibitor of the Institute on Education Reform, Paris, Kentucky, Fall 1993.

“Primary Program Assistants,” Developer and trainer of primary assistants in Fayette County Public Schools, January 1994.

“Appropriate Read-Aloud Techniques for Parents,” Trainer, Parents of Anderson County Preschoolers, January 1994.

PROFESSIONAL ORGANIZATIONS

- International Literacy Association
- West Virginia Literacy Association
- Kappa Delta Pi International Education Honor Society
- Association of Supervision & Curriculum Development
- National Association of Education of Young Children
- Association for Childhood Education International

AWARDS & HONORS

- Received WVSU *Making and Difference* certificate, Fall 2014
- Nominee for West Virginia Reading Association Madge McDaniel Award, November 2013
- Received for chapter the *Achieving Chapter Excellence* Award at the 2003 Kappa Delta Pi International Convocation
- Kanawha County’s Reading Association *Teacher of the Year* for College Educators Award, May 2001 & 2002.
- Nominated for *College Educator of the Year* Award, West Virginia Reading Association, December 2002
- Awarded certificate from Department Chair on participation for *NCATE Review*
- Awarded certificate of appreciation for serving as *Kappa Delta Pi Counselor*
- Recognized & honored at *Faculty Recognition Luncheon for Scholarly Presentations* at the International Reading Association Conferences in New Orleans & San Diego Spring 1999 & 2001

Daton Nacha Terresza Dean
Vita
July 2010

A. Personal Information

Address: 1111 Stuart Street
Charleston, WV 25302

Phone: 304-444-1787

Email: ddean1@wvstateu.edu or daton.dean@gmail.com

B. Education

- 1. 2004-present**
West Virginia University, Morgantown, WV
Major: Special Education
Minor: Educational Leadership Studies
- 2. 1999 - 2002**
Marshall University Graduate College, So. Charleston, WV
Major: Special Education of concentration BD, LD, and MI.
Minor: Leadership Studies Areas
Degree: M.A Special Education
Honors: Minority Scholar
- 3. 1993 - 1999**
West Virginia State University, Institute, WV
Major: Secondary Education, Social Studies
Minor: Art
Degree: B.A. Secondary Education
Honors: Magna cum Laude
WVSC Outstanding Woman
Alpha Kappa Alpha Sorority, Inc., Leadership Fellow 1996
Honda Campus All-Star Challenge Team - Captain

C. Employment

Site: West Virginia State University

Address: 619 Wallace Hall
P.O. Box 1000
Institute, WV 25112

Dates: August 2007 -present

Title: Assistant Professor

Supervisor: Dr. Sandra Orr

Duties: In my current position I teach reading, writing, foundations, and Special Education courses to teaching candidates covering grades pre-k thru adults. I teach WVSU teacher education candidates DIBLES and other reading programs that they will be able to use in their field placements, students teaching, and classrooms. I advise education majors with last name beginning with C-D prior to registration of classes for the next semester. I also teach one section of a general education course that is required of all students in the university. I also create professional development presentations for teacher candidates and current educators in the Kanawha County School System.

Site: WVU Energy Express/Ferguson Memorial Baptist Church

Address: 126 Marshall Ave
Dunbar, WV

Dates: June 10-July 31, 2010/ June 3-August 8, 2009 /June 9-August 1, 2004
June 1- July 31, 2003

Title: Energy Express Site Coordinator

Supervisor: Kerri McCormick

Duties: As an Energy Express Site Coordinator I provided training to AmeriCorps Mentors locally and statewide. I provided a welcoming atmosphere to children, families, and community. Supported AmeriCorps members in fulfilling their commitments. Implement Woodcock Johnson Test to a percentage of participants. Build an effective team of workers. I monitored the budget for the program and provided resources to the families of participants. I coordinated several parent open houses to spotlight student progress and work.

Site: Health Sciences & Technology Academy

Address: P.O. Box 9026
Morgantown, WV 26508

Dates: October 2005 – August 2007

Title: Mon-Marion HSTA Field Site Coordinator

Supervisor: Claire Bourgie

Duties: In this position I was responsible for recruiting 8th grade students into the HSTA program. Making contact with the community, teachers, church leaders and school personnel in order to create a relationship between HSTA and the communities that it serves. I developed a budget for the next HSTA year and kept an ongoing accounting of regional and club expenditures. I conducted end of semester evaluations on each HSTA student to monitor if

they were meeting HSTA criteria. I chaired and recruited volunteer members to the Local Governing Board and I attend the statewide Joint Governing Board meeting once a month.

Site: Health Sciences & Technology Academy – ASPIRE

Address: P.O. Box 9026
Morgantown, WV 26508

Dates: July 2005 – August 2005

Title: Study Skills Teacher

Supervisor: Dr. Price

Duties: In the role I created interactive lessons and taught basic study skills to high school students who participated in the ASPIRE program.

Site: Health Sciences & Technology Academy –Summer Institute

Address: P.O. Box 9026
Morgantown, WV 26508

Dates: July 2005 – August 2005

Title: Multicultural Education Co-Teacher

Supervisor: Dr. Dooley and Jenny Bardwell

Duties: Helped to create and implement professional developments for HSTA teachers and students with a multicultural focus. This included creating and teaching lesson plans for teachers to carry out with students. I was responsible for keeping records of student work and progress after the completion of the program and ongoing evaluation of the professional development goals. I provided mentoring and guidance to the high school participants during and after the program.

Site: WVU College of HR&E- Office of the Dean

Address: Morgantown, WV

Dates: August 2004 – November 2005

Title: Graduate Assistant

Supervisor: Dr. Anne Nardi

Duties: In this position I was responsible for researching and reporting minority student recruitment and retention in the WVU College of Human Resources and Education. I made contacts with minority students and created a resource network for students in the college. In this position I also monitored the progress of master's level students' teachers during their practical placements. I provided guidance and tutoring for students who were encountering web based learning for the first time or who were uncomfortable with that method of learning. I planned and implemented several social and academic gatherings where the goal was to help students connect, network, and support each other through their prospective programs.

Site: Kanawha County Schools/ Dunbar Middle School
Address: 325 27th Street
Dunbar, WV 25064
Dates: July 2002 – August 2005
Title: Special Education Teacher
Supervisor: Lynda C Gilkeson

Duties: As a Special Education Teacher in a self-contained classroom I was responsible for teaching all core and several elective subjects and all levels 6 - 8. I conducted home visits and aided parents in taking part in their students' education. I created, implemented, and monitored IEP's, FBA's, and BIP's for all BD students as well as consulting on several other IEP's of students with behavior problems. I monitoring daily/weekly student progress in all class not taught by me, developed peer trainings on behavior and classroom management to other teachers in the school, and served as a member of the Dunbar Middle School Student Assistance Team.

Site: Kanawha County Schools/ South Charleston High School
Address: 1 Eagle Way
South Charleston, WV 25309
Dates: July 2001 – August 2002
Title: Special Education Teacher
Supervisor: William Walton

Duties: In this position I taught all levels of high school English, Social Studies, Geography, and Science classes to Special Education students. I conducted regular home visits to student residences in order to connect what was happening in school to home. I was also responsible for aiding students in their post-secondary planning.

Site: Kanawha County Schools
Address: Substitute Teacher
Dates: July 1999 – July 2001
Title: Substitute Teacher
Supervisor: Melanie Vickers

Duties: As a substitute teacher I was responsible for implementing the plans of teachers who were out for the day.

D. Professional Objective

To create engaging and relevant professional learning opportunities for educators in the 21st century that would meet the needs of both the teacher and the student. To obtain a greater understanding and knowledge of the educational system, its history, and possibilities through experience and to have a positive impact on future generations of learners through research and implementing change where needed.

E. Statement of Professional Interests

My professional interests lay in service to my community, my field, and the students of West Virginia in gaining the credentials needed in order to be successful in the field of their choice.

F. Workshops and Special Lectures attended

June Harless Center for Rural Educational Research and Development Reading Education Academy - October 2009

West Virginia Department of Education Teacher Leadership Institute Training – July 2009

West Virginia Department of Education Teacher Leadership Institute Training – July 2008

West Virginia Department of Education Technology Training – July 2008

AACTE General Education Conference, Minneapolis, Minnesota – June 2008

West Virginia Department of Education NCATE BOE member training – May 2008

NASA Pre-service Teacher Conference, Alexandria, Virginia – February 2008

West Virginia Department of Education 21st Century Assessment for Learning – January 2008

West Virginia State University 21st Century Workshop – January 2008

West Virginia Reading Association Conference – December 2007

20 year Celebration of WV Read A Loud with Jim Trelease, September 2007

SPA training at WVSU with Dr. Harrison, Dr. Orr, and Dr. Levine September 2007

June Harless Center for Rural Educational Research and Development Reading Education Academy - October 2007

DIBELS Essential Training and Mentoring Workshop by Dr. Roland Good and Dr. Ruth Kaminski in Denver, CO - October 2007

A Framework for Understanding Poverty Workshop, January 2006.

Black hands in the biscuit dough, not in the schools, October 2005

Progressive Behavior Support, Kanawha County Schools, May 2004.

Connecting children to reading leadership training, WVU Energy Express, May 2004.

Connecting Across the Curriculum, Kanawha County Schools, February 2004.

E. Extracurricular Activities

WVSU NASA Pre-service Teachers Advisor, 2007 –present
WVSU NPHC Organization Advisor, 2007 - 2008
West Virginia University Council for Women’s Concerns, 2005 - 2007
WVU College of Human Resources and Education Diversity Task Force, 2005 –2007
WVU College of Human Resources and Education Minority Student Network, 2004-2005

F. Professional Society Memberships

American Association of Colleges for Teacher Education (AACTE)
West Virginia Reading Association
Council for Exceptional Children – CASE and TED
American Federation of Teachers
Kappa Delta Pi

G. References

Dr. Elizabeth A. Dooley
Associate Provost
West Virginia University
Academic Affairs
PO Box 6203
Morgantown, WV 26506
(304) 293-2661
Elizabeth.Dooley@mail.wvu.edu

Dr. Constina Miyoshi Charbonnette
Education and Life Program Coordinator
West Virginia University
Academic Affairs
249 Mountainlair
Morgantown, WV, 26506
304-293-0173

Dr. Helen Hazi
Professor
West Virginia University
College of Human Growth and Development
Educational Leadership Studies
608-F Allen Hall
PO Box 6122
Morgantown, WV 26506
304-293-1885
Helen.Hazi@mail.wvu.edu

Darrell Dewayne Duncan
Assistant Director
Office of Institutional Education Programs
West Virginia Department of Education
1900 Kan Blvd. East
Build 6 room 728
Charleston, WV 25305-0330
ddduncan@access.k12.wv.us

Patricia Petty Wilson
Associate Professor
Department of Education
West Virginia State University
616 Wallace Hall
P.O. Box 1000, Institute, WV 25112
wilsonpat@wvstateu.edu

Emily H. Waugh
118 Heritage Hills Drive
Saint Albans, WV 25177
bjwaugh@gmail.com

Education

2005 — Doctor of Education in Leadership Studies from Marshall University
2003 — Education Specialist degree in Superintendentcy from Marshall University
1999 — Master of Arts in Leadership Studies from Marshall University
1993 — Bachelor of Science in Elementary Education from West Virginia University
With minor in Mentally Impaired/Mild-Moderate

Positions Held

2011-Present — Associate Professor, Department of Education, West Virginia State University
2010-2013 — Director of Clinical Experiences, WVSU Department of Education
2009-2015 — Coordinator, Professional Development Schools, WVSU Partnership for Teacher Quality
2006-2011 — Assistant Professor, Department of Education, West Virginia State University
Undergraduate and graduate course development, supervision of student teachers; member of Program Review Committee (Chair 2009-2010), member of Constitution and Bylaws Committee, mentor for new professor, member of Assessment Committee in the Department of Education; grant work.
2002-2006 — Assistant to the Dean, Graduate School of Education and Professional Development, Marshall University Graduate College
2001-2006 — Adjunct Faculty Member, Marshall University Graduate College
Course development and delivery, Human Growth and Development, Multiculturalism, Elementary Curriculum
1999-2002 — Coordinator, Office of Professional Preparation, West Virginia Department of Education
Policy development and implementation; teacher certification
1995-1999 — Teacher, Kanawha (WV) County Schools, Special Education teacher; elementary education teacher

Licenses and Certificates

West Virginia Professional Administrative Certificate endorsed for the following:
Superintendent
Principal

West Virginia Professional Teaching Certification endorsed for the following:
Teacher, Multi-subjects, grades K-8
Teacher, Mentally Impaired-Mild-Moderate, grades K-12

Courses at WVSU

EDUC 201 — Human Growth and Development
EDUC 227 — Exceptionalities/Human Diversity
EDUC 316 — Integrated Methods
EDUC 426 — Creating, Managing, and Assessing Learning Communities
EDUC 436 — Capstone for Elementary Education
EDUC 481, 484, and 486 — Student Teaching

Brenda Wilson, Ed.D.

VITA

Educational Background

- Dec, 2000 West Virginia University, Ed.D.in Special Education, minor Instructional Technology
- May, 1983 WV College of Graduate Studies, M.Ed. in Special Education
- June, 1969 Catholic University, Washington, DC, A.B. in Mathematics

Professional Experience

- August 2010-present West Virginia State University, Faculty Member, Education
 - August 2009-June 2010 Roane County Schools, Mathematics Teacher, Secondary
 - July 2003- August 2009 West Virginia State University, Faculty Member, Education
 - July 2002 – June 2003 West Virginia State College, Interim Chair, Education
 - Aug 2000 – July 2002 West Virginia State College, Faculty Member, Education
 - Jan. 2000 – May 2000 Fairmont State College, Adjunct Instructor, Education
 - Jul. 1999 – present part-time Educational Consultant
 - Dec. 1998 – Jul. 1999 Director of Federal Programs, Calhoun County Schools
 - Jan. 1990 – Dec. 1998* Glenville State College, Faculty Member, Education
 - Aug. 1989 – Jun. 1990 Calhoun County Schools, LD/MI Teacher, Elementary
 - Aug. 1985 – Jun. 1989 Pleasants County Schools, MI Teacher, Secondary
 - Aug. 1979 – Jun. 1985 Calhoun County Schools, LD/MI Teacher, Elementary
- *Took professional leave to study at WVU from Aug. 1996-Jun. 1997.

WV Teaching Certification Areas

- Mathematics Major 7-12
- Specific Learning Disabilities Major K-12
- Mental Retardation Major K-12
- Behavioral Disorders excluding Autism Major K-12

Courses Taught at West Virginia State University

- EDUC 299 PPST Study Skills Seminar 1 semester hours
- EDUC 227 Exceptionality and Human Diversity 3 semester hours
- EDUC 327 Exceptionality and Human Diversity 3 semester hours
- EDUC 327 Exceptionality and..., WebCT Version 3 semester hours
- EDUC 329 Characteristics – Mentally Retarded 3 semester hours
- EDUC 330 Assessing the Exceptional Learner 3 semester hours
- EDUC 331 Curriculum for Special Education 3 semester hours
- EDUC 450 Behavior, Social & Life Skills 3 semester hours
- EDUC 460 Introduction to Mild Disabilities 3 semester hours
- EDUC 491 Seminar for Student Teaching 1 semester hour
- EDUC 4xx Student Teaching Supervision variable hours

Honors

- October 14, 1995, T3 Service Award for efforts at obtaining 501 C3 status and for organizing workshops and conferences
- April 20, 1997, With 3 colleagues, received the Outstanding Student Research Award from the WVU Chapter of Phi Delta Kappa
- June 7, 1999, Award for Outstanding Service to Calhoun County Schools
- October 8, 2005, WV Down Syndrome Network, Award for service to individuals with disabilities.
- April, 2009, Award for Outstanding Service to Roane County High School

Publications

- Butera, G., Klein, H., McMullen, L., Wilson, B. (1998). A statewide study of FAPE and school discipline policies. *Journal of Special Education*, 32(2), 108-114.
- Fitzgerald, G.E., Wilson, B., & Semrau, L.P. (1997). An interactive multimedia program to enhance teacher problem-solving skills based on cognitive flexibility theory: Design and outcomes. *Journal of Educational Multimedia and Hypermedia*, 6(1), 47-76.
- Butera, G., Belcastro, R., Friedland, B., Henderson, J., Jackson, C., Klein, H., McMullen, L., and Wilson, B. (1996). Suspension, discipline & disabilities: Perspectives from practice. *The Special Education Leadership Review*, 3, 77-89.
- Fitzgerald, G.E., Wilson, B., & Semrau, L.P. (1996). Designing Effective multimedia programs to enhance teacher problem solving skills and cognitive flexibility. *Proceedings of EdMedia '96 – World Conference on Educational Multimedia and Hypermedia*, Boston, June 1996, 234-239.

Professional Presentations

- October 14, 1995 – At T3 Conference in Fairmont WV, co-led a workshop *on Using Endnote Software for Bibliographic Referencing*.
- October 19, 1995 – At AAMR Regional Conference in Lancaster PA, co-presented a paper on *How Practitioners View Suspension*.
- April 25, 1996 – At a Regional Social Work (NASW) Conference in Charleston WV, co-presented a paper entitled *WV Teachers and Administrators Speak Out about Suspension*.
- June 21, 1996 – At the World Conference on Educational Multimedia/Hypermedia in Boston MA, co-presented a paper on *Designing Effective Multimedia Programs to Enhance Teacher Problem Solving Skills and Cognitive Flexibility*.
- October 31, 1996 – At the 1996 East Coast AmeriCorps Renewal Conference in Washington DC, co-led a workshop on *Developing and Implementing an AmeriCorps Evaluation*.
- June 17, 1997 – At the World Conference on Educational Multimedia/Hypermedia in Calgary Canada, co-presented a poster session on *Comparing Multimedia and Traditional Instruction of Preservice Teachers in modeling Whole Number Algorithms*.
- November 5-6, 1998 – At the WV CEC Conference in Charleston WV, presented 2 papers: *SAT-9 and Alternative Assessment with Students with Disabilities* and *Four Views of Attention Deficit Hyperactivity Disorder*.
- April 30, 1999 – at the School to Work Best Practices Conference in Charleston WV, co-presented a paper on *Using Students as Tutors in After School Programs*.
- February 9 2004 – at the Annual Meeting of the American Association of Colleges of Teacher Education in Chicago, IL, presented a paper on *Making Special Education More Special* as part of a symposium on *Building Diverse Communities in Non-Diverse Regions*

- October 14, 1995 – At T3 Conference in Fairmont WV, co-led a workshop on *Using Endnote Software for Bibliographic Referencing*.
- October 19, 1995 – At AAMR Regional Conference in Lancaster PA, co-presented a paper on *How Practitioners View Suspension*.
- April 25, 1996 – At a Regional Social Work (NASW) Conference in Charleston WV, co-presented a paper entitled *WV Teachers and Administrators Speak Out about Suspension*.
- June 21, 1996 – At the World Conference on Educational Multimedia/Hypermedia in Boston MA, co-presented a paper on *Designing Effective Multimedia Programs to Enhance Teacher Problem Solving Skills and Cognitive Flexibility*.
- October 31, 1996 – At the 1996 East Coast AmeriCorps Renewal Conference in Washington DC, co-led a workshop on *Developing and Implementing an AmeriCorps Evaluation*.
- June 17, 1997 – At the World Conference on Educational Multimedia/Hypermedia in Calgary Canada, co-presented a poster session on *Comparing Multimedia and Traditional Instruction of Preservice Teachers in modeling Whole Number Algorithms*.
- November 5-6, 1998 – At the WV CEC Conference in Charleston WV, presented 2 papers: *SAT-9 and Alternative Assessment with Students with Disabilities* and *Four Views of Attention Deficit Hyperactivity Disorder*.
- April 30, 1999 – at the School to Work Best Practices Conference in Charleston WV, co-presented a paper on *Using Students as Tutors in After School Programs*.
- October 20, 1999 – For Calhoun County Special Educators, workshop on *Using the Computer in the IEP Process*
- November 16, 1999 – For Wirt County Special Educators, workshop on *Review of IEP Process*.
- Spring 2000 – Multiple workshops in the Wirt County Schools on *Using Microsoft Office Applications in the Classroom* and *Technology Integration* at all grade levels.
- December 15, 2000 – For Wharton Elementary Staff, presentation on *Instructional Strategies for Students with ADHD*
- January 19, 2001 – For Central Child Care of Charleston, presentation on *Instructional Strategies for Students with ADHD*
- September 25, 2001 - At the WVNET Conference in Morgantown WV, presented a paper: *Student Participation in WebCT Course*.
- October 4, 2001 - At the WV CEC Conference in Charleston WV, presented a paper: *Developing Rubrics for Authentic Assessment of Included Students*.
- May 13, 2002, participated as a Panel Discussant on increasing student participation in WebCT courses at WVU Tech in Montgomery.
- August 11, 2003 – Delivered Keynote address, “Using Technology in Your Classroom,” for Ritchie County Schools Technology Training Workshops.
- February 9 2004 – at the Annual Meeting of the American Association of Colleges of Teacher Education in Chicago, IL, presented a paper on *Making Special Education More Special* as part of a symposium on *Building Diverse Communities in Non-Diverse Regions*.
- November 12, 2004 – At the Annual Meeting of the Teacher Education Division of CEC, made a presentation on: *Growing Our Own: Paraprofessionals to Teachers*
- February 22, 2005, - At the Annual Meeting of the American Association of Colleges of Teacher Education in Chicago, IL, presented a paper entitled *From Exclusion to Inclusion: Educating Students with Disabilities* as part of a symposium on *Building Diverse Communities in Historically Black Institutions*.
- January 29, 2006 – At the Annual Meeting of the American Association of Colleges of Teacher Education in San Diego, presented a paper on “Growing Our Own: The Role of Community Alliances in a Teacher Recruitment Program.”
- July 17, 2007 - At the OSEP Project Director’s Conference in Washington DC, presented a paper on “Career Ladders for Paraprofessionals.”

- February 8, 2008 – At the Annual Meeting of the American Association of Colleges of Teacher Education in New Orleans, presented “Documenting P-12 Student Learning through Action Research.”
- March 15, 2009 - At the ACRES Conference in Charleston WV, presented “Factors Related to Paraprofessional Success in Career Ladder Programs.”
- Sept 31, 2011 – At the annual conference of the Mid-Atlantic Association of Science Teacher Educators. Olive Hill, KY. Presented a paper: Carver, J.S., Ghattas, N., Cartwright, T., Taylor, D., Toth, E., Woodrum, B., Shinde, A., Wilson, B., Hallar, B., & Shrewsbury, S. (2011). Moving nanobiotechnology into the mainstream of educational practice.
- Nov. 16, 2012 – at the WVSU Regional Workforce Development Conference, on panel discussing the topic: How can schools of education provide programs to certify math and science teachers from other-career professionals to meet impending teacher needs?
- October 24, 2014 - At the Pursuing Exceptional Outcomes in Public Education National Conference in Charlotte, presented a paper on "Improving STEM Education through a Climate of Inquiry."
- February 26, 2015 - at the WV Professional Development School Conference in Flatwoods, WV, presented a paper on "Improving Teacher Preparation through After School Field Experiences"

Grant Related Activities

- Fall, 2002-Wrote a Pre-planning grant funded for \$10,000 to the WV Department of Culture and the Arts to begin planning for enhanced partnerships between public schools and higher education departments of teacher education.
- December 2002 - Wrote two planning grants funded for \$20,000 each to the WV Department of Culture and the Arts to enhance partnerships between public schools and higher education departments of teacher education.
- Fall 2003 – Wrote a planning grant funded for \$40,000 to the WV Department of Culture and the Arts to enhance partnerships between public schools and higher education departments of teacher education.
- Fall 2004 – Wrote a planning grant proposal to the Benedum Foundation and to the WV Department of Culture and the Arts to enhance partnerships between public schools and higher education departments of teacher education. It was funded by Benedum for \$20,000 and by the WV Department of Culture and the Arts for \$25,840.
- Spring 2004 - Consulted with Dr. Hal Pinnick on a state-level No Child Left Behind grant for about \$40,000 for “Engaging Science Students through Demonstrations.” Provided the pedagogical parts of the grant proposal. The grant was fully funded, and additional funds of \$5000 were contributed to the project by Bayer Crop Science. The week long training activities took place from June 14-18 with two follow up sessions in the Fall.
- March 2004 - Wrote a grant to the US Department of Education under their Preparation of Personnel in Minority Institutions Program. Collaborated in the writing of this grant with Kanawha County Schools, WV Department of Education Office of Special Education, Dr. James Patton, The Alliance Project of Vanderbilt University, Maximizing Achievement of African-American Children of Kanawha (MAACK) committee, KISRA, and other groups and individuals. This proposal was for approximately \$190,000 per year for 4 years to encourage community members in Kanawha County (especially minorities) to become paraprofessional educators and get their A.S. and ultimately their B.S. degrees in Education. Funded. Project activities began September 2004 and ended September 2009.

- Summer 2005 – Wrote an Implementation grant proposal to the Benedum Foundation and to the WV Department of Culture and the Arts to enhance partnerships between public schools and higher education departments of teacher education. It was funded by Benedum for \$23,000 and by the WV Department of Culture and the Arts for \$62,000.
- Summers of 2006-2009, wrote implementation grant proposals to the Benedum Foundation and to the WV Department of Culture and the Arts to enhance partnerships between public schools and higher education departments of teacher education. Funded for about \$100,000 annually.
- From 2006-2009 assisted in the implementation of the COMETS program, an NSF funded after school program to help student improve in science achievement. Funded for about \$100,000 annually.
- From 2010-2012, acted as Education Department liaison with the TREK-LA program, an NSF funded program to improve the effectiveness of science teaching and learning through various activities.
- From 2010-present, acted as CoPI with the Sci-TALKS program, an NSF funded after school program to study the effect on internships in outside-of-school environments on the science teaching of preservice teachers.

Community Service

- Secretary of Heartwood in the Hills, a non-profit organization to promote art, dance, theater and music in rural West Virginia. (Member of board and officer from 1983-2009)
- Fall of 1999 until December 2000– Consultant to parents of home-schooled child with Autism.
- Fall of 1999 until December 2000 – Consultant to Wirt County Schools on Technology Integration and assisted in grant proposal development.
- May 2001 - Assisted Wilsonburg Elementary in documentation of grant reports.
- Summer 2001 - Volunteered with JE Robins Energy Express Program: testing of students, read-alouds and food tasting party.
- Fall 2001-Fall2009 - Member of the West Virginia Advisory Council for the Education of Exceptional Children
- From 2010 to present – Member of the Roane County Solid Waste Management Board, this involves writing and administering grants to fund the Roane County Recycling Center.
- April 2013 – with Dr. Stephen Richards, organized Earth Day activities for WVSU.
- April 2014 – with Dr. Stephen Richards, organized Earth Day activities for WVSU.

Other Expertise

- Directed the WVSU Professional Development School partnership from 2003-2009, organizing activities and teacher professional development workshops. Although not currently the coordinator for this program, I have many professional contacts within the local public schools.
- Trained as teacher of *Globalaria*, a technology program which explores exemplary uses of technology for teaching and learning.

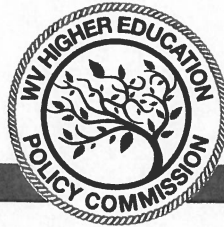
Appendix III

ELCC Standards

Educ. Leadership Constituent Council	600 Principles	605 Addressing Diversity	610 Ed Policy & Law	615 Ethical Leadership	620 Change, Innov. & Prof. Dev.	625 Technology for Ldrshp	630 Financial & Human R. Mngmt.	635 Diverse Comm.	640 Data-based Decision Mng	645 Action Research I	650 Internship	655 Action Research II
1. School Improvement												
1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.									x			
1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.						x			x			
1.3 Candidates understand and can promote continual and sustainable school improvement.									x			
1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.									x			
2. Instructional Leadership												
2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for	x				x							
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	x				x							
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.					x							
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.						x	x					
3. Operational Systems												
3.1 Candidates understand and can monitor and evaluate school management and operational systems.							x					
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.						x	x					
3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.							x					
3.4 Candidates understand and can develop school capacity for distributed leadership.							x					
3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.							x					
4. Diverse Community												
4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.		x				x			x			
4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.		x					x	x				
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	x	x				x						
4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.		x				x	x					
5. Legal and Ethical Leadership												
5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.			x	x								
5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.			x	x								
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.			x	x								
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.			x	x								
5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.			x	x								
6. Advocacy												
6.1 Candidates understand and can advocate for school students, families, and caregivers.	x			x				x				
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.			x	x								
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.				x					x			
7. Clinical												
7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.											x	
7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9-12 hours per week) internship that includes field experiences within a school-based environment.											x	
7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.											x	

Appendix IV
HEPC Letter of Approval

Bruce L. Berry, M.D.
Chair



Paul L. Hill, Ph.D.
Chancellor

Leading the Way:

Access. Success. Impact.

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East, Suite 700
Charleston, West Virginia 25301

www.hepc.wvnet.edu

March 16, 2015

Dr. Brian Hemphill
President
West Virginia State University
Post Office Box 1000
Campus Box 399
Institute, West Virginia 25112

Dear President Hemphill:

I approve the request from West Virginia State University to initiate the planning for development of a Master of Education in Instructional Leadership program. The proposal for implementation of the new program should be prepared in accordance with the language and provisions of Series 11, *Submission of Proposals for New Academic Programs and the Discontinuance of Existing Programs*. While the proposal will need to address the appropriate elements of Series 11, I encourage you to closely examine the institutional commitment that will be required to position the necessary resources, both human and financial, to support and sustain the proposed graduate program.

If you have questions or need assistance in developing the proposal, please contact the Higher Education Policy Commission Academic Affairs Office.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul L. Hill", written over a horizontal line.

Paul L. Hill
Chancellor

cc: Dr. Kumara Jayasuriya, Provost, West Virginia State University
Dr. Corley Dennison, Vice Chancellor for Academic Affairs, Commission

Appendix V
Community Leaders Endorsement Letters



Boone County Schools

69 AVENUE B • MADISON, WEST VIRGINIA 25130
304-369-3131
FAX 304-369-6789

JOHN G. HUDSON
SUPERINTENDENT

DR. LISA D. BECK
ASSISTANT SUPERINTENDENT

JEFF W. HUFFMAN
ASSISTANT SUPERINTENDENT

September 17, 2015

BOARD of EDUCATION

MARK E. SUMPTER
PRESIDENT

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MEMBER

GARY W. WOODRUM
MEMBER

West Virginia Higher Education Policy Commission
State Government Office 1018
Kanawha Blvd. E. #700
Charleston, WV 25301

To Whom It May Concern:

I am submitting this letter respectfully requesting the HEPC approve the Instructional Leadership Graduate Program for West Virginia State College. Boone County Schools currently works collaboratively with West Virginia State University in many areas that benefit the students of Boone County:

- We regularly recruit WVSU graduate students for new teachers
- We participate in the Teacher in Residence Program with WVSU
- WVSU provides the opportunity for grants in the area of Improving Teacher Quality ((ITQ)
- E-Learning opportunities are provided to teachers for the purpose of improving teacher proficiency and earning graduate credits.

Boone County Schools currently operates a Leadership Development Program for aspiring principals and teacher leaders. However, this alone, cannot provide the necessary requirements to our teachers for certification as a school administrator. A Leadership Studies Program resulting in a Masters Degree would be instrumental in developing our teacher leaders and providing Boone County Schools with more qualified personnel to assume administrative positions.

I respectfully request that you consider approving the Instructional Leadership Graduate Program for West Virginia State University. Thank you in advance for your consideration.

Respectfully,

John G. Hudson
Superintendent



CLAY COUNTY SCHOOLS

P.O. BOX 120 • 242 CHURCH STREET • CLAY, WEST VIRGINIA 25043
Telephone (304) 587-4266 • Fax (304) 587-4181 • www.claycountyschools.org

Kenneth Tanner, Superintendent
Michael Mullins, Assistant Superintendent

BOARD OF EDUCATION

Dave Mullins, President
David Pierson, Vice President
Beth Cercone, Member
Morgan Triplett, Member
Cheryl White, Member

August 26, 2015

West Virginia Higher Education Policy Commission
State Government Office 1018
Kanawha Blvd E #700
Charleston, WV 25301

To Whom It May Concern:

I am writing to respectfully request the HEPC to approve the Instructional Leadership Graduate Program for West Virginia State College. Clay County Schools has an excellent working relationship with West Virginia State College and we have been extremely impressed with the quality of their programs and their graduates.

- We believe that the WVSU graduates we hire are the best prepared new teachers in the state.
- Our administrative staff worked closely with the Education Department at WVSU to assign West Virginia's first Teacher in Residence at Clay County High School in a mathematics teaching position. We have been able to continue to fill some critical teaching vacancies utilizing this program and in cooperation with WVSU.
- Over the years, we have worked with the staff at WVSU to conduct a number of Improving Teacher Quality Grants. The consideration and cooperation that the staff has given to us during the application process and the grant program has been phenomenal. Our teacher participants rave about impact these ITQ grants have made on improving their teaching practice.
- WVSU staff has conducted professional development for our teachers and worked with our teachers and parents as part of the H. E. White Community School Innovation Zone.
- Our teachers are able to take e-learning classes through WVSU to improve their proficiency as a teacher and earn graduate credits.

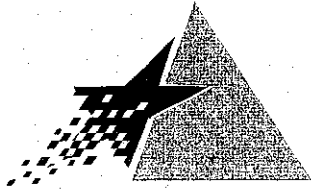
Last Spring, we conducted a professional development needs assessment of our professional staff. The results revealed the need to offer classes leading to certification in Leadership Studies. Based on our past experience in working with WVSU and their high quality programs, we would like offer a Leadership Studies Cohort with WVSU in the very near future. This cohort would prove to be an invaluable asset in developing our teacher leaders and providing us with a pool of qualified school administrators.

I implore you to consider approving the Instructional Leadership Graduate Program for West Virginia State College. Clay County teachers and students will greatly benefit from this program and the high quality of instruction they will receive from WVSU. I want to thank you in advance for the time and consideration you give to this request.

Sincerely,

A handwritten signature in cursive script that reads "Kenneth P. Tanner". The signature is written in dark ink and is positioned below the word "Sincerely,".

Kenneth Tanner
Superintendent



PUTNAM COUNTY SCHOOLS
Achieving Excellence

Harold L. "Chuck" Hatfield, Superintendent

77 Courthouse Drive Winfield, West Virginia 25213 phone: (304) 586-0500 fax: (304) 586-0553
www.putnamschools.com

August 4, 2015

To Whom It May Concern:

I am writing in support of an Instructional Leadership graduate program for West Virginia State University. W.V.S.U. produces quality teacher candidates who have the content knowledge and instructional strategies to provide optimal learning experiences for our public school students.

Based on my observations of the teachers produced at West Virginia State University, I support the program and feel confident they will develop and implement an Instructional Leadership program to meet the leadership needs of the state and region.

Sincerely,

Penny Fisher, Ed.D.
Assistant Superintendent for Personnel/Pupil Services
Putnam County Schools
304.586.0500.1109
pfisher@k12.wv.us

Putnam County Board of Education

GEORGE WASHINGTON HIGH SCHOOL

1522 Tennis Club Road
Charleston, WV 25314
Phone (304) 348-7729 Fax (304) 344-GWHS
<http://gwhs.kana.k12.wv.us>

Brad Marano
Assistant Principal Administration
Jim J. Crawford
Assistant Principal Administration
Gerrienne Simmons
Assistant Principal Curriculum

GEORGE AULENBACHER
Principal

Counselors
Kackie Eller
Jennifer Jackfert
Tiffany Anderson
Lisa Johnson

August 1, 2015

Dr. Mickey Blackwell
Assistant Professor of Education
West Virginia State University
619 Wallace hall
Institute, WV 25112

Dear Dr. Blackwell:

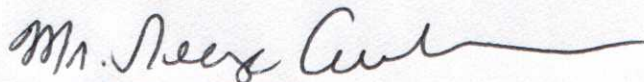
I am writing to communicate my support for the creation of a Master's degree program in Instructional leadership at West Virginia State University. This new program, which melds educational leadership studies, effective strategies, and action-based research with the concepts of social justice, equity and fairness is an excellent addition to the West Virginia State University program.

As an educational leader and Milken award winner, I fully understand the need for such programs. I have served at both the middle and high school level, and worked in rural and urban school settings in West Virginia. I strongly support a leadership program that will expand the curriculum offerings to intensive study of creating educational success for non-traditional students, including those from diverse backgrounds and economic challenges.

As a graduate of WVSU I am proud to support another graduate program at the University. I have been greatly impressed with recent endeavors that have grown the graduate school at the University and I firmly believe this program will strengthen the highly successful Education Department as well. On a personal note, I am a product of an on-line program that buttressed my Masters' Degree in Special Education. I applaud WVSU for offering this program to others who can use the on-line design to complete their studies in off-school hours, without the constraints of travel, and considering the complications of the teaching day, after-school activities and personal commitments.

Working every day in a public school setting, I understand the need for affordable, cutting-edge programs that will offer teachers the chance to forge more learning experiences and gain potential new career openings for professional leadership positions at the school and county level. I strongly support the Masters in Instructional Leadership program at West Virginia State University as an opportunity for teachers and educators to have positive learning experiences, gain insightful knowledge and develop new skills to improve achievement for our students.

Sincerely,



Mr. George Aulenbacher

Principal

George Washington High School- Advanced Placement and STEM Magnet School

A National School of Excellence

PATRIOT PRIDE

**PINCH ELEMENTARY
300 SOUTH PINCH ROAD
ELKVIEW, WEST VIRGINIA 25071
PHONE: 304-348-1943 FAX: 304-348-1944**



August 28, 2015

Dr. Mickey Blackwell
Assistant Professor of Education
WVSU-West Virginia State University
619 Wallace Hall
Institute, WV 25112

Dear Dr. Blackwell:

I am giving my complete support for the creation of a Master's Degree program in Instructional Leadership at West Virginia State University. I believe the program is an excellent addition to West Virginia State University's Education program.

As an educational leader, I was recently recognized as the West Virginia Elementary Principal of the Year by the National Association of Elementary School Principals. I find the structure and vision of this program meshes well with the national association's standards of instructional leadership:

1. Lead schools in a way that places student and adult learning at the center;
2. Set high expectations and standards for the academic, social, emotional and physical development of all students;
3. Demand content and instruction that ensure student achievement of agreed-upon standards;
4. Create a culture of continuous learning for adults tied to student learning and other school goals;
5. Manage data and knowledge to inform decisions and measure progress of student, adult and school performance; and
6. Actively engage the community to create shared responsibility for student academic performance and successful development.

I have been a school leader at the middle and elementary school levels, and worked in rural and urban school settings in West Virginia. I believe this is a leadership program that will focus on, and enhance leadership strategies, creating success for all students from diverse and challenging backgrounds.

As an educational partner of WVSU I am proud to support this graduate program. I have been involved with their recent national accreditation and their Professional Development Schools Program. I have been greatly impressed with their endeavors that have been developed by the Education faculty at the University, and I firmly believe a graduate program, particularly one focused on helping ALL students find personal avenues of success, will strengthen the educational community and the University.

Sincerely,

A handwritten signature in cursive script that reads "E. J. Moore".

Elizabeth J. Moore, Principal



State of West Virginia

JOHN D. PERDUE
STATE TREASURER

OFFICE OF THE STATE TREASURER
CHARLESTON, WV 25305
PHONE: 304-558-5000 FAX: 304-558-4097
1-800-422-7498
www.wvtreasury.com

JOSH STOWERS
ASSISTANT STATE TREASURER

September 3, 2015

Dear Dean Carney:

It is without reservation that I write to you to communicate my support for the establishment of a Master's Degree Program in Instructional Leadership at West Virginia State University. The creation of an action-based research program that focuses on the concepts of equity, fairness and social justice follows and promotes the West Virginia guidelines for excellence in educational leadership and would make an excellent addition to the expansion of academic programs WVSU has recently instituted.

As a former public school administrator, I am keenly aware of the need for affordable, insightful programs that will appeal to upcoming educators who wish to expand their knowledge base, create new pathways to career opportunities, and gain licensure to become principals, curriculum supervisors and other professional leadership positions at the school and county level. I also believe the on-line nature of this program will appeal to both the local educators in the Kanawha Valley Metro area, but also to those individuals in the vast rural areas of our State who may be limited by transportation issues or the length of their workday.

Additionally, I believe we all recognize the positive economic impact that an advanced degree can have for individuals. As West Virginia has one of the lowest college going rates, and an even lower rate of advanced degrees holders, I am confident this program will contribute greatly to both the economic and social fabric of our great State.

Sincerely,

A handwritten signature in blue ink that reads "Josh Stowers".

Josh Stowers

Assistant State Treasurer, State of West Virginia

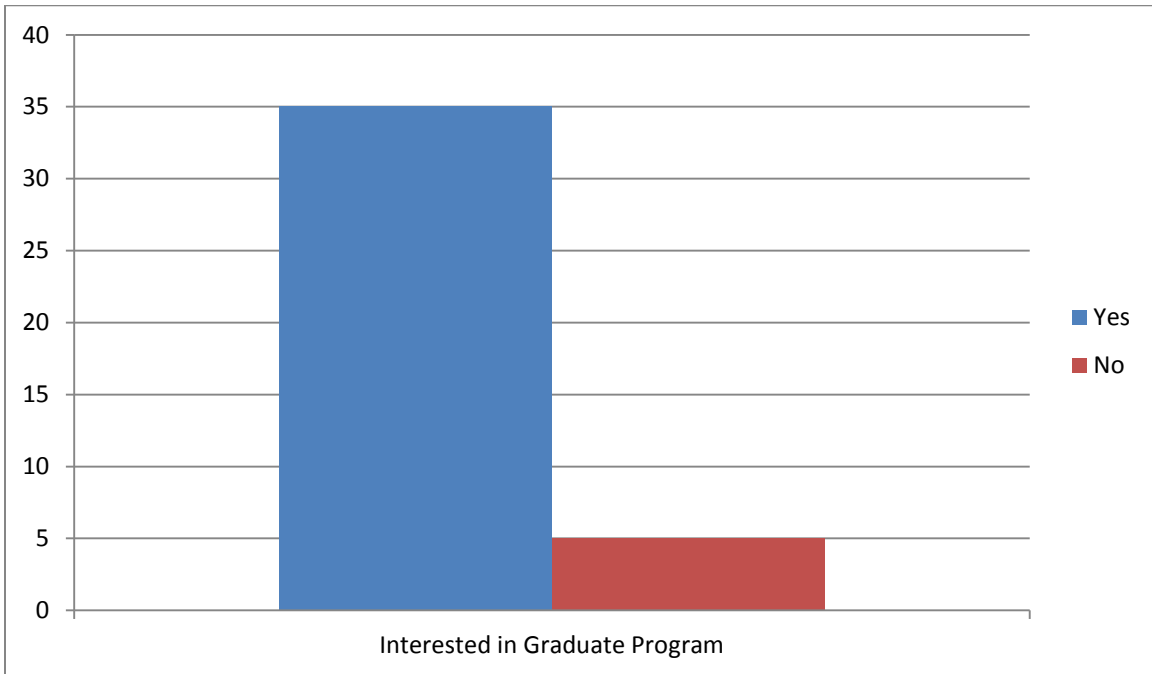
Appendix VI
WVSU Graduate Survey

WVSU Education Department

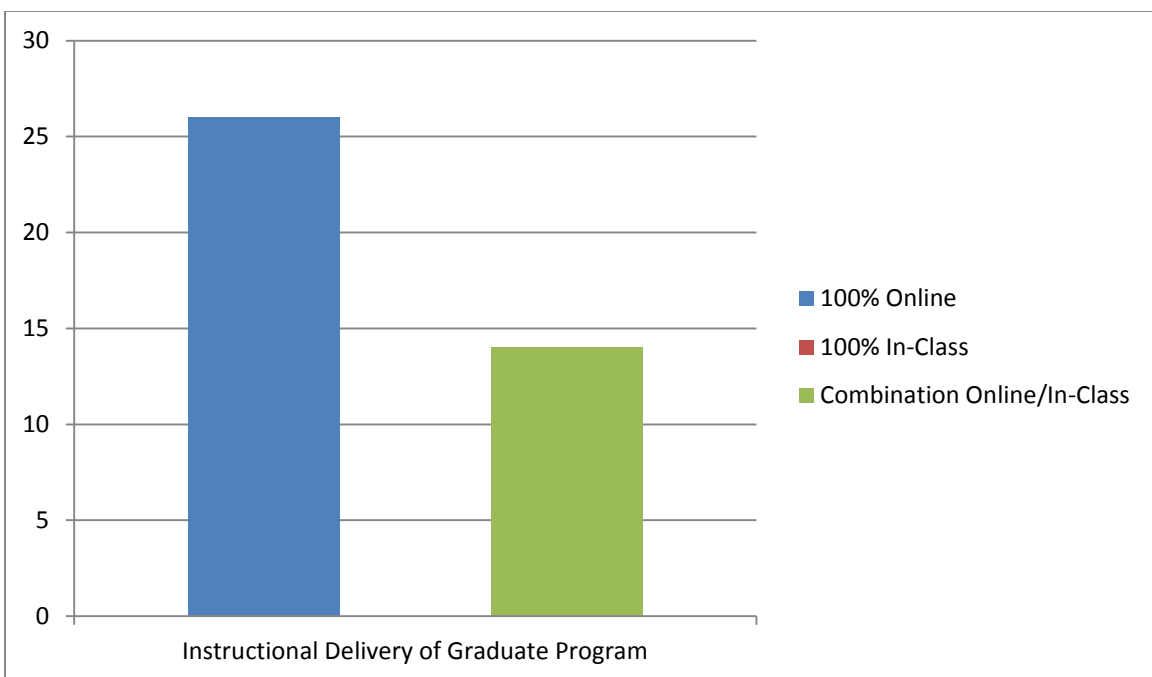
Graduate Survey Results

RESPONDENTS: 40 of 40

Q1 : If WVSU offers an Instructional Leadership Graduate Program, would you be interested in becoming a graduate student in this program?



Q2: How would you like for this program to be instructionally delivered?



Q3: Additional comments or suggestions

- I would definitely enroll in a graduate program there. I believe it would be a great addition to the school. I know many other graduates that would much rather take graduate course through state than elsewhere.
- In addition to the Instructional Leadership Graduate Program, I would also like to have an Autism Graduate Program available at WVSU. Several education students are obtaining the multicategorical endorsement for special education already so the interest is there...please try to offer the graduate course work to go along with the endorsement. Thank you and best wishes!!!
- Maybe a required class meeting or two for discussion and introduction
- More graduate courses available for education majors
- I think it would be okay for it to be online and in person if the classes were later than 4 pm for those who currently teach at a school.
- Please add this program!!!

Agenda Item 7.a.viii.
October 29, 2015

Information

BOG Budget Report – August and September

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