

WEST VIRGINIA STATE UNIVERSITY



**Draft University Compact Report  
2010-2011**

## Table of Contents

CORE ELEMENTS .....	4
1. Enrollment.....	4
2. Retention rate .....	13
3. Graduation rate.....	25
4. Degree production.....	35
5. Degrees in STEM and health fields .....	43
6. Licensure Pass Rates.....	48
7. Percentage of faculty with terminal degrees .....	57
8. Assessment of Student Learning.....	59
9. Accreditation.....	80
10. Alignment with K-12 schools .....	82
11. Use of instructional technology .....	93
12. Career placement .....	99
13. Institutional financial aid .....	103
14. Programs of Distinction .....	105
LAND-GRANT MISSION.....	111
ELECTIVE ELEMENTS.....	117
Economic Growth .....	117
Access .....	120
Cost And Affordability .....	123
Learning And Accountability .....	125
Innovation .....	127
APPENDIX A: Learning Outcomes Mapping Progress.....	138
APPENDIX B: 2011-2011West Virginia State University Strategic Plan.....	141
APPENDIX C: Examples of Program Learning Outcomes .....	227

## List Of Tables

Table 1: Headcount and FTE Data.....	4
Table 2: Areas for Aggressive Growth.....	5
Table 3: First Time Freshman Subject to Series 23.....	10
Table 4: Retention for AY 2010-2011.....	13
Table 5: Enhanced Sections of Eng 101.....	17
Table 6: Tutoring Services.....	19
Table 7: Graduation Rate.....	25
Table 8: Degree Production.....	35
Table 9: Evidence of Program Completion.....	36
Table 10: Degrees in STEM and Health Fields.....	43
Table 11: Degrees Awarded in STEM and Health Fields.....	43
Table 12: ACS Activities.....	47
Table 13: PRAXIS Scores 2009-2010.....	50
Table 14: Education Licensure Pass Rates 2010-2011.....	53
Table 15: Average PLT Scores.....	54
Table 16: Education Content Specializations Pass Rate.....	56
Table 17: Percentage to Faculty with Terminal Degrees.....	59
Table 18: Psychology Major Fields Test Results.....	62
Table 19: Business Major Fields Test Results.....	63
Table 20: Department of Chemistry Program Learning Outcomes.....	64
Table 21: Biology Major Fields Test Results.....	65
Table 22: Online Course Site Use by Department Fall 2011.....	95
Table 23: Student Enrollments in Course Sites by Department—Fall 2011.....	95
Table 24: Technology Assessment Data.....	98
Table 25: Jog Seeking Strategies Survey Results.....	101
Table 26: Career Services Graduate Follow-up Data Selected Employer Contacts.....	102
Table 27: Financial Aid 2020-2011.....	103

## List of Figures

Figure 1: Series 23 Compliance .....	11
Figure 2: Learning Outcomes Data Flow and Assessment Loop .....	69
Figure 3: Freshman Experience LiveText Enrollment Fall 2010 .....	72
Figure 4: Freshman Experience LiveText Enrollment Fall 2011 .....	72
Figure 5: Course Management System Student Registration by Year .....	94
Figure 6: Total CMS Course Site Use by Year.....	94
Figure 8: Number of Individual Students Enrolled in at Least One Course Site in Fall 2011 .....	99

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## CORE ELEMENTS

### 1. Enrollment

Data: West Virginia State University's headcount enrollment was 3,218 in the fall of the base year 2007-2008. The annualized FTE was 2,526.

Table 1

Headcount and FTE Data

West Virginia State University			Base Year						
Measure			2007-2008	Year Actual 1	Year Actual 2	Year Actual 3	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Enrollment*	Headcount	3,218	3,003	4,003	3,190	3,370	3,420	3,470
1b	Annualized FTE Enrollment*		2,697	2,526	2,362	2,715	2,603	2,629	2,655

#### Area requiring institutional attention

Though headcount increased for this reporting period, a corresponding increase in FTE is not evidenced. Strategies to address enrollment goals as well as strategies to assist students through program completion must be included in the annual compact update. Monitoring student enrollment and success via the Banner Admissions module can be a helpful tool for the institution; however, for its potential to be actualized, training must be provided to all university personnel that have access to and utilize it for student support and advising.

**UPDATE:** West Virginia State University (WVSU) has a long history of producing enrollment management plans. These plans have all included contextual and background issues as well as targeted actions to enhance recruitment and retention of students. Despite these efforts, WVSU has been impacted, perhaps more than any other public baccalaureate institution in West Virginia, by enhanced admissions standards through the West Virginia Higher Education Policy Commission Series 23: Standards and Procedures for Undergraduate Admissions. WVSU has been transformed from an open access institution to a selective admission institution because of Series 23.

WVSU exceeded the Series 23 mandate of no more than 10% conditional student admissions in fall 2011. However, it appears that strict adherence to this mandate has contributed to an enrollment drop because as many as 333 students were denied admission to the institution who previously would have gained admission and enrolled.

In recognition of these challenges, Goal 4 of the 2011-2013 Strategic Plan addresses this issue by requiring enhanced enrollment management efforts in the form of a 2012-2015 Enrollment Management Plan (EMP) (see Appendix B). The EMP will be presented to the West Virginia State Board of Governors during the spring 2012 semester. This update will be for a three-year period. Previous plans were for two-years. The 2012-2015 EMP Update will be inclusive of the 2012-2013, 2013-2014, and 2014-2015 academic years.

The 2012-2015 West Virginia State University EMP Update will provide vision, leadership, and strategic direction to our enrollment and retention efforts. Further, this update continues to support the mission of the university. The goals, objectives, and action tasks will be formulated through the WVSU Enrollment Management Committee with input from faculty, staff, and students to accomplish optimal enrollment levels and student success. The Enrollment Management Committee will provide oversight for the achievement of the goals and objectives in the plan in a manner that will make recommendations to the WVSU administration and Board of Governors.

The committee, with the support of upper-level administration, will measure periodic and ongoing progress of enrollment goals relating to specific target dates to ensure that the objectives produce measurable results and that they are communicated to the campus community. University administration, based on available budget, will be responsible for ensuring that resources are allocated effectively to achieve the objectives in this plan.

Although WVSU exceeded its FTE goals for year three, enrollment dropped off significantly from the stated goals. The seriousness of the enrollment decrease has prompted the Board of Governors to include a specific goal for increasing enrollment in the 2011-2013 Strategic Plan. Goal 4 states: “Grow enrollment by at least 3% per year and increase graduation rate by at least 2% per year through planning and execution of a focused enrollment management campaign” (see 2011-2013 Strategic Plan, Appendix B). In addition, Table 2 identifies areas potential high growth areas targeted in the 2011-2013 Strategic Plan (see Appendix B):

Table 2

Areas for Aggressive Growth

<b>Areas for Aggressive Growth over *3190 Base Fall 2010 Enrollment</b>	<b>FY 11-12</b>	<b>FY 12-13</b>	<b>FY 13-15</b>	<b>Totals</b>
Develop Complete Online Programs	.5%	1%	1.5%	<b>3%</b>
Online Courses	.2%	.5%	.5%	<b>1.2%</b>
Graduate Education	2%	2%	5%	<b>9%</b>
Enhanced Recruitment and Enrollment Communication	3%	3%	3%	<b>9%</b>
Brand Marketing	1%	2%	3%	<b>6%</b>
Continuing Education	.5%	1%	2%	<b>3.5%</b>
Community College 2+2 Agreements	1%	1.5%	2.5%	<b>5%</b>
<b>Total</b>				<b>36.7%</b>

Steps taken during year 3 to address enrollment, retention, and graduation rates include the following:

- The College of Natural Sciences and Mathematics is addressing enrollment and persistence. We now provide a mathematics course designed for students who do not meet the MATH ACT score requirements for college-level mathematics courses. Math 020 is a course designed for students earning MATH ACT scores of 16 – 18. Students will receive regular classroom instruction on real numbers, algebraic equations, linear equations, etc. This class was planned last year and is now being offered for all students meeting the criteria.
- The College of NSM provides activities for undergraduate science majors designed to teach practical laboratory skills and improve retention. The Summer Undergraduate Research Experience involves undergraduates directly with faculty research. According to the 2004 ACT Policy Report titled *The Role of Academic and Non-Academic Factors in Improving College Retention* by Veronica A. Lotkowski, Steven B. Robbins, and Richard J. Noeth, as academic and social integration increases, so does the likelihood of student persistence. Academic integration is defined as the development of a strong affiliation with the college academic environment both in and out of class, which may be developed through learning-centered interaction with faculty. During summer 2010 fourteen undergraduate students participated in the program. In 2011, 15 undergraduate students and five high school teachers participated in the Summer Undergraduate Research Experience the WVSU TREK program, and the WVSU WV INBRE summer scholars program. Of the students participating in the 2010 program, eleven are still in science or math programs at WVSU, one transferred to WVU, and one graduated with a B.S. in Chemistry. The one remaining transferred to Communications at WVSU.
- Students in the Department of Art's student organization, Motivational Organization of New Artists, in summer 2011, painted a WVSU mural at the Kroger store in Dunbar, WV, publicizing the University to a wider public. Department faculty held a student retention workshop in February of 2011, discussing "best practice" in student retention. They have implemented many of the strategies discussed, but it is too early to determine the effect of these activities.
- The Department of Communications and Media Studies promotes retention and recruitment in a number of ways. It sponsors multiple, award-winning student organizations which are active both on and off campus. These include The National Broadcasting Society and its honorary organization Alpha Epsilon Rho, Public Relations Student Society of America, and Women in Communications. These organizations are open to all Communications majors and many are open to non-majors with an interest in communications. The Department is also home to such student activities including campus radio and the Yellow Jacket newspaper. A student theatre organization was re-established for fall 2011.
- The Department regularly holds various workshops and forums, which enhance student learning and networking opportunities. The annual Media Summit hosts multiple speakers from the field of communications providing students additional contact with professionals in the media industry. Outstanding student accomplishments are also recognized at this time.
- Faculty are often engaged in recruiting activities as they arise including, but not limited to various recruitment fairs. A committee was formed in August 2011 to study further recruitment opportunities. The faculty believes that information gained from this study, along with financial

support from the institution, will improve recruitment activities for both the undergraduate and graduate programs.

- During the summer 2011, various faculty members were involved with projects working with high school students throughout the state. The faculty strongly believes that contact such as this will ultimately enhance recruitment opportunities and promote the institution.
- Members of the Department of Modern Foreign Languages participate in on-campus activities organized by the Office of Collegiate Support and Counseling (Hispanic Heritage activities, Multi-cultural, International, Disabilities Day) to promote involvement with foreign languages. Extra-curricular activities such as the cultural meetings, *Cercle français*, and mesa española provide WVSU students with opportunities to use the languages they are studying. Our students meet native speakers and learn about their cultures and values. These activities reinforce the students' classroom experience to help retain students in our program. These activities are also attended by area high school foreign language teachers, which helps publicize our offerings. In addition, students "in-stream" are carefully advised and made aware of job opportunities in the field of foreign languages, supporting retention and graduation.
- Members of the Department of Music, specifically the band and choral directors, regularly visit area high schools on recruitment and "clinic" visits.

Additional steps being taken included in the 2011-2013 Strategic Plan to increase enrollment include the following:

- Complete 2010-2012 Enrollment Management Plan
- Develop 2012-2015 Enrollment Management Plan that includes increases in overall enrollment as well as increases in retention over the three-year planning period. (Base enrollment is 3190)
- Implement an Early Commitment Initiative.
- Increase financial aid awareness to better aid student access and success towards obtaining federal, state, and institutional funds.
- Develop an Honors program at WVSU.
- Establish consistent personal contact with our prospective students to insure they follow through with their enrollment and enhance faculty involvement in calling process
- Enhance Recruitment tours /outreach efforts to local high schools in order to recruit and admit a larger and better academically prepared incoming class of freshmen to WVSU.
- Implement an Open House at WVSU in order to increase community awareness of WVSU's educational opportunities.
- Implement recruitment at local vocational institutions.
- Identify the conditionally admitted students and assign them to a mentoring program.
- Implement and track the Early Commitment Initiative Program..
- Initiate progress of students in Undecided Freshman Experience classes.
- Develop a recruiting effort to attract students for Thurgood Marshall College Fund.
- Develop a recruiting effort to attract students for McNair Scholars Program.
- Develop contact list of organizations in the WVSU service area.
- Strengthen and develop awareness of Student led intramural activities.
- Develop a Loan Default Prevention Task Force.
- Implement a Financial Literacy Program.
- Build new student housing complex by developing a Request for Information (RFI) to seek interest from prospective developers.



- Each college will maintain a committee to coordinate recruitment and retention efforts to assist the Office of Recruitment.
- Faculty and students will identify new students in their respective academic departments will conduct retention sessions each semester to answer questions and address adjustment problems.
- Faculty and students will communicate with prospective students after admission to the university by email.
- Faculty and students will communicate with alumni chapters, to identify students with their college and academic degree interest. Personal contact will be made with interested students who have shown an interest in WVSU.

Goal: Steadily increase the number of students enrolled at WV State University by admitting and enrolling strong incoming classes of freshmen and transfer students who have the academic preparation for a successful college experience and by providing them with University support services for success.

Strategy/Rationale:

Year Two (AY 2009-10)

1. Implement early enrollment for students who enter the University at the start of the second semester by providing a fall advising and orientation program for these new students (as is currently done for students entering for the first semester).

In fall, 2009, an Orientation, Advising, and Registration session was held in mid-November to serve both those students who had been fully admitted for the January semester as well as those students who responded to the “Return to Learn” initiative. The session, held in early evening, was designed to attract both traditional and non-traditional students. Each College had available advisors to assist students with registering for classes and selected University administrative offices were open that evening to assist in the initiative.

2. Continue to refine recruiting targets based upon persistence data analysis.  
In keeping with the compact, the Admissions/Recruitment Office is currently realigning its recruitment objectives to the Metro Tuition counties in order to increase enrollment at West Virginia State University.
3. Institute a metro tuition program for students from states contiguous to West Virginia  
The West Virginia State University Board of Governors approved the proposal to establish a Metro tuition fee at its June 11, 2009 meeting. West Virginia State University subsequently submitted a proposal to the West Virginia Higher Education Policy Commission to establish a Metro tuition fee rate at West Virginia State University for various counties in Kentucky, Virginia, Maryland, Ohio, and Pennsylvania. At its November 2009 meeting, that proposal was approved by the West Virginia Higher Education Policy Commission.

The administration of West Virginia State University believes that there are opportunities to recruit highly qualified students from the proposed Metro service area. Additionally, there are areas within the proposed Metro service area that contain a significant population of first-generation students. Targeted recruitment of these students aligns well with the WVSU Mission Statement and the Enrollment Management Plan.

Metro tuition was implemented by West Virginia State University for the 2011 Academic Year in the fall semester of 2010.

4. Increase the number of tuition and fee waivers for deserving students.

By creating the criteria in response three, we have generated more waivers for deserving students.

#### Area requiring institutional attention

With 32.8 percent of students conditionally admitted for fall 2009 and 21.7percent of students conditionally admitted for fall 2010, the university will need to seek aggressive solutions to recruit students who can be fully admitted to the institution. Additionally, it will be critical to closely monitor the 2011 process to assure compliance with admission standards in Series 23, *Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities*

#### Expanded Requirements:

1. How is the institution addressing the 2008 standards for regular baccalaureate admission for first-time freshmen who are subject to the Series 23, Standards, and Procedures for Undergraduate Admission, standards?

The Deans Council, the Office of Admissions, and the Office of Institutional Effectiveness and Assessment have developed a formula and administrative procedures for continuously monitoring the percentage of conditional admissions. Monitoring of the number of conditional admissions based on an analysis of admissions and enrollment data during enrollment provides a reliable ongoing estimate of the number of conditional students for admission and enrollment for the fall 2010 semester. The Office of Admissions and the Office of Institutional Effectiveness and Assessment are responsible for monitoring and administrating these procedures.

In addition, reports generated from Banner entries by the Office of Institutional Effectiveness and Assessment during the application process allow for determining the number and percentage of students who do not meet the Series 23 acceptance standards. This procedure further allows for monitoring and limiting the percentage of students who are admitted and enrolled conditionally each semester.

Further, analysis of the current data reveals a need to increase data quality control by verifying that data entry personnel have entered all relevant available information into Banner, which will improve database accuracy and decrease the number of students who do not meet the Series 23 minimum qualifications due to missing information. Missing GPA and test scores accounted for 7.8% of the university's 32.8% conditional enrollment for the fall 2009 semester. Plans to fully implement the Banner Admissions module in the near term will further eliminate human error in the processing of applicants and help ensure that no students are offered admission to the University unless they are eligible by virtue of the proper combination of high school GPA and test scores, or by virtue of a 3.0 high school GPA only.

The Admissions Office can also identify those in-state students admitted conditionally and exclude out-of-state admits in the total percentage of waivers granted.

Update: Beginning in fall 2010, baccalaureate admission required an ACT composite score of 18 (up from 17) for prospective students within four years of high school graduation or GED completion.

Beginning in fall 2010, baccalaureate admission for prospective high school students required satisfactory completion of the 2008 WV Higher Education Policy Commission Course Unit requirements, which increases the math unit to four, and all three units of science must be lab science.

Beginning in fall 2010, baccalaureate admission required the minimum ACT composite of 18 AND at least a high school GPA of 2.0 (changed from either/or) for prospective students within four years of high school graduation or GED completion; or at least a 3.0 high school GPA and ACT or SAT scores regardless of score.

Beginning in fall 2010, 15% of applicants who did not meet the above requirements were evaluated for conditional admission. If a conditional admission is not approved, then the prospective student will be rejected. In the fall 2011, the 15% figure was being lowered to 10%.

2.What policies or procedural changes, if any, have been made to meet the thresholds for limiting conditional admissions in 2011 to ten percent?

The University has addressed the Series 23 concern by the establishment of a new Office of Institutional Effectiveness and Assessment along with hiring a new Director. The improvement in the accuracy and frequency of data analyses ensures that the Administration of West Virginia State University is kept aware of its current percentage of conditional admits and can take necessary steps to help the institution meet Series 23 targets by the fall 2010 semester. Consequently, the institution has made significant progress in addressing this specific issue.

Update: The preceding initiatives were implemented starting in fall 2010. The Admissions Office has been diligent in following this protocol. The result was steady decreasing conditional students were enrolled, going from 48.9% in fall 2007 to approximately 7% conditional students for fall 2011(see Table 3). In 2007, when examining the impact of the Series 23 on enrollment, we initially expected a 40-50% loss of in-state admissibility and a 70-75% loss of out-of-state admissible baccalaureate students. When considering first-time full-time freshmen only, the enrollment losses are estimated at 30-38% of in-state and 69-74% out-of-state baccalaureate students.

Although we have now met the Series 23 requirements of 10% conditional students, the policy’s impact on enrollment coupled with the complete separation from KVCTC accounts for much of the substantial decrease WVSU has encountered over the past several years.

Table 3

First-Time-Freshman Subject to Series 23

Fall Semesters	All First-Time Freshmen	All Freshmen Excluding Waivers	Total Eligible by Scores and HS GPA	Total Eligible by 3.0 and HS GPA	Total Eligible by Scores, HS GPA, and by 3.0 HS GPA	Percentage of Series 23 Conditional	Fall Semesters	All First-Time Freshmen	All Freshmen Excluding Waivers
2007	391	366	161	44.0%	26	7.1%	187	51.1%	48.9%
2008	372	342	181	52.9%	26	7.6%	207	60.5%	39.5%
2009	455	421	242	57.5%	41	9.7%	283	67.2%	32.8%

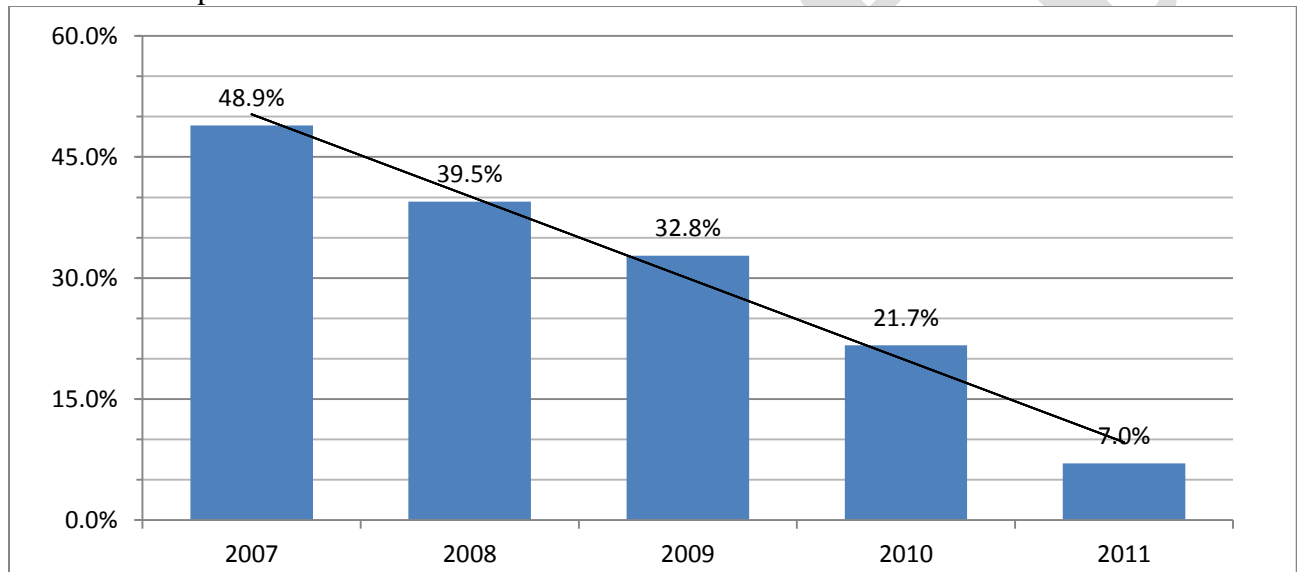
2010	358	337	231	68.5%	33	9.8%	264	78.3%	21.7%
2011	325	285	220	77.2%	45	15.8%	265	93.0%	7.0%

3. What percentage of freshman students subject to Series 23 standards were admitted conditionally and enrolled in fall 2011?

As Figure 1 illustrates that although the University did not meet the 15% conditional admits for its fall 2010 first time freshman cohort, there was a reduction of approximately 11.1% from fall 2009 to fall 2010. In addition, the University has made remarkable strides in reducing the number of conditional admits over the past four years, reducing the percentage of conditional admits to approximately 7.0 % for fall 2011.

Figure 1

Series 23 Compliance



The university has continued to address this concern by implementing a number of initiatives. For example, the Establishment of a new Office of Institutional Effectiveness, Research, and Assessment, along with hiring a new Director, has improved the accuracy and frequency of data analyses. This approach helps ensure that the Administration of West Virginia State University is kept aware of its current percentage of conditional admits and can take necessary steps to help the institution meet Series 23 targets. Consequently, the institution has made significant progress in addressing this specific issue.

In addition, as addressed in the 209-2010 Compact, the Admissions Office and Office of Institutional Effectiveness and Assessment is closely monitoring and enforcing the current Series 23 standards regarding minimum required high school GPA and composite ACT and SAT scores as determinates for eligibility for acceptance. Reports generated by the Office of institutional Effectiveness and Assessment during the application process allow Admissions to determine the number and percentage of students who do not meet the aforementioned acceptance standards. Accordingly, we are able to monitor and limit the percentage of students who are admitted and enrolled conditionally each semester.

Further, analysis of the current dataset revealed a need to increase data quality control by verifying that data entry personnel have entered all relevant available information into Banner, which will improve database accuracy and decrease the number of students who do not meet the Series 23 minimum qualifications due to missing information. Missing GPA, test scores, and how students with GEDs are accounted for adversely affected the university's conditional enrollment for the fall 2009 semester. Plans to fully implement the Banner Admissions module by the fall 2011 term will further eliminate human error in the processing of applicants and help assure that fewer conditional students are offered admission to the University.

The Admissions Office can also identify those in-state students admitted conditionally and exclude out-of-state admits in the total percentage of waivers granted. The Deans Council, the Office of Admissions, and the Office of Institutional Effectiveness and Assessment have developed a formula and administrative procedures for determining the distribution of conditional admissions. Estimations of the number of conditional admissions based on an analysis of the spring 2010 admissions and enrollment will provide a reliable estimate of the number of conditional students we can admit and enroll for the fall 2010 semester. The Office of Admissions and the Office of Institutional Effectiveness and Assessment are responsible for monitoring and administrating these procedures.

In addition to these measures, an analysis of the fall 2009 freshmen cohort of 421, excluding waivers, showed that only 19 of the 401 students who submitted HS GPA had a high school GPA of less than 2.0. As such, the low profiles of the most recent freshman cohort were primarily due to low ACT/SAT test scores. These data suggest that we must recruit more students with higher composite ACT/SAT scores and develop potential incoming freshmen through ACT Prep programs to improve their test scores prior to admission.

Strategy/Rationale:

**Year Three (AY 2010-11)**

1. **Implement an aggressive marketing campaign to prospective students that highlights the role, mission, and educational opportunities of WVSU.**

The WVSU Communications Team, consisting of professionals across campus working in communication or marketing areas, meets on a weekly basis to discuss marketing opportunities. Since various units were using a wide variety of symbols to represent WVSU, the team created a standardized WVSU word mark and spirit mark. The proper use of these symbols were outlined in the WVSU Brand and Graphic Identity Manual along with standardized templates for letterhead, business cards and other pieces . The Team then worked with departments on campus to bring their publications, web pages and other communications pieces in line with the brand. The project helped to create a consistent look for WVSU in its marketing.

Working with the Director of Recruitment, the Communications Team developed a new WVSU *View Book* making it more modern looking , “user friendly”, and consistent with the brand. The *View Book* underwent a second revision during the summer 2011. It will be rolled out in the early fall 2011.

In accordance with *Goal 2 of the 2011-2013 Strategic Plan*, Invest in strategic marketing to create and convey a compelling brand identity” (see Appendix B) a Request for Proposals (RFP) for a marketing/ branding firm was published In June 2011. The RFP called for a company that would evaluate all areas of the University's marketing and communications and make recommendations

based on their research. Six of the firms that responded met the qualifications of the RFP. Those six came to campus for an initial presentation and to answer questions. A subcommittee of the Communications Team then reviewed and rated the firms' written proposals to determine which of those had the best structure and process to meet WVSU's needs. The firms that were rated in the top three were then asked to campus for a presentation on September 12 and 13, 2011. Once the cost is factored into the proposals, one firm will be selected. The recommendation will then be presented to the WVSU Board of Governors for approval.

## 2. Retention rate

Table 4

Data: Retention for AY Year 2010-2011

West Virginia State University	Base Year							
Measure	2007-2008	Year Actual 1	Year Actual 2	Year Actual 3	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13	
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	53	61	60	52	63	64	65	
2b Avg Retention Rate of Institution Peers (median)*	64.0	66.5	66.8	66.5	N/A	N/A	N/A	

Goal: Increase the retention rate of first time, full-time freshmen to nearly two-thirds of that student population.

The Math Transitions Project began in August, 2010, with three (3) classes and 68 students. The class was designed to address individual needs of the students and help them master the objectives needed to be successful in College Algebra. Every student in the Project was determined to be extremely deficient in mathematics and much unprepared for higher education. (A pre-test consisting of mathematics concepts at no higher than 6th grade level resulted in an average score well below 50% and no student scored above 60%). The Project Coordinator developed a syllabus and course outline based on the curriculum approved and each student worked toward mastery of all the objectives. Students could exit the class at any time they became eligible for College Algebra (score 85 or above on the Accuplacer). The Accuplacer was offered throughout the semester and one student scored 91 on the assessment during the second week of class and became eligible for College Algebra.

Several students made as many as three (3) attempts at advancing using the Accuplacer but only two (2) additional students made it with scores of 90 and 88. The other alternative was to pass the final exam with at least 70%. There were twelve (12) students passing the exam.

The course structure was such that the students had the opportunity to attend three (3) classes of 50 minutes each per week with the fourth day being reserved for online tutoring through catchupmath.com. There were 26 students who never took the exam or the Accuplacer. Many of them quit coming to class since there was really no way to enforce an attendance policy. Final data shows that 15 of the students are now in College Algebra out of a possible 42 who attempted to pass the course (36%). This was not a failure by no means since it provided West Virginia State University with a full class of students who were not eligible when the school term began.



Second semester, Math Transitions has appeared to be even more effective. At this time, there are 25 total students in three (3) classes using a similar structure to first semester. The following changes have been very beneficial to the students: (1) Working in groups, (2) individualized instruction (all students are not in the same place), (3) optional attendance on Thursday with the opportunity to work on the catchupmath.com computer program at home or in the library, (4) mastery assessments at the end of each mathematical concept, and (5) benchmark assessments at significant points in the curriculum. Students will only advance to College Algebra by scoring 70% or above on the final exam. A final exam is given each 4th Thursday of each month. At this point, a few students have tried and are very close to reaching that score. I anticipate that at least 60% of the students will pass the final exam. The result will support the effort given to increase the number of successful students in mathematics

Twenty-70% of the successful students who were enrolled in Trans Math last fall (the first time it was offered) are enrolled in a University credit bearing MATH class this semester.

At Mid-term 80% of those enrolled in classes were passing (had grades of D or better). The 20% failures were students who placed out of the TRANS MATH by taking the Accuplacer Exam. This result is quite informative to our restricting of the course. Students who placed out by Accuplacer are not required to continue in the course – hence losing a large percentage of the material needed for success in future courses.

In the fall 2011 semester – the course will be offered in a more structured format – and student will be required to pass all the modules with at least a 70% passing rate. It is our opinion that this restructuring of the course will predict a higher achievement.

The 80% passing rate at mid-term is higher than the average for students who placed in to the University course by some other form of placement. The success rate for these students is 63%.

### Expanded Requirements:

1. As a way to improve student academic success and retention, how is your institution addressing developmental or remedial education needs of students who do not meet freshman placement standards in English and mathematics?

In the 2010-2011 academic year, WVSU developed enhanced sections of English 101, open both to regularly eligible students and to students whose ACT verbal scores are 15-17 (or SAT scores of 390-430). These enhanced sections have smaller enrollment limits than regular sections of English 101 to allow for instruction that is more individual. In addition, instructors are to assign work in the University Writing Center to all students who are not normally 101-eligible. These students are to have weekly sessions in the Writing Center with tutors who have been trained to determine priorities for assisting each student and to guide those students in developing his/her writing abilities. A Writing Center Director was hired for fall 2010, and seven enhanced sections were scheduled for fall 2010.

In spring of 2010, faculty in the Department of Mathematics and Computer Science developed Transitions Math for students whose Math ACT scores did not qualify them for college level mathematics. This course is designed for the student whose score is between 15 and 18. Students will participate in activities designed to strengthen their skills in algebraic expressions, quadratic equations, inequalities, graphing linear equations, factoring, and other skills required for college-level mathematics. This workshop experience is designed to address individual students' needs.

Students will take an appropriate placement instrument at the end of the experience in order to assess their readiness for college-level mathematics.

For fall 2010, WVSU contracted with the KVCTC to offer two sections of Eng 099 for students who were not eligible or not able to take the enhanced sections of English 101. (Both sections were canceled for lack of enrollment; most WVSU students who needed ENG 099 signed up for regular KVCTC sections of Eng 099).

**Update:** The West Virginia Higher Education Policy Commission Series 23: Standards and Procedures for Undergraduate Admissions has been transformed from an open access institution to a selective admission institution because of Series 23. WVSU exceeded the Series 23 mandate of no more than 10% conditional student admissions in fall 2011. In addition, WVSU has adhered closely to all financial aid policy. These policies have resulted in WVSU accepting a greater percentage of better academically and financially prepared students. As such, the our retention rate will be greatly increased.

Transitions math was instituted in the 2010 – 2011 academic year for WVSU students who earned Math ACT scores of 15 – 18. Assessment data collected on first semester Transitions Math Workshop students showed that of the 16 students taking the remedial program 13 were able to enroll in college-level mathematics in subsequent semesters. Of those students, nine earned grades of D or lower or withdrew. Additional data collected showed that those students entering the Tran Math Workshop with math ACT scores of 15 failed subsequent college-level math courses at a rate of 88%, indicating that a higher ACT score of 16 be the cut-off.

The Department has since abandoned the Transitions Workshop model in favor of Mathematics 020. Of the 68 students enrolled in the Workshop during 2010 – 2011, 43 failed. Transitions Workshop was offered by a Math teacher employed by the WVSU R and D Corp, and students registering for Transitions Workshop paid for the course out-of-pocket. Many students dropped the course or simply stopped coming to class so failure rates may not have been a true reflection of student accomplishment.

During the 2010 – 2011 AY, the Department faculty developed Math 020. This course is not a workshop, but a traditional course. Students with ACT math scores of 16 – 18 are currently enrolled.

2. Does the institution offer alternatives to developmental courses, such as workshops, stretch courses, or other activities?

The enhanced sections of English 101 are “stretched” in the number of contact hours required of students each week.

The Transitions Workshop model has since abandoned in favor of Mathematics 020. Of the 68 students enrolled in the Workshop during 2010–2011, 43 failed. Transitions Workshop was offered by a Math teacher employed by the WVSU R and D Corp, and students registering for Transitions Workshop paid for the course out-of-pocket. Many students dropped the course or simply stopped coming to class so failure rates may not have been a true reflection of student accomplishment. Now that this is a traditional course, tuition can be addressed within the framework of Federal Financial Aid.



During the 2010 – 2011 AY, the Department faculty developed Math 020. This course is not a workshop, but a traditional course. Students with ACT math scores of 16 – 18 are enrolled.

Other initiatives outlined in the 2011-2013 Strategic Plan to increase student academic success and retention includes the following:

- Implement a Mentoring Program at WVSU that will provide support for new students to positively impact student success and to enhance student learning and assist the student with a smooth transition to college, providing positive role modeling, help to establish career/educational goals and being a consistent person the student can access for support and information
- Add three lines at the end of each course syllabi to remind students of: 1) Financial Aid deadlines. 2) Registration deadlines. 3) The availability of tutoring services.
- Contribute to the enrollment, retention, academic advancement, and graduation of students by enhancing curricular, co-curricular, and extra-curricular activities.
- Launch a one-stop shop for all students through Career Services Management software System (CSM).
- Design and deliver a Job Seeking Strategies course.
- Expand current Student Peer Education (SPE) program topics based on 2010 National College Health Assessment (NCHA) data.
- Ensure students awareness about services offered to faculty, staff and students at the Disabilities Services Office
- Revise and implement the Faculty Referral Program.
- Provide individualized academic assistance to students on Financial Aid Appeal.
- Increase number study skills, time management and test taking workshops available to students
- Increase University Union room utilization by Student Organizations.
- Increase the number of Student Organizations receiving program funding from SGA.
- Implement tutoring program for athletes that have below a C in any course at any point during the semester to increase GPA, improve retention, and minimize need for summer courses to be taken for eligibility purposes.
- Improvise and develop ‘late night’ dining improvements to increase program participation.
- Build new student housing complex by developing a Request for Information (RFI) to seek interest from prospective developers.
- Each college will maintain a committee to coordinate recruitment and retention efforts to assist the Office of Recruitment

3. Describe the developmental education program, success of the program, and any contemplated changes in addressing developmental education needs.

In 2010-2011, sixty-eight (68) students who are not regularly eligible for English 101 have been enrolled in seven (7) designated sections and will receive instruction in smaller classes and participate in tutoring sessions in the Writing Center. The success of these students in English 101 will be monitored and reported in the future.

In Fall of 2010, WVSU began offering “enhanced” sections of English 101, which were open not only to eligible students<sup>1</sup> but also to students whose standardized test verbal scores were equivalent to an ACT 15-17. Students in the second category in these sections were required to attend “tutorial” hours at the WVSU Writing Center. Some instructors required as little as approximately

30 minutes per week, or about 7 hours per semester, while others required 10-15 hours per semester. Some instructors required only the students in the second category to attend; others required all students in the “enhanced” sections to attend. Examination of records in MyState (WVSU’s web-based BANNER interface) indicates that 71 students were in the second category; 56 of those (who would not otherwise have been eligible for English 101) passed the course with a “C” or better, or 78.8%; one passed with a “D”; thus, more than 80% passed the course. In spring of 2011, 21 students in the second category were enrolled in “enhanced” sections of English 101, and 17, or 80.8%, of these passed with a “C” or better. Anecdotal information from the enhanced section instructors suggests that the vast majority of those students who did not pass English 101 either did not attend the required tutorial hours or stopped attending class altogether. In addition, at least some of the students in these sections who failed were not required by eligibility criteria to attend tutorial hours, including several who had passed a developmental writing course with a “C” or higher. We conclude, therefore, that this is a VERY effective strategy for promoting student success and retention. We will be refining our data collection in future semesters.

<sup>1</sup> These were students whose standardized test verbal scores were equivalent to an ACT score of 18 or higher, or who had an earned “C” or higher in a developmental writing course.

Table 5

Enhanced Sections of English 101

	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Total, 2010-2011</b>
<b>“Enhanced” Enrollment</b>	71	21	92
<b>Number passing w/“C” or better</b>	56	17	73
<b>Percent passing w/“C” or better</b>	<b>78.8%</b>	<b>80.8%</b>	<b>79.3%</b>

Additional steps being taken as outlined in the 2011-2013 Strategic Plan to increase retention as mentioned on p.15 above.

Strategy/Rationale: The rationale for each of these strategies is research-based. The University will shift the process of academic advising from a means of choosing classes to a broad-based retention and graduation activity focused on providing personal attention to all undergraduate students using the following identified strategies.

Year Two (AY 2009-2010)

1. Investigate best advising practices and implement them throughout the University as appropriate.

A major change in the Orientation, Advising, and Registration program occurred beginning in the summer prior to the start of the fall 2009 semester with the goal that students identify more with their College and the faculty in their intended major. No longer were students advised in summer in a type of advising center; their academic Orientation occurred in their College by faculty who taught in the degree programs offered by that college. Following the Orientation, students were advised and registered for their classes for the fall semester by faculty advisors

from the specific college of the student's major. Courses in the major taken elsewhere by transfer students could be better assessed for transfer credit by faculty who taught in that area.

Integral to this change in Orientation, Advising, and Registration was the full implementation among the four colleges (and with sections for undecided students) of a Freshman Experience class. The classes in each College were designed to improve retention rates, as well as to focus on a clear path to graduation. Students were enrolled in their appropriate Freshman Experience class upon entry in the University, where exploration of career paths in the major were conducted as well as opportunities for mentoring with College faculty to encourage attachment to the educational experience and persistence to graduation.

First to second year retention will be evaluated early in the 2010 fall semester to determine the success of these initiatives and to develop a plan for continued improvement.

2. Increase visibility of tutoring services and other resources offered by Collegiate Support Services & Counseling units.

Collegiate Support and Counseling Services (CSC) provides many retention services available to students. The offices of Mental Health, Academic Assistance, Disability Services, and Multicultural Affairs provide these services. Some of the services available include individual and couple counseling; educational programming including workshops, conferences presentations; academic assistance programs including face-to-face and online tutoring; academic skills building; and providing accommodations and support for students with disabilities.

One of our largest programs is the Academic Assistance Program. Approximately 1000 students received academic assistance services during the 2009-2010 academic year. The first table below indicates the number of individual students served by program, the second the total number of student contacts. The Academic Assistance Counselor also recorded over 400 office contacts and over 500 workshop contacts during the past academic year.

#### Tutoring Services and Other Resources Offered By Collegiate Support Services and Counseling

During the 2009-2010 academic years, the staff of	Fall 2009	Spring 2010	Total
Tutoring by Appointment	154	122	276
TAP Room	277	276	553
Writing Center	49	61	110
Smarthinking	171	128	299
Total	651	587	1238
Total Number of Student Contacts			
	Fall 2009	Spring 2010	2009-2010 AY
Tutoring by Appointment	475	411	886
TAP Room	1427	1284	2711

Writing Center	81	125	206
Smarthinking	424	354	596
Total	2407	2174	4399

Update:

Table 6

Tutoring Services

	Fall 2010	Spring 2011	2010-2011 AY
TAP Room	1209	727	1936
Writing Center	264	528	792
Smarthinking	424	354	596
Total	880	569	1,449

- Peer Tutoring and Small Group Tutoring: The number of students applying for tutoring by appointment has been decreasing over the past several years, particularly since two of the areas most in demand—math and writing—are regularly available on a walk-in basis. Even this decreasing number of applicants is inflated by the inclusion of Spanish, French, and Finance students who are counted as applying for tutoring by appointment, but who are actually served in small groups on a walk-in basis. In fact, twice as many students attended group tutoring in these three areas than applied for all other types of tutoring by appointment combined. However, there will continue to be a need to provide one-on-one tutoring in most disciplines; walk-in tutoring will increase because it meets the needs of the majority of our students.
- TAP Room: The purpose of the TAP Room (math tutoring) was modified this year. Non-math-related Internet sites were eliminated, which reduced the number of students who visited primarily for non-classroom computer use. The number of tutoring visits doubled from last spring to this, while the number of computer visits was cut nearly in half. Written TAP Room evaluations indicated a high level of satisfaction with the services: 95% of the students said they were offered assistance before asking for it, and 97% felt tutors cared about their success.
- Smarthinking: Nearly 300 students used Smarthinking academic assistance services during the past academic year. Nearly three-fourths of all interactions for this online tutoring program were for the Essay Center. The students who had live sessions were given the opportunity to complete evaluations on their tutors. Most were satisfied with the services and recommended it to their classmates.

Update: In 2010-2011, students used Smarthinking for 1,449 interactions during the past academic year. Over three-fourths of all interactions for this online tutoring program were for the Essay Center.

The students who had live sessions were given the opportunity to complete evaluations on their tutors. Most were satisfied with the services and recommended it to their classmates.

Writing Center: Sixty-one students visited the Writing Center 125 times during the 2010 spring semester. Two-thirds visited only once, one-fourth visited two to four times, and a little less than one in ten visited five or more times during the semester. Tutors have indicated that seeing students for follow-up visits not only helped them to provide better services, but was more rewarding as well. The Writing Center had 792 contacts over the 2010-2011 academic year.

3. Develop a profile for “at risk” students and implement measures to reduce negative influences affecting persistence.

- Early Commitment Initiative

West Virginia State University implemented a new retention program called the Early Commitment Initiative (ECI) in April 2009. Twenty-four staff and faculty were selected to call admitted freshmen to welcome them to the institution and provide them with information they would need to be successful students.

The ECI program is a series of calls made to students over the course of their first year at WVSU. The ECI callers attended a workshop to become familiar with the process students complete to become first time freshman. The training, held in April 2009, covered topics such as admissions criteria, how to register for classes, career services, academic support programs, residence life and dining, and financial aid information.

The first calls were made to students that made application to the University for fall 2009. Students were also e-mailed a packet of information that included how to access My State and their e-mail account, and a summary of all services available to them. This e-mail provided them with the name, number, and e-mail of their ECI caller in case the student had questions at a later date. The callers then documented their conversations with students in Banner. Of the students that were contacted, approximately 37% enrolled for fall classes.

Program Outline:

First contact occurred within one week of the student’s receipt of the acceptance letter. The information needed to make the first contact was provided by Computer Services and included: student name, phone, ID, campus email address, outstanding admissions requirements, major, DOB, and whether student had provided a FAFSA to WVSU.

Second contact occurred a week after the student attended advising. Third Contact occurred during the second week of classes. Fourth contact occurred after mid-term and to remind students to meet with their advisors for next semester scheduling. Fifth contact occurred in six weeks into the next semester to check in with the student, and a persistence survey was completed if the student was not enrolled.

### AmeriCorps Program

West Virginia State University received a Life Bridge AmeriCorps grant for 2010-2011. We were awarded eleven AmeriCorps volunteer positions to implement Recruitment and Retention activities for the University. The positions have been filled with previous WVSU graduates, and junior and

senior level students. This program is being administered by Collegiate Support and Counseling Services.

AmeriCorps members will provide approximately 1,700 hours of service over the course of the academic year. They will also receive 150 hours of training, of which 100 will be site specific to implement recruitment and retention activities for WVSU.

The AmeriCorps members' specific initiatives are:

1. Establish a mentoring program using upper class students to mentor freshman.
2. Make contact with potential students completing interest cards during recruitment trips to answer follow up questions and provide information as needed about the admission process.
3. Assist with outreach and recruitment in local high schools, and assist with recruiting in the metro tuition areas when possible.
4. Serve as Early Commitment Initiative callers.
5. Monitor and provide tutoring services in the math and writing drop in centers.
6. Make contact with students referred by faculty through the Faculty Referral Retention Program.

Program Outline: First contact will occur within one week of the student's receipt of the acceptance letter. The information needed to make the first contact will be student name, phone, ID, campus email address, outstanding admissions requirements, major, DOB and whether student has provided FAFSA to WVSU. Second contact will occur a week after the student attends advising. Third Contact will occur during the second week of classes. Fourth contact will occur after mid-term. Fifth contact will occur in February and may need to include the persistence survey.

**Update: Implementation: WVSU AmeriCorps members will be assigned students to contact. Identify the required information each year and update the program guides and script each year based on evaluation of the students and feedback from the ECI callers.**

**Training: WVSU AmeriCorps members received the necessary training to implement the ECI program. Trainings will include: how to record contacts in Live Text; information on WVSU processes and procedures; covering the timeline of contacts; reviewing the developed script for the phone calls and the functions of Student Financial Assistance, Career Services, Admissions, Registration, Collegiate Support & Counseling Services, etc.**

**Evaluate: Each year, in September, the students included in ECI will be tracked using the information recorded in Live Test. Persistence and progress will be checked. It may be noteworthy to evaluate the effectiveness of each contact person in terms of measuring the persistence and progress of their assigned students.**

**The Director of Collegiate Support & Counseling Services provided training to 11 WVSU AmeriCorps members to serve as Early Commitment Initiative Callers. Because the AmeriCorps members began their year of service in mid-August the 1st call was made during the second week of the fall 2011 semester. AmeriCorps members contacted 221 first time freshman in fall 2010, and 65 first-time-Freshmen in spring 2011.**

Exit surveys should be collected and collated from the ECI callers each year in order to determine the effectiveness of the training, manuals and other areas of concern from the ECI callers.

Persistence survey data must also be collected and collated each year in order to evaluate persistence issues and to help develop future directions of ECI.

AmeriCorps members are tracking student contacts in Live Text to record information related to students concerns, etc. This tracking method will assist us in determining if the ECI program impacts fall to fall retention rates. The Office of Institutional Effectiveness and Research is tracking any effects the program may have on the university retention rate by projecting the retention rate out to 2015. These projections will be used to compare the projected rate to the actual rate. Increases in the retention rate over the actual rate will suggest the effectiveness of the program.

Update: WVSU received eleven AmeriCorps positions for the 2010-2011 academic year. The members began their year of services on August 24, 2010. During the year the members received training on site specific departments such as financial aid, registration, career services, academic assistance, mentoring, etc. Over the course of their services, the members performed a variety of tasks related to recruitment and retention initiatives, including:

- Filmed campus and department events to develop department videos to be used for recruitment;
- Compiled counselor and principal contact information for all the high schools in West Virginia and the Metro Tuition areas;
- Implemented the Early Commitment Initiative – which is a series of five calls to incoming Freshman over the course of their first year to answer questions and be a constant contact if the student needs assistance;
- Assisted the Recruitment Office with recruiting fairs, and contacting high schools students who completed interest cards to answer any questions they may have;
- Assisted the Admissions Office with sending mailings to and calling students with pending applications;
- Implemented the Faculty Referral Program. Members made of 1,400 contacts to students who were referred by faculty members for non-attendance, or academic issues to provide guidance and assistance;
- Assisted the Dean's during Registration and Advising sessions;
- Participated in 9/11 Remembrance, Campus Showcase, and an Anti-bully campaign;
- Staffed and provided tutoring to students in the Writing Center, TAP Room (math tutoring room), and the Language Lab;
- Administered the ACCUPLACER test in the Ferrell House;
- Read books on audio for students with disabilities;
- Provided assistance in Career Services while they searched for an administrative assistant;
- Assisted Career Services in College of Professional Studies convocation in October of 2010, the Teacher Job Fair in March 2011, and the Career Expo in April 2011.
- Assisted with staffing the Grad Salute;
- Participated in the read aloud service project to commemorate Dr. Seuss. We read to students at Dunbar Intermediate School;
- Participated with the following WVSU campus committees: Martin Luther King, Jr., WV Holiday Commission planning committee; Enrollment Management; WVSU Board of Governors / Recruiting and Retention Committee;
- Organized 19 AmeriCorps Members (from WVSU AmeriCorps group and the VetCorps group) to serve as ushers at Dr. Carter's Ecumenical Service and to serve as parade guides at the MLK, Jr. Day Parade March on January 17, 2011;
- Assisted Ms. Shafer with an admissions letter to admitted Freshman;



- Participated in the read aloud service project to commemorate Dr. Seuss. We read to students at Dunbar Intermediate School;
- Assisted WVSU Collegiate Support and Counseling with Academic Coaching of students on academic probation;
- Publicized the Return to Learn program in Kanawha and Putnam Counties; and
- Assisted the Athletics Department with NCAA Compliance and helping coaches track their recruits admissions and financial aid status.

### Faculty Referral Retention Program

In fall 2010, Collegiate Support and Counseling Services began implementing the Faculty Referral Retention Program. Faculty makes referrals for students who are not attending classes, sporadically attending classes, and/or are having academic difficulty. The faculty makes referrals at the end of week's one, three, five, and eight. AmeriCorps members call each of the students that are referred to assist them with academic intervention, and/or to determine why they are not attending class. If students are not accessible by phone, the AmeriCorps member sends an email to the student's WVSU email account. Once contact has been made, faculty receive an update on the status of the student and a summary of the conversation.

Update: week one referrals totaled 308, and week three referrals were 180.

#### Week 1

- 287 students total referred for week #1
- 93 students messages were left
- 55 students had disconnected telephone numbers
- 6 students didn't have a number on file
- 32 students were called but had no voicemail setup
- 26 students had the wrong number on file
- 75 students were contacted by telephone
- 119 emails were sent out to students that we could not contact by telephone

#### Week 3

- 274 total students referred for Week #3
- 10 students didn't have an available telephone number
- 87 students messages were left
- 59 students had disconnected phone numbers but emails were sent
- 18 students had no voicemail setup but emails were sent
- 19 students had wrong number listed but emails were sent
- 81 students were contacted by telephone

#### Week 5

- NO FACULTY FORMS SUBMITTED

#### Week 8

- 31 students were referred
- 3 students were called but had no voicemail setup (emails were sent)



- 2 students had wrong number listed (emails were sent)
- 13 students messages were left (sent emails)
- 7 students had disconnected numbers (sent out emails)
- 6 students had no available telephone number (sent emails)

In the spring 2011 semester, Collegiate Support and Counseling Services continued implementing the Faculty Referral Retention Program. Faculty makes referrals for students who are not attending classes, sporadically attending classes, and/or are having academic difficulty. The faculty makes referrals at the end of week's one, three, five, and eight. AmeriCorps members call each of the students that are referred to assist them with academic intervention, and/or to determine why they are not attending class. If students are not accessible by phone, the AmeriCorps member sends an email to the student's WVSU email account. Once the AmeriCorps member makes contact with the referred student, faculty can retrieve an update on the status of the student and a summary of the contact through the Faculty Services Page.

Spring 2011 data was easier to track because of the referrals were online using BANNER. The referral data included the following:

- 641 students referred
- 358 students were referred for more than one class
- 372 of the students were unable to be contacted via phone due to disconnected numbers (these students were sent an email to their WVSU account)

The finals grades of the students referred were:

- A-21
- B-52
- C-67
- D-102
- F-269
- I-1
- K-1
- Q-1

Referrals were made:

- January – 139
- February – 376
- March – 292
- April - 73

### **Year Three (AY 2010-11)**

**Increase the number of majors that require internships (which have been shown to generally stimulate students' desire to persist).**

During the 2010-2011 Academic Year, the College of Professional Studies reviewed the internships that are required in all departments. Of the five academic departments in the College of Professional Studies, Criminal Justice was the only program that did not have an internship required of all of its majors. The internship was optional. The Criminal Justice Department sought approval from the Education Policy Committee at WVSU to revamp its entire degree program and include an

internship for all majors as a condition for graduation. This proposed degree requirement change will be implemented in the fall 2011 semester with all entering freshman and transfer students; however, full implementation of the internship will not be realized until these incoming freshmen are seniors in 2014-2015.

In the fall semester of 2011, faculty members who are responsible for supervising internships in Criminal Justice, Education, Recreation, Health Sciences, Military Science, and Social Work will be meeting to develop common guidelines for all internship programs in the College of Professional Studies.

1. Implement an on-line academic audit system so that students and advisors can access accurate and timely information on student progress towards graduation.

DegreeWorks has been chosen as the online software degree audit Statewide. West Virginia State University will participate along with other Institutions throughout the State in implementing this program for its students. The Registration and Records staff, particularly the Director and Interim Associate Registrar have attended conferences and workshop presentations concerning this initiative. In preparation for the implementation of DegreeWorks, the Registration and Records office is working closely with Computer Services to continue the ongoing process of cleaning up the BANNER database. Currently, the Director of Registration reviews and keeps an account of the general education requirements for incoming transfer students. This information is housed in the students admission file as well as in the major department office and Registration Office. This information is critical to the implementation of an automated degree audit system.

### 3. Graduation rate

Table 7

Graduation Rate for AY Year 2010-2011

Measure		2007-2008	Year Actual 1	Year Actual 2	Year Actual 3	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	30	26	24.0	23	31.5	32	33
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	28.1	20.7	22.4	21.2	33	35	37
3c	Avg Graduation Rate of Peers (Median)*	37.0	37	35.8	35.5	N/A	N/A	N/A

The 2007-2008 (baseline) graduation rate from the IPEDS Graduation Rate Survey is 30% for West Virginia State University, a rate comparable to institutions that serve a high proportion of underprivileged and first-generation students. This is a dramatic increase from the previous year's rate of 19%. The increase is thought to be largely attributable to the fact that the 2001 freshman cohort, upon which the 2007- 2008 graduation rate is based, for the first time contained no community and technical college students. From the baseline year forward, the University's overall graduation rate is, and will be, calculated using only baccalaureate students. Since community college graduation rates are in general much lower than baccalaureate and above institutions, one can expect the University's overall rate to be in a higher range beginning with the 2001 cohort.

While WVSU anticipates an increase in the graduation rate as a result of the strategies contained herein, the University has not established a graduation rate commensurate with its peers, which for the three years prior to the base year was about 37%. The historic mission and clientele of this institution differ from those of most traditional higher education institutions across the United States, though they are now relatively similar to those of many commuter schools with a large component of non-traditional students. Graduation rates as defined for this measurement are those students who began their college attendance as first time, full-time freshmen (a cohort) and proceeded to graduation within six years of that initial enrollment. Approximately 93% of the students at WV State University are commuter students; nearly one-third of the students are part-time students who take their classes primarily at night. The average age of the student body at WV State is 26 years. Even among the full-time students, most are employed to aid in financing their education. Job and family responsibilities often take priority over college courses, and these students find themselves decreasing their college load in order to handle the multiple priorities they face. That increases the number of semesters required for graduation.

In addition, West Virginia State University provides access to many students whose educational backgrounds did not prepare them for the rigor of college-level courses. Thus, more than 60% of the students who enroll in WV State University must establish eligibility for college-level English and/or math courses while beginning their academic careers as WVSU students (now, usually, by completing developmental courses provided by the WV State Community & Technical College—additional alternatives may be developed over the period covered by this Compact). They are slowed in their progress toward graduation by taking this preparatory work. Their slower start provides many of these students with the skills that enable them to excel in their degree programs and graduate with honors, but they may do so outside the six-year window measured in this “graduation rate” statistic.

These unique characteristics of West Virginia State University, tied to our mission, led us to be very cautious in our prediction of the improvement in graduation rates over this Compact period. Given these characteristics and this mission, we anticipate progress, but we do not believe we can reach the peer graduation rates in this five-year period.

It has been observed by academic advisors that many students begin their educational career at other institutions of higher education but complete it at WVSU. While West Virginia State University is not permitted to include in its graduation rate statistics these graduates, it did lead to investigation of how many of these graduates did so within six years of their initial enrollment in a college or university. For the base year, 2007-2008, 136 or 30.5% of the 446 graduates were those who transferred into WV State. Of those 136 transfer-in graduates, 47 or 34.5% of them graduated within six years of their initial enrollment in a higher education institution.

Goal: Increase the six-year graduation rate of bachelor degree-seeking first time, full-time freshmen to 33% at WVSU. For those students who are included in this cohort but transfer to another institution to complete their degree, the aim will be for a graduation rate of 37%.

Strategy/Rationale:

The rationale for each of these strategies is research-based. The University will shift the process of academic advising from a means of choosing classes to a broad-based retention and graduation

activity focused on providing personal attention to all undergraduate students using the following identified strategies.

#### Area requiring institutional attention

Graduation rate declined for the third year to a rate of 24 percent. The evaluation team has a concern that the institution does not appear to see the urgency in implementing strategies to reverse this downward trend. The revised report needs to address implementation strategies that have been put in place to address issues that impact graduation rate.

#### **The University is currently implementing the following strategies to improve the overall graduation rate:**

The literature shows that intensity and rigor of a student's high school curriculum, especially mathematics and science, is a good predictor of first-year performance and graduation. The University is strictly adhering to Series 23 requirements. Beginning in fall 2010, 15% of applicants who did not meet Series 23 requirements were evaluated for conditional admission. If a conditional admission is not approved, then the prospective student will be rejected. In the fall 2011, the 15% figure will be lowered to 10%. At the time of this writing, 0 conditional students have been admitted for fall 2011.

**Update:** Starting in fall 2010, the University has carefully monitored its compliance with the Series 23 admission requirements. The result was steady decreasing conditional students were enrolled, going from 48.9% in fall 2007 to approximately 7% conditional students for fall 2011(see Table 2). In 2007, when examining the impact of the Series 23 on enrollment, we initially expected a 40-50% loss of in-state admissibility and a 70-75% loss of out-of-state admissible baccalaureate students. When considering first-time full-time freshmen only, the enrollment losses are estimated at 30-38% of in-state and 69-74% out-of-state baccalaureate students. Although we have now met the Series 23 requirements of 10% conditional students, the policy's impact on enrollment coupled with the complete separation from KVCTC accounts for much of the substantial decrease WVSU has encountered over the past several years.

Student financial support (family, institution, state, and federal) influences retention and graduation ONLY when it covers more than 90% of the student budget. Below that level, financial support has little impact on graduation. During the past year, "the loss of financial aid staff and revisions to institutional financial aid processing policies . . . [has] made timely delivery of financial aid a challenge for the institution. However, the institution was able to provide basic financial aid services during the year of transition in the financial aid office." To address these concerns, two new staff members have been hired to fill the vacancies left in the financial aid office. An Assistant Director and Financial Aid Counselor were hired August 1, 2010. In addition, the IT position, which was transferred to Computer Services, has now been delegated to an assigned Administrative Systems Support Programmer to perform the electronic process needed by the office. The filling of these positions will ensure adequate personnel to process and disburse financial aid in a timely fashion. The disbursement of financial assistance for West Virginia State University students was accomplished on the designated and established institutional date of August 25th for those students who filed and completed their financial aid before the deadline date of June 30th. Deadline dates will continue to be implemented for the benefit of the University as well as the students.

Good academic advising contributes to graduation by 'preempting' or 'counterbalancing' the negative consequences of various individual choices and institutional barriers.

Advising issues have been made an agenda item for the periodic Academic Leaders meetings in order to apprise Department Chairs of them and to discuss mitigation strategies. While the University has developed strategies to aid the new freshman and transfer students to better direct them toward their graduation goal (through a change in Orientation, Advising, and Registration and the Freshman Experience course), emphasis on sophomores, juniors, and seniors formerly had not been addressed with this degree of specificity. To aid students in planning their course schedules, each academic department (that did not already have one) was asked to develop a long-range course-offering schedule and publish it so students could plan when major courses would be offered. The purpose of this was to publicize course rotations and to address the problem of students being unable to fulfill their degree requirements because courses were not offered in the semester they planned to take them. Another purpose was to make students aware of courses that were offered in a particular sequence so they could plan for completing the sequence in a timely fashion and for graduation. The long-range course-offering schedule has been developed and made available to their majors in over one-half of the academic departments in the University. Some departments have a printed document to hand to the students; some share this information at the advising sessions with students, and some post the information on bulletin boards close to the department office.

A General Faculty session on advising was held during the opening week of faculty meetings at the start of the 2010 fall semester to discuss with faculty advising problems that had been identified during the 2009-2010 academic year. At that meeting, the use of the curriculum status sheet that tracks the progress of each student toward degree completion requirements was addressed. A record of each advising session was to be reflected in the updating of the status sheet so both the advisor and the student were well aware of degree completion requirements. Each department was charged with maintaining accurate records of courses completed and advice given regarding courses to focus the student on degree completion. Also emphasized was the necessity of tracking elective courses and associated credit hours taken by students. Nearly all academic departments at West Virginia State University to track student progress toward graduation have long used curriculum status sheets. These status check sheets are up-dated with each advising session with a copy remaining in the advising file maintained by the department for each student in the major.

In an additional effort to guide our students effectively to graduation, all academic departments in one of the Colleges has mandated that a prospective major must meet with the Department Chair of his/her major department prior to admission to the degree program. This provides the student with a definitive evaluation of the courses taken to date and what will be required to progress to graduation. In addition, the student is also required to meet with the Department Chair once he/she completes 90 credit hours in order to map out a schedule of courses remaining for graduation and to guide the student in selecting those courses remaining in the degree program. Another academic department has implemented a junior-year evaluation which is updated at the senior year to clearly direct the student toward completion of graduation requirements. The “mandatory” evaluation at the junior or senior credit hour mark has not yet been mandated University-wide but it is expected to be seriously discussed with the Academic Leaders in the near future.

In recognition of the increasing number of its graduates who are transfer-in students (now approaching 50%), WVSU has assessed transfer transcripts prior to initial registration a priority. Before a transfer, student's initial advising session the Registrar evaluates the transcript for purposes of general education requirements and forwards this assessment on a standard form with the transcript to the major department where the transcript may be evaluated for major requirements.

Developmental education contributes to graduation but only when completed early in the student's educational career. In Fall of 2010, WVSU began offering "enhanced" sections of English 101, which were open not only to eligible students but also to students whose standardized test verbal scores were equivalent to an ACT 15-17. Students in the second category in these sections were required to attend "tutorial" hours at the WVSU Writing Center. Some instructors required as little as approximately 30 minutes per week, or about 7 hours per semester, while others required 10-15 hours per semester. Some instructors required only the students in the second category to attend; others required all students in the "enhanced" sections to attend.

The Math Transitions Project began in August 2010, with three (3) classes and 68 students. The class was designed to address individual needs of the students and help them master the objectives needed to be successful in College Algebra. Every student in the Project was determined to be extremely deficient in mathematics and much unprepared for higher education. (A pre-test consisting of mathematics concepts at no higher than 6th grade level resulted in an average score well below 50% and no student scored above 60%). The Project Coordinator developed a syllabus and course outline based on the curriculum approved and each student worked toward mastery of all the objectives. Students could exit the class at any time they became eligible for College Algebra (score 85 or above on the Accuplacer). The Accuplacer was offered throughout the semester and one student scored 91 on the assessment during the second week of class and became eligible for College Algebra

In fall 2010, Student Services stated Mentoring Program. The primary objective of the Mentoring Program is to provide support for new students, to positively impact student success, and to enhance student learning. Other objectives include assisting the student with a smooth transition to college, provide positive role modeling, establish career/educational goals, and be a consistent person the student can access for support and information.

Task(s):

Identify how many faculty, staff, or students who will serve as mentors.

Develop training materials and workshop for mentors to attend.

Develop tracking mechanism for mentor/student contacts.

Develop an evaluation process.

The Multicultural Counselor contacted potential mentees by sending out campus wide emails to students, attending Freshman Experience Classes, etc. There was very little response by students to sign up for mentoring.

The Multicultural Counselor did provide a two hour mentor training to WVSU AmeriCorps members that were going to serve as mentors. Topics included: guidelines on how to be an effective mentor, role of a mentor, and how to develop a relationship with mentees. The training also covered how to track interactions with their mentees. Mentors would also be required to meet bi-weekly with the Multicultural Counselor to track mentoring progress.

**Update: The Multicultural Counselor worked in conjunction with the Interim Director of Admissions to identify those students that were conditionally admitted to WVSU. There were 40 students that were identified. In May 2011, those students received an informational packet and application in order to apply for the Faculty/Staff Mentoring program.**

The Multicultural Counselor sent an email to all WVSU faculty and staff requesting their participation. Approximately 10 individuals expressed interest in serving as mentors.

As of June 2011, the multicultural counselor had not received any responses from those students that were conditionally admitted. An email was sent to the student's campus email requesting their participation in the program. As of July 2011, only one student expressed interest.

The multicultural counselor participated in the Freshman Resident Hall Check-In, which approximately 100 freshman checked into the dorms. During this time, the multicultural counselor spoke with the students about the benefit of being part of the program. There were application available; however, no student signed up for the program.

The mentoring program was discussed during the freshman experience class and approximately 11 students showed interest in participating in the program; however, those students were not the targeted population of students that were identified. These students had a 3.40-4.40 high school GPA.

The multicultural counselor has been working with the Women's Basketball Coach in order to identify any athletes that would benefit from the mentoring program.

The multicultural counselor also worked with the Director of Judicial Affairs about the possibility of mandating that any student that has violated the student code of conduct.

For the 2011-2012 academic year the Multicultural Counselor plans to work in conjunction with the Director of Admissions to identify those students that have been conditionally admitted. Contact will be made with this student population to offer mentoring services.

In fall 2011, Collegiate Support and Counseling Services continued to implement the Early Commitment Initiative.

Objective: Increase fall-to-fall retention by 2% by fall 2012. The primary focus of this initiative is to develop an early relationship between WVSU and all newly accepted students. First contact will begin within the week after students receive an acceptance letter and contact will continue into the second semester.

Task(s):

Implementation: WVSU AmeriCorps members will be assigned students to contact. Identify the required information each year and update the program guides and script each year based on evaluation of the students and feedback from the ECI callers.

Training: WVSU AmeriCorps members received the necessary training to implement the ECI program. Trainings will include: how to record contacts in Live Text; information on WVSU processes and procedures; covering the timeline of contacts; reviewing the developed script for the phone calls and the functions of Student Financial Assistance, Career Services, Admissions, Registration, Collegiate Support & Counseling Services, etc.

Program Outline: First contact will occur within one week of the student's receipt of the acceptance letter. The information needed to make the first contact will be student name, phone, ID, campus email address, outstanding admissions requirements, major, DOB and whether student has provided



FAFSA to WVSU. Second contact will occur a week after the student attends advising. Third Contact will occur during the second week of classes. Fourth contact will occur after mid-term. Fifth contact will occur in February and may need to include the persistence survey.

Evaluate: Each year, in September, the students included in ECI will be tracked using the information recorded in LiveText. Persistence and progress will be checked. It may be noteworthy to evaluate the effectiveness of each staff contact person in terms of measuring the persistence and progress of their assigned students.

Exit surveys should be collected and collated from the ECI callers each year in order to determine the effectiveness of the training, manuals and other areas of concern from the ECI callers. Persistence survey data must also be collected and collated each year in order to evaluate persistence issues and to help develop future directions of ECI.

The Director of Collegiate Support & Counseling Services provided training to 11 WVSU AmeriCorps members to serve as Early Commitment Initiative Callers. Because the AmeriCorps members began their year of service in mid-August the 1st call was made during the second week of the fall 2011 semester. AmeriCorps members contacted 221 first time freshman in fall 2010, and 65 first-time-Freshmen in spring 2011.

AmeriCorps members are tracking student contacts in Live Text to record information related to students concerns, etc. This tracking method will assist us in determining if the ECI program impacts fall to fall retention rates. The Office of Institutional Effectiveness and Research is began tracking any effects the program may have on the university retention rate by projecting the retention rate out to 2015. These projections will be used to compare the projected rate to the actual rate. Substantial increases in the retention rate over the actual rate will suggest the effectiveness of the program.

Year Two (AY 2009-10)

1. Investigate best advising practices (nationally) and implement them throughout the University as appropriate.

Due to personnel and budgetary limitations, investigation of best advising practices nationally was significantly limited and thus implementation throughout the University did not occur in this year. Various activities in this regard are occurring in Year 3, and this strategy will be continued into that year.

2. Increase visibility of tutoring services and other resources offered by Collegiate Support Services & Counseling units.

Collegiate Support and Counseling Services (CSC) provides many retention services available to students. The offices of Mental Health, Academic Assistance, Disability Services, and Multicultural Affairs provide these services. Some of the services available include individual and couple counseling; educational programming including workshops, conferences presentations; academic assistance programs including face-to-face and on-line tutoring; academic skills building; and providing accommodations and support for students with disabilities.



Update: During the 2010-2011 academic year, the staff of CSC delivered more than 114 programs, which were attended by over 6,500 (duplicative headcount) campus and community members. The number of counseling contacts for the year was 3,018.

During the 2009-2010 academic years, the staff of CSC delivered more than 149 programs, which were attended by over 10,000 (duplicative headcount) campus and community members. The number of counseling contacts for the year was 2,505.

CSC promotes its programs through faculty department meetings; faculty workshops; faculty, staff, and student emails; posting information on campus; speaking in Freshman Experience Courses; the CSC Webpage, CSC Facebook page; and providing information about tutoring services in math and English classes.

3. Develop a profile for “at risk” students.

Historically, the majority of the University’s students fall under the nationally recognized definition of “at risk,” defined as academically/ economically disadvantaged. The University used the fall 2009 data from the student files, which indicated that 80.4% of the University’s students were academically/ economically disadvantaged.

**Year Three (AY 2010-11)**

**1. Implement measures to minimize “negative” influences on students that affect persistence**

Collegiate Support and Counseling Services provides many retention services available to students. These services are provided by the offices of Mental Health, Academic Assistance, Disability Services, and Multicultural Affairs. Some of the services available include individual and couple counseling; educational programming including workshops, conferences presentations; academic assistance programs including face to face and on-line tutoring, academic skills building; and providing accommodations and support for students with disabilities.

During the 2010-2011 academic years the staff of CSC delivered more than 114 programs, which were attended by over 6,500 (duplicative headcount) campus and community members. The number of counseling contacts for the year was 3,018.

Early Commitment Initiative - WVSU AmeriCorps members received the necessary training to implement the ECI program. Trainings will include: how to record contacts in Live Text; information on WVSU processes and procedures; covering the timeline of contacts; reviewing the developed script for the phone calls and the functions of Student Financial Assistance, Career Services, Admissions, Registration, Collegiate Support & Counseling Services, etc.

Program Outline: First contact will occur within one week of the student’s receipt of the acceptance letter. The information needed to make the first contact will be student name, phone, ID, campus email address, outstanding admissions requirements, major, DOB and whether student has provided FAFSA to WVSU. Second contact will occur a week after the student attends advising. Third Contact will occur during the second week of classes. Fourth contact will occur after mid-term. Fifth contact will occur in February and may need to include the persistence survey.

Evaluate: Each year, in September, the students included in ECI will be tracked using the information recorded in Live Text. Persistence and progress will be checked. It may be noteworthy to evaluate the effectiveness of each contact person in terms of measuring the persistence and progress of their assigned students.

Exit surveys should be collected and collated from the ECI callers each year in order to determine the effectiveness of the training, manuals and other areas of concern from the ECI callers. Persistence survey data must also be collected and collated each year in order to evaluate persistence issues and to help develop future directions of ECI.

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AmeriCorps members are tracking student contacts in Live Text to record information related to students concerns, etc. This tracking method will assist us in determining if the ECI program impacts fall to fall retention rates. The Office of Institutional Effectiveness and Research is tracking any effects the program may have on the university retention rate by projecting the retention rate out to 2015. These projections will be used to compare the projected rate to the actual rate. Increases in the retention rate over the actual rate will suggest the effectiveness of the program.

Academic Assistance - The Academic Assistance Counselor position was vacant for a portion of the year. The position was filled in August 2010, but the counselor resigned in February 2011 to take a coaching job at another institution. The math drop in center had 1,214 visits, and the Writing Center had 792 visits for the 2010-2011 academic year.

Academic Coaching - The most notable change in the Academic Assistance Program this year was the addition of the Academic Coaching Program. The Director and Academic Assistance Counselor attended a training to learn about the University of South Carolina's Academic Coaching model. The program was implemented at WVSU in the spring 2011 making it mandatory for students on Financial Aid probation to attend two coaching sessions and one workshop or additional assignment. The goal of the program was to help students on financial aid probation identify ways to increase their grades and/or completion ratio in order to increase their likelihood of graduating and to be able to continue to receive financial aid. The Director of Financial Aid was instrumental in implementing this program. After the Academic Assistance Counselor resigned two AmeriCorps members received training to implement this program and continued to see students until May 2011. Of the 60 students in the program, 35 participated either partially or fully. A final report with recommendations was provided to the Director of Financial Assistance in May 2011.

Faculty Referral Program - The Director of Collegiate Support and Counseling Services worked with faculty to implement the Faculty Referral Program. Faculty refer students who are having attendance or academic issues in classes and AmeriCorps members contact these students to provide assistance to them to increase their academic success. The Director worked with Computer Services, and now the referral program is online. Faculty can submit the students they want us to contact from their Faculty Services page; the AmeriCorps members retrieve the data from their Faculty Services page, and then update the status of the contact back to the faculty through their Faculty Services page. This program generated over 1,400 contacts.

Spring 2011 data was easier to track because of the referrals were online using BANNER. The referral data was:

- 641 students referred
- 358 students were referred for more than one class
- 372 of the students were unable to be contacted via phone due to disconnected numbers (these students were sent an email to their WVSU account)

The finals grades of the students referred were:

- A-21
- B-52
- C-67
- D-102
- F-269
- I-1
- K-1
- Q-1

Referrals made:

- January – 139
- February – 376
- March – 292
- April – 73

## **2. Implement an on-line academic audit system that will provide students and advisors with accurate and timely information on student progress toward graduation**

DegreeWorks has been chosen as the online software degree audit Statewide. West Virginia State University will participate long with other Institutions throughout the State in implementing this program for its students. The Registration and Records staff, and particularly the Director and Interim Associate Registrar have attended conference and workshop presentations in regard to this initiative. In preparation for the implementation of DegreeWorks, the Registration and Records office is working closely with Computers Services to continue the ongoing process of “tidying up” up the BANNER database. Currently, the Director of Registration reviews and keeps an account of the general education requirements for incoming transfer students. This information is housed in the students admission file as well as in the major department office and Registration Office.

#### 4. Degree production

Table 8

#### WVSU Degree Production for AY 2010-2011

Measure		2007-2008	Year Actual 1	Year Actual 2	Year Actual 3	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
4	Degree Production**							
	Certificate							
	Associate							
	Bachelor	442	372	385	378	465	475	485
	Masters	9	5	11	12	10	12	13
	1st Professional							
	Doctoral							
	Total Degrees	451	377	396	390	475	487	498

West Virginia State University awarded 442 bachelor's degrees and 9 master's degrees in the base year 2007-2008.

Goal: Increase the number of students obtaining the Bachelor degree by nearly 10% over this five-year period and the number of students obtaining the Master's degree by more than 60%.

#### Strategies/Rationale:

Each of these enumerated strategies will contribute to a better informed and more active student body better able to commit to becoming part of an on-campus community. The University's commitment to establishing this community-wide culture of high expectations will lead to increased student involvement and success.

#### Area requiring institutional attention

Overall, degree production is below the institutional goal yet it increased from last year. West Virginia State University needs to closely scrutinize its capacity to add new programs and the likelihood that students will complete the programs. Because of the significant gap between the actual degree production and the institution's goal, West Virginia State University needs to address intensive advising and intervention strategies to assist sophomore, junior, and senior level students toward program completion.

Attaining the stated degree production goals as presented in the 2008-2013 Compact will require multiple strategies, one of which is an intensive advising program to aid students in progressing toward graduation in a timely manner. To this end, West Virginia State University has implemented changes in the advising program and information available to students to aid them in course schedule planning. While the outcome of increased degree production will take longer than one year to assess, we believe the strategies developed will support that goal.

To address the University's capacity to closely scrutinize its capacity to add new programs, several opportunities have developed because of the complete separation of the Kanawha Valley

Community & Technical College from the University. Students who formerly enrolled in classes offered by the University are now enrolling in the same classes which have been created by the KVCTC. As a result, the University may now offer fewer sections of particularly general education courses, thus permitting faculty who formerly taught those courses to focus on new courses or even new degrees, such as the Master’s Degrees currently in the approval process. One example is the Master of Science in Law Enforcement and Administration with the first classes planned for Fall, 2011.

SERIES 11-“SUBMISSION OF PROPOSALS FOR NEW ACADEMIC PROGRAMS AND THE DISCONTINUANCE OF EXISTING PROGRAMS” defines the criteria by which new programs are approved in State-supported institutions and will address program completion by the enrolled students. One criterion within the policy requires that the institution seeking new program approval provide in item 3.7.5, “A statement on what societal, occupational, research, or public service needs will be met, as well as anticipated student demand for the program.” West Virginia State University believes it exceeds the spirit and intent of this indicator because this criterion is most consistent with the current institutional mission that states, “Our mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research.”

From the institutional and Board of Governors approval process of the Intent to Plan and the final document to be submitted to the West Virginia Higher Education Policy Commission for final approval, the needs assessment requires that demographic data be provided related to the needs of the service region that include but are not limited to (a) the number of potential students to enroll in the program, (b) letters of support to affirm these demographics, (c) who will be prospective employers of the graduates of these proposed programs, and (d) the availability of appropriate internships to support the programs.

To provide evidence to support that last part of indicator 3.7.5, “as well as anticipated student demand for the program,” Table 4 presents data for new programs added since 2002:

Table 9

Selected Evidence of Program Completion

	# Students Enrolled	# Students Completed
Master’s Degree in Biotechnology	32	22
Master’s Degree in Media Studies	72	20
Early Education PreK-K	27	27
Multi-categorical Special Education	15	15
Journalism English Education Endorsement	2	2
Theater English Education Endorsement	1	Currently Enrolled
Reading Education	26	26
Sports Studies	44	*
<b>*Program began in Fall 2010; Completer data are not yet available</b>		

Advising issues have been made an agenda item for the periodic Academic Leaders meetings in order to apprise Department Chairs of them and to discuss mitigation strategies. While the University has developed strategies to aid the new freshman and transfer students to better direct them toward their graduation goal (through a change in Orientation, Advising, and Registration and

the Freshman Experience course), emphasis on sophomores, juniors, and seniors formerly had not been addressed with this degree of specificity. To aid students in planning their course schedules, each academic department (that did not already have one) was asked to develop a long-range course offering schedule and publish it so students could plan when major courses would be offered. The purpose of this was to publicize course rotations and to address the problem of students being unable to fulfill their degree requirements because courses were not offered in the semester they planned to take them. Another purpose was to make students aware of courses that were offered in a particular sequence so they could plan for completing the sequence in a timely fashion and for graduation.

The long-range course offering schedule has been developed and made available to their majors in over one-half of the academic departments in the University. Some departments have a printed document to hand to the students; some share this information at the advising sessions with students, and some post the information on bulletin boards close to the department office.

A General Faculty session on advising was held during the opening week of faculty meetings at the start of the 2010 Fall semester to discuss with faculty advising problems that had been identified during the 2009-2010 academic year. At that meeting the use of the curriculum status sheet that tracks the progress of each student toward degree completion requirements was addressed. A record of each advising session was to be reflected in the updating of the status sheet so both the advisor and the student were well aware of degree completion requirements. Each department was charged with maintaining accurate records of courses completed and advice given regarding courses to focus the student on degree completion. Also emphasized was the necessity of tracking elective courses and associated credit hours taken by students.

Curriculum status sheets have long been used by nearly all academic departments at West Virginia State University to track student progress toward graduation. These status check sheets are up-dated with each advising session with a copy remaining in the advising file maintained by the department for each student in the major.

In an additional effort to effectively guide our students to graduation, all academic departments in one of the Colleges has mandated that a prospective major must meet with the Department Chair of his/her major department prior to admission to the degree program. This provides the student with a definitive evaluation of the courses taken to date and what will be required to progress to graduation. In addition, the student is also required to meet with the Department Chair once he/she completes 90 credit hours in order to map out a schedule of courses remaining for graduation and to guide the student in selecting those courses remaining in the degree program.

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In recognition of the increasing number of its graduates who are transfer-in students (now approaching 50%), WVSU has assessed transfer transcripts prior to initial registration a priority. Before a transfer, student's initial advising session the Registrar evaluates the transcript for purposes of general education requirements and forwards this assessment on a standard form with the transcript to the major department where the transcript may be evaluated for major requirements.

In an additional move, certificate programs are being developed for students whose degree objective is not the baccalaureate degree. The Department of Biology has developed and submitted for approval to the institutional Educational Policies Committee a certificate for pre-nursing students who transfer out to complete an associate degree or BSN in Nursing. Criminal Justice implemented in fall, 2010 a Certificate in Investigation.

Starting the first week of the fall 2010, the faculty implemented the following intervention strategies to enhance degree production, persistence, and graduation rates

- Develop an electronic referral form in Banner for students who have excessive absences or fail to show up for class
- Use resulting data to remove “NO SHOW” students from our IPEDs, etc. (this can affect WVSU funding from the state in the near future).
- Also, collect critical information as to why students are not attending class.
- Review faculty retention referral data at the end of weeks 1, 3, 5, 7, 9, and 12.

In fall 2010, the faculty referral the form was computerized and is found on *My State* page under the link “*Faculty Referral*”.

As of 3-4-11, we have received a total 688 student referrals from faculty.

Week 1

- 287 students total referred for week #1
- 93 students messages were left
- 55 students had disconnected telephone numbers
- 6 students didn’t have a number on file
- 32 students were called but had no voicemail setup
- 26 students had the wrong number on file
- 75 students were contacted by telephone
- 119 emails were sent out to students that we could not contact by telephone

Week 3

- 274 total students referred for Week #3
- 10 students didn’t have an available telephone number
- 87 students messages were left
- 59 students had disconnected phone numbers but emails were sent
- 18 students had no voicemail setup but emails were sent
- 19 students had wrong number listed but emails were sent
- 81 students were contacted by telephone

Week 5

- NO FACULTY FORMS SUBMITTED

Week 8

- 31 students were referred
- 3 students were called but had no voicemail setup (emails were sent)
- 2 students had wrong number listed (emails were sent)
- 13 students messages were left (sent emails)
- 7 students had disconnected numbers (sent out emails)

- 6 students had no available telephone number (sent emails)

Update: In the fall 2011 semester, Collegiate Support and Counseling Services continued implementing the Faculty Referral Retention Program. Faculty makes referrals for students who are not attending classes, sporadically attending classes, and/or are having academic difficulty. The faculty makes referrals at the end of week's one, three, five, and eight. AmeriCorps members call each of the students that are referred to assist them with academic intervention, and/or to determine why they are not attending class. If students are not accessible by phone, the AmeriCorps member sends an email to the student's WVSU email account. Once the AmeriCorps member makes contact with the referred student, faculty can retrieve an update on the status of the student and a summary contact through the Faculty Services Page.

Spring 2011 data was easier to track because of the referrals were online using BANNER. The referral data was:

- 641 students referred
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The finals grades of the students referred were:

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- B-52
- C-67
- D-102
- F-269
- I-1
- K-1
- Q-1

Referrals were made:

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- April - 73

At this point, we are in the process of tracking referral students to see if or when students withdrew from courses or what their final grades were. This process was completed in May for fall 2010 and spring 2011.

Departments with independent majors (i.e., beyond teaching fields) in the College of Arts and Humanities have implemented various advising strategies to address enrollment, retention, graduation rate, and degree production. The Department of Art emailed all art majors, reminding them that it was advising time. We also provided them with their updated BA in Art check sheet and indicated suggested classes for the following semester. Many students found this helpful, while others apparently did not check their WVSU email account frequently enough to get the reminder, failed to pre-register even after receiving their PIN, and/or took courses other than those suggested by the advisor. The Department's faculty will continue to emphasize the importance of the advising process and seek additional methods, formal and informal, for communicating with students.



The Department of Communications and Media Studies continues advising procedures developed in 2008-2009. Each student is assigned a specific academic advisor, and the faculty advisors keep advisee email addresses on the computer and update them at least at the end of each spring semester so that they can contact new advisees within the first week of each semester to come in and meet with the advisor. When they meet with new advisees, they attempt to get to know them a little bit and go over responsibilities for both advisors and advisees, as well as give them advisor contact information. In subsequent semester, when it is time for advising, advisors send an email to all their advisees and remind them to come in for advising. Curriculum check-sheets are regularly updated to reflect changes (i.e. addition of freshman experience). Faculty advisors include note sheets in each advisee's folder to make notations or suggestions for student advising. In addition, the Chair does transcript evaluations for second semester juniors and seniors, as well as incoming transfer students, to help students stay on track toward graduation.

The Department of English continues to provide an Advising Handbook, including requirements for graduation, a five-year course rotation schedule to assist students with long-range planning, and brief information about career and graduate school options. Discussions with students indicate that students in the early semesters of the major are not always aware of the Handbook, so the Department is emphasizing its use by those students. The Department regularly updates curriculum check-sheets to reflect various course and curriculum changes, and it is developing a new format for those check-sheets, to combine the Option requirements with the General Education requirements on one page and simplify both advising and graduation auditing. In addition, the Department hosts an "English Majors Luncheon" each semester, with food and drink provided by the faculty, at which some of the particular course offerings for the upcoming semester are highlighted.

Year Two (AY 2009-10)

1. Strengthen the University's advertising efforts by targeting specific audiences and integrating that advertising with specific recruitment efforts.

During the 2009-2010 academic year, two special programs targeting specific audiences occurred. "Return to Learn" was initiated to target those students who had accumulated college credits at WVSU but who had not graduated. Two models were used for the advertising and implementation of the orientation and advising programs. In one case, students were invited to special Orientation programs presented by the Office of Collegiate Support Services, providing a one-stop shop experience where several offices staffed information tables, provided assistance, and operated a computer lab for these students to complete the FAFSA. Academic advisors were also available to evaluate transcripts and to advise student of courses in which they should consider enrolling to continue pursuit of their fall academic goals. It was acknowledged that some of the attendees for the 2009 session would not be able to satisfy all requirements to return to the University for the spring 2010 semester, but they could initiate the necessary arrangements to return, perhaps by fall 2010.

For the 2010 spring semester, sessions were held both for prior WVSU students as well as for those who had completed college credits elsewhere but who wished to transfer to WVSU to complete their degrees. These sessions occurred in advance of the established Orientation, Advising, and Registration sessions offered by Academic Affairs for all fully admitted new students. Students attending the "Return to Learn" sessions were directed either to meet with an academic advisor in a one-on-one advising session or to attend one of the two Orientation sessions held in early May. Those students who registered for the "Return to Learn" sessions and who were Regents Bachelor of Arts students were redirected to the RBA advisor for individual counseling and schedule consultation.

Both radio and print advertising was run in the local media market for both the “Return to Learn” program and for the Regents Bachelor of Arts program. In addition, posters with tear-off response cards for prospective students to register for the “Return to Learn” event were developed and posted in various locations where people would see them and take advantage of this opportunity.

West Virginia State University’s “Return to Learn” program was designed to admit new or returning students who had earned some college credit, but had not completed a degree. Students signed up for “Return to Learn” on the WVSU homepage, which provided all the information needed for a new student, a transfer student, or previous WVSU student to complete the process for admission or readmission.

**Update:** Posters were distributed in Kanawha and Putnam counties. E-mails were also sent to WVSU students who did not persist to earn a degree and weren’t currently enrolled to encourage them to return to WVSU to obtain a degree.

The Return to Learn participants were provided assistance in completing their FAFSA, the readmission or admission process, scheduling an appointment with their advisor, etc. Students were also assisted in determining if they had an unpaid balance to the University and developing a payment plan if necessary.

The spring “Return to Learn” program had 10 people register and three enrolled for fall 2011 semester.

This program was first implemented in fall 2009. Sixty-three people enrolled on the online Return to Learn registration page, and 31 attended a Return to Learn session. In spring 2010, 15 of those students enrolled in classes.

“Return to Learn” anticipated the focus of the statewide RBA Today Program in which the University participates.

#### **Expanded Guidelines:**

1. What new degree programs, if any, are contemplated for the duration of the compact planning period?

In the College of Professional Studies, the following new degrees are contemplated:

- A Master’s Degree in Social Work (MSW) as a Collaborative Degree between West Virginia State University and Concord University to begin in Fall 2012.
- A Master’s Degree in Education (M. Ed.) in Multicultural Instructional Leadership to begin in January 2013.
- A proposed Master’s Degree in Community College Teaching was abandoned.

The new degree programs pending for 2011-2012 are graduate programs. Two new graduate degrees have been approved by the WVSU Board of Governors and by the Higher Education Policy Commission; both await approval from the Higher Learning Commission of the North Central Association of Colleges and Schools. These degrees include the following:

- Master of Science in Law Enforcement
  - Administration and the Master of Business in Entrepreneurship.
  - Already approved by the WVSU Board of Governors is a Master of Education in Multicultural Instructional Leadership program that is expected to be acted upon by the Higher Education Policy Commission by December 2011. Upon approval of that program by the HEPC and the Higher Learning Commission, it will admit its first student cohort in fall, 2011.
  - Contemplated for possible submission of a new program before 2013 is a Master of Social Work program. This proposal is currently being developed to assess its viability and efficacy. Exploration for possible federal funding for such a program is also an integral part of consideration for submission during the compact planning period.
2. What new instructional locations, if any, are contemplated for duration of the compact planning period ending in 2013?

No new instructional locations are contemplated during the remainder of the compact planning period.

### **Year Three (AY 2010-11)**

1. Increase the number of undergraduate and graduate degrees and certificate programs.

During the 2009-2010 Academic Year, the Health Human Performance and Leisure Studies Department earned approval from the West Virginia Higher Education Policy Commission to begin a new undergraduate degree entitled a Bachelor of Science in Sports Studies. In the Fall Semester of 2011, 44 students had either declared Sports Studies as a major or changed their major to Sports Studies.

In February 2011, the Higher Learning Commission of the North Central Association Granted approval to a Master of Science in Law Enforcement and Administration. The Criminal Justice Department began recruitment potential students to begin this Cohort Approach Degree Program in the Fall Semester of 2011.

To make data driven decisions related to improving job opportunities for students who graduate with a Criminal Justice Degree, the CJ department revamped its major to include a requirement that all criminal justice majors must complete a certificate program within the major in order to graduate. The CJ Department developed and had approved four market, data driven certificates in Corrections, Law Enforcement, Investigation and Criminal Justice Generalist. The WVSU Education Policy Committee approved these certificate programs in 2010-2011 for implementation with entering freshman, who declare Criminal Justice as a major in the Fall Semester of 2011.

The College of Natural Sciences and Mathematics developed two certificate programs during the 2010 – 2011 academic year. The undergraduate certificate in pre-nursing and the graduate certificate in Biotechnology.

2. Heighten expectations for students to graduate within six years:

In the College of Professional Studies, entering freshman and transfer students must earn a grade of “C” or better in all courses required in their major. This process began in Fall 2009 and was completed in the 2010-2011 Academic Year.

The Return to Learn program was held in the fall and spring semester of 2010-2011. Over 150 flyers were posted each semester in Kanawha and Putnam counties, and e-mails were sent to students who attended WVSU but did not complete their degree encouraging them to return to school. This program focused on providing students the opportunity to enroll in school, and check their financial aid status, determine the classes they need to graduate, etc. This year 22 students enrolled for this program. Three of the 10 that registered for spring *Return to Learn* enrolled for Fall 2011 classes.

3. Increase the number of student labor positions on campus:.

2010-2011 Update: Due to financial constraints and a hiring freeze, we have been unable add additional student labor positions

5. Degrees in STEM and health fields

Table 10

Degrees in STEM and health fields

Measure		2007-2008	Year Actual 1	Year Actual 2	Year Actual 3	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
5	Number of undergraduate degrees in STEM & Health Fields***	33	42	32	45	57	58	63

Update: During the 2010 – 2011 year, 45 degrees were awarded in the STEM and health fields as follows:

Table 11

Degrees Awarded in Stem and Health Years Two and Three

	Year 2	Year 3
Biology	17	11
Biotechnology (MA/MS)	5	6
Chemistry	3	4
Mathematics	1	1
Health Sciences	7	21
Computer Science	New Program	2
Total	33	45

Although the University did increase the degrees awarded in the Stem and Health fields, we did not meet our projection. This can be accounted for by a precipitous drop in enrollment university wide.

The number of reported majors in Biology experienced a 14 % decrease in enrollment in the reporting period. This decrease in enrollment may have accounted for the decrease in majors. In addition, many chemistry majors declare pre-pharmacy as a major and do not go on to obtain the bachelor's degree once the pharmacy pre-requisites are achieved.

To address this problem, WVSU is mounting a Strategic Enrollment and Retention Campaign (see Appendix B).

Goal: Increase the number of students obtaining degrees in the STEM disciplines and health-related fields and increase the number of teacher candidates pursuing health-related content specializations.

Strategies/Rationale:

Each of these identified strategies will contribute to a better informed and more active student body better able to commit to becoming part of an on-campus community. The University's commitment to establishing this community-wide culture of high expectations will lead to increased student involvement and success employing the strategies that follow.

Year Two (AY 2009-10)

1. Increase the number of STEM and health field majors by increasing student research and internship opportunities to provide involvement with faculty outside the classroom by improving existing teaching and research laboratory facilities

During the summer of 2009, three STEM classrooms were renovated: Wallace 431, Hamblin 311 and 312. Wallace 431 was created by dividing the existing W420; new computer desks, overhead projection, and 20 new computers were installed to create a computer science classroom to support the Bachelor of Science – Computer Science program. Hamblin 311, a lab originally designed for the WV State Community & Technical College's meteorology program, was gutted, reduced in size, and renovated to include 12 new laptop computers, computer projection, and a printer to support the Department of Chemistry's computer chemistry courses. This room was also used for advising and registering new science and math students. Hamblin 312 was renovated and equipped with new lab tables and cabinetry. This renovation allows the Department of Physics to offer both semesters of Physics (I and II) every semester, thus improving student matriculation.

Update: The renovation of H205, 207 and 209 was completed in December 2010. The teaching classrooms H209 and H205 were reduced in size and renovated to accommodate 30 and 24 students respectively. H207 was enlarged from a small prep lab to a 18 seat teaching laboratory for the molecular and biotechnology sciences.

- a) providing more one-on-one research training (College of Natural Sciences and Mathematics and Office of Academic Affairs)

During the summer of 2009, the College offered the Summer Undergraduate Research Experience Program (SURE) for 14 undergraduate science majors. Each student received a \$3,000 stipend for the 8-week research experience. Eight faculty and staff members from the College of Natural Sciences and Mathematics and the WVSU Gus R. Douglass Institute (GRDI) sponsored the research projects of the students. The students presented their projects at the Summer Research Symposium held on July 31, 2009. Three of those students were invited to present research posters at Undergraduate Research Day at the Capitol held in February of 2010. The 2009 program was

funded by a \$60,060 grant from the WV HEPC Division of Science and Research. The WVSU GRDI provided funding for salaries for five faculty members not already employed during the summer months.

During the summer of 2010, an additional 14 students were served by the 2010 SURE program. As before, each student received a \$3,000 stipend for the 8-week research experience. Eight faculty and staff members from the College of Natural Sciences and Mathematics and the WVSU Gus R. Douglass Institute (GRDI) sponsored the research projects of the students. The students presented their projects at the Summer Research Symposium held on July 30, 2010. The 2010 program was funded by a \$30,000 grant from the WV HEPC Division of Science and Research. Additional funds for student stipends, research supplies, and faculty salaries were provided by the WVSU GRDI and the WVSU College of Natural Sciences and Mathematics.

2. Increase the number of STEM and health field majors by planning, proposing, and seeking approval from the WVSU Board of Governors, WV HEPC, and the West Virginia Department of Education for a teaching endorsement in Physics 9-adult. (Colleges of Natural Sciences and Mathematics and of Professional Studies)

Progress in this area included the following:

- Faculty from the Department of Physics, the Department of Education, and the Department of Mathematics have proposed that the degree be a teaching endorsement in Physics and Mathematics, the only such endorsement like it in the state.
- General education offerings are being expanded to support the teaching field: Modern Physics was designed in spring 2010 and will be offered in fall 2010.

**Update: Faculty members in the Department of Physics designed and delivered a course Modern Physics which will be part of the curriculum of the teaching endorsement. Fall 2011, the course is being offered for the second time.**

3. Increase the number of STEM and health field majors by preparing brochures that contain information about critical shortage areas in the health-related areas of Biology, Chemistry, General Science and Health, and the job opportunities in the region, state, and nation for teachers endorsed in these areas.

Brochures for these programs were created during the spring of 2009-2010 academic year. In addition to printed copies of these brochures being widely distributed at such venues at West Virginia State University Day at the Capitol, the Concord University Graduate Fair, and the WVSU Graduate Fair, the College of Professional Studies has electronic versions of the Health Sciences brochure on line at its web page.

- b) providing staff development to Summer Advising Program staff members that contains information about critical shortage areas in the health-related areas of Biology, Chemistry, General Science and Health, and the job opportunities in the region, state, and nation for teachers endorsed in these areas.

Throughout the spring and summer of 2009, the Dean of the College of Natural Sciences and Mathematics met with faculty members who volunteered to conduct advising sessions. Faculty members were instructed to remember to check ACT math and English scores to ensure that



students were properly placed. In addition, faculty volunteers were reminded to advise new majors into NSM 101 (Freshman Experience) and to advise students to start math and science courses (as appropriate) immediately.

- b) strengthening the University's advertising efforts by targeting to potential STEM and health audiences and integrating with specific recruitment efforts to enhance communication with local high schools to strengthen pre-college preparation and recruiting.

The WVSU Chapter of the American Chemical Society (ACS) Student Affiliates was reorganized in 2009-2010 under the leadership of Dr. Mike Fultz, Assistant Professor of Chemistry. During the 2009-2010 year, the Affiliates hosted many activities designed to strengthen pre-college preparation and recruiting.

Chapter student members and faculty advisor visited Poca High School and Calvary Baptist Academy and made chemistry demonstrations to the students present. Over 70 students attended these two events.

Chapter students participated in Putnam County Lab Day. The students made demonstrations that amused as well as informed the participants. Three hundred and eighty four elementary students participated in hands-on activities.

The Chapter organized and hosted the Science Career Speakers Series. In 2009-2010, five speakers talked about their careers and the science preparation necessary for them. Area high school science classes were invited. In April of 2010, Herbert Hoover High Forensics class (40 students) attended the College of Natural Sciences and Mathematics Research Symposium and College convocation. The ACS Affiliates hosted the guest speaker for this event and arranged for the high school students to attend. The speaker was Dr. Noelle Umbach, Criminalist for the NYC Chief Medical Examiner's Office, Department of Forensic Biology. She spoke on analysis of DNA evidence for crime solving, and in the identification of victims of the September 11<sup>th</sup>, World Trade Center attacks.

In April of 2009, the Department of Mathematics hosted the 35<sup>th</sup> annual WV State Math Field Day. Middle and High School students from every RESA Region in the state attended this event.

In summer of 2009 and 2010, Dr. Xiahong Zhang, Assistant Professor of Mathematics and Computer Science, organized and hosted the Summer Math and Science Camp for students grades 6 -10.

WVSU Assistant Professor of Biology, Dr. Sean Collins is coordinator for the WV Health Sciences Technology Academy (HSTA) Forensics Summer Camp. Approximately 120 high school students and a dozen teachers from throughout the state of WV attended this two-week camp in July of 2009 and July of 2010. Students learn crime-scene analysis techniques in solving a "murder."

### **Year Three (AY 2010-11)**

- 1. Increase the number of scholarships, tuition waivers, and student labor employment positions available to students in STEM and health disciplines.**

a) WVSU is a member of the NASA WV Space Grant Consortium. In AY 2010 - 2011, seven undergraduates each received a Consortium scholarship in the amount of \$2,200. Students worked



on research projects throughout the year and presented research work at the College of Natural Sciences and Mathematics Research Symposium in April 2011.

b) Student labor monies in STEM departments increased from \$20,000.00 in 2009-2010 to \$22,500 in 2010-2011. This allowed for more students to be employed in STEM activities such as staffing the mathematics computer lab and providing assistance to the laboratory coordinators in the preparation of laboratory materials.

c) The WVSU Title III program provides graduate stipends of \$6,000 per semester for Teaching Assistants for 10 biotechnology graduate students. In addition, tuition and partial fee waivers are provided to TAs and all students receiving research assistantships

d) College of Natural Sciences and Mathematics hosted Summer Undergraduate Research Experience for 15 undergraduates and five area high school teachers. One undergraduate was a National Space Grant Consortium Fellow; 14 undergrads received \$3,000 stipend funded by WVSU Title III programs and \$750 research supply budget funded by CoNSM. Three high school teachers from Scott High, Herbert Hoover High and Huntington High worked in the labs of two Department of Biology faculty members and were funded by in the HSTA WV INBRE summer research program. Two high school teachers one from South Charleston High and one from East Academy (Capital High's alternative program) participated in the WV EPSCoR-sponsored TREK program, worked in a Department of Biology lab and were mentored by a GRDI Research Scientist (see Strategic Goal 5, Appendix B).

**2. Increase the number student activities within STEM and health departments, i.e., clubs, tutoring, mentoring, etc.**

In the past academic year the WVSU Student Members of the American Chemical Society have sponsored or assisted with many activities for Kanawha and Putnam County schools. A partial list includes visiting schools for science activities, hosting high school students on our campus for tours and speakers, interacting with boy scouts and girl scouts to help them earn their Science merit badges, and helping to host the American Chemical Society Chemistry Olympiad here on Campus. (see Strategic Goal 5, Appendix B)

Table 12

2010-2011 American Chemical Society Activities

Date	Number of Student Member Chapter Participants	Number of non-Student Member Chapter Participants	Number of Faculty Participants	Activity/School	Number served by your activity	Was the activity planned by the chapter?
9/23/2010	3	0	1	Calvary Baptist Academy	30	Yes
10/19/2010	6	6	1	Cross Lanes Elementary School	300	Yes
2/22/2011	8	0	2	Calvary Baptist Academy	30	Yes
2/15/2011	5	0	5	Cross Lanes Elementary School	150	No
4/13/2011	6	1	1	Cross Lanes Elementary School	300	Yes

5/13/2011	2	0	1	Cross Lanes Christian School	40	Yes
5/25/2011	2	100	3	Poca High School	440	No
10/19/2010	5	0	1	Brownie Scout Try-it badges	20	Yes
10/23/2010	8	0	1	Boy Scout Chemistry Merit badge	30	Yes
11/1/2010	5	0	1	Cub Scout Science Belt loops	15	Yes
4/23/2011	6	10	1	Red Cross Blood Drive	?	Yes

## 6. Licensure Pass Rates

Data: Federal Title II – “Teacher Quality” Component requires each teacher preparation program receiving any financial funds to report licensure pass rates in accordance with state defined and federally approved criteria beginning in 2001. West Virginia State University has been in compliance with this federal requirement and has maintained a 100% pass rate for all its program completers with a first quartile ranking in comparison with the rest of the West Virginia teacher preparation programs.

In spring 2007, the Teacher Education Program underwent a cyclical review for Continuing Accreditation by the national Council for the Accreditation of Teacher Education (NCATE). To meet the NCATE Standard of 80% pass rates on the licensure exam and to address NCATE Standard I related to candidate knowledge, skills and dispositions, the unit did an additional analysis of program completer data reported for Federal Title II compliance purposes.

These data are based on candidate First Attempt Pass Rates. Fifteen Social Work majors took the licensure/certification examination. Sixty percent (or nine candidates) passed the exam during the base year.

Goal: Comply with Federal Title II “Teacher Quality” regulations regarding reporting and publishing licensure pass rates and maintain continuing NCATE accreditation when the next review is scheduled in 2014.

### Area requiring institutional attention

The licensure pass rate for students in teacher education is 81 percent; however, pass rates for several content areas including Art, General Science, Health, Physical Education, and Social Studies prompt concern. Though it is noted that the number of students taking each exam is small, it would be prudent to devise and implement strategies to ensure that teacher candidates have the knowledge base necessary to be successful on the PRAXIS II content area exams. Licensure success for social work continues to be notably low. The institution reported again this year that they have employed an instructor to conduct workshops for teacher education candidates to prepare for the PRAXIS licensure exams. The evaluation team again requests that the next effort reports on the impact of the intervention programs utilized.

- A. Pass rates for several content areas including Art, General Science, Health, Physical Education, and Social Studies prompt concern.

The Education Department monitors the ETS Test Content Specialization Test Objectives to ensure that teacher education candidates take courses that contain content that is measured by these ETS objectives. Matrices are developed for the West Virginia Department of Education (WVDE) as part of the Program Reapproval Process. During the 2010-2011 Academic Year, the WVDE is requiring all teacher education programs to submit reapproval documents. The attached Matrices were completed during the Fall 2010 Semester in partnership with the Unit, the content specializations within the University, and the WVSU Partnership for Teacher Quality. All data on the Praxis series tests are reviewed initially by the Education Department and then the Campus Committee on Teacher Education in October and February of each academic year. (See attached Matrices for Art, General Science, Health, Physical Education, and Social Studies.)

B. Licensure success for social work continues to be notably low.

During the 2009-2010 Academic Year, the Social Work Department analyzed its licensure pass rates for the last five years and found that a student who graduates with a GPA of less than 2.3 tend not to pass the West Virginia Social Work licensing exam. Therefore, the Social Work Department had approved in February of 2011 a new program requirement which states, "All social work majors must have a 2.3 GPA to be admitted to and graduate with a social work degree." This intervention strategy will be effective in the fall semester of 2011. In addition, all students who are majoring in the College of Professional Studies must earn a grade of "C" or better in courses required in their major in order to graduate. This requirement was implemented in fall 2010.

**Update:** The Social Work Department changed the overall GPA requirement from 2.0 to 2.3 to be admitted to and graduate with a Bachelor's Degree in Social Work beginning with entering freshmen and transfer students during the 2011-2012 Academic Year. This change was based on data obtained based on a correlation of successful passing of the social work licensing exam and the GPA. Social work graduates. Social Work graduates who had less than a 2.3 very rarely, if ever, passed the West Virginia Social Work Licensing Exam. It will not be until the 2014-2015 Academic Year until the success of this strategy can be determined.

The Department of Social Work receives a student pass/fail report every year from the WV Board of Social Work Examiners. The pass rate for the WVSU Social Work graduates as reported to the HEPC in September 2010 was 71% for first time test takers. This figure represents a significant improvement over the previous year's pass rate of 53%. The next report from the Board of Social Work Examiners is expected in mid-September 2011, and the Social Work Department anticipates additional improvement in the pass rate based on informal reports from recent graduates who have taken the exam in the past year.

In addition to changing the GPS requirement from 2.0 to 2.3, the Department of Social Work has developed a study guide and practice exam through the efforts of Ms. Rita Brown who works with students in the Advanced Field Instruction seminar to prepare for the licensing exam. Dr. Raphael Mutepa has also made himself available to seniors and recent graduates for individualized exam preparation sessions. Through these efforts, the Social Work Department is confident that the pass rate will continue to improve.

- C. The institution reported again this year that they have employed an instructor to conduct workshops for teacher education candidates to prepare for the PRAXIS licensure exams. The evaluation team again requests that the next effort reports on the impact of the intervention programs utilized.

The Unit's efforts in this area are two-fold. First, the Unit has been employing a person to teach a preparation program for the Principles of Learning and Teaching Test. Enhanced Data on the Compact Report show that candidates are well above the state cut score. Of the K-6 (0522) test takers, 92% pass the PLT on the first attempt. Of the Secondary education majors, 100 % pass on the first attempt.

Table 13

Enhanced PRAXIS Average PLT Scores of Test Takers for 2009-2010 Academic Year

Test	WV Cut score	WVSU Average score	No of Test Takers	No of Test Takers Passing on the First Attempt	No of Test Takers Passing on the Second Attempt
PLT K-6 (0522)	165	169	26	24	2
PLT 7-12 (0524)	156	174	27	27	0

The second initiative began this Fall 2010 with a special course entitled Education 299-Special Topics-PPST Study Skills, which is being offered by an Education Department faculty member with a doctorate in special education who developed and taught this class at Glenville State. Preliminary, anecdotal data indicate that candidates who successfully complete this program passed the PPST on the first attempt. Passing the PPST is a requirement for admission to the program and a prerequisite for Education 316-Integrated Methods. In spring 2010, the enrollment in Education 316 was 27, and in Spring 2011 there are 42 candidates enrolled.

- D. The Professional Development Schools partnerships have served the University well; however, the evaluation team encourages West Virginia State University to expand its outreach through the other departments and divisions of the university.

In the previous Compact Report the Unit reported that the following ways were used to involve all faculty in the University.

“University faculty are appointed and serve on various public school commissions or advisory boards such as:

- West Virginia Commission for Professional Teaching Standards,
- Regional Educational Service Agency (RESA) III Advisory Board;
- West Virginia Partnership for Teacher Quality,
- West Virginia Department of Education Reading First Advisory Board,
- West Virginia Energy Express Advisory Board,
- Local County School Improvement Councils.

University faculty present and participate at West Virginia Department of Education statewide staff development workshops on such topics as technology integration, action research, project based learning, and improving instruction.

As a result of these efforts, the Teacher Education Unit constantly reviews and revises course content and program requirements to stay current with statewide initiatives.” This response was not based on just the Education Department’s faculty but all university faculty.

**Strategies/Rationale:**

**Compliance with regulations and maintenance of continuing accreditation will be achieved using the following strategies:**

**Years One through Five (AY 2008-13)**

1. Filing the required annual reports with the WV Higher Education Policy Commission and the WV Department of Education annually in December.

**Reports were filed in a timely manner with both agencies.**

2. Including in the annual University Catalog (in the Education Department section) information related to the federally required licensure pass rates for teacher education candidates. (College of Professional Studies)

Completed and stated in the required format of Federal Title II-Teacher Quality Specifications

3. Maintaining or exceeding the required 80% licensure pass rate for all content specializations with each Educational Testing Service examination date. (College of Professional Studies)

**Expanded Guidelines**

In reporting licensure pass rates, indicate the number of persons who took licensure exams as well as the pass rate for each licensure area.

Education Licensure Pass Rates 2009-2010

Program	# of WVSU Program Completers	# of WVSU Test Takers	% WVSU Test Takers Passing at State Cut Score	% WVSU Test Takers Passing on First Attempt
Art Pre-K-Adult	4	5	80%	60%
Biology 9-Adult	1	0	100%	100%
Business 5-Adult	0	1	100%	100%
Chemistry 9-Adult	0	0	0	0
Early Education Pre-K-Adult	3	2	100%	100%
Elementary Education K-6	26	36	86%	83%
English 5-9	0	0	0	0
English 5-Adult	7	6	83%	83%
French Pre-K-Adult	0	0	0	0
General Science 5-Adult	0	2	50%	50%
Health Pre-K-Adult	5	5	60%	60%
Journalism 5-Adult	0	*		
Mathematics 5-9	0	0	0	0
Mathematics 5-Adult	1	1	100%	100%
Music Pre-K-Adult	0	0	0	0
Physical Education Pre-K-Adult	5	4	75%	75%
Reading K-6 or 5-Adult	2	*		
Social Studies 5-9	0	0	0	0
Social Studies 5-Adult	4	11	64%	64%
Spanish Pre-K-Adult	0	0	0	0
Theater Pre-K-Adult	0	*		
Mentally Impaired	0	0	0	0
Multi-Categorical	7	4	100%	100%
Specific Learning Disabilities	0	0	0	0
<b>TOTAL</b>	<b>65</b>	<b>77</b>	<b>83%</b>	<b>81%</b>
*Currently the West Virginia Board of Education has not adopted Educational Testing Service (ETS) Content Specialization Test for these Content Specializations.				

Table 14

## Education Licensure Pass Rates 2010-2011

Program	# of WVSU Program Completers	# of WVSU Test Takers	% WVSU Test Takers Passing at State Cut Score	% WVSU Test Takers Passing on First Attempt
Art Pre-K-Adult	2	3	100%	100%
Biology 9-Adult	0	0	0	0
Business 5-Adult	1	2	100%	100%
Chemistry 9-Adult	0	0	0	0
Early Education Pre-K-Adult	1	2	100%	100%
Elementary Education K-6	19	28	82%	89%
English 5-9	0	0	0	0
English 5-Adult	5	9	78%	78%
French Pre-K-Adult	0	0	0	0
General Science 5-Adult	2	2	50%	50%
Health Pre-K-Adult	2	5	100%	100%
Journalism 5-Adult	0	*		
Mathematics 5-9	0	0	0	0
Mathematics 5-Adult	2	5	60%	80%
Music Pre-K-Adult	0	0	0	0
Physical Education Pre-K-Adult	6	3	68%	68%
Reading K-6 or 5-Adult	0	*		
Social Studies 5-9	0	0	0	0
Social Studies 5-Adult	2	14	79%	64%
Spanish Pre-K-Adult	0	2	100%	100%
Theater Pre-K-Adult	0	*		
Multi-Categorical	0	2	100%	100%
<b>TOTAL</b>	<b>42</b>	<b>77</b>	<b>82%</b>	<b>86%</b>
*Currently the West Virginia Board of Education has not adopted Educational Testing Service (ETS) Content Specialization Test for these Content Specializations.				

Update: Forty-one candidates took the PPST Reading, Writing and Mathematics refresher courses, during the September 1, 2010-August 31, 2011 Reporting Period. Of these 41 candidates, 25 candidates worked diligently and completed the course requirements satisfactorily. These 25 took 52 individual assessments (either PPST Reading, Writing or Math). Of the 52 assessments taken during or shortly after completing the PPST refresher course, 39 or 75% received passing scores.



By content area, these 39 tests were 15 PPST Reading tests, 13 PPST Writing tests and 11 PPST Math tests.

4. Continuing to collect annual data related to NCATE Standard I- Candidate, Knowledge Skills and Dispositions and to collect, analyze, and distribute NCATE Standard II-Assessment data annually in October and February.

Educational Testing Services (ETS) provided analytical test data related to candidate performance on the ETS Assessments required for West Virginia Licensure. This analytical data gave the Unit a clearer picture of what gaps there may be in a candidate's preparation for the test performance. The Unit Assessment System was revised, and tables developed that incorporate this information were included. In October 2009, the Unit reviewed this new data in preparation for West Virginia Program Re-Affiliation (formerly called Program Refiling) that is required by the West Virginia Department of Education.

The West Virginia Department of Education requires all teacher candidates to take one of three PRAXIS II Professional Learning and Teaching (PLT) offered by the Educational Testing Services (ETS). Currently, WVSU teacher candidates only take the 0522 (K-6) and 0524 (7-12). Outline in table 14 are the test scores from five previous years.

In spring of 2008, the Education Department started conducting one-day workshops for the PLT. An adjunct professor with vast experience from another Institution was hired to conduct the workshops. (see Table 15) represents the average data from the PLT test scores. This table does not represent which teacher candidates actually attended the workshop, and a formal evaluation of Dr. Lepley's workshop was not conducted; however, informal quotes of students are:

- The workshop helped me to focus on what I needed to study.
- The workshop was a tremendous help, and I would recommend that all education majors take this workshop before taking the PLT.
- Dr. Lepley provided invaluable information – great pacing, and very helpful with questions.
- I felt so much better after taking the workshop.

Table 15

PRAXIS Average PLT Scores of Test Takers for 2009-2010 Academic Year

Test	Average score	WV Cut score
PLT K-6 (0522)	169	165
PLT 7-12 (0524)	174	156

Starting in fall 2010, a workshop evaluation will be conducted, as well as the tracking of the students who attended the workshop, to compare their score to those who did not take the workshop.

5. Filing of reports required by NCATE annually in December

This report was completed and sent electronically to NCATE in December 2009.

6. Continuing to provide tutorial support to candidates prior to, during, and after taking licensure exams with each Education Testing Service examination date. (College of Professional Studies)

During the fall, spring, and summer, a retired Emeritus Professor from Rio Grande University in Ohio who lives in Charleston conducted workshops for teacher education candidates to prepare them for the ETS Licensure Exams. She has extensive professional experience from her work in teacher education in Ohio with the ETS Assessments. Funding for the workshop was provided by the West Virginia State University Partnership for Teacher Quality. Since this program has been established, candidates who have taken part in this program tend to pass the ETS Assessments on the first attempt in comparison with candidates who do not participate in the workshop. In fall of 2010, a one hour course, PPST Study Skills, was created to help teacher candidates pass the ETS Praxis I Exam.

7. Providing staff development to Teacher Education Unit faculty on increasing candidate achievement on licensure exams annually in October and February.

To comply with NCATE Standard II on the Unit Assessment System, which states that “The Unit provides staff development to Teacher Education Unit faculty on increasing candidate achievement on licensure exams,” the unit annually dedicates the October and February Education Department Faculty Meetings to this purpose. During these faculty meetings, representatives from the academic content faculty are also invited to attend. During this year, these meetings took place, and data driven decisions that were made during these meetings were included and will be included in the future Annual Report to NCATE.

In addition to these October and February meetings, the Unit held staff development related to increasing candidate achievement on licensure exams during the summer of 2010. Workshops were related to Curriculum Analysis Reports (CAR) reviews and revisions, and Program Re-Affiliation related to aligning course content to ETS Content Specialization Objectives, in anticipation of CAR reviewed by WVSU faculty members for other teacher education programs in the state.

**Update:** During the last 2010-2011 Compact reporting period, the institution was requested to provide additional data and information to include strategies to increase teacher education candidate achievement on licensure exam pass rates. Strategy the Department of Education was to review all the Educational Testing Service Praxis II Outcomes and develop a matrix to show where in the content specialization courses these outcomes were included. This strategy is in response to the West Virginia Board of Education’s requirement that all teacher education programs were required to submit a comprehensive document for program Re-approval. WVSU submitted its document in July 2011 and included matrices that evolved from the process.

Although WVSU meets the federally and NCATE required 80% licensure pass rate, the 2010-2011 Compact reviewers wanted the unit to address the low content specialization scores in the content specializations of Art, General Science, Health, Physical Education, and Social Studies in this year’s report.

Based on Table 16 , the following successes were achieved based on Strategy I in Art went from 80% to 100%, Health went from 60% to 100% and Social Studies went from 64% to 79%:

Table 16

## Education Content Specializations Pass Rate

Programs of Concern	# of WVSU Program Completers	# of WVSU Test Takers	% of WVSU Test Takers Passing at WV Cut Score	% of WVSU Test Takers Passing on the First Attempt	Increases and decreases
Art	2	3*	100%	100%	From 80% to 100%
General Science	2	2	50%	50%	Remained the same
Health	2	5*	100%	100%	From 60% to 100%
Physical Education	6	3	68%	68%	From 75% to 68%
Social Studies	2	14	79%	64%	From 64% to 79%

The teacher education unit will continue to work with the General Science, which remained the same at 50%, and Physical Education which declined from 75% to 68% to increase candidate achievement performance on these remaining content specializations. The Unit will compile data tables obtained from candidate performance on specific areas measured on the licensing exam to target these areas during the 2011-2012 Academic Year.

The Teacher Education Unit developed two programs to increase candidate achievement on the Educational Testing Service Principles of Teaching and Learning (PLT) and the Pre-Professional Skills (PPST) Test in Reading, Writing, and Mathematics.

Of the candidates who took the PLT Workshop, during the September 1, 2010 – August 31, 2011 Reporting Period 75% passed the PLT on the first attempt. Three candidates earned a Certificate of Distinction from Educational Testing Service for their PLT scores.

- 41 candidates took the PLT Workshops
- 24 candidates passed on the first attempt
- Two candidates passed on the second attempt
- Six candidates did not pass the test
- Nine candidates have not taken the PLT

Forty-one candidates took the PPST Reading, Writing and Mathematics refresher courses, during the September 1, 2010-August 31, 2011 Reporting Period. Of these, 25 candidates worked diligently and completed the course requirement satisfactorily. These 25 took 52 individual assessments (either Reading, Writing or Math). Of the 52 assessments taken during or shortly after completing the PPST refresher course, 39 or 75% received passing scores. By content area, these 39 tests were 15 reading tests, 13 writing tests and 11 math tests.

The Social Work Department changed the overall GPA requirement from 2.0 to 2.3 to be admitted to and graduate with a Bachelor's Degree in Social Work beginning with entering freshmen and transfer students during the 2011-2012 Academic Year. This change was based on data obtained

based on a correlation of successful passing of the social work licensing exam and the GPA. Social Work graduates who had less than a 2.3 very rarely, if ever, passed the West Virginia Social Work Licensing Exam. It will not be until the 2014-2015 Academic Year until the success of this strategy can be determined.

On the West Virginia Social Work licensing exam, the following pass rates were earned by Social work graduates at WVSU:

The Department of Social Work receives a student pass/fail report every year from the WV Board of Social Work Examiners. The pass rate for the WVSU Social Work graduates as reported to the HEPC in September 2010 was 71% for first time test takers. This figure represents a significant improvement over the previous year's pass rate of 53%. The next report from the Board of Social Work Examiners is expected in mid-September 2011, and we anticipate additional improvement in the pass rate based on informal reports from recent graduates who have taken the exam in the past year. In addition to changing the GPS requirement from 2.0 to 2.3, the Department of Social Work has developed a study guide and practice exam through the efforts of Ms. Rita Brown who works with students in the Advanced Field Instruction seminar to prepare for the licensing exam. Dr. Raphael Mutepa has also made himself available to seniors and recent graduates for individualized exam preparation sessions. Through these efforts, we are confident that the pass rate will continue to improve.

#### 7. Percentage of faculty with terminal degrees

Data: For the base year (2007-2008) 79% of the West Virginia State University tenured, tenure-track, and term faculty held terminal degrees (82 out of 104). This percentage included four faculty members (in Art and Communications) with MFA degrees. These faculty taught studio courses in art and filmmaking. No faculty with J.D. degrees were counted. WVSU did not use the “term” classification in the base year.

Goal: Increase the number of tenured, tenure-track, and term faculty holding the terminal degree as follows:

Revised Goals (presented in Year 1 update):

#### Tenured, Tenure-Track, and Term Faculty with Terminal Degrees

2007	2008	2009	2010	2011	2012
79%	81%	78%	79%	81%	82%

\*We expect the percentage to decrease slightly in year #2 because the University will be utilizing the new “term” classification for some faculty who were previously hired on non-tenure track “temporary” appointments.

#### Strategies/Rationale:

Since 2001, the University has emphasized a policy of hiring personnel with terminal degrees to tenure-track and tenured positions. WVSU expects approximately 20% of the tenured faculty without terminal degrees (hired before 1990) to retire within the next five years and most will be

replaced with faculty holding terminal degrees. However, we also expect to utilize the new “term” classification for a few faculty members without terminal degrees in selected disciplines.

Years One through Five (AY 2008-13)

1. Hire faculty holding the terminal degree in all possible situations.

Area requiring institutional attention

The percentage of terminally degreed faculty has declined from the 2007-08 base year (79 percent) to 75 percent of terminally degreed faculty in 2009-10. Anticipating several faculty retirements over the next few years, the evaluation team strongly recommends that the university begin developing an aggressive recruitment and retention plan for its faculty and reports on that plan. If such a plan has been developed, it is advisable to detail the specifics of that plan in the revised update.

Data: For the base year (2007-2008) 79% of the West Virginia State University tenured, tenure-track, and term faculty held terminal degrees (82 out of 104). This percentage included four faculty members (in Art and Communications) with MFA degrees. These faculty taught studio courses in art and filmmaking. No faculty with J.D. degrees were counted. WVSU did not use the “term” classification in the base year.

The stated goal was to increase the number of tenured, tenure-track, and term faculty holding terminal degrees (see revised goals presented in Table 17).

In the Year 1 report, it was noted that with the use of the new “term” faculty classification, it was anticipated the percentage of faculty holding the terminal degree would decline slightly. Year 2 was the first year that classification was used at this University. Accordingly, during 2009-2010, eleven of the 110 tenured, tenure-track, and term faculty were classified as term. Thus, the percentage of tenured, tenure-track, and term faculty holding the terminal degree (83) employed during 2009-2010 was 75%. During that Year 1, of the ten new faculty appointed, five were into tenure-track positions (no new faculty were given tenure upon appointment); four of the five (80%) tenure-track appointments were made to faculty holding the terminal degree.

We reiterate that WVSU still expects approximately 20% of the tenured faculty without terminal degrees to retire in the short run and except in unusual and infrequent situations, they will be replaced with those holding the terminal degree. In addition, plans are underway for use of federal grant funds to provide faculty stipends to some without the terminal degree to pursue such study. During year 2, faculty recruitment and interviewing occurred to identify replacement faculty for retirements at the end of year 1. While in some cases those replacements were not hired during year 2, it is anticipated they will be in year 3, enabling the University to proceed toward the goal of having 82% of its faculty holding terminal degrees by 2012. However, in the 2010-2011 academic year (Year 3), five new tenure-track faculty were appointed with 100% of them holding the terminal degree. (No new faculty were given tenure upon appointment.)

**Update: From the 79% percentage statistic in the base year (2007-2008), WVSU increased the number of tenured, tenure-track, and term faculty holding the terminal degree to 81% in Fall, 2008. All faculty were either tenured or tenure-track; the institution employed no term faculty during the 2008-2009**

academic year. In anticipation of using the term designation, however, the University revised this goal as follow:

Revised Goals:

Table 17

Percentage to Faculty with Terminal Degrees

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
	79%	81%	78%	79%	81%	82%
Actual:	79%	81%	75%	80%		

The caveat was expressed that we expected the percentage of faculty with the terminal degree to decline once the term designation was employed. In 2009-2010, the first year the term classification was used at WVSU, of the 110 tenured, tenure-track, and term faculty, 83 possessed the terminal degree, or 75%.

For the academic year 2010-2011, the University recruited and hired faculty possessing the terminal degree and the percentage with the terminal degree increased to 80%, slightly exceeding our goal. In Fall, 2010, 110 faculty members were in tenured, tenure-track, or term appointments and 88 of those held the terminal degree. For the first time, a faculty member with the Juris Doctor was included among those counted as having the terminal degree. Initially the J.D. had been excluded as a terminal degree but subsequent discussions among the HEPC academic officers indicated that if the person was teaching law courses (in this case Business Law courses), at the discretion of the institution the Juris Doctor could be counted among the terminal degrees. It is to be noted that the M.F.A. has been counted as a terminal degree in all reporting years for the Compact.

In the College of Professional Studies, there were three positions filled in the Education Department. Position I was a newly created Director of Clinical Experiences. This position was created from a position of a faculty member who had retired. The position was filled by transferring a currently employed tenure track Education Department faculty member with a doctorate into the position. The person who was employed to replace this transferred faculty member's position has the doctorate degree and is employed as a Temporary Assistant Professor. One additional Faculty member was hired to replace another faculty member who had retired. This position was also filled by a person with a doctorate

The College of Arts and Humanities conducted searches to fill four tenure-track slots during 2010-2011. The previous incumbents of three of those four positions did not have a terminal degree. Candidates with doctorates were selected and hired for all four positions, so the College improved its percentage of terminal degree faculty in tenure-track positions. In addition, while one of the College's M.F.A. faculty members was not retained, and that load is being covered by a temporary instructor with an M.A., the College has retained a term faculty member with an M.F.A. in creative nonfiction (part of her teaching assignment) in a position that had been filled with a term instructor with an M.A. only

## 8. Assessment of Student Learning

Data: According to the Report of the Comprehensive Visit from the Higher Learning Commission visit of April 4-6, 2005, the evaluation team cited significant accomplishments in the area of assessment of student learning. They reported:

Assessment at WVSU has become part of the culture of the institution. According to the Assessment Director and documented evidence, all departments have an approved assessment plan. The Assessment Director works closely with faculty, departments, and administrators to move them forward in the assessment process, which appears to be inculcated into every area of the university. Using the Program Realignment Initiative, faculty are able to do a reflective self-analysis and then work with the Assessment Director to develop a course of action needed to progress to the next developmental phase of assessment.

Each academic program has developed a set of program-level outcomes, skills or knowledge that each student should master by graduation. The attainment of these outcomes is measured through portfolios, standardized exams, surveys, and course embedded assessment. All baccalaureate programs have developed a capstone course for their seniors, and the majority of the academic programs administers a departmental comprehensive exam and/or requires a senior project. While assessment results are available to all, some departments are more advanced in their use of the results than others.

The Higher Learning Commission Team indicated on interim reports on WVSU's assessment program or a follow-up visit were not necessary during the ten-year accreditation period.

During the 2007-2008 academic years, the Department of Biology began an extensive overhaul of the Biology major. This change occurred in part due to a statewide Special Program review of Biology conducted in 2002 and the regular program review conducted in 2005. The new program has a two-semester freshman introductory Biology sequence and a freshman experience course designed to improve retention from the freshman to the sophomore year. Additional changes include a shift in emphasis from descriptive biology in the sophomore year to an emphasis in functional biology.

Quality assurance in the academic programs of the College of Business Administration and Social Sciences takes various forms. All the departments within the college have a capstone Senior Seminar course structured in unique ways to fit the program offerings of each department for assessing the degree of learning that has taken place in their graduating seniors.

Following Series 46 of the Higher Education Policy Commission, the Department of Education instituted a culminating education experience in the secondary-level certification content areas, in most cases a capstone course. In addition, each secondary-level certification area must meet expectations of academic rigor similar to that of the corresponding baccalaureate degree program.

The Department of Communication's Assessment Plan has been in place for over fifteen years and includes specific student outcomes and strategies for determining student competence in the various communications disciplines. These outcomes include specific skills and knowledge in videography and filmmaking, television production, theatre, radio production, scriptwriting, oral communication, and telecommunications. Continuous program assessment is also insured through periodic graduate and employer surveys. By Feeding back the information gleaned from these instruments, the department has developed new courses and new objectives, which has better met the needs of both students and prospective employers.



In 2007, the department developed a new course, "Writing for the Media," in response to feedback received from internship agencies and area employers. This class will help improve student writing in various media areas and will be one of the writing requirements for all B.S. Communications students beginning in the fall 2009 semester.

Update: The following goals that mirror those set forth by HEPC were adopted by the University Assessment and Effectiveness Committee:

1. Develop campus cultures of assessment
2. Use multifaceted assessment programs
3. Empower educators to participate fully
4. Assess value-added learning
5. Use national measures
6. Assess capstone courses
7. Align curricula with national and international goals and standards
8. Use results for continuous improvement and accountability
9. Meet the North Central Higher Learning Commission's standards
10. Fully implement an electronic database to accurately collect and report assessment data

Although the University has adopted an electronic portfolio for every student that allows for monitoring and evaluating specific student and program learning outcomes, we are still in the implementation stage for the next several semesters. In the interim, there are student assessments taking place currently being used to make programmatic changes.

The Department of Art began organizing its assessment activities when the program underwent review in 2008-2009. It uses various assessments, including a portfolio of student work. It has selected program learning outcomes, identified courses and assignments/instruments for assessment, and mapped these in LiveText. Entry-level and capstone skills will be assessed in the designated courses in fall 2011, with rubrics soon to be uploaded to LiveText.

In response to feedback from various business/organizations who accept student interns from the Communications major, as well as to changes caused by the separation of the KVCTC from WVSU, including the discontinuation of the 2-year degree in Communications, the Department of Communications and Media Studies significantly revised its curriculum to decrease and strengthen the areas in which students concentrate within the major. The new curriculum went into effect in Fall 2011. In accordance with these curriculum changes, the department has updated course assessment worksheets, which were ready for incoming freshman fall 2011.

Working with Director of Assessment to improve organization and methods of assessment, Department of Communications and Media Studies faculty participated in assessment training in spring 2010. As a result, the department selected learning outcomes and key assessments applicable to those outcomes in pertinent classes. These have been "mapped" in LiveText, and currently, the faculty is engaged in creating rubrics for each course identified. Once this step is complete, the department will undergo further assessment training with Dr. Pelphey to adopt university, college, and North Central outcomes. The final goal is to utilize these rubrics for assessment purposes on LiveText. Faculty members look forward to the opportunity to train under the guidance of LiveText trainers expected on campus September 2011.

We continue to work with the Communications B.S. Assessment Matrix, for overall competencies as well as individual course competencies, developed during AY 2006-2007.

During spring 2011, the faculty developed a five-year strategic plan to help guide assessment activities. In August 2011, a committee was formed to revise the departmental mission and vision.

The Department of English made progress in organizing its assessment efforts. It revised its program learning outcomes in 2010-2011, selected the courses in which these would be regularly assessed, identified the assignments/instruments to be used, and mapped these in LiveText. Rubrics are currently being created for upload to LiveText.

Much assessment activity in by the Department of Modern Foreign Languages takes place for education majors in the fields of Spanish and French majors. These students take a departmental post-third year assessment examination that serves to prepare them for the PRAXIS test in their field. All WVSU foreign language education students, since the adoption of the PRAXIS test, have passed it on the first attempt. Skills such as oral proficiency are assessed regularly using rubrics. Several programs use ETS Major Fields Test for program improvement:

Table 18

Psychology Major Fields Test Results

TOTAL TEST			SUBSCORES*								
Scaled Score Range	Number in Range	Percent Below	Scaled Score Range	1		2		3		4	
				Number in Range	Percent Below	Number in Range	Percent Below	Number in Range	Percent Below	Number in Range	Percent Below
200	0	100	100	0	100	0	100	0	100	0	100
195-199	0	100	95-99	0	100	0	100	0	100	0	100
190-194	0	100	90-94	0	100	0	100	0	100	0	100
185-189	0	100	85-89	0	100	0	100	0	100	0	100
180-184	0	100	80-84	0	100	0	100	0	100	0	100
175-179	0	100	75-79	0	100	0	100	0	100	0	100
170-174	0	100	70-74	0	100	0	100	0	100	0	100
165-169	0	100	65-69	0	100	0	100	2	80	0	100
160-164	0	100	60-64	0	100	0	100	1	70	0	100
155-159	0	100	55-59	2	80	3	70	1	60	0	100
150-154	1	90	50-54	3	50	1	60	1	50	3	70
145-149	5	40	45-49	2	30	0	60	1	40	2	50
140-144	2	20	40-44	1	20	3	30	2	20	2	30
135-139	1	10	35-39	0	20	3	0	1	10	1	20
130-134	0	10	30-34	1	10	0	0	0	10	1	10
125-129	0	10	25-29	1	0	0	0	0	10	0	10
120-124	1	0	20-24	0	0	0	0	1	0	1	0
Mean	144			47		46		49		43	
Std. Dev.	8			10		9		15		10	

#### SUBSCORES

Subscore 1: Learning & Cognition: Language, Memory, & Thinking

Subscore 2: Perception, Sensory, Physiology, Comparative, & Ethology

Subscore 3: Clinical, Abnormal, and Personality

Subscore 4: Developmental and Social

Percent below is the percent of scores from your institution falling below each score range.

When interpreting ETS scores, the proper reference group with comparable ACT or SAT scores should be utilized. With these procedures, many of the scores are within an average range.

Department members are continually affirming goals of excellence in their class teaching strategies. In addition, two new classes have been added to the curriculum, Forensic and Health Psychology which should help to boost scores since these are important areas in psychology today. In addition, Psychology 330, Childhood Problems is being developed as Childhood Psychopathology which will give students an opportunity to increase their understanding of Psychopathology, research, concepts and treatment. One of our faculty has indicate that he will be retiring soon. In searching for a replacement the department will be looking for someone who has fresh perspectives on Cognitive Psychology which is a relatively new approach that now permeates every area of Psychology. In addition, it would be desirable to find a clinical psychology so that more students can obtain field placements and ultimately increase their likelihood of getting better jobs and going to graduate school.

Students in frequency distribution: 24

Students tested 24

Cohort: MFT PPT BUSINESS 07064 ADMIN 11/12/2010

Table 19

**Business Major Fields Test Results**

TOTAL TEST			Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct
Scaled Score Range	Number in Range	Percent Below			
200	0	100	1	ACCOUNTING	49
195-199	0	100	2	ECONOMICS	40
190-194	0	100	3	MANAGEMENT	58
185-189	0	100	4	QUANTITATIVE BUSINESS	37
180-184	0	100	5	FINANCE	43
175-179	0	100	6	MARKETING	55
170-174	2	92	7	LEGAL AND SOCIAL	58
165-169	3	79	8	INFORMATION SYSTEMS	43
160-164	1	75	9	INTERNATIONAL ISSUES	52
155-159	4	58			
150-154	2	50			
145-149	1	46			
140-144	5	25			
135-139	3	13			
130-134	2	4			
125-129	1	0			
120-124	0	0			
Mean	150				
Std. Dev.	13				

Percent Below is the percent of scores from your institution falling below each score range.

The absolute scores reported in the ETS-MFT without comparative data have hampered our efforts to make a complete evaluation and close the loop entirely concerning assessment and modifications as a result. However, we have been able to make some preliminary observations. We are revising the Management concentration, it was decided that we realign and converge two of the quantitative courses into one. In addition, The Business Department has recently modified the marketing and management information systems concentration to reflect accurately academic and industry standards in each area respectively. This will hopeful result in our curriculum more accurately

reflecting the content of this nationally excepted instrument for assessment. We also plan to request comparative data for the past few years and for future tests so that we have a better measure of where our students stand relative to other schools.

The Business Department is currently working on modifications in the management, finance, and accounting programs to make similar adjustments. In addition, we have sought input from our Business Advisory Group on curricular matters and skill issues that we are using to adjust programs as well. We hope to begin to use more internal mechanisms with the advent of LiveText to help further analyze student outcomes for purposes of assessment and programmatic revisions.

In addition, we have observed the way the tests are administered makes a difference: The students were told to come on a Friday evening or a Saturday morning to take these tests. Otherwise, their degrees will be withheld. This encourages them to come and take the test but not to do their best. Therefore, one should realize these scores do not necessarily reflect our students' performances.

To correct these, we should include these scores in the Senior Seminar Grade or emphasize to students that they can use it in their job applications to show how well they are performing. Individual scores of percent correct answers do not tell whether the test was too difficult or too easy. Unless we pay extra and get comparative scores to see how well our students performed as compared to other students in the cohort group. Unless these factors are taken into account, we are providing misleading assessment

The Department of Chemistry Assessment Committee mapped Program Learning Outcomes to its courses. Faculty members use ACS subject exams in all chemistry courses to gauge student performance. Data from the standardized tests given by participating faculty members is presented below. Strategies to improve student scores have not yet been developed.

Table 20

Department of Chemistry Program Learning Outcomes

Course	High	Low	Average	# Students
General Chem I	70%	30%	51.80%	24
Instrumental Analysis	33.30%	22.20%	28.60%	9
Organic II	88.60%	20%	41.90%	12
Organic II	84.30%	41.40%	56.40%	16
General Chem II	48%	26%	40.40%	5
Phys Chem II	43.30%	20.00%	30%	6
Phys Chem II	50%	34%	39.30%	3

Students taking this exam scored highest in General Chemistry I and Organic Chemistry II, with lowest scores in Instrumental Analysis Faculty teaching General Chemistry placed a great deal of emphasis on the ACS exam.

The Department of Biology administered the ETS Major Field Test in Biology to its students taking the capstone course in the spring semester.

Test Scores from 2011 – 4 students taking the test

Table 21

## Biology Major Fields Test Results

Assessment Indicator Title	Mean
	Percent
	Correct
Biochemistry And Cell Energetics	42
Cellular Structure, Organization, Function	52
Molecular Biology And Molecular Genetics	39
Diversity Of Organisms	36
Organismal – Animals	38
Organismal – Plants	37
Population Genetics And Evolution	46
Ecology	40
Analytical Skills	38

Students score highest in Cellular structure, organization, and function. Lowest scores are in the diversity and organismal categories. In 2008, the two major diversity courses, Botany and Zoology were removed from the curriculum and replaced with a single semester, freshman level diversity course. This may explain why scored lowest on the Diversity Assessment Indicator. Students take the Assessment Test in Senior Seminar. This population of students also takes Genetics early in the curriculum (late freshman, early sophomore) and Cell Biology later in the curriculum (senior year). The timing of the assessment might explain these scores – students remember what they just had.

Goal: Validate the improvement in student learning and academic programs via the interconnection of various assessment initiatives, the program review process, and requirements of regional and specialized accreditation bodies. It should be noted that the position of Assessment Director is currently vacant. More specific strategies will emerge under the leadership of the person hired for this position.

#### Area requiring institutional attention

West Virginia State University needs to give attention to organizing its assessment strategies, analyzing that data, and using the data to make decisions as to revisions and improvement to enhance teaching and promote student learning. The revised report should address how the assessment strategies have been implemented and how feedback has impacted program improvement.

The 2005 HLC report stated that the university did not consistently and systematically collect, analyze, and use student and program outcome data results for program improvement. There are, however, a few programs that do have data resulting from standardized national tests and requirements set forth by outside accrediting bodies such as NCATE. Those data are presented in the *Licensure Pass Rate* section beginning on page 34. It is of note that no objective evidence of consequence is available regarding programs not accredited by an outside body that would suggest programmatic changes resulted from evaluation of data.

Nevertheless, it is the position of the University that its students will be better served to acknowledge the lack of, and the need for a university-wide assessment plan, develop that plan, and implement that plan. That is exactly what is currently taking place at WVSU. Those data are presented below:

The position of Director of Student Assessment at WVSU became vacant in 2008 when the then Director of Student Assessment resigned to join the faculty of the Department of Education. Following a national search, a new Director of Institutional Effectiveness, Research, and Assessment (DIERA) was hired to fill the vacancy on August 1, 2009. One of the first tasks of the new director was to develop a set of assessment goals.

Another immediate task for the DIERA was to establish the University Assessment and Effectiveness Committee (UAEC). This committee consists of the Deans; VP and Assistant VP of Academic Affairs; Registrar; and the Directors of Admissions, Computer Services, Financial Aid, and Institutional Effectiveness and Research. The first meeting was held on October 29, 2009. The UAEC determined, as stated in the 2005 HLC report, that the university did not consistently collect student and program data and use the results for program improvement.

The UAEC also determined that the university needed an electronic Assessment Management Platform (AMP) as a means to collect and analyze student and program assessment data in order to meet current and future Accreditation, which aligns with HEPC goals nine and ten. The Dean of the College of Professional Studies volunteered to pilot an AMP in the newly created Freshman Experience courses that college. The committee also decided to pilot LiveText Assessment Management Platform at the recommendation of the DIERA and the software's ability to be used as a AMP; electronic portfolio; an administrative reporting tool; as well as its ability to align, document, and demonstrate student learning outcomes with the University Mission, HLC Criteria, individual, program accreditation requirements, program learning outcomes, and course outcomes. The pilot sought the following objectives:

1. Determine the level of student acceptance for an AMP.
2. Determine the level of faculty acceptance for an AMP.
3. Determine the level of Administrator acceptance for an AMP.
4. Determine the cost of adopting a AMP.

The pilot resulted in positive feedback for faculty and students participating in the pilot and prompted the faculty senate to recommend LiveText as the official university Assessment Management System in fall 2010; however, because no identified student learning outcomes were available at the time of the pilot, only student participation data exists (see Fig 5, p. 6). Limited, specific, learning outcome data will be available for Yr. Three Compact Report.

The adoption of an AMP, prompted the UAEC to recommend a review and revision of the learning outcomes and assessment plans for each of the University's 68 programs.

In fall 2010, the UAEC developed the following strategies for student assessment and program improvement at WVSU:

1. Identify program goals
  - Each program should identify three to five program goals. Limiting the goals to five or less ensures that the assessment process is manageable. Additional goals may be added at a later date.
  - Goals focus on the general aims of the program and curriculum. It is not necessary to achieve complete consensus by all program faculty, but most groups should be able to achieve a functional consensus (i.e., sufficient agreement to prevent paralysis and allow progress). All

important goals should be included, even if it could be difficult to document students' progress and achievement. Faculty may want to include a limited number of campus-specific goals.

- The process for identifying goals can be accomplished in a variety of ways. Your program may opt to adapt goals from a professional society, review goals published by peer institutions, and/or ask program faculty to contribute a full or partial list of goals.

**Currently, there are 68 program areas, of which, 50 have (73.5%) have developed or revised their program goals.**

**Update: Currently, there are 72 majors, of which, 72 have (100% have developed or revised their program goals. Of which,**

## 2. Identify program objectives

- Each program goal should be associated with one or more program objectives. The number of objectives per goal is determined by the faculty. Because program goals are typically phrased in general terms, they can sometimes be met in a variety of ways. Goals that may be met in a variety of ways will have multiple objectives.
- Objectives can specify student actions, expected perceptions of faculty, students, or employers, or outline expected student work. Evidence may be drawn from a wide variety of sources from answers to specific test questions, student writing samples, team project reports, and survey questionnaires. Once this array of material, information, and evidence are gathered, the program will have a better sense of the program's outcomes, i.e., the overall level of achievement.
- Faculty may choose to identify program objectives concurrently with or subsequent to identification of program goals. Some programs will focus on more general goals before delving into specific expectations for students in a program. Other programs will begin by identifying how students demonstrate their skills and knowledge, and later cluster these objectives under a few, more general goals.

## 3. Align courses with program goals and objectives

- Each course in the curriculum should be linked to at least one program objective. Some courses will be associated with more than one objective. Since objectives are directly linked to goals, this alignment will, by default, ensure that each course is linked to at least one program goal.
- If specific general education courses are required as pre-requisites for courses in the degree program, those should be identified and included in the alignment.
- The alignment activity allows program faculty to demonstrate the role and importance of their courses in the curriculum. It also offers an opportunity to verify that the curriculum is appropriately structured and balanced to attain the program goals. The process offers faculty an opportunity to identify gaps and redundancies and to make deliberate decisions about whether those are acceptable.
- This information should be presented in a way that reflects the traditions of the field. Programs will present the alignment in the provided PLO form.
- Develop rubrics in AMP for each assessment point identified by program faculty.

## 4. Provide evidence of how well students are meeting program goals and objectives.

- All programs should include a mix of direct and indirect evidence of students' learning.
- Evidence of students' learning and achievement is presented in aggregate form for the program and will be generated automatically via LiveText after program is set up in the software.



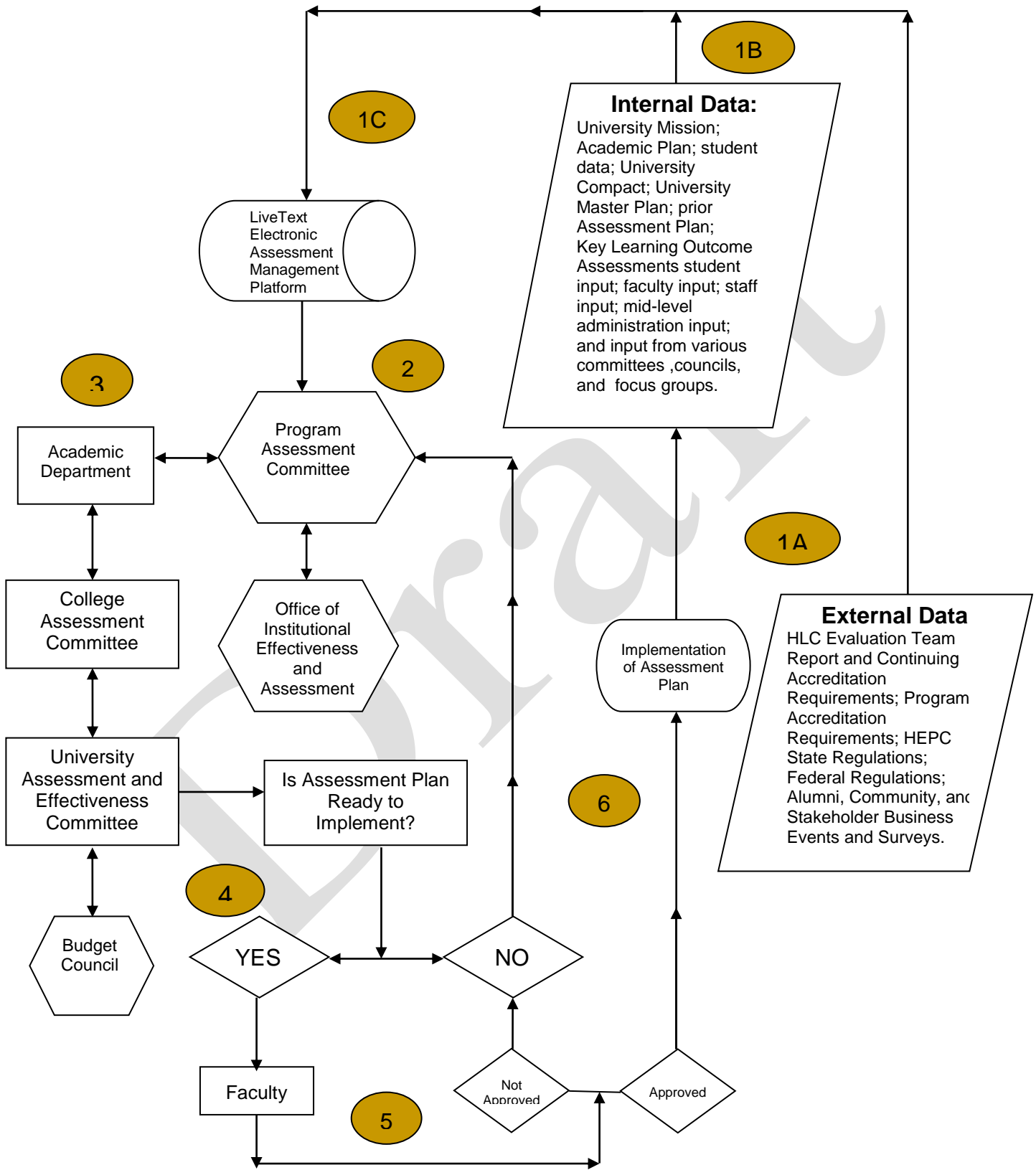
- Evidence is anonymous, i.e. students' names will automatically be removed and course level data should not be linked to or used in evaluations of individual faculty members.
5. Develop a plan for ongoing student outcomes assessment
    - Each program will develop a plan for assessing student learning objectives with attention to the program curriculum. This plan may be revised as new information and interpretations become available.
    - If a program is accredited by a disciplinary accreditation organization, the plan should reflect the organization's review cycle. Other programs should develop a five-year plan and rotating schedule for assessing student learning consistent with the Program Review policies
    - Each program determines the frequency with which the program objectives are assessed and how often evidence will be gathered from each source. Not every program objective needs to be assessed every time an associated course is taught.
    - Neither does evidence need to be collected from every student in a program or course. A program may decide to collect information from all courses or only some of its courses. Faculty will want to consider a variety of data collection strategies, including those that permit comparisons across locations, but also those that permit particularly successful approaches to be recognized.
  6. Conduct assessments and use results for improvement
    - Starting in fall 2011, all programs are expected to have completed the above sequence and start collecting learning outcome data using the assessment via AMP.
    - Individual student data will be collected using rubrics previously identified.
    - Starting in fall 2011, each Department Chair, the Assistant VP of Academic Affairs, and the will receive a monthly report generated automatically regarding curriculum alignment with learning outcomes,
    - Each program chair will conduct monthly assessment meetings with faculty.
    - Each Dean will conduct a college-wide assessment meeting each spring and fall semester.
    - Determine which assessment methods and strategies are producing useful information
    - Determine how assessment processes and results are informing decision-making
    - Determine what program changes have been prompted by the assessment
    - Determine how the assessment process could be improved
    - Submit report each semester via AMP regarding programmatic changes resulting from planned assessment.

**Update: Currently, there are 72 majors, of which, 72 have (100% have developed or revised their program goals. Of which, (see Appendix A for progress)**

In addition to student learning outcomes, the university has been using its AMP to develop outcomes for administrative functions such as Strategic Planning Assessment and Compact reporting. This type of reporting is fast becoming the expectations for accrediting bodies such as HLC, as evidenced by a commendation recently received for our Strategic Planning Assessment Report.

The UAEC developed the following assessment loop diagram to be used as a template for all learning outcome assessment.

**Figure 2**  
West Virginia State University Program Learning Outcomes Data Flow and Assessment Loop



## ANALYSIS OF THE UNIVERSITY PROGRAM LEARNING OUTCOMES ASSESSMENT LOOP

### Step One (1A, 1B): Initial Data Collection:

- 1 A. Data from external sources, e.g. the Higher Learning Commission (HLC) Evaluation Team Report and Continuing Accreditation Requirements, Higher Education Policy Commission (HEPC), West Virginia Policies, Federal Regulations, Program Accreditation Requirements; Alumni Surveys, Community Stakeholder Surveys, and Business Surveys are collected and coded via the LiveText Assessment Management Platform (LTAMP).
- 1B. Data from internal sources, e.g. University Mission, Academic Plan, University Compact, Prior Assessment Plan, Student Input, Faculty Input, and Staff Input are collected and coded via LTAMP.
- 1C. Data from both internal and external sources are coded and stored within the LTAMP. This process allows for reports to be generated as required regarding student, program, and administrative process mapping in relation to completion percentage (see Figure 2 for example). In addition, reports regarding alignment with the University Mission, HLC Criterion; Compact, federal and state regulations, Program Accreditation, and Learning Outcomes are generated as required to fulfill the various administrative and academic report requirements.

### Step Two (2) Initial Planning:

- Data collected in Step 1A-1C are sent to the Program Assessment Committee (APC), which is composed of members of the Faculty, Staff and Student representatives, for assessing the effectiveness of the previous Assessment Plan and developing new goals and objectives for the next cycle. At WVSU, the assessment planning cycle covers a five-year period. The first year of the cycle is primarily concerned developing new goals and objectives followed by four years of implementation and assessment.
- The APC begins developing the new Program Assessment Plan by (a) reviewing new goals and objectives submitted by faculty and stakeholder representatives, (b) assessing the previous plan for completion and effectiveness, (c) continuing previous goals and objectives, (d) modifying existing goals and objectives, (e) discontinuing ineffective goals or objectives, and (f) consolidating and prioritizing goals and objectives based on the University Mission balanced against university requirements (e.g. academic and resource concerns).

### Step Three (3) Routing Assessment Plan through the Academic Program Department, College and University Assessment and Effectiveness Committee:

- During this stage in the planning process, the APC sends recommendations regarding goal, objective, and planning revisions to the Academic Program Department,

College Assessment Committee, and University Assessment and Effectiveness Committee for feasibility and feedback.

- If any items for consideration are directly related to the budgets for accomplishing individual goals and objectives, deliberation and decisions are made within the Budget Council.

Step Four (4) Approvals by APC, College and University Assessment and Effectiveness Committee, Budget Council:

- A final draft of Assessment is approved by the APC, College and University Assessment and Effectiveness Committee, and Budget Council. The plan is then routed to the faculty for review and approval.

Step Six (5) Final Approval of the Assessment Plan:

- The final draft of the Strategic Plan is reviewed by the program faculty.
- If the plan is approved, it becomes the official Program Assessment Plan for that planning cycle and is distributed to the PAC and faculty for implementation and is evaluated for completion percentage and effectiveness as part of the next planning cycle (see Step 2).
- If the final draft of the Program Assessment Plan is not approved by faculty, the plan is routed back to the PAC for reevaluation and revision and completes the entire process until approved.

Strategies/Rationale:

Strategies employed to validate these improvements will be campus-wide and will develop an assessment culture. Those strategies follow.

Year Two (AY 2009-10)

1. Involve students and faculty in the review of the assessment process by conducting awareness outreach activities, focus groups, department/course evaluation, etc., in providing a systematic feedback loop of assessment results.

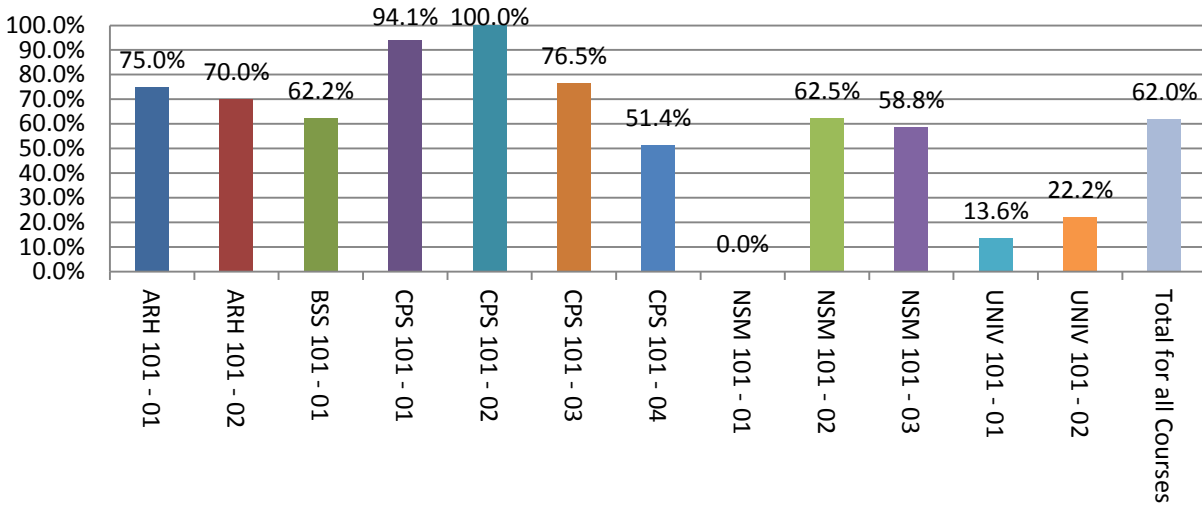
In order to meet current and future requirements of university and program assessment and accreditation, WVSU piloted the LiveText data management system and student electronic portfolio in the College of Professional Studies during the 2009-2010 academic year. Based on results from the pilot program, the University has adopted LiveText as the institutional assessment platform starting with the fall 2010 semester. Consequently, the Office of Institutional Effectiveness and Research produced and tracked reports new to the university containing customized, detailed data. In addition, every first-time freshman instructor involved in the pilot program was trained to use the system in order to complete assignments, fill out required reports, and monitor data relating to their areas or programs of study.

WVSU is adopting LiveText as an electronic portfolio and institutional assessment platform starting with the fall 2010 semester. Every student in the Freshman Experience classes was required to purchase LiveText. To assist in this endeavor, the University subsidized \$40 of \$98 cost of the software. The program has been

successful, with over 69% of the total freshman class now enrolled in the program and using a LiveText account. Figures 3 and 4 illustrate this progress:

Figure 3

Freshman Experience LiveText Enrollment Fall 2010

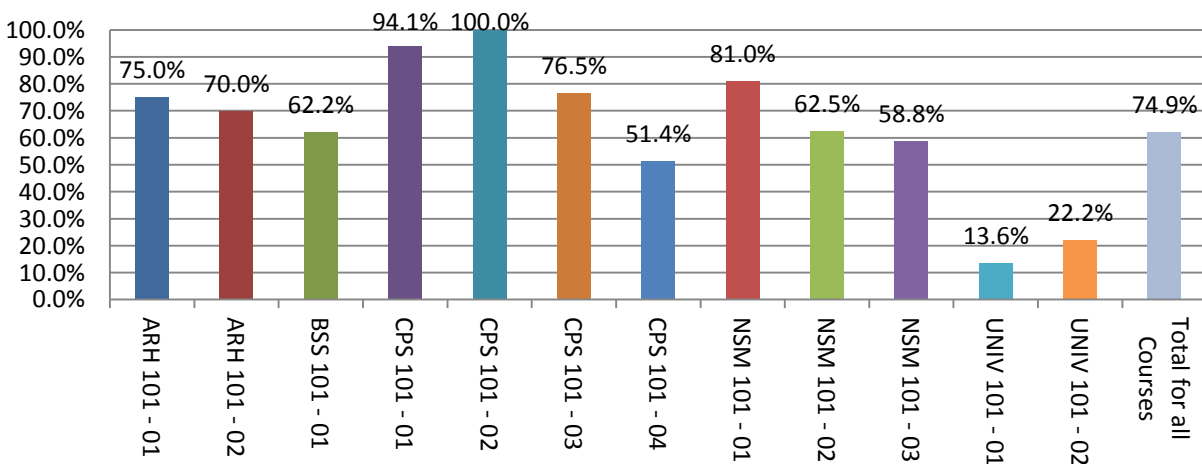


Update: A portion of the approved tuition increase that took effect in the fall 2011 semester is used for assessment activities in preparation for the 2014-2015 HLC visit. Currently much of this revenue is used to purchase LiveText for each incoming student and classes requiring LiveText as part of their syllabus. Many of the Senior Seminar classes are also requiring LiveText. Consequently, we now have a beginning, middle, and end data points to collect data regarding student and program learning outcomes (see Appendix C for examples of PLOs).

Update:

Figure 4

Fall 2011 Freshman Experience LiveText Enrollment as of 9/14/2011



The Graduate Exit Survey was revised and administered using the LiveText platform. As a result, the survey had a response rate of approximately 73%, the highest documented

institutional response rate to date. The Survey shows a number of service and academic areas that are in need of improvement; however, the majority of the graduating seniors were satisfied with their experience at WVSU.

The Office of Institutional Effectiveness, in cooperation with Computer Services, began developing a number of self-service reports. These reports will be available to staff and faculty who regularly access certain data without requesting a special report from Computer Services. The first self-report in this series is expected to be available to Deans by November 2010.

2. Develop competencies that explicitly connect general education assessment, including results of the CLA, with major program outcomes.

WVSU continues to schedule CLA testing each semester and has integrated the exam into classes that allow for the required minimum number of completed tests each semester. During the fall semester, students from random Freshman Experience classes are tested, and several Senior Seminar classes took the CLA during the spring semester. Integration into these classrooms gave WVSU the best chance for having the required minimum number of students finish the exam. However, because of the small numbers of freshmen and seniors, it is a challenge to recruit the minimum number of participants for the CLA.

#### Expanded Guidelines:

1. In reporting on the assessment of learning programs and activities, indicate how the institution is using Collegiate Learning Assessment (CLA) to improve instruction and student learning. Comment on the level of success in value added for students in comparison to comparable institutions. What actions, if any, has the institution taken to alter the instructional program to improve value added?

Currently, WVSU is still in the data collection stage, and discussions of all of the ways the CLA information can be used to effectively enhance academic areas have not taken place. However, initial data from the CLA has allowed some tailoring of individual classes. For example, reports from the CLA have shown that students entering WVSU are, on average, where they should be in terms of most of the performance tasks tested by the exam. The test has identified one area, making an argument, where students were lagging behind. Because of this information, more of a focus on argument has been established in English 101 (English Composition I), English 102 (English Composition II), General Education 100 (Origins) and General Education 200 (Race, Gender, and Human Identity). As more data is made available through the CLA test, we will determine at which places in the General Education curriculum improvement will be the most effective. As a result of the most recent CLA, the General Education Program (GE) has begun to map the entire GE curriculum.

**Update:** Although achieving the required number of cohorts for the CLA exam has been a difficult task, integration into classes required by the students has shown improvements in the overall number of test takers. Data gained from the CLA test shows that while our first-year students are on par with other institutions in comparison to WVSU's average ACT scores, they tend to enter the University lacking in the ability to create an effective argument.

Using this data, faculty has created more of an emphasis on argument creation in relevant classes. For example, In English 101: Writing and Composition I, much of the focus of the assignments center on how to make an argument and why it is an important writing skill. In addition, and thanks, in part, to the opportunity to attend a CLA in the classroom session, relevant classes have also begun to use the “Performance Task” assignment structure. Two examples of where these types of assignments are used is in English 102: Writing and Composition II and General Education 200: Race, Gender, and Human Identity. In each of these classes, students are presented with a task and then use both given and researched sources to create a working solution to the problem. By using the structure of the assignment as tested by the CLA, students cannot only be prepared for the exam, but more importantly, are able to understand how performance task based writing is used outside the university.

Data as to if the changes are working is not yet available as volunteer testing of graduating seniors has not been effective. In order to address this problem, we have moved the CLA exam into required “Senior Seminar” classes. This change will have the same result as integrating the exam into “Freshmen Experience” classes in the fall semesters.

## 2. Comment on instructional progress in using the Voluntary System of Accountability (VSA).

The University recognizes the importance of providing its constituents with consumer information, a snapshot of student experiences and perceptions, as well as student learning outcomes in a clearly labeled position on its home page. Much of this information has historically been made publically available in the form of an online version of the West Virginia State University Fact Book. This annual publication, available online and in a limited number of printed copies, provides a highly detailed portrait of the University in terms of general information, enrollment data, academic programs, faculty and staff, finance, facilities, alumni, and key performance indicators (as supplied annually in the HEPC Higher Education Report Card).

In the past year, the Office of Institutional Effectiveness developed a colorful single sheet Quick Facts document which details the University’s mission, a listing of its Board of Governors, Cabinet, along with brief versions of the aforementioned categories of data found in the Fact Book.

Additionally, a staff member reviewed each of the four student engagement surveys listed in the VSA overview to determine which would provide the best “fit” for being administered at our institution. Although a final decision has not been made, a preference has been expressed for using the College Student Experience Questionnaire survey.

We currently administer a senior exit survey. Section 5 of the survey is Life Goals and Future Plans, which asks several questions regarding the bachelor’s degree recipient’s future plans.

In terms of student learning outcomes, we will be providing links from the home page to our institution-specific outcomes data, program assessments, and professional licensure exams.

We plan to begin providing public access to this data this academic year by linking from our page to existent web sites and documents which contain relevant data that has been gleaned from



state and federal reporting, such as the HEPC's Higher Education Report Card and the National Center for Education Statistics' College Navigator web site, which allows interested constituents to access a wealth of Integrated Postsecondary Education Data System (IPEDS) data describing the institution.

Participation in the VSA requires, among other conditions, utilization of the National Student Clearinghouse Student Tracker tool to report Student Success and Progress Rate Data and reporting of data available through the Common Data Set. The University is now a participant in the Clearinghouse; however, we are not participants in the Common Data Set Initiative, which is self-described as "a collaboration effort between publishers and the educational community."

The Office of Student Financial Assistance has received the template for a net price calculator required by the Higher Education Opportunity Act (HEOA). The calculator will be provided on our web site by or before the official deadline of Oct. 29, 2011.

#### Area requiring institutional attention

Though the 2009 Compact Review Report noted that "The university needs to report on plans for participation [in the VSA} in the 2010, update," the university's level of participation or plans to participate in the Voluntary System of Accountability [VSA] was vague and not adequately addressed in the 2010 update. This issue needs to be addressed.

**Update:** At the time of this writing, WVSU has not made a final decision on VSA participation due to personnel and budgetary constraints. Until a final decision has been made as to whether or not to participate in the VSA, we will provide comparable data elements on our homepage, beginning this in 2011-2012 academic year.

In the past year, the institution has completed a review of the VSA participation agreement's "conditions, reporting requirements, and timelines," and decided that due to a lack of available personnel and resources, we do not anticipate participating in the *Voluntary System of Accountability* (VSA) program in the near future unless formally directed to do otherwise.

As we have previously elaborated, our intentions are, instead, to continue to prepare an institutionally developed alternative which will provide *comparable* information from our campus web site. WVSU is not a Common Data Set participant because of the associated personnel costs; however, we believe our proposal to link to the NCES College Navigator web site, as well as internal links, will provide sufficient data for prospective students.

Our office of student financial aid has adopted the *Basic Plus Calculator* designed by Student Aid Services Company, as part of a statewide initiative by the HEPC. The calculator will be online by the required deadline date of October 2011.

The Office of Institutional Effectiveness already administers a graduate exit survey and is developing an incoming freshman survey. The results of both surveys will be uploaded after each semester to a campus web site for public dissemination.

The Clery Act Report on campus crime statistics is currently online, is updated annually, and will be linked to our VSA alternative page.

We believe our institutional survey needs will continue to be served by our own surveys, without resulting to the cost of administering one of the four instruments mentioned by the VSA for randomly sampling seniors, or the participation in the VSA pilot project, which would require the use of one of three commercial tests to measure student learning gains.

### Year Three (AY 2010-11)

1. In light of assessment program review, evaluate and revise, where necessary, departmental assessment activities to provide a balanced combination of direct and indirect measures of student learning employing entrance and exit competencies.

#### a) In AY 2010 – 2011, Department of Biology

##### (i) Assessment

1- The Department of Biology Assessment Committee streamlined Program Outcomes to facilitate Program Learning Outcomes mapping. Program outcomes curriculum mapping, data collection plan, and rubric selection/design is planned for fall 2011 for the Biology and Biotechnology programs.

2- The Department administered the ETS Major Field Test in Biology to its students taking the capstone course in the spring semester.

Test Scores from 2011 – 4 students taking the test

Assessment Indicator Title Percent Correct	Mean
BIOCHEMISTRY AND CELL ENERGETICS	42
CELLULAR STRUCTURE, ORGANIZATION, FUNCTION	52
MOLECULAR BIOLOGY AND MOLECULAR GENETICS	39
DIVERSITY OF ORGANISMS	36
ORGANISMAL – ANIMALS	38
ORGANISMAL – PLANTS	37
POPULATION GENETICS AND EVOLUTION	46
ECOLOGY	40
ANALYTICAL SKILLS	38

Test Scores from 2010 – 7 students taking the test

Assessment Indicator Title Percent Correct	Mean
Biochemistry and Cell Energetics	37
Cellular Structure, Organization, Function	48
Molecular Biology and Molecular Genetics	39

Diversity of Organisms	35
Organismal – Animals	35
Organismal – Plants	40
Population Genetics and Evolution	42
Ecology	46
Analytical Skills	37

Students score highest in Cellular structure and organization. Lowest scores are in the diversity and organismal categories.

### (ii) Advisory Committee

The Department of Biology organized an external advisory committee called the Committee on Expectations Standards and Assessment (CESA). The committee was developed to advise both programs administered by the department: BS Biology and MS/MA Biotechnology. There are two Biology faculty members, two student representatives, one graduate and one undergraduate, a faculty member from Marshall University, two local physicians – both graduates of WVSU, a faculty member from the Department of Physics, a WV Environmental Resource specialist, a WVSU staff member and a WVSU GRDI research scientist. This committee was organized in spring 2011 and met three times that semester. Recommendations from the committee include: increasing public awareness of the programs, and partnering with MU's undergraduate program in biotechnology to streamline admission into WVSU's graduate program.

### b) Department of Chemistry

#### (i) Assessment

The Assessment Committee mapped Program Learning Outcomes to its courses. Faculty members use ACS subject exams in all chemistry courses to gauge student performance. Data from the standardized tests given by participating faculty members is presented below. Strategies to improve student scores have not yet been developed.

Course	High	Low	Average	# Students
General Chem I	70%	30%	51.80%	24
Instrumental Analysis	33.30%	22.20%	28.60%	9
Organic II	88.60%	20%	41.90%	12
Organic II	84.30%	41.40%	56.40%	16
General Chem II	48%	26%	40.40%	5
Phys Chem II	43.30%	20.00%	30%	6
Phys Chem II	50%	34%	39.30%	3

c) Department of Mathematics and Computer Science

i) **Assessment**

In AY 2010-2011 the Math Department's main assessment focus was getting students ready for college-level mathematics courses. In the fall semester of 2010 we offered three sections of a Math Workshop taught by the same instructor. The Math Transitions Project began in August 2010, with 68 students. The class was designed to address individual needs of the students and help them master the objectives needed to be successful in College Algebra. Every student in the Project was determined to be extremely deficient in mathematics and unprepared for higher education. (A pre-test consisting of mathematics concepts at no higher than 6<sup>th</sup> grade level resulted in an average score well below 50% and no student scored above 60%). From this assessment a syllabus and course was developed. The model consisted of individualized modules coupled with practice on a SW aided instruction program called Catch-up Math. Students could exit the class at any time – by successfully earning a score 85 or above on the ACCUPLACER. The ACCUPLACER was offered throughout the semester.

One student scored 91 on the assessment during the second week of class and was transferred to a College Algebra course. Several students made as many as three (3) attempts at advancing using the ACCUPLACER but only two (2) additional students made it with scores of 90 and 88. The department then determined that student could advance by earning at least 70% on a departmental final exam. Twelve students passed this exam – thus from the 68 students in the fall cohort 15 students were able to advance to college algebra in the spring semester. Seventy (70%) percent of the successful students who were enrolled in Trans Math in the Fall enrolled in a University credit bearing MATH class in the spring semester. Assessment data showed that those students who tested out by passing the Accuplacer did not do as well in the college-level course – As a result, it was decided that student could only test out by earning a 70% or better on an end-of-semester departmental final exam.

Assessment of the collected data showed that students who advanced to a college-level course had a success rate of 68%. The program has been revised and will be offered as a course - without graduation credit – but will permit a better handle for attendance in the class. In the fall semester, five sections of this new course will be offered. Two full-time math professors and one adjunct instructor will teach these sections. Data will be collected and the students will be tracked through their first college-level math course.

**Other Assessment and learning outcomes**

Program-level outcomes were created for the BS in Computer Science program. Assessment instruments were designed and administered to the two computer graduates. The sample is too small to make any meaningful statement at this time. The assessment instrument for the BS in Math was revised and administered. Preliminary data analysis showed that the student outcomes are closely aligned with the courses.

ii) **Advisory committees**

Two separate advisory committees were created – one for Mathematics and one for Computer Science.

A. Computer Science Advisory Committee

The Computer Science Committee consists of 12 members: faculty members of the WVSU Department of Mathematics and Computer Science, one is from the WVSU Department of Business, one is a faculty member from Marshall University (MUGC), two from WVSU Computer Services, the President and CEO MATRIC Mid-Atlantic Technology, Research and Innovation Center, the WVSU Gus Douglas Institute, a community representative, one current student and one graduate from the program

The committee met twice during the spring semester and once in the summer. At the meetings the members discussed program outcomes and the need for a signature focus. Course offerings and current needs in the business culture were also discussed. Several recommendations were given for both long-term and short-term. One short term goal was the need to hire a computer specific faculty i.e. a person with a computer science degree (currently all the faculty in the program had only Mathematics degrees). This recommendation was acted up on and a new CS faculty member was hired and will become a member of the committee. The department's curriculum committee is addressing other recommendations.

B. The Mathematics Advisory Committee consists of six members: two faculty members from the Department of Mathematics and Computer Science, one faculty member each from the Departments of Chemistry, Education and Physics and a graduate of the program. This committee met and discussed goals and objectives of the committee, graduation rate, course offerings and the need to count the MATH Ed graduates as part of the Math program.

**iii) information on the employment or grad school of recent graduates.**

The most recent (within the last five years) graduates of the Math program (the CS had its first graduates just this Spring and employment information is not yet available) – one person recently graduated from Medical school, two students graduated with a master's degree, one student is in enrolled in a PhD. Program. Other graduates of Mathematics Education are working in the school system.

**iv) additional information**

The department is aware of the program outcomes of the courses in the K-12 curriculum and work closely with the schools in RESA III. In the past five years, at least one granted-funded teacher improvement program in mathematics was conducted in all Boone, Clay, and Kanawha counties.

During the 2010 – 2011 AY, the Department faculty developed Math 020. This course is not a workshop, but a traditional course. Students eligible for this course have Math ACT scores of 15 – 18. Students will receive traditional classroom instruction on such topics as real numbers, algebraic expressions, polynomial factorization, linear equations and inequalities, quadratic equations, etc.

**2. Identify research questions concerning student learning with departmental faculty and implement relevant applied research projects based on these questions.**

The University is participating in the Delaware Study of Instructional Costs and Productivity. This study is an analytical tool that allows colleges and universities to benchmark teaching

workloads, instructional costs and productivity, by academic discipline. It answers the following questions:

- How do the teaching loads of tenured faculty in academic programs compare with national benchmarks?
- What proportion of undergraduate teaching at an institution is done by regular faculty, and how does that compare with other colleges and universities?
- Does it cost more to deliver a student credit hour of instruction at an institution than it does at their peers?
- How do externally funded research and service within academic departments measure up against competitors?

Answers to these questions can be found in a detailed data base, accessible through the National Study of Instructional Costs and Productivity (Delaware Study). Participation in the Delaware Study affords clear, concise analysis of data on teaching loads by faculty category, direct cost of instruction, and externally funded research and service productivity. The Delaware Study enables institutions to compare their institutional data with national benchmarks arrayed by Carnegie institution type and by highest degree offered and undergraduate/graduate program mix within a discipline. Moreover, users may select their own custom group of peer institutions against whom they would like to benchmark their data.

## 9. Accreditation

Data: Eighty percent of the accreditation-eligible programs are accredited at West Virginia State University. The accredited programs and their accrediting bodies include the following:

Business Administration and Economics, Association of Collegiate Business Schools and Programs Education, National Council for the Accreditation of Teacher Education, Social Work, and the Council for Social Work Education.

The only other accreditation-eligible program at West Virginia State University is the Recreation area of the Health, Human Performance, and Leisure Studies program. That program will seek accreditation from the Council on Accreditation of the National Recreation and Parks Association (CANRAPA) in 2013. Current staffing decisions and programmatic changes are being driven by the goal of that accreditation.

In addition to the accredited programs mentioned above, the University is in the fifth year of its ten-year Higher Learning Commission (HLC) accreditation cycle. The increased focus by the HLC on assessment and the expectation that universities employ an electronic data management system to monitor and assess administrative, program, and student outcomes has prompted the University adopt LiveText university wide as a means to accomplish the task.

As part of the implementation, each program and administrative area is revising or developing an assessment plan. Almost every administrative and academic process within the university is currently being mapped against prescribed outcomes including the University Mission, HLC Criteria, program accreditation, program outcomes, program review, and student learning outcome. At the time of this writing, an evaluation of the completion and effectiveness of the

2007-2010 Strategic Plan has been completed. Similar processes are being designed and implemented for academic and administrative process across the University.

**Update:** The Department of Mathematics undertook program review during the last academic year. Recent changes to the curriculum include the elimination of certain obsolete topics from course descriptions and syllabi and a change in pre-requisites. These changes were made in order to more closely match the background and mathematical maturity expected from the students taking mathematics and computer science courses.

**Goal:** Maintain and seek continued accreditation in all currently accredited areas and earn accreditation from the Council on Accreditation of the National Recreation and Parks Association.

**Strategies/Rationale:**

Strategies will focus on receiving continuing accreditation in 2014 from the National Council for the Accreditation of Teacher Education (NCATE), reaffirmation of accreditation in 2009 from the Council on Social Work Education (CSWE) and from the Association of Collegiate Business Schools and Programs in 2015, and earning national accreditation in 2013 from the Council on Accreditation of the National Recreation and Parks Association (CANRAPA) as follows:

#### **Year Two (AY 2009-10)**

1. Submit revised reports to NCATE for teacher education content specializations in Science, Social Studies, Physical Education, English, and Early Education. (Office of Academic Affairs)

The Education Department submitted Specialization Professional Association (SPA) reports for the above listed content specializations. The Department received “National Recognition” for Social Studies and English; and “Recognized with Conditions” for Science, Physical Education, and Early Education. Rather than resubmitting SPA reports, the Department will submit Curriculum Analysis Reports (CAR) for state recognition during the 2010-2011 year.

2. Review, revise or discontinue teacher education content specializations which do not earn national recognition.

The Education Department met with the West Virginia Department of Education’s Office of Professional Preparation (OPP) to discuss the Modern Foreign Language program, which did not receive national recognition. Because of the need in the state of West Virginia for foreign language teachers, it was decided to submit a CAR report for state recognition. The Modern Foreign Language department is also in the process of adding higher-level language classes and requiring some “in-depth” experience in the target language for the teacher candidates. The program is awaiting a final notification from the WVDE for this program.

#### **Years One through Five (AY 2008-13)**

1. Respond appropriately to annual inquiries from the Association of Collegiate Business Schools and Programs regarding remediation of conditions of accreditation.



In a letter dated January 2007, the Association of Collegiate Business Schools and Programs requested a Periodic Report on three identified areas by August 31, 2008. Periodic Reports are due annually. The next report will be submitted on 10/15/2010. The ten-year reaffirmation will be due in 2015.

The report on 10/15/2010 was submitted on time. The Accreditation Council for business Schools and Programs (note the name change for the accrediting body from Collegiate Business Schools and Programs without changing the acronym ACBSP) accepted the report still maintaining condition on 5.4, a condition on faculty load and preparation (requires only three preparations and four classes) and extending it for one year. ACBSP stated that “faculty teaching load and number of preparations are still high.” Criterion 5.8 and 6.1 were removed with a statement “.have sufficient data to clearly demonstrate that the loop has been closed.” Report on condition 5.4 and request for the removal of the condition is expected by 4/30/2011 to be reviewed at the November 2011 meeting. The next full quality assurance report will be due 9/30/2012 and the reaffirmation is scheduled for 2015.

2. Participate in annual NCATE sponsored staff development related to maintaining NCATE accreditation.

The West Virginia Department of Education (WVDE) requires all Teacher Preparation Programs (Programs) to go through a re-affiliation every five years. In 2009, WVDE adopted an online format for this re-affiliation that required training for all Programs. Also, new Professional Teachers Standards were adopted in the spring of 2010. Three Education Department faculty members attended a two day workshop on April 1-2, 2010, to learn about the new standards, the re-affiliation, and the new Title II reporting system. WVDE also conducted training for evaluating Curriculum Analysis Reports on September 2, 2010. Five WVSU faculty members attend this staff development program.

In May 2011, the Education Department Chairperson and another Education Department faculty member attended an NCATE Sponsored Workshop on Saint Louis, Missouri. Information from the conference was shared with the Unit membership and during the 2011-2012 an action plan and budget will be developed for the Reaccreditation Review in Spring 2015.

#### 10. Alignment with K-12 schools

Data: In fall, 2002, the Teacher Education Unit entered into the WV Legislature and Benedum Foundation funded collaborative to establish Professional Development Schools. Since WV State is an HBCU, the Unit used high poverty, high minority, and challenging demographics as the criteria for the selection of its thirteen Professional Development Schools all located in Kanawha County Schools in urban, suburban, and rural settings. The program has been successful based just on funding alone. State and Foundation funding was based on demonstrated, documented involvement and achievement with the public schools. Partnership activities to promote alignment with the public schools include some of the following activities:

- reviewing and revising field placements and student teaching to align with public school standards and initiatives

- providing staff development to public school teachers and pre-service teachers on topics such as Thinking Math, Same Gender Classes, Improving Reading Instruction, and Classroom Learning Communities
- allowing teachers and university faculty to present partnership accomplishments at national conferences
- publishing Partnership Times, a quarterly newsletter
- 
- In addition to the Professional Development Schools, the following additional activities exist to demonstrate this criterion:
- the Teacher Education Unit at WV State University was one of 38 institutions selected as a Reading First Teacher Education Network institution by NCATE to improve reading instruction in pre-service teacher education programs
- the Dean of the College of Professional Studies was appointed to serve on the WV Commission for Professional Teaching Standards and also serves as Chair of the Licensure Appeal Panel
- the Chair of the Education Department serves on the RESA III Advisory Board
- University faculty members serve on State Testing Standards Setting Committees and are Judges for National and State student competitions
- The Dean of the College of Natural Sciences and Mathematics serves as a reviewer for “No Child Left Behind” Grants

Goal: Sustain and increase public school partnerships.

The WVSU Education Department is very active in their PDS schools. During the 2009-2010 academic school year, the partnership hosted a fall workshop with the nationally known speaker Dave Weber. The workshop drew the largest attendance (126) and the best evaluations ever for a Partnerships event.

The PDS schools Governing Board consists of site coordinators from the thirteen schools, education faculty members, and faculty from the Arts and Sciences. The Board meets six times a year, and in 2009-2010, the Board visited Stonewall Jackson Middle School and Point Harmony Elementary School. While at the schools, Board members ate lunch, visited classrooms, and talked with students.

The Governing Board members also serve as members of the Educational Personnel Preparation Advisory Council (EPPAC), which meets once each semester. Staff from the WVDE Office of Professional Preparation (OPP) and RESA III are also EPPAC members. The EPPAC meetings are chaired by the head of the Education Department. All changes in the teacher preparation program have to be approved by EPPAC. The OPP members also give an update of WVDE programs and upcoming events. Because of the RESA III involvement, WVSU hosted the Regional Social Studies Fair in March 2010, and have been asked to host it in 2011. Several members of the History and Economics Departments and teacher candidates served as Social Studies judges.

The Partnership publishes newsletters twice a year. The newsletters highlight the Partnership activities in the schools and are sent home with the public school students. The spring/summer newsletter lists summer activities on campus and elsewhere for students.

The Partnership's spring workshop was dedicated to Project Based Learning (PBL) and conducted by Dr. Mehdi Seyedmonir. Piedmont Elementary School then asked to have Dr. Seyedmonir work with school personal during the 2010 summer to help them integrate PBL into their curriculum.

The Partnership sponsored book studies at the public schools and a book study with WVSU teacher candidates.

### **10-Alignment with K-12 Schools**

Since the last Compact Reporting Period, members of the University community have been engaged in public school outreach to demonstrate Compact Core Element 10-Alignment with K-12 Schools.

### **College of Arts and Humanities**

#### **Communications**

A "Media Boot Camp" was held in June 2011 for primary grade school students (K-3) at Hillsboro Primary School in Pocahontas County, West Virginia. The major purpose of this camp was to increase student achievement in technology integration. Training included digital camera usage, basic photographic and production techniques, basic post-production techniques, and distribution techniques through social media. A DVD was prepared of the students' work and presented to parents and community on the last day. The project was funded and sponsored by the Pearl S. Buck Museum, Flip Camera, and West Virginia State University Extension Services. Another faculty member in the Communications Department works with George Washington High School's Band Boosters Club in Charleston, West Virginia. Because of her efforts in this organization, she will transition into being a member of the school's Local School Improvement Council which is required in state school codes.

#### **English**

As the president of the West Virginia Writers, Incorporated (a statewide nonprofit to promote writing), one English Department faculty member coordinated the organization's annual statewide writing contest open to students in all grades. Tasks related to the contest included developing the prompts, distributing the contest information, receiving the entries, judging the entries and selecting statewide winners in the grade school, middle school, and high school categories. Not only did this faculty member coordinate this statewide writing contest, she also served as a judge for the West Virginia Young Writers Contest, which recognizes excellence in writing in grades 1-12 in the West Virginia School System in May of each year.

In addition this faculty member traveled to Diana Elementary, in Webster County twice a month from Jan. 2010 to April 1, 2011 to provide writing workshops for the elementary teachers at the

school. The purpose of this technical assistance was to increase student achievement in writing which had been identified as an area for improvement in the previous administration of the West Virginia Writing Assessment. Student scores from this writing intervention program will be available in the fall; however, preliminary anecdotal data from teachers and students indicate this intervention program was successful.

Another English Department faculty member assisted with the workshops at Diana Elementary School and provided similar technical assistance at Burch Elementary School in Mingo County. This faculty member also served as judge for the annual art and literature contest at Anne Bailey Elementary School in Saint Albans, West Virginia.

### **Modern Foreign Languages**

Le Grand Concours or the National French Examination is a national competitive exam administered to elementary and secondary students. One faculty member in Modern Foreign Language Department is the state administrator of this competitive exam to increase public school aged, student proficiency in French. Tasks related to this project include distribution of registration materials, collection of entry fees, exam distribution, scoring the exam, announcing the results and present the trophies and certificates to the state winners. To promote oral proficiency in French, Cercle François and Tertulias were created to provide opportunities for public school students to come to campus to participate with faculty, university students and community representatives in conversations conducted in French.

The Chair of the Modern Foreign Language Department and native Spanish speaker worked with Sissonville High School and provided presentations on Spanish Culture throughout the 2010-2011 school year.

### **College of Business and Social Sciences**

#### **Accounting**

An Assistant Professor in Accounting provided community service to Nitro High School Show Choir in Kanawha County Schools by maintaining the books for all the fund raising activities for this organization.

#### **History**

To prepare for the Sesquicentennial of West Virginia Statehood in 2013, an adjunct history instructor and Assistant Director of West Virginia Archives and History of the West Virginia Division of Culture and History coordinated the Second Annual West Virginia History Bowl in 2011 held in Charleston, West Virginia.

"What to Expect When Coming to College" was the topic of an address given by a History Professor at the annual Black Minority Achievers Meeting in Charleston, West Virginia.

### **College of Natural Sciences and Mathematics**

## **Biology**

The Dean of the College of Natural Sciences and Mathematics serves as a panel reader for the West Virginia Higher Education Policy Commission's Improving Teacher Quality Grants. This grant program is designed to increase public school student achievement by funding collaborative partnership grants between higher education institutions and public school systems.

Area high school teachers participated in a Summer of Research in 2011. Co-mentors of three research projects were two members of the Biology Department who supervised the research of three public school high school teachers from Boone, Cabell and Kanawha County Schools. Another two, public school teacher projects were supervised by a WVSU research scientist through the WVSU TREK program sponsored by WV EPSCoR.

## **Chemistry**

Under the leadership of a member of the Chemistry Department, the WVSU Student Affiliates of the American Chemical Society (ACS) directs outreach activities to area public and private schools. ACS students and WVSU faculty met with Students from Calvary Baptist Academy, Cross Lanes Elementary School, Cross Lanes Christian School, and Poca High School. The students assisted Poca High School's Science Club with activities for National Lab Day. They have adopted Cross Lanes Elementary in Science education. Faculty and students meet with elementary classes for presentations on oil spill cleanup and the chemical industry. They sponsor the Science Career Speakers Series and invite and host area high school science classes to attend the presentations by these speakers. In addition, the Department of Chemistry hosts the annual ACS Chemistry Olympiad exam. Approximately 100 area high school chemistry students took the exam on April 1, 2011.

## **Mathematics and Computer Sciences**

As the Chair of the Department of Mathematics and Computer Science, one professor has been active in providing outreach to area public middle school and high school math and science teachers. In summer 2011, through an award from the West Virginia Higher Education Policy Commission's Improving Teacher Quality Program, a workshop for middle school teachers titled "Illuminating Math and Science Using Problem-Based Learning" was held.

## **Physics**

A pre-service general science student conducted geology research with an Assistant Professor of Physics. This project was supported by the WVSU Summer Undergraduate Research Experience. Also, this faculty member provided 1.5 hours of activities for both the Elementary-Middle School and High School Math Camps at WVSU. Activities included labs and demonstrations involving light, electricity and magnetism. WVSU undergraduates described their research on meteorite impacts on Earth and Mars to the elementary-middle school students.

## College of Professional Studies

### Education

Since 2002, the Department of Education has run a Partnership with thirteen schools in Kanawha County. During the current Compact Reporting Year of 2010-2011, the Partnership received \$90,000 in funds. Highlights of Partnership activities include:

- Site-Based Projects Conducted at 13 Partner Schools Aimed at Improving Student Achievement. Participation ranges from one teacher and one class to the entire school.
- Book Study Projects Conducted for Teachers at 13 Partner Schools  
Participation generally ranges from 5-10 teachers.
- Teacher Candidate Field Placements  
Each year, WVSU places approximately 150 teacher education candidates in Partner schools.
- 4 Partnership Meetings Held on Campus at WVSU (September, October, January, April)  
Average attendance of 20 teachers, faculty, and teacher education candidates.
- Partnership Members Visited Seyedmonir's Classroom During October Partnership Meeting. Attendance included 20 teachers and faculty and 50 teacher education candidates.
- 4 Members of Governing Board and 1 WVSU Professor Participated in Brain-Based Workshop – Jacksonville, Florida, January 19 – 22, 2011.
- Waiting for Superman Workshop – February 16, 2011  
150 attendees include teachers, faculty, and teacher education candidates.
- State PDS Conference – February 28 – March 2, 2011  
Ten in attendance include teachers, faculty and teacher education candidates.
- Dow Media Center of the Future Grants Awarded to 2 Partner Schools (Pt. Harmony/Dunbar Middle), March, 2011. Equipment donated to Partner Schools could impact all students in the schools.
- Dave Weber Workshop – March 9, 2011  
77 in attendance to include teachers, faculty and teacher education candidates.
- Newsletter – May, 201. These were distributed to all students in Partner Schools.

## **Land Grant**

### **Junior Achievement**

A five session program, entitled My City taught all third graders at Nitro Elementary about a city planner's job, and explores local businesses such as the bank, a restaurant, and the newspaper. Pre and post tests are completed for Junior Achievement, and students gain scores were constituent with the national average for this activity.

### **Baby, Think It Over Curriculum**

To promote prenatal care, two presentations were made at Saint Albans High School and South Charleston Christian Academy. The first presentation used the "Baby, Think It Over" Curriculum to demonstrate the effects of using alcohol and drugs when pregnant. Another presentation at both of these schools involved using the "Empathy Belly" with the students to discourage teen pregnancy. The "Empathy Belly" is a weighted, foam-rubber, garment attachment that a person wears to simulate what it feels like to be pregnant.

### **KEYS 4 HealthyKids**

Land Grant Extension services provided team leadership to public schools in the service region of the University on a project called KEYS 4 HealthyKids, which is designed to reverse childhood obesity through environmental and policy changes in order to increase access to healthy affordable foods and improve opportunities for physical activity.

### **Summer Kids Fitness Camp**

A Summer Kids Fitness camp at the Boys and Girls Club of Charleston was provided to reduce childhood obesity.

### **Community Gardens**

To promote community gardens and container gardens, an after school program was created through Extension Services.

### **University-Wide**

#### **Administrative Services**

Cross Lanes Elementary School Library and Media Center has an advisory board on which two members of the Administrative Staff served. Besides serving on the advisory board, these two people serve on the Book Fair Committee to promote lifelong reading in the school and community.

### **Collegiate Support and Counseling**

The WVSU CHOICES Peer Educators participated in the "Broken PROMises" DUI Reenactment at Capitol High School in April 2011. This event is offered at a different Kanawha



County School each spring prior to their Prom. The program begins with a mock DUI car crash displayed on the parking lot complete with emergency response personnel extracting a teen from one of the vehicles. The accident victims are then transported to the gymnasium where a mock emergency room is staffed with actual physicians and nurses. After all attempts to save the victims have been made, the medical staff notifies the family members (played by the WVSU peer education students) that their loved one has died. Following this, the students are led by a casket to the auditorium where they hear a presentation by two parents who lost their teenage son in a DUI accident.

### **Cultural Affairs**

For many years WVSU Cultural Activities, a series of primarily Arts and Letters events, has cooperated with Dunbar Middle school. The school has bussed students to special matinees on the "State" Campus and guest artists have visited the school in Dunbar with workshops and lecture/demonstrations.

In 2010, America Amerique, a national tour of dramatized readings on the history of Immigration was presented on campus and well attended by various high school social studies classes. Particularly well represented was Sissonville High. Study guides were provided to teachers and students.

In the spring of 2011, Nelson Illusions, a "magic" show was presented on campus. Through e-mail invitations, elementary schools were notified. The shows were very well attended by students in public and private schools. These shows served to enhance public school learning of the WVCSO's in Theater and to make young students aware of the cultural resources at WVSU.

Cultural Activities began working on a collaborative project with the new, West Side Elementary School in Charleston, West Virginia. At this time the plan is to present a workshop of the Dance Theatre of Harlem (DTH) Ensemble at the school. An interactive introduction to ballet, workshop will also be presented with a discussion of the life and career of DTH founder Arthur Mitchell, an inspiring story of personal and social dedication and responsibility.

For nineteen years, including this summer, WVSU Cultural Activities has funded and supported with staff and facilities the Charleston Stage Company Summer Arts Camp which instructs students grades 1-12 in a full range of arts curricula.

### **International Affairs**

The Director of the International Affairs Office coordinates the West Virginia Department of Education and the Arts annual trip to Quebec Canada to promote international education and partnerships with public schools and higher education institutions. In summer 2011, the group consisted of 14 students and three teachers from six high schools in the state.

### **New Student Services**

The Program Coordinator of New Student Programs serves as the chair of an Annual Poster Art Contest at Dunbar Intermediate School. This project is designed to teach the importance of

lifetime physical activity, particularly walking. The participants are fourth and fifth graders. Cash prizes are given for the best poster. During the 2010-2011 school year, approximately 130 children participated.

#### Strategies/Rationale:

Interaction between the University and the area's public schools is achieved in a variety of venues. The partnerships will be sustained and increased using the following strategies.

#### Area requiring institutional attention

Interaction and work with K-12 schools is an emphasis in the West Virginia State University Education Department. The Professional Development Schools partnerships have served the university well; however, the evaluation team encourages West Virginia State University to expand its outreach through the other departments and divisions of the university. This diversified approach may better address the needs of the K-12 schools and assist each partner to achieve mutual goals.

For nearly two decades, Early Enrollment classes have been an integral part of West Virginia State University's outreach into the community and recruitments efforts. Data gathered by HEPC had demonstrated that EE students have higher rates of retention and graduation than other students at West Virginia State colleges and universities. Enrollments in WVSU EE classes offered at Kanawha County high schools consistently range between 250 and 300 per semester.

The University faces two important challenges, however, to the ongoing success of its Early Enrollment program:

- (1) The number of eligible students is stagnating or declining due to the general drop in high school enrollment and the even greater drop in the number of high school students whose parents hold professional and technical positions.
- (2) Kanawha County high schools are revising their class schedules, several of them in a manner which makes finding appropriate time slots for the delivery of Early Enrollment class difficult—this is especially true for class taught by instructors from outside the high schools.

Several steps have been taken to strengthen our existing Early Enrollment program and to address these particular issues:

During the summer of 2010, the Office of Academic Affairs developed a formal protocol to be used by campus offices specifically for the admission, registration, and billing of EE students, unifying what had been semi-separate activities.

Following this protocol, Admissions Office personnel accompanied the Early Enrollment coordinator to each high school to register students on site. Not only has this onsite registration reduced errors, but the contact with additional WVSU personnel has served to create stronger ties between personnel at the University and the high schools—people at both ends know better who to call.

A letter was developed and sent from the Assistant Vice President for Academic Affairs to both the principals and the high school contact persons at each school WVSU serves outlining the implications of the new HEPC Series 19. A copy of the protocol was also included.

The EE coordinator met with Local School Improvement Councils and principals in a pro-active effort to ensure that opportunities for EE classes would be available in the newly proposed high school class schedules. Assuming the new schedules are accepted by the county superintendent, this effort appears to have been successful at the schools which serve most of our EE students.

The Office of Academic Affairs is exploring the possibility of offering blended and online classes for EE students and recruiting EE students for such classes already existing in the class schedule.

Years One through Five (AY 2008-13) **(SEE NARRATIVE ABOVE)**

1. Expand the number of high schools offering the “Introduction to International Studies” or comparable college course and review annually.

West Virginia State University offered the Introduction to International Studies course during the fall 2009 at Sissonville High School. The course has also been offered at South Charleston High School.

2. Lead the Greater Kanawha Valley Consortium on International Education to offer increased international experience for high school students through speaker series, dual-credit course, and other such appropriate activities and review annually.

The WVSU Office of International Affairs (OIA) has pursued a different avenue regarding outreach to high school students. In lieu of working through the Greater Kanawha Valley Consortium, the OIA organized a statewide trip to Quebec City, Quebec, Canada during the summer of 2010. Eleven high school students and two French teachers from four different high school participated in the nine-day trip led by the OIA Director. An announcement has already been disseminated for the Quebec 2011 trip.

3. Review and revise field placements and student teaching to align with public school standards and initiatives and review annually. (College of Professional Studies)

During the 2010 summer, education faculty met five times. The first two days were spent discussing teacher candidate dispositions in order to develop new content and professional education evaluation forms and field placement forms. The next two days were spent aligning the new West Virginia Professional Teacher Standards (WVPTS) with the student teacher evaluation form and the university supervisor’s observation form. On the last day, all public school cooperating teachers, university student teacher supervisors, education department faculty, and faculty from specialization content areas were invited to review and revise the forms. The Department will continue to meet with all stakeholders during the next academic year to review and revise these forms.

4. Support teachers and university faculty to present partnership accomplishments at national conferences such as the American Association of College of Teacher Education (AACTE) and the Council for Exceptional Children (CEC) annually in February (College of Professional Studies).

WVSU paid for membership in the American Association of College of Teacher Education (AACTE). During the past year, no faculty member attended the AACTE or CEC conferences.

5. Publish Partnership Times, a Quarterly Newsletter of the WVSU Education Department. (College of Professional Studies).

The WVSU – WV Partnerships for Teacher Quality (WVSU-WVPTQ) grant paid for the Partnership Times. This newsletter showcases projects at the schools and at WVSU, and is distributed to all Professional Development Schools and teacher education candidates.

6. Seek funding for Professional Development Schools annually in June (College of Professional Studies).

The WVSU-WVPTQ Coordinator prepared a grant request for the Department of Education and the Arts in June, 2010. The grant was funded at \$90,000.

#### **Biennially (AY 2008-13) (SEE NARRATIVE ABOVE)**

1. Provide staff development to public school teachers and pre-service teachers on current educational topics such as Thinking Math, Same Gender Classes, Improving Reading Instruction, and Classroom Learning Communities biennially. (College of Professional Studies)

During August 2009, the WVSU Partnership for Teacher Quality hosted a two-day workshop on “Hip Hop Pedagogy” for Partner Schools and University Faculty. This program was designed to increase public school student achievement by using musical beats to teach concepts.

#### **Expanded Guidelines:**

Comment on efforts to align programs and activities with K-12 schools should include the full array of such efforts and not be limited to areas to teacher preparation and professional developments for teachers.

WVSU is committed to being responsive to the needs of West Virginia Public Schools in the following ways:

University faculty are appointed and serve on various public school commissions or advisory boards such as:

- West Virginia Commission for Professional Teaching Standards,
- Regional Educational Service Agency (RESA) III Advisory Board;
- West Virginia Partnership for Teacher Quality,
- West Virginia Department of Education Reading First Advisory Board,

- West Virginia Energy Express Advisory Board,
- And Local County School Improvement Councils.

University faculty present and participate at West Virginia Department of Education statewide staff development workshops on such topics as: technology integration, action research, project based learning, and improving instruction.

As a result of these efforts, the Teacher Education Unit constantly reviews and revises course content and program requirements to stay current with statewide initiatives.

## 11. Use of instructional technology

**Data:** During Year Two, 2009-2010, 92 Internet courses serving 1726 students were offered by West Virginia State University. Internet courses are defined as those with at least 50% of face-to-face class time replaced by graded learning activities performed on the WebCT course site. In addition, 294 courses offered were classified as web-assisted/web-enhanced courses serving 6055 students. Web-Assisted/Web-enhanced courses are defined as less than 50% of face-to-face meeting time is replaced by graded learning activities performed on the WebCT course site. The overall use of WebCT for all purposes has grown steadily over the past five years and has jumped by 115% during Academic Year 2009-2010.

**Goal:** Provide the technology and staffing support necessary to increase availability of both online and blended class offerings in order to improve retention rates by offering greater scheduling flexibility to our students and preparing those students to thrive in an online environment.

**Update:** **Data:** During Year Three, 2010-2011, 151 Internet courses with 2954 student registrations were offered by West Virginia State University. Internet courses are defined as those with at least 50% of face-to-face class time replaced by graded learning activities performed on a course management system (CMS) course site. In addition, 364 courses offered were classified as web-assisted/web-enhanced courses serving 6480 students. Web-Assisted/Web-enhanced courses are defined as less than 50% of face-to-face meeting time is replaced by graded learning activities performed on the CMS course site. The overall use of a CMS for all purposes has grown steadily over the past five years, increasing 420% since the 2006-2007 Academic Year

Figure 5

Total Course Management System Student Registrations by Year

420% Increase in Four Years

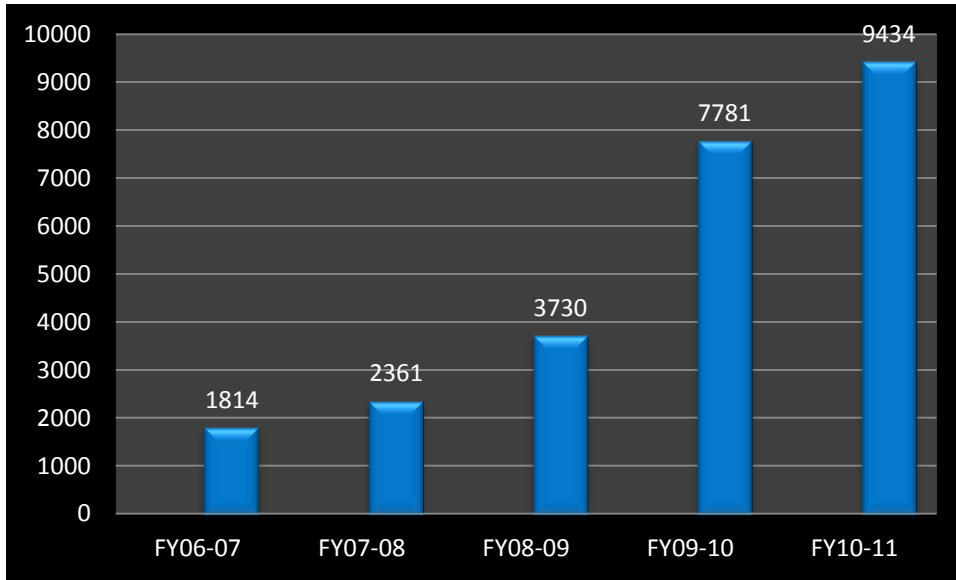
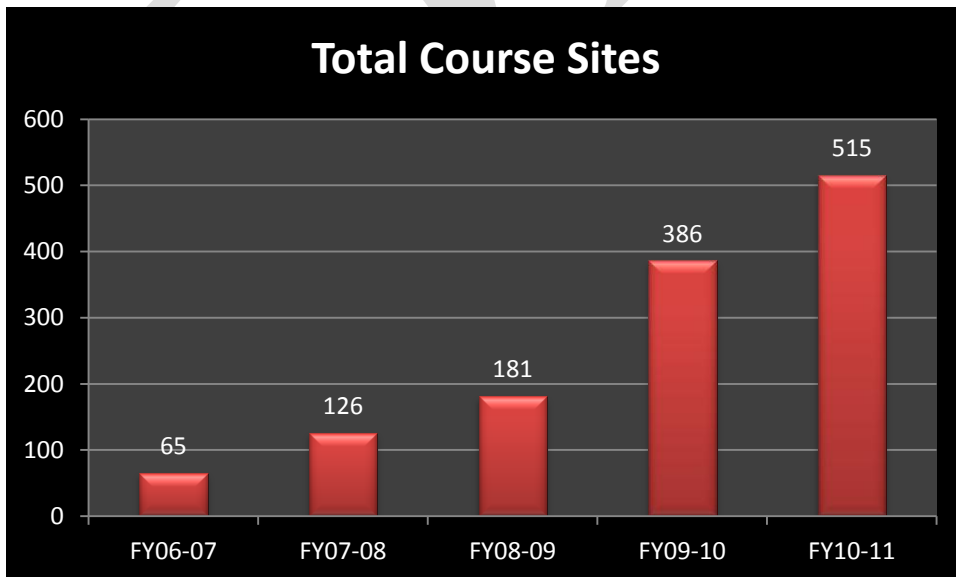


Figure 6

Total CMS Course Site Use by Year

616% Increase in Four Years



**Strategies/Rationale:  
Year Three (AY 2010-11)**

1. Purchase new server equipment to maintain and increase the interim capability of the current campus course management system: Blackboard Learning System CE 4.

A new CE 4.1 server equipment has been purchased, tested, and put into operation.

2. Test all aspects of the move to Blackboard Learning System CE 8, resolve any problems associated with the move, then implement switch to CE 8.

Trials of CE 8 hardware and software on a test server were completed. The production servers are in place and being tested. ‘Live’ CE8 courses have been successfully completed, marking the beginning of the transition to CE8. However, the decision by Blackboard to not support CE 8 after December 30, 2012 forced WVSU to discontinue efforts with CE 8 and search for a viable new successor to CE 4.1.

**Additional information on WVSU’s utilization and promotion of Instructional Technologies.**

**I. Use of Course Management Systems (CMS) (Blackboard/WebCT CE 4.1 and Sakai 2.8)**

**A. Description of current status:**

**1. Growth of course site use at the department level:**

As recently as three years ago, only seven academic departments (Art, Business Administration, Communications, Cooperative Education, English, HHPL, and Social Work) regularly used course sites at any level. The following matrices from the Fall 2010 Semester show how dramatically that has changed, with course site use having spread to twenty departments:

Table 22

Online Course Site Use by Department Fall 2011

	ART	BA	BIOL	BSS	CHEM	CJ	COMM	COOP	CPS	CS	ECON	EDUC	ENGL	HHP	LE	MATH	MS	MSC	MUS	NSM	PHYS	POSC	PSYC	SOC	SWK	
IA10	6	13	6	1	15	1	1	0	0	0	1	5	13	11	0	2	0	0	16	0	2	5	0	0	0	
IA30	0	14	0	0	5	1	3	0	1	2	0	24	5	2	0	0	0	0	0	1	4	0	1	0	0	
IA50	0	8	0	0	0	6	0	8	0	0	6	4	3	2	2	0	1	0	0	0	0	0	4	2	1	
IA80	0	0	0	0	0	0	1	0	0	0	0	3	7	4	0	0	0	0	0	0	0	0	0	0	2	
IA100	8	6	0	0	0	1	0	0	0	0	1	1	0	3	0	0	0	0	0	0	0	0	0	0	1	
	14	41	6	1	20	9	5	8	1	2	7	37	28	22	2	2	1	0	16	1	6	5	5	2	4	245

Table 23

Student Enrollments in Course Sites by Department—Fall 2011



	ARH	ART	BA	BIOL	BSS	CHEM	CJ	COMM	CPS	CS	ECON	EDUC	ENGL	HHP	LE	MATH	MS	MSC	MUS	NSM	PHYS	POSC	PSYC	SOC	SPAN	SWK	
IA10	0	114	143	117	66	220	9	41	0	0	29	78	225	155	0	53	0	0	42	0	29	104	0	0	0	0	
IA30	0	0	167	0	0	58	29	31	23	32	0	286	95	29	0	0	0	0	0	20	64	0	28	0	0	0	
IA50	0	0	177	0	0	0	96	0	0	0	93	117	31	53	9	0	6	0	0	0	0	0	56	6	0	21	
IA80	0	0	0	0	0	0	0	14	0	0	0	45	138	87	0	0	0	0	0	0	0	0	0	0	0	41	
IA100	0	220	131	0	0	0	26	0	0	0	0	9	0	103	0	0	0	0	0	0	0	0	0	0	0	35	
	0	334	618	117	66	278	160	86	23	32	122	535	489	427	9	53	6	0	42	20	93	104	84	6	0	97	3801

## 2. Online program development:

**No current fully online programs.**

### B. Plans for growth for the next five years:

We have a greater demand for blended and online courses than we are presently meeting, particularly as present economic conditions will make it more expensive both for students to commute to campus and for the University to provide classroom space for those who do arrive here. One significant bottleneck in meeting that demand has been the capacity limitations of the current CMS (WebCT 4.1 with its flat file database). Our transition to the newer CMS with a relational database will allow us a significantly increased capacity. That transition will also allow us to take advantage of third party add-ons (such as voice discussion boards) that aren't feasible with the current CMS.

## II. Faculty training in instructional technology

In the past training for full-time faculty and adjuncts has been based on a 6 workshop cycle. Training was based in the CIT Faculty Training Lab. Each workshop required a three hour time commitment from attendees. Some follow-up support was provided by placing the workshop instructions and other self-study aids in a CMS site to which all faculty and adjuncts has access.

Training for the new CMS will take a different approach. To make just in time training on how to manage the CMS itself, faculty will have access to short (3-5 minute) narrated videos that walk the user through the steps of performing a CMS function such as uploading files or creating a quiz. We will again use a common Faculty Resources site to also make written user training materials available in PDF format for downloading. A similar site will be available for students to get them access to text based materials on how to learn the activities they will need to perform on a course site.

In addition to the training on the functions and features of the new CMS, will also have access to a series of two-three online workshops on the various skills a teacher needs to pick up in order to make the pedagogical transition from face-to-face to online teaching. A significant number of these workshops will be available to faculty and adjuncts through the WVSU site subscription to the Sloan Consortium's Online Teaching Workshop series. Other online teaching workshops will be offered locally by CIT. These workshops will be offered in response to specific feedback from instructors about what the need to know next. To begin gathering current, focused feedback on what our online instructors are most interested in learning, a Faculty Online Learning Feedback Survey

will be initiated Fall Semester 2011, The survey will be repeated each Fall and Summer Semester.

### III. Instructional Technology Staff Adequacy

#### A. Description of current status (current staffing):

The Center for Instructional Technology (CIT) has two fulltime staff members: a Director and an Operations Manager. The Director is the only classroom trainer and developer of training materials. Besides delivering formal workshop training, he conducts individual technology tutorials. The Operations Manager is the CMS administrator, maintains the increasing complicated server network, and serves as the primary Helpdesk analyst providing technical assistance to faculty and students.

Because CIT has no secretarial or clerical help the two CIT professional staffers probably expend a quarter to a third of their time dealing with routine clerical, administrative, or very entry level instructional technology matters.

#### B. Plans for growth in staffing over the next five years:

The CIT will seek to expand staffing by a combination of adding one-two full time personnel and by the development of a Faculty “learning technology consultant” program (see Section 11, Year Three for full time staffing and Years Four and Five for the faculty-based program. This combined approach to increasing a learning technologies program’s ability to serve the faculty and students is currently in use at many (perhaps most) colleges and universities.

### IV. Assessment of Instructional Technology

#### A. Current assessment strategies:

1. A multi-tiered accountability reporting system is required by the Title III funding which is the largest source of funding for the instructional technology program.
2. Use of the course management system (CMS) is measured on a semester and yearly basis to determine total student use as well as changes in demand for the various levels of courses using the CMS.
3. The numbers of courses using the CMSs and the level of use is tracked each semester.
4. Student use of the CMS is tracked both by total student registrations in all course sites and the number of individual students who are taking at least one course using a CMS.

#### B. Planned additional assessment strategies:

1. Twice yearly feedback surveys aiming respectively at faculty/adjuncts and at students will help identify which CIT efforts are working and where new efforts need to be undertaken.

2. The class-level student evaluation of instruction for online courses will be revised to provide more useful feedback on where the CMS technology helps and hinders student learning.
3. Once the change-over to the new CMS has been completed, a program modeled on the Quality Matters approach will be implemented. The heart of that program is the training of online instructors to be able to provide in depth reviews of each other's online course structure and design.

Table 24

Technology Assessment Data

Semester	Web-Assisted/Web-enhance Courses	Student Enrollments* Web-Assisted Courses+	in Internet Courses	Student Enrollments* in Internet Courses++	Total Courses	Total Student Enrollments
<b>FY11-12</b>						
Fall 11	161	2604	84	1655	245	4259
<b>FY10-11</b>						
Sum 11	12	321	37	781	49	1102
Spr 11	187	3276	67	1362	254	4638
Fall 10	165	2883	47	811	212	3694
<b>FY09-10</b>						
Sum 10	19	204	25	245	44	449
Spr. 10	150	2997	38	916	188	3913
Fall 09	129	2854	29	565	158	3419
<b>FY08-09</b>						
Sum 09	6	94	11	169	17	263
Spr. 09	92	1834	17	326	109	2160
Fall 08	43	1044	12	263	55	1307
<b>FY07-08</b>						
Sum 08	7	61	9	124	16	185
Spr08	47	806	20	377	67	1183
Fall 07	29	740	14	253	43	993
<b>FY06-07</b>						
Sum 07	0	0	9	128	9	128
Spr.07	21	594	12	310	33	904
Fall 06	22	622	7	160	23	782

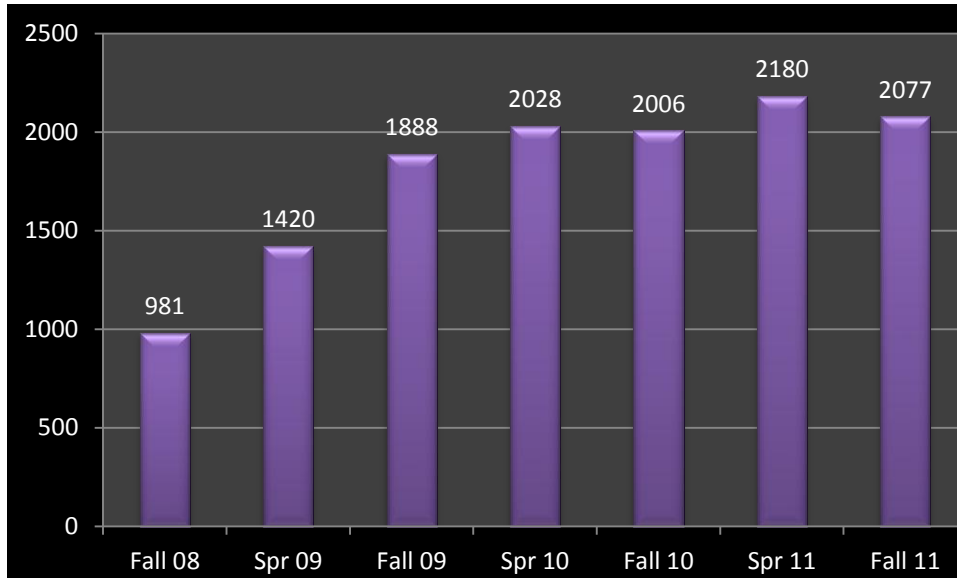
\*Student enrollments in this table count total registrations, not unique students.

+Web-Assisted/Web-enhanced courses are tagged Web10 and Web30 respectively.

++ Internet courses are tagged Web50, Web80, &Web100 courses that must be reported to the HEPC.

Figure 7

Number of Individual Students Enrolled in at Least One Course Site in fall 2011



## 12. Career placement

Data: The Office of Career Services and Cooperative Education implemented in 2006-2007 a mechanism to follow-up on graduates to inquire about their employment. The data for the 2006-2007 year included graduates from December 2006, and May and August 2007. Over that period, 443 graduates were contacted within six months of graduation to inquire about employment and/or further education. Of those responding, 86% indicated they were employed, and 28% indicated they were engaged in further education. Upcoming graduates are also polled about their future plans prior to graduation. Of these responses, 15% of all the graduates indicated their intent to remain with their current employer. Because data for the 2007-08 year, which was identified by HEPC as the baseline year, are not yet available, data for 2006-07 will become the baseline data for this review period.

Individual academic departments maintain contact with their graduates as well. Some data are collected for Program Review documents, as well as reported among the faculty as the departments maintain contact with their graduates. Collection of these data will be ongoing and enhanced during this Compact period.

Goal: Sustain and increase the connections between students and upcoming graduates to businesses, industries, and governmental agencies throughout West Virginia and the surrounding states in order to prepare graduates for their future careers.

## Area requiring institutional attention

Though the institution is conducting graduation follow-up and “Career Over Lunch” sessions, the evaluation team encourages West Virginia State University to strengthen their career planning efforts with students prior to graduation and to report the institution’s efforts as to the utilization of the data garnered through graduate follow-up surveys.

*What is the University doing to strengthen the career planning efforts prior to graduation?*

Update: The University through the Office of Career Services and Co-operative Education continually strengthens and encourages ongoing career planning throughout the student’s academic career. The Office of Career Services and Co-operative Education do the following:

- works collaboratively with all the Colleges and specific departments to provide co-curricular activities such as Career Fairs, Careers Over Lunch Programs, Employer of the Week Programs, Annual Convocations related to career topics, classroom presentations which cover the career development spectrum from career assessment to job readiness skills. A total of 1305 students participated in the activities listed.
- Conducts individual career counseling sessions, which consist of a variety of career assessment tools such as interest inventories and personality indicators. A total of 75 students participated in 90 individual appointments.
- Facilitates experiential through co-operative education/internship placements. There were nine placements and a total of 25 credit hours generated.
- Developed an Office Facebook site. The site features informational videos on career related topics. The videos feature faculty from the College of Professional Studies and employers from Job Fairs. Currently, there are 67 people who “like” the page and an average of 165 monthly visits for the academic year.
- Developed a “Job Seeking Strategies” course, which is being launched fall 2011 through the College of Professional Studies and offered campus wide.

*The institutions efforts as to the utilization of data garnered through the results of data collected via the graduate surveys for program improvement?*

The graduate survey is one tool used to garner data. The results from this survey are placed on the website, shared with students during individual sessions and classroom presentations, and with departmental faculty. However, as best practices indicate through the NACE-National Association of Colleges and Employers (NACE), there should be other methods of garnering data for program improvements. The Office of Career Services and Co-operative Education utilizes a few survey type/evaluation instruments that are used to guide program improvement. These range from the typical graduate survey, to evaluation of individual programs/events to a career planning survey that is sent to students that meet individually for career counseling and to the evaluation of individual programs/events.

The results garnered from the evaluation of one such program namely the Annual Convocation for the College of Professional Studies titled “Career Success Strategies” is utilized. The student participant responses in all sessions indicated an increase in knowledge and comfort level in

job/career readiness. (see table 25) .The outcome resulted in the development of the “Job Seeking Strategies” course offered in fall 2011.

The results of students who rated their level of knowledge and comfort as “excellent” before and after the sessions are as follows:

Table 25

Job Seeking Strategies Survey Results

Topic	Knowledge before/after session	Comfort before/after session	Other Comments
Resume 101	21/39%	24/36%	This was an excellent presentation and will help me write better resumes in the future.
Interview 101	29/52%	29/35%	The speaker was very knowledgeable. I learned a lot about interviewing.
Interview Time	21/64%	28/56%	I had fun doing interviews but, it seems that we did not have enough time. Our leader was great and gave us a lot of important information.
Pathways Ahead	21/39%	24/36%	This helped me have a more wide range of knowledge about grad school.

Listed above is a single example of the utilization of data gathered through the evaluation process and an indicator of the partnership between academic areas and student services.

Each academic year, the results from these various methods are used to adapt programs and services to meet the needs of students.

**Update:** In the 2010-2011 Compact reporting period, strategies were implemented to gather follow-up data on graduates. To increase the efficiency of this process and to track total student usage the Office is in the process of implementing an online Career Services Management System. This is a one platform method to link employers directly with students and graduates. Secondly, the system will track total student usage of Office Services and Programs. Lastly, there will be future strategies to implement an on line evaluation system.

Strategies/Rationale:

Year Two (AY 2009-10)

1. Develop Careers over Lunch sessions and Employer of the Week programs in disciplines where they have not previously been implemented.

A “Careers Over Lunch” session was hosted for Accounting students. Ten employers participated in the Employer of the Week program. A total of 89 students participated in these programs. Employers were targeting a variety of disciplines, primarily within the College of Business and Social Sciences.

**Year Three (AY 2010-11)**

- 1. Increase the utilization of the Employer Advisory Group for advice, counsel, and assistance in planning, development, and evaluation of programs and services provided by the Office of Career Services and Co-operative Education.**

The Employer Advisory Group has representation from six employers, a faculty/administrative member, and a student. The members met twice this academic year as a group but as the need arose, there was additional contact with some members on an individual basis. The outcome of these contacts were as follows: the development of an Employer Chats Program (i.e. specific employers agree to deliver class presentations on career related topics), the participation of an employer in the College of Professional Studies Annual Convocation program, and the promotional advertising of the Annual Career and Employment Expo by Bristol Broadcasting Company (Radio) and the CW TV Station at no cost.

Table 26

Career Services Graduate Follow-up Data Selected Employer Contacts

Employer/Company	Majors needed	Calls made	Comments
General Services Administration	Any		18 resumes faxed 13 on-campus interviews 1 hired
Travelers Insurance	Any		18 resumes faxed 3 on-campus interviews
Nationwide Insurance	Any	93	28 resumes faxed 3 on-campus interviews 1 hired
Grigoraci, Paterno & Associates	Accounting		3 resumes faxed
Diamond Electric Manufacturing Corporation	Management	93	10 resumes faxed
Service Wire Company	Information Systems and Marketing	12	2 resumes faxed
US Department of Veterans Affairs			8 resumes faxed
Wal-Mart	Management	13	3 resumes faxed 1 hired
Naval Criminal Investigative Service (NCIS)	Criminal Justice		Employer of the Week 3 students attended
Federal Deposit Insurance Corporation (FDIC)	Accounting and Finance		Employer of the Week 6 students attended
City National Bank	Banking Careers		Careers over Lunch 4 students attended
US Border Patrol			Information Table 35 students inquired
TRG World, Inc.			Information Table 15 students inquired



### 13. Institutional financial aid

Data: During the base year, the Office of Student Financial Assistance managed a multiplicity of federal and state programs designed to help students meet the financial needs of their college education. Such programs were both needs-based, which predominate, and merit-based. Specific statistics regarding financial aid dollars paid during 2007-2008 follow:

Update: Specific statistics regarding financial aid dollars paid during 2010-2011 follow:

Table 27

#### Financial Aid 2010-2011

Total Aid Paid 2010-2011	\$27,488,433	All Funds
Total Students Paid	2932	
Total Need Based Aid 2010-2011	\$22,313,988	Includes Pell, SEOG, ACG, Perkins, Subsidized Loans, Federal Work Study, Smart, WV Higher Education and HEAPS
Total Unduplicated Need Based Students	2352	
% Need Based Awarded	80%	
Total Merit Based Aid 2010-2011	\$ 2,063,468	Academic Tuition Waivers, Music Tuition Waivers, Athletic Tuition Waivers, Athletic Scholarships and Miscellaneous, External Merit Based Scholarships
Total Unduplicated Merit Based Students	511	
% Merit Based Awarded	17%	
Tuition Waivers/Unspecified Award 2010-2011	\$ 699,775	Includes tuition waivers awarded by Departments institutionally with no specification for award
Total Tuition Waivers Students/ Unspecified Award	235	
% Unspecified Awarded	8.1%	
Institutional Merit Based Awards 2010-2011	\$ 2,411,201	Academic Tuition Waivers, Music Tuition Waivers, Athletic Tuition Waivers, Institutional Merit Based Scholarships
Total Students with Institutional Merit Based Awards	289	
% Institutional Need Based Awards 2010-2011	9.85%	

Goal: Assist students to utilize all available technology to access timely financial aid information and develop strategies to make the cost of college more affordable for our students.

Strategies/Rationale:

Institutional financial aid dollars have remained relatively static in terms of dollar value, whereas tuition and fees have increased nearly annually. Increasingly, financial aid information must be submitted and/or accessed via electronic means.

During the past year, “the loss of financial aid staff and revisions to institutional financial aid processing policies . . . [has] made timely delivery of financial aid a challenge for the institution. However, the institution was able to provide basic financial aid services during the year of transition in the financial aid office.”

To address these concerns, two new staff members have been hired to fill the vacancies left in the financial aid office. An Assistant Director and Financial Aid Counselor were hired August 1, 2010. In addition, the IT position, which was transferred to Computer Services, has now been delegated to an assigned Administrative Systems Support Programmer to perform the electronic process needed by the office. The filling of these positions will ensure adequate personnel to process and disburse financial aid in a timely fashion. The disbursement of financial assistance for West Virginia State University students was accomplished on the designated and established institutional date of August 25th for those students who filed and completed their financial aid before the deadline date of June 30th. Deadline dates will continue to be implemented for the benefit of the University as well as the students.

Year Two (AY 2009-10)

1. Establish criteria for the award of tuition waivers based on merit or need.

Criteria for awarding need-based tuition waivers for first time entering freshmen were based upon an EFC (Expected Family Contribution) of \$0-\$2500 with a high school grade point average of 2.5. Merit based tuition waivers were based upon a high school grade point average of 3.0.

2. Establish a computer laboratory, staffed by specially trained students and assisted by financial aid counselors, to assist students in navigating the financial aid process.

The Office of Student Financial Assistance has established a computer laboratory of four computers and one printer. Each computer has desktop icons that give students direct access for filing FAFSA's, submitting electronic awards, signing master promissory notes, and performing other financial aid processes. A financial assistance counselor is available at all times to assist students; student assistants are also available to assist as their class schedules permit.

## Year Three (AY 2010-11)

1. **Address the feasibility of creating a four-year (eight continuous semester) contract plan to maintain the same charge for tuition and fees for the four years provided the student enrolls full-time and continuously during the contract period**

### **Tuition Stability Proposal**

#### **Proposal:**

Create a contract plan to maintain the same net charge for tuition and fees for the student provided the student enrolls full-time and continuously during the contract period. It is believed that this concept would promote retention of students and persistence until graduation. Any student who stops-out for any reason and re-enrolls will do so at the current rate of tuition and fees upon their return. Further, it is believed that implementation of this proposal will create a unique marketing opportunity for West Virginia State University.

### **Alumni Legacy Scholarship Proposal**

#### **Proposal:**

The Alumni Legacy Scholarship Program has been developed to encourage children and grandchildren from outside the State of West Virginia to consider attending West Virginia State University by providing a scholarship that would help offset the difference between in state and non-resident or metro tuition costs. To qualify for the award amounts below, the student must be entering as a first-time full-time freshman and be charged non-resident or metro tuition rates. The parent or grandparent must be a graduate of West Virginia State University and an active (dues paying) member of the West Virginia State University Alumni Association.

#### **Tier I: Award amount is up to \$7,500**

*Requirements: A minimum of 25 ACT composite score (or SAT 1130) and a 3.5 high school grade-point average.*

#### **Tier 2: Award amount is up to \$6,000**

*Requirements: A minimum of 23 ACT composite score (or SAT 1080) and a 3.0 high school grade-point average.*

*Students who have a composite ACT Score between 21 and 22 (SAT Score between 980 and 1070), a minimum high school grade point average of 3.0 and has demonstrated leadership through high school activities or community service may also be considered.*

**\*\* This proposal is based upon a similar program at Marshall University. Further details are available.**

## 14. Programs of Distinction

Data: Under the former Board of Regents, the majors in Biology and in Communications were both designated as Programs of Excellence. The quality of these programs was further demonstrated when they became the foundation for the development of West Virginia State

University's first two graduate programs, the master's degrees in Biotechnology and in Media Studies, and they remain Programs of Distinction. Other programs at the university are also demonstrating consistently high quality, however, and deserve to be recognized with the designation Program of Distinction.

Goal: Provide enhanced educational experiences for students by identifying two additional programs of the University as programs of distinction over the next five years.

Strategies/Rationale:

Nothing for year three

#### Area requiring institutional attention

West Virginia State University has identified the Biology B.S. program and Communications B.S. program as programs of distinction. The revised report needs to address the issue of how the institution plans to strengthen its programs of distinction and how the identified programs serve the institution and students.

The Deans Council, Program Review Committee, and Faculty Senate will be deliberating in 2011-2012 to develop criteria and application procedures for programs to be considered as "programs of distinction." Possible criteria include:

- Quality of faculty as indicated by such characteristics as academic/professional preparation, research/creative activity, continuing scholarship/professional development
- Quality of program, such as representative of state-of-the-art of the discipline, innovation, pedagogy, student educational experiences, assessment and demonstrated commitment to continuous improvement
- External/recognition of program, faculty, students
- Graduation rate and degree production
- Contribution to fulfilling distinctive features of the University mission statement such as "racially and culturally diverse," "women, minorities and the handicapped," "evening students"
- Contribution to the total education program of the University, including co-curricular programs
- Service to community, government, non-profit organizations
- Other evidence of quality/uniqueness of the program

West Virginia University's specified Programs of Distinction are the Biology/Biotechnology and Communications/Media Studies. Biology and Communications were identified as Peaks of Excellence in the 1990's, and these programs have continued to be developed as Programs of Distinction since that initial designation. Both departments began to prepare for potential graduate programs before 2000 and the master's level programs in Biotechnology and Media Studies were the first graduate programs to be fully approved and implemented in fall of 2003.

The Biotechnology master's program currently has 17 students enrolled and has awarded 22 master's degrees since its inception. The Media Studies program currently has 22 students enrolled and has awarded 20 master's degrees since its inception. In addition to base funding for faculty, WVSU also funds 18 students through Title 7, graduate tuition grants.

WVSU has supported the Biology Program of excellence with funds from the US Department of Education's Title III parts B, F and Title VII programs. These funds have been used to support the purchase and repair of scientific equipment, the renovation of teaching laboratories and classrooms, and the travel of science faculty to conferences and research facilities.

In 2006 – 2007, Title III B funds (\$3,252.00) were used for the maintenance and repair of microscopes, auto pipettes, and the DNA analysis document camera.

In 2007-2008, Title III B funds (\$14, 008.36) were used for the purchase and installation of an LCD projector for one of the teaching labs, repair and maintenance of lab equipment including the microscopes and auto pipettes, and the purchase of supplied and consumables for teaching labs. In addition, \$1400 was used to support faculty travel to conferences and meetings.

In 2008 – 2009, Title IIIB funds (\$3,748.78) were used to repair and purchase of equipment, and \$2,275.98 was used to support faculty travel. CCRAA funds (\$47,537.15) were used for the purchase and repair of scientific equipment including the purchase of 24 binocular microscopes for use in teaching labs.

In 2009 – 2010 US Department of Education (CCRAA) funds (\$234,000) were used to renovate two poorly designed Biology teaching laboratories into three updated spaces. Two of the new spaces have smaller, mobile laboratory tables that accommodate 24 – 36 students in general education courses (students served in 2010-2011: 390 general education students served in Biology 101 and 108; 84 majors served in Biology 120 and 121; and 126 students served in Nutrition and Basic Human A and P service courses). The third space was renovated into a teaching laboratory for upper level biology and graduate biotechnology courses. Students served 12 cell biology and 8 biotechnology students. (This space did not become available for use until second semester)

WVSU will fund the 2011 SURE (Summer Undergraduate Research Experience) program. For the past two years this program was supported in part by the WV HEPC Division of Science and Research. The in house funded program will make research experiences available to more students than was possible before (14 vs. 16). Students will receive \$3000 in summer stipend. Faculty members not already receiving summer grant support will receive one month's salary to mentor undergraduates for the 8-week program. In addition, the University and the WVSU GRDI have supported the SURE 2009 and SURE 2010 programs by funding faculty salaries (~\$70,000 in 2009) and (~\$60,000 in 2010).

WVSU has supported the Communications Program of excellence with funds from the US Department of Education's Title III parts B, F and Title VII programs. These funds have been used to support the purchase and repair of media equipment, the renovation of teaching laboratories and classrooms, upgrading of the television studio to high definition (HD) technology, and the faculty development travel of communications faculty to conferences, which helps to keep their skills and knowledge up to date with the new equipment. The University also approved course fees to support Communications and Media Studies courses that make especially heavy use of equipment/technology. In particular,

In 2005-2006, Title III funds (\$73,569.42) were used to purchase training and equipment (cameras, lenses, computers, tripods, media, cabling, etc.) for use in Communications and Media Studies, and \$2,831.73 in course fees purchased computers, cameras, media, and lenses. The equipment gives students hands-on experience with current media technology.

In 2006-2007, Title III funds (\$1,918.40) were used to purchase training and equipment (cameras, lenses, computers, tripods, media, cabling, etc.) for use in Communications and Media Studies, and \$6,128.58 in course fees purchased computers, cameras, media, and lenses. The equipment gives students hands-on experience with current media technology.

In 2007-2008, Title III/CCRAA funds (\$14,417.13) were used to purchase training and equipment (cameras, lenses, computers, tripods, media, cabling, etc.) for use in Communications and Media Studies, and \$9,479.20 in course fees purchased computers, cameras, media, and lenses. The equipment gives students hands-on experience with current media technology.

In 2008-2009, Title III funds (\$20,980.57) were used to purchase training and equipment (cameras, lenses, computers, tripods, media, cabling, etc.) for use in Communications and Media Studies, and \$2,470.58 in course fees purchased computers, cameras, media, and lenses. The equipment gives students hands-on experience with current media technology.

In 2009-2010, Title III funds (\$9,579.00) were used to purchase training and equipment (cameras, lenses, computers, tripods, media, cabling, etc.) for use in Communications and Media Studies, and \$350,000.00 from these funds was used to upgrade the campus TV studio from standard format to high definition (HD) technology. \$16,877.91 from course fees purchased computers, cameras, media, and lenses. The equipment gives students hands-on experience with current media technology, strengthening their academic experience and their job prospects after graduation.

**Update:** In 2010-2011, Title III funds (\$50,000) were used for the programs in Communications and Media Studies to update editing software to make better use of the high definition studio installed in 2009-2010.

In addition, the Department of Communication and Media Studies has regularly updated and improved its advising process. Faculty members sponsor several student organizations and honor societies (in public relations and broadcasting). The University facilitated the creation of a new student-hosted television show on athletics at WVSU (Coach's Corner) and continues to provide students with hands-on learning experiences in the student-produced program WVSU News lines (broadcast on the WVPBS program Campus Connection).

After successful completion in 2009 of the WVSU program review process (an important strategy for maintaining and improving academic quality), the Communications program evaluated its curriculum and designed a major overhaul of its offerings to strengthen the major, with better sequencing of courses and fewer-but-more-rigorous concentrations. The proposed changes are currently under consideration by the WVSU Educational Policies Committee. It is anticipated that the changes will take effect with the next catalog.

Title III and E&G funds supported faculty development travel for six communications faculty members in 2006-2007, seven in 2007-2008, four in 2008-2009, two in 2009-2010, and three in 2010-2011.

The equipment and activities promote WVSU to a wider community and facilitate co-curricular and cross-curricular collaborations that greatly enhance student engagement at the University, as a whole.

Year Two (AY 2009-2010)

1. Publicize programs of distinction to increase their stature in the community.

The following activities served to publicize the programs offered by the Department of Biology

- In February of 2010, two students who conducted research for the WVSU 2009 SURE program presented their research posters at Undergraduate Research Day at the Capitol. These students were selected from among many other undergraduate applicants from throughout the state of WV. One presentation was titled “The Effect of Neurofibromatosis type 2 (NF2) re-expression on other genes that are dysregulated in meningiomas”; and the other was titled, “The effects of Hibiscus Extract on Cell Lines A172, U87 and NIH3T3.”
- Four undergraduate McNair Scholars science majors from Concord University and their advisor visited the campus of WVSU in June of 2009 to tour the facilities in Hamblin Hall and learn about the graduate program in Biotechnology.
- In April of 2010, 40 students from the forensic science class from Herbert Hoover High School visited the campus to hear the guest speaker for the WVSU College of Natural Science Research Symposium and Convocation. The Speaker was Dr. Noelle Umback, Supervisor, Department of Forensic Biology, OCME and CODIS, New York, NY. Dr. Umback spoke on her work as a member of the World Trade Center Identification Team identifying hundreds of victims of the September 11 attacks.
- In December of 2009, 25 Advance Biology students from Hurricane High School participated in a day-long DNA and genomics workshop sponsored by a WVSU Biology faculty member and WVSU Douglass Institute Researcher.
- WVSU sponsored the Forensics camp in summer 2009 for the WV HSTA program. Dr. Sean Collins, Assistant Professor of Biology, hosted the WV HSTA workshop for 102 WV students and 9 HSTA teacher advisors from July 12 –23.
- Faculty members from the Department of Biology serve as reviewers for various state and federal panels, grant programs, and scientific journals. These include: WV HEPC Improving Teacher Quality grants program, USDA Small Business Innovation Research (SIBR) grants program, the Journal of the World Aquaculture Society, North American Journal of Aquaculture, Science Asia, Molecular Breeding, Euphytica, the Journal of Horticulture Science and Biotechnology, Systematic Parasitology, and the Journal of Parasitology.



- WVSU graduate and undergraduate students participate in Summer Internship programs such as the WV INBRE Summer Internship. These students do quite well and are often part of presentations at larger venues.

Another program identified as a “program of distinction,” is the B.S. in Communications. This program enrolls an average of 235 majors and graduates an average of 36 bachelor’s degree candidates each year and is the largest degree program in the College of Arts and Humanities. Its students, led by faculty advisors, are involved in producing a wide range of media for and about the University. They are well represented among the staff of *The Yellow Jacket*, the student newspaper. They broadcast programming about University programs and students on our low-wattage campus radio station, and they prepare programming for the WVPBS broadcast, “Campus Connection,” which airs in rotation with programs from West Virginia University and Marshall University. As a result, they contribute significantly to the University’s publicity, both on and off campus.

- Update: With the assistance of faculty advisors, students in program organizations have represented the University very well at national meetings. In AY 2009-2010, students in our student chapter of the National Broadcasting Society (NBS) received the “Rookie Chapter of the Year” award; two of our students won a grand prize for Audio Feature Segment at the national NBS meeting in New York City, and two other students received “honorable mention.” In AY 2010-2011, the NBS faculty advisor was recognized as “advisor of the year” at the NBS meeting in Los Angeles. Students in the WVSU chapter of the Public Relations Student Society of America (PRSSA) have been selected to present a session at the PRSSA national meeting in Washington, DC, on chapter development entitled, “Going Global: From Campus Clients to International Success.” Through these activities, they served as outstanding representatives for the University at professional meetings.
- The program faculty and students organized a Media Summit in spring semester 2011 to which they invite noted guest speakers, WVSU students, and area public school students. This activity serves the University by demonstrating program excellence, increasing learning opportunities on campus, and assisting with recruitment of future WVSU students. In spring 2010, CBS News correspondent Byron Pitts was the guest speaker for the Media Summit. In spring 2011, Microsoft community affairs representative Andrea Taylor was the guest speaker for the Media Summit.
- Each student in the program is expected to fulfill a communications-related internship near the end of his or her study. Most are highly successful in these activities, and many find full-time employment after graduation through the contacts they make in their internships. As a result, the program maintains strong relationships with all media-related businesses in the region and receives regular information about job opportunities. The success of program graduates reflects well on the preparation offered at WVSU.
- Program faculty have also led the way in adopting new approaches to assessment, using LiveText for storing and scoring student work according to rubrics starting in fall 2011.

REQUIRED ELEMENTS FOR DESIGNATED INSTITUTIONS  
(WVSU is required to report on this section)

**LAND-GRANT MISSION**

West Virginia State University (WVSU) was founded in 1891 as an 1890 Land-Grant Institution. The University's mission as an 1890 land-grant institution is to provide its citizens with access to quality education via teaching, research, and outreach activities; the tripartite mission of the University. The ultimate desired outcome is to empower individuals (students, faculty, staff, and all the University's constituents) with the necessary tools to improve their quality of life. As a land-grant institution, the University also has the responsibility to aid the State of West Virginia in improving the economic, educational, social, and environmental quality of the citizens and Communities the University serves.

During the period from 1954 to 1999 when WVSU was inactive in relation to its Land-Grant activities (and status), the greatest active core activity at the institution was teaching (with some public service and scholarly research). But when the University officially regained its land-grant status in March, 2000, the University began reintroducing and rebuilding its roles of research and extension activities; at that time the office of Land-Grant Programs was established as the arm of the University responsible for coordinating the reinstatement of research and outreach programs. The office of Land-Grant Programs has evolved into the Gus R. Douglass Land-Grant Institute (GRDI), which houses land-grant related research, extension, and educational outreach programs.

Academic Affairs, the academic unit of the University is committed to improving the quality of its teaching via continuous faculty professional development, use of new educational technology, and improving the teaching environments (classrooms, laboratories, library, computer labs, etc.). WVSU is unique in that it services both traditional and non-traditional students because of its location, reputation, affordability, and curricula/program flexibility (class format and schedule) so as to provide access to higher education to citizens who otherwise would have neither the access nor the opportunity to attend a higher education institution and attain a University degree.

An important component of the land-grant mission is to promote the discovery of new knowledge that is useful and highly responsive to our societal and environmental needs via research activities. Since its redesignation as a land-grant institution, WVSU has developed reputable research programs in the areas of agriculture and environmental sciences such as:

- biotechnology (environmental, agricultural, and biomedical)
- plant genomics,
- aquaculture,
- horticulture
- proteomics, and
- environmental remediation.

The benefits of research have been transferred into the academic components of the University. Faculty has access to additional resources such as state-of-the-art scientific

equipment and facilities. Both graduate and undergraduate students actively participate in research activities through scholarships and assistantships. These students have also access to state-of-the-art equipment, renovated laboratories, and to faculty conducting applied and innovative research. West Virginia and its citizens receive the benefits of this research via technological advances which positively affect the environment where they live and their quality of life.

Outreach, also referred to as Cooperative Extension, is the University gateway for the transfer of knowledge and expertise, to the University's stakeholders and communities served, generated in the research and academic environments. The current four main programmatic efforts of the University's outreach programs are:

- youth development, (known programmatically as 4-H)
- community and economic development
- agriculture and natural resources, and
- family and consumer science

The University's educational outreach programs have grown geographically and also in relation to their quality and content. In delivering these programs to the different communities, mainly through the central and southern regions of West Virginia (where there seems to be a prevalent need for these programs and resources), important state, local and private (for-profit and not-for-profit) partnerships have been leveraged to serve a wide variety of stakeholders. The University will continue to be committed to sustain these programmatic efforts as they continue to make a positive impact on our communities and the stakeholders receiving their benefits.

The reintroduction of land-grant activities and infusion of associated resources are gradually resulting in a positive and beneficial change within the University's community. One of the major undertakings at the University continues to be the integration of research and extension (outreach) within academic activities (teaching). This integration is designed to enrich the academic environment by bringing research and extension into academic fabric of the University with the goal of adding value to the academic activities for students, faculty, and other University constituents. Concomitantly, faculty members from all four academic colleges, have access to participate in research and extension programs in various ways including faculty appointments. Conversely, qualified faculty members at the Douglass Institute have given gradual access to partake in the teaching activities at the University. Other collaborative opportunities involving all three core components of the University are being currently explored between Douglass Institute (land-grant) administrators and faculty and academic administrators and faculty. The common and ultimate goal is to identify and establish opportunities that will result in integrated and sustainable academic, research and outreach endeavors.

## **CHANGES ANTICIPATED OVER THE NEXT FIVE YEARS**

### **Institutional Roles required through Land-Grant status:**

During the 2010-2011 Compact period, the University enhanced the land-grant mission through bridging the gap between research, outreach, and the teaching activities at the University. This process will generate significant changes to the University's culture by:

- increasing faculty appointments in relation to research and extension activities from the University's academic faculty,
- increasing academic appointments in relation to teaching for Land-Grant staff (faculty), implementing a faculty appointment mechanism for GRDI (land-grant) faculty to integrate into the academic areas of the University,
- GRDI faculty participation in faculty senate, and
- developing an integrated curricula comprised of land-grant and academic related topics that better equip students for the workforce.

**Future activities planned to enhance the Land-Grant mission:**

The Gus R. Douglass Land-Grant Institute will support the University's land-grant mission of teaching, research, and outreach by designing, implementing, and maintaining programs that increase the promotion of academic, economic, technological, and social advancement of the state and its citizens.

**Objective 1 (Teaching)**

To infuse the knowledge generated through research programs and public service activities into the classroom and communities in order to empower our students and clientele with educational tools that can be applicable and useful in addressing the state and nation's critical socio-economic and educational needs.

**Objective 2 (Research)**

To promote and implement quality basic and applied research programs which are responsive to the needs of the citizenry and communities served by the University.

**Objective 3 (Extension)**

To manage and facilitate the development and implementation of engaged University extension and outreach programs that address critical societal issues as conveyed by the citizens of West Virginia.

**Objective 4 (Education and Technology)**

To promote educational and technology outreach by engaging and increasing student and public enthusiasm for science, mathematics, and technology in order to improve problem-solving skills, creativity, and critical thinking.

**Objective 5 (Fiscal)**

To continue developing and monitoring administrative and fiscal management controls including policies and procedures for congruency and responsiveness to federal, state, and local regulatory agencies with the purpose of effectively and efficiently managing and monitoring the Institute's financial resources at all levels and phases of their cycle.

**Objective 6 (Communications)**

To produce and disseminate information relevant to the Institute via written, verbal, video-graphic, and online means and to create and produce positive public awareness and support through advertising, marketing, and public relations channels.

### Objective 7 (Civil Rights and Equity Compliance)

To deliver quality human resources and employee services with the highest standards of integrity, leadership, innovation, knowledge, efficiency, honesty and respect; and to work strategically with a diverse community in providing leadership in the development, implementation, and administration of sound human resource policies, procedures, and programs that support the Institute's employment, educational, extension, and research missions.

### Challenges to fulfilling the Land-Grant mission and plans for meeting the challenges:

In redefining and fulfilling its land-grant mission, many milestones have been achieved; however, important current and future challenges still remain. One of these major tasks relates to meeting the federal legislatively mandated 100% state-match of its current formula funding for research and extension activities. University administrators continue working diligently, with the support of the WV Higher Education Policy Commission, to educate legislators about this current requirement and the possibility of appropriating the now remaining 31% (*compared to the 18% in FY 2010*) of state match dollars still required. While the full attainment of state match materializes, Attracting and securing alternative resources to continue meeting its mission and growing the University's land-grant programs is a continuous challenge. To meet this challenge it is imperative that the State, including its Higher Education Policy Commission and ultimately its Legislature, recognize the University as an important contributor to the creation of new and useful knowledge (research) and fully support its research efforts in terms of appropriations and funding opportunities.

### Benchmarks and annual progress measures:

Benchmarks and annual progress measures have been developed, in consultation with HEPC staff, to assess the progress of the WVSU Land-Grant mission and activities as follows:

- Obtaining 100% state matching dollars for current federal formula funding (now an additional 31% funding is required),
- Emphasizing the importance and working toward the implementation of a research and public service administrative unit at the University to better address and manage the needs and opportunities of these areas, and
- Link academics to research and outreach programs through the creation of a faculty appointment mechanism validated internally and externally (by the WV HEPC).

### Year Three (AY 2010-11)

1. **Increase non-federal formula funds (e.g., state, local, foundations) to support land-grant programming.**
  - a. **Work with the State Legislature to increase state matching funds**

The University sought to increase its state matching funds to satisfy the University's congressionally mandated 100% state match of its FY 2011 federal research and extension formula funds. The Douglass Institute (land-grant programs), by way a well

established University's requesting mechanism, made such a request to the legislature via the HEPC. In spite of concerted efforts, the State Legislature did not grant the University funding to meet the 100% match. In fact, the state funding coming to the University as a match was reduced (8%), thus causing a wider gap between what is appropriated and the currently mandated match. The University will continue its efforts in meeting the required match.

b. **Target agriculture-related corporations as potential partners**

The WVSU Douglass Land-Grant Institute has been able to initiate discussions with a number of agriculture-related corporations in hopes of forming mutually beneficial partnerships. To date, the University has begun discussions with representatives from Monsanto, Dow AgroSciences, John Deere, Pioneer, Archer Daniels Midland (ADM) and ConAgra. On site visits are still being planned to meet with University administrators, faculty, and students.

c. **Meet with WV County Commissioners on extension programming (and funding)**

The University has met one-on-one with members of the Kanawha County Commission at one of its scheduled meetings. While they (the Commission) desire for us to expand programming, especially youth related, the University was told that resources are not there. Nonetheless, they conveyed to the University how pleased they were with the outreach efforts and programming of the University in the county and surroundings areas. Ongoing meetings have been held with Fayette and Nicholas County Commissioners as the University has established and is expanding programs there. Each of these counties contribute both financially and in-kind (office space, support etc.) to the programs. University officials meet regularly with Economic Development Authorities throughout central and southern West Virginia as partnerships have established and grown with these entities. Also, meetings have been held between Extension service personnel and various municipalities including Charleston and Huntington with the express mission of finding ways for the university to serve these communities.

2. **Expand extension programming offices in Kanawha County and Southern West Virginia.**

a. **Work with advocacy groups and federal partners to increase 1890 Extension funding.**

The University continues being active and supporting the land-grant agenda for the entire land-grant system. President Hazo W. Carter Jr. and Dr. Orlando F. McMeans were part of the legislative committee for the land-grant system in FY 2011. The system, in particular 1890 land-grants (e.g., WVSU), received an increase of 7% in formula funding last year (federal fiscal year 2010). Efforts are underway to do the same for the 2012 and 2013 federal fiscal years. Unfortunately, due to state cuts, this increase was offset.

b. **Continue to seek full 100% land-grant matching funds from the State**

The University, as mentioned earlier, made a good faith effort to increase state funding through a request to the State Legislature. Unfortunately, there were reductions, so expansion in programming was limited via state matching funds. The University continues receiving minimal, but important, funding from local entities such as workforce investment boards, commissions outside of Kanawha County, and various cities the University serves which permits programming growth to certain extent.

**3. Increase research funding for the land-grant related research programs.**

**a. Work with WV EPSCOR to increase support for research faculty and students**

A salient accomplishment for the University was the attainment of research funding (in addition to outreach) via the West Virginia EPSCoR program. Along with WVU and Marshall, WVSU received in August of 2010 over \$2.5 M in NSF and state funding to support an emerging interdisciplinary research area in Biotechnology. Over the next five years, this funding for research and outreach will support faculty research time, graduate, and undergraduate students, the acquisition of sophisticated scientific equipment, and the hiring of a new faculty/research in the area of Bioinformatics. Additionally, through a second EPSCoR grant (cyberinfrastructure) the University has been able to upgrade its network capacity partially (from 1 to 10 GB) and it is in the process to acquire “High Performance Computing and Visualization” equipment to enhance research and teaching activities at the University.

**b. Seek funding from agencies outside of USDA such as Department of Energy (DOE), the National Science Foundation (NSF), Department of Defense (DOD) and NASA.**

The University has become increasingly aggressive in seeking funding from its staple partner, the United States Department of Agriculture (USDA). The University received in early FY 2010 \$2,000,000 from NASA to implement a Science, Engineering, Mathematics, and Aerospace Academy. The purpose of this academy is to promote Science, Technology, Engineering, and Math in youth K-12, using various modules developed by NASA and educators.

The University has begun to receive NSF funds via the WV EPSCoR program. These funds have been used to enhance the University’s research program and support faculty and graduate student research activities. In fact, one of the primary objectives of this new NSF EPSCoR funding is for WVSU faculty and other researchers to become more active in bringing NSF funding to campus.

**4. Increase the presence of WVSU Extension and WVSU Agricultural and Environmental Research station faculty in academic programs of the University.**

**a. Work with the Vice-President of Academic Affairs and the Dean of the College to appoint qualified extension and research faculty to academic departments**

The WVSU Douglass Institute developed a faculty and staff status document that officially designated qualified individuals in the Douglass Institute as WVSU faculty



members. This policy was approved, and the faculty senate and Academic Affairs have both adopted the policy. In fact, Douglass Institute's land-grant faculty has now a seat on the University Faculty Senate, and some GDRI faculty will be more formally affiliated with the University's four academic Colleges. This will help to integrate land-grant programs (currently operating in a "silo") into the academic Colleges. Furthermore, faculty and administrators at the College of Professional Studies and the Douglass Institute have been working diligently in re-establishing an Agricultural Education academic component within the University. This program expected to be available during the fall semester of 2013.

## **RESEARCH AND EXTERNAL FUNDING**

**(required only for Marshall University and West Virginia University; optional for other institutions. WVSU included information in this category under item 11 of the Elective Elements)**

### **ELECTIVE ELEMENTS**

**(Each institution must address at least one element in each category)**

#### Economic Growth

##### 1. Promotion of global awareness

Data: West Virginia State University strongly promotes global awareness. WV State Faculty were among the founders of FACDIS, and faculty have led students on study trips to England, Egypt, Mexico, the Czech Republic, Belize, Venezuela, and other countries. More than 10% of the present full-time faculty are of foreign origin. While only about three dozen students have non-resident or resident alien status, the number of foreign applicants is growing, especially among applicants for the graduate programs. First generation Americans often come to the University through the Charleston Job Corps Center, including, e.g., a growing group of second-generation Ethiopian students from the Washington, D.C. area. For example, although many of these students are either permanent residents or citizens, they are foreign-born first generation Americans and they bring a lot of diversity to the American culture. Fifteen students studied abroad last year as part of their education experience at WV State.

The Department of Biology has the most significant international aspect to its programs. Several post-doctoral scientists and laboratory managers that work in the lab of current research scientists are foreign nationals. Another, also from India is responsible for lab maintenance and is working on sweet potato genomics and QTL mapping in *Cucurbita* spp. A post-doctoral scientist is from Ukraine and is working on ploidy-level differences in melons. A faculty member at Universidad Autónoma Chapingo, Dirección General Accadémica, Centro de Cómputo Universitario, Mexico, collaborates on a with WVSU faculty members and WVSU Douglass Institute research scientists on a project studying the microbiology of two Mexican anaerobic digesters. The project is funded by the current USDA anaerobic digester grant that runs from July 2000, to July 2010. A WVSU Biology professor is the principal investigator on the grant; a Douglass Institute employee is co-principal investigator.

Biotechnology graduate students are from countries such as India and Nepal. Four international graduate students have been admitted to the Biotechnology graduate program this fall, two are from Nepal, one is from Iran and one is from Nigeria. One Biotechnology graduate completed her Ph.D. from the University of Exeter, United Kingdom. She worked in a WVSU lab under the direction of a WVSU faculty member while her dissertation advisor was from the University of Exeter.

West Virginia State University received the 2007 Cyrus R. Vance Award from the WV Secretary of Education and the Arts. An annual award is presented to an educator or educational organization at both a K-12 school and a college or university that best exemplifies Mr. Vance's dedication to the understanding of international issues and affairs.

The Office of International Affairs recently signed a collaborative agreement with the Universidad Autonoma del Caribe in Colombia, and will sign a similar agreement in the spring 2009 with Addis Ababa University in Ethiopia. The Gus R. Douglass Institute (Land-Grant Programs) has established collaborations between WVSU and a number of universities around the world including the College of Bahamas, the Universidad Autonoma de Coahuila (Mexico), the Universidad Autonoma de Chapingo (Mexico), the Instituto Politecnico Nacional (Mexico), Exeter University (UK), and domestically the University of Puerto Rico, University of Illinois, and University of Georgia.

The Director of International Affairs is a member of the HEPC Council for Internationalization, serves as the National Association for International Educators (NAFSA) Deputy State Whip, and serves on the council for international programs at Sissonville High School where WVSU has offered the dual-credit course, Introduction to International Studies, for the past 3 years.

Goal: Increase the initiatives available to the faculty, staff, students, and community for global awareness and opportunities through an array of opportunities in various venues.

#### Strategies/Rationale:

##### Year Two (AY 2009-10)

1. Use the relatively low costs of graduate tuition at WVSU as a marketing tool to aggressively target recruiting of international students for our graduate programs.

The WVSU Biotechnology program recruits, retains, and graduates many international students. The tuition and fee waivers and the assistantships (US Department of Education Masters Grant funded graduate teaching assistantships, Evans Allen research assistantships, NSF EPSCoR funded assistantships, and research assistantships supported by faculty grants) made it possible for international students to succeed financially and academically. Three international students were supported on Teaching Assistantships (two from Nepal, one from Iran); two were supported on Evans Allen research assistantships (one from Nepal and one from Uganda); one international student was supported on his research advisor's grant funding (India); and one international student is supported on the NSF EPSCoR funded research assistantship (Nepal).

The graduate program in Media Studies has used networking, via current international students and academic partnerships, to disseminate information about our program and

economical tuition to Poland, the Czech Republic, Mexico, Brazil, Togo, and Bosnia-Herzegovina.

## 2. Partnerships with private business for training and employment

The Office of Admissions was in a period of transition this past year. The director of student recruitment, who was also the designated officer authorized to issue 1-20s for J-1 visas, is no longer in the position. A new recruiter has been hired, and a new designated officer has been appointed, and progress has been made in this area.

### **Year Three (AY 2010-11)**

#### **1. Complete planning and pursue implementation of a new Bachelor of Science degree in International Studies. The degree aims to offer four concentration areas: International Business, International Relations, Communication/Media, and Foreign Languages.**

We currently have 15 International Studies students with the following areas:

International Business:	3
International Relations:	5
Spanish:	5
French:	2

The Department of Biology has the most significant international aspect to its programs. Several post-doctoral scientists that work in the lab of current research scientists are foreign nationals. Two post-docs from India are working on the functional genomics of peppers, and cucurbits. One post-doc from Ukraine is also working on cucurbit genetics. A post-doctoral fellow from Nepal is working on the molecular cytogenetics of peppers. Several international guest scientists also visited the University two from Autonomous University of Coahuila, Torreon Mexico, and two from the Indian Council of Agriculture Research, New Delhi, India. The Indian scientists came to study genomics applications developed by our scientists and to apply the techniques to insect genetics and genomics.

Of the 21 student enrolled in the Biotechnology graduate program, 12 are international; Canada (1 student), India (2 students), Mexico (3), Nepal (3), Nigeria (1), and Zimbabwe (1).

## 3. Partnerships with private business for training and employment

The Office of Admissions was in a period of transition this past year. The director of student recruitment, who was also the designated officer authorized to issue 1-20s for J-1 visas, is no longer in the position. A new recruiter has been hired, and a new designated officer has been appointed, and progress has been made in this area.

## ACCESS

### 3. Educational services to adults

Data: For the academic year 2007, of the 443 degrees granted by West Virginia State University, 101, or 23%, of them were Regents Bachelor of Arts degrees. The Regents Bachelor of Arts degree program is targeted primarily to adult students as a mechanism for earning a University degree outside the construct of a structured academic department curriculum.

Students classified as adults (age 25 and above) constitute 37.1% of the University clientele (1,195 of 3,218 students). Some of these students take their classes during the day but many are working adults who take classes part-time at night. WVSU offered approximately one-third of its course offerings as night classes during the base year. Some departments have a higher number of evening classes than others, as the needs of their clientele dictate. Some departments have a regular rotation schedule whereby classes are offered during the day in some semesters and rotate to the evening at the next offering.

For the base year, 2007-2008, 136 of the 443 graduates were those who transferred into WV State. Thirty-four percent of those transferred-in graduates graduated within six years of their initial enrollment in a higher education institution. Of those who did not do so within six years of their initial enrollment in a higher education institution (89 graduates), 37 or 41.6% received the Regents Bachelor of Arts degree. This degree, designed for adult students whose educational career did not follow the traditional academic curriculum, supports the long-standing mission of West Virginia State University as a multi-generational institution. The RBA degree further supports one of the values that guides the decisions and behavior of WVSU for lifelong growth, development, and achievement of her students. In terms of access to higher education, the RBA degree provides one mechanism for increasing the educational level of the citizens of West Virginia and the number who hold a baccalaureate degree.

The Department of Business Administration developed a Bachelor of Applied Science degree option for students who had earned an associate degree in one of the non-articulated business areas to enable those students to seamlessly progress toward a University degree while still being able to use as part of their concentration many of the courses completed previously.

The Department of Music initiated discussions to structure an area of emphasis in Music within the Regents Bachelor of Arts degree.

Goal: Increase the number of areas of emphasis within the Regents Bachelor of Arts degree, a program that serves the adult college population, and expand the offering of the Bachelor of Applied Science Degree.

#### Strategies/Rationale:

It is anticipated that adults will continue to be a significant percentage of the University's student population, provide a large percentage of the increase in student enrollment growth, and constitute a considerable number of graduates. Areas of emphasis within this degree program provide adults with a concentration of classes within a discipline to strengthen their academic record.

#### Years One through Five (AY 2008-13)

1. Work with College Deans to develop one additional area of emphasis annually within both the RBA degree and the BAS degree programs.

The RBA Director collaborated with the History Department to develop an emphasis in public history.

**Update:** Regents Bachelor of Arts degree program was able to obtain two new areas of emphasis this past spring. These will be available fall 2011. One area of emphasis is United State History; the other is Criminal Justice. These additions make the total areas of emphasis for the program three. The two new areas of emphasis should assist RBA students as they seek employment or continue their education at the graduate level. Other areas of emphasis will be pursued fall 2011.

The RBA program has also been working on program learning outcomes (PLO), a common element for traditional degree programs but uncommon for the statewide RBA degree. As these are developed they will be shared with the statewide coordinators,

#### 4. Service to underrepresented/disadvantaged populations

Data: Data collected regarding the student body at West Virginia State University for the fall, 2007, semester indicated 78.1% of the students were classified as disadvantaged either economically and/or academically. The greatest percentage (62.8%) was classified as economically disadvantaged (only) whereas only 2.2% were classified as only academically disadvantaged.

Data collected regarding ethnic statistics in fall, 2007, revealed 76.1% of the student body is white, 18.6% is black, 0.9% is Hispanic, 1% is Asian-Pacific Islander, 0.4% is American Indian/Alaskan and 3.1% chose not to reveal their ethnic background.

The Department of Education wrote and was awarded an \$800,000 grant from the U.S. Department of Education over four years to increase the number of minority candidates to become special education teachers. The grant, entitled "Growing Our Own," provides financial support, child care services, and academic support to these candidates. This grant will end in June 2009, and over twenty candidates have received some form of support.

In addition, the University receives Title III-B funds from the U.S. Department of Education specifically earmarked for "academic instruction in disciplines in which Black Americans are underrepresented". Programs partially funded through this activity include

WVSU's two graduate programs (Biotechnology and Media Studies) and the University's Office of International Studies.

**Update:** Using the funds the University receives from the U.S. Department of Education Title III-B program specifically earmarked for "academic instruction in disciplines in which Black Americans are underrepresented," a minority faculty member from the Department of Chemistry began a PhD program in Chemistry in fall 2011 at WVU.

**Goal:** Maintain and enhance the tradition of the "Living Laboratory of Human Relations" by providing higher education opportunities for underrepresented and disadvantaged student populations through financial assistance and student services.

#### Strategies/Rationale:

Many promising, eligible students require various forms of assistance in order to successfully attain graduation with a baccalaureate degree. Strategies for services provided by the University and directed toward this population follow.

#### Year Two (AY 2009-10)

1. Utilize the Office of Career Services and Cooperative Education to provide student employment opportunities for financially disadvantaged students to aid them in remaining in college and completing their University degree.

The Office of Career Services and Co-operative Education continues to provide programming to sustain and increase the connections between students and upcoming graduates to businesses, industries, and governmental agencies throughout West Virginia and the surrounding states. Employer contacts increased this academic year by 9.3% (1,702/1,543). Employers participated in job fairs and other career related programs and recruitment activities. These programs and activities involved close collaboration with department faculty and other campus personnel. There were 3,746 student contacts for the job search function, which also included classroom presentations and individual appointments. This number accounts for 48% of the Office services and programs. Other Office functions include career counseling, testing, co-operative education, and work study placement.

The Office is working on a new initiative to purchase a NACELink Career Services Management software system, which will unite all facets of the Office functions and will enhance the tracking of upcoming graduates.

A Careers Over Lunch session was hosted for Accounting students. Ten employers participated in the Employer of the Week program. A total of 89 students participated in these programs. Employers were targeting a variety of disciplines primarily within the College of Business and Social Sciences.

#### Year Three (AY 2010-11)

1. **Obtain additional scholarship funds, utilizing the fundraising expertise of the WVSU Foundation, to aid financially disadvantaged students.**

We consider all scholarships as necessary financial aid to their recipients. We are proud to report that contributions earmarked for scholarships rose substantially during the past fiscal year when compared to the previous year:

FY 2010-2011 - \$671,760

Scholarship expenses (scholarships funded) for FY11 – \$151,125

FY 2009-2010 – \$173,412

Scholarship expenses (scholarships funded) for FY10 - \$110,745

This marks a dramatic increase of \$498,348.

**2. Initiate and/or expand the activities of the National Center for Human Relations to highlight programs focusing on diversity of populations within our service region.**

The Center Finalized Inner Faith Based Fair was held March 8, 2011. The National Center for Human Relations Faith Based Initiatives will be hosting a Faith Based and Neighborhood Partnership Fair on April 19, 2011 in the Wilson University Union from 9:00 a.m.-3:00 p.m. The keynote Speaker was Reverend B. J. Douglass from the Federal HUD Office of Faith-Based and Neighborhood Partnerships in Washington DC.

**3. Increase enrollment of minority students by emphasizing recruitment of targeted populations both in- and out-of-state.**

Metro Tuition: Various areas of the Metro Tuition Program have a high concentration of African Americans (ex: Prince Georges Co. MD). We attend at least 3 fairs annually in the Maryland/Virginia states in order to promote Metro Tuition and WV State as a whole.

Alumni Recruitment: Many of our out of state alumni chapters are currently recruiting for WVSU. Our alumni chapters in NC, GA, VA, MD, Wash DC, OH, NY, NJ, CT, MA, MI, and CA are predominately African American and they recruit in African American communities.

## **COST AND AFFORDABILITY**

### **5. External funding**

Data: The current total of external funding – monies raised – for West Virginia State University and housed at the WVSU Foundation was \$1,226,782.89, for the base year 2010-11. This total excludes amounts provided in General Revenue, University Operations. And Research and External Funding listed in number 11 of the Elective Elements. Although the funds were collected under specific categories, expenditures were for specific use line items.

External revenue came from the following sources:

- General “unrestricted” funds (funds allotted for the



operating expenses of the WVSU Foundation)	\$274,273.86
• “Restricted” Funds (funds with a restricted purpose or designation: student scholarships, athletics, academic programs, student programs, etc.)	\$776,071.45
• Administrative fees	\$93,787.37
• Rental Income (use of University facilities)	\$16,752.41
• Endowed Scholarships (principal realized)	\$65,897.80

All funds are held in the West Virginia State University Foundation, Inc.

Data: The current total of external funding for WVSU was \$688,817 for the base year 2007-2008. This total excludes amounts provided in General Revenue, College Operations, and Research and External Funding listed in number 11 of the Elective Elements. Although the funds were collected under specific categories, expenditures were for specific use line items. External revenue that is made available to the University comes from the following sources:

All funds are held in the West Virginia State University Foundation, Inc.

Goal: The goal is to develop multiple sources of revenue to provide needed funding for continuous growth of the University.

Strategies/Rationale:

Partnering with local/national businesses and corporations will guarantee a continuous flow of revenue for the University and will further aid in supporting its many changing developments. Furthermore, use the annual fund to target alumni and friends of the University for the general fund of the WV State University Foundation.

Year Two (AY 2009-10)

1. Develop a program to increase University financial support among the faculty and staff by 20%.

Continuing our program for promoting payroll deduction among faculty and staff to increase University financial support, as well as growing numbers of faculty/staff attendees to our Foundation Annual Dinner, we are pleased to report another 23% increase (23.5%) in funds raised from AY 2008-09 to AY 2009-10.

AY 2008-09	A total of 101 Constituent(s) Listed	\$ 26,820.49
AY 2009-10	A total of 115 Constituent(s) Listed	\$ 33, 138.66

When one considers the continued poor economic conditions nationally and state budget cuts to higher education, we are heartened by the increase in faculty and staff support.

**Year Three (AY 2010-11)**

1. Develop a program to increase University financial support among the faculty and staff by 10%.

Again, we are pleased to report an increase of financial support by our dedicated, devoted faculty and staff at West Virginia State University. Though the number of contributors declined, the amount contributed increased by more than \$6000.00, doubling our goal of a 10% increase to the tune of 20.5%.

AY 2010-11    A total of 95 Constituent(s) listed                      \$39,960.25

2. Increase the Corporate Partnership Program by 20% with local members.

Due to the initiation of a more active corporate partnership program by the Office of Institutional Advancement, we are pleased to report a **36.5% increase** in corporate partnerships for WV State University over the past two years.

Here is the two-year comparison:

AY 2009-10	A total of 3 Constituents Listed	\$66, 695.10
AY 2010-11	A total of 5 Constituents Listed	\$91, 066.13

3. Increase local support among local alumni and businesses by 30%.

Year-to-year support from our local alumni and business in West Virginia also show dramatic increases: Over \$200,000.00., a jump of 95%!

Local alumni and businesses FY11 -	\$418,874.62
Local alumni and businesses FY10 -	\$215,166.47

**6. Institutional efficiencies NA**

**LEARNING AND ACCOUNTABILITY**

**7. Expansion of graduate/postdoctoral education**

Data: The Department of Criminal Justice has been developing a graduate degree in Law Enforcement and Administration over the 2007-2008 academic year. A faculty member to shepherd this degree has been hired. He has revised the initial curricular proposal to strengthen and distinguish it for the unique focus it will provide.

Goal: Develop graduate programs in five discipline areas where the University offers related undergraduate degrees.

Strategies/Rationale:

Graduate education in disciplines where the University already has baccalaureate degree programs, or in disciplines that are closely related to existing degree programs, will increase the opportunities for citizens of the area to expand and enhance their undergraduate education to benefit both the economic development and professional opportunities of the region. One area envisioned is a Master’s Program in Entrepreneurship. Job creation for oneself as well as for employees is one mechanism for providing an inflow of employment and development

opportunities for citizens of West Virginia. Such an endeavor is more than blind risk-taking; it requires well-developed small business skills to be successful and to thrive. The other area is a Master's Degree in Community Development. Training people to work with economically depressed communities in West Virginia and the Appalachian region will allow the provision of a multi-thronged solution to problems of development as synergy is experienced between entrepreneurship, community development, and tourism management.

Year Two (AY 2009-10)

1. Solicit stakeholder input from the advisory group and prepare a full program offering of courses for a Master's Degree in entrepreneurship.

The Entrepreneurship program is fully developed. It has been approved by the West Virginia State University Board of Governors, by the West Virginia Higher Education Commission, and is now in the hands of the Higher Learning Commission of the North Association of Colleges and Schools.

2. Solicit stakeholder input from the advisory group and prepare a full program offering of courses for a Master's Degree in Community Development. (

Community Development was not found to be feasible. As such, it was strongly recommended that we pursue the area of Public Administration instead. As a result, we are working on the intent to plan a Certificate program in Public Administration and may use that as a springboard for a future Master's Program in Public Administration.

3. Solicit stakeholder input from the advisory group to create and seek approval for a Master's Degree in Law Enforcement and Administration within the Department of Criminal Justice. (College of Professional Studies)

A survey was conducted of criminal justice undergraduate majors at West Virginia State University during the fall 2008 and spring 2009 semesters in all criminal justice courses. Of the students surveyed, over 80% indicated they would be interested in a master's degree program in Law Enforcement and Administration. During the summer 2009, three supervisor levels courses were taught to the Charleston Police Departments and various other police departments. Of approximately 100 students attending, over 75% indicated an interest in obtaining a Law Enforcement Administration Graduate Degree.

4. Solicit stakeholder input from the advisory group to create and seek approval for a Master's Degree in Social Work within the Department of Social Work. Stakeholder input from the Social Work Community and Field Advisory Committee was solicited on November 13, 2009. Input reinforced the need for a full-time MSW program with concentrations in the Child Welfare and Health Services. Employers were enthusiastic about their ability to provide quality internship opportunities to graduate students but emphasized the need for flexible scheduling of courses in terms of times and locations. The main concern in moving the proposal forward continues to be funding to meet the accreditation requirements of the Council on Social Work Education (CSWE) for staffing graduate programs.

### **Year Three (AY 2010-11)**

1. Solicit stakeholder input from the advisory group to create and seek approval for a Master's Degree in Education in Community College Teaching within the Department of Education.

A needs assessment determined that this program was not needed at this time and this activity is suspended.

2. Begin offering classes for a Master's Degree in Entrepreneurship.

The Entrepreneurship program submitted to the Higher Learning Commission was not accepted as presented. It was requested that the University address and respond to various programmatic questions. The program submission is being revised in line with the comments received from the Higher Learning Commission.

3. Begin offering classes for a Master's Degree in Community Development

Community Development was not found to be feasible. As such, it was strongly recommended that we pursue the area of Public Administration instead. As a result, we are working on the intent to plan a Certificate program in Public Administration and may use that as a springboard for a future Master's Program in Public Administration

### **8. National faculty recognition/faculty quality NA**

## **INNOVATION**

### **9. Student civic engagement**

Data: The Institutional culture of West Virginia State University strongly encourages community services. As a result, numerous co-curricular activities involved WVSU's students, staff, faculty, and administrators with external communities. Encouragement is provided through the following three structures:

- student activities service learning projects: each campus sanctioned student organization that receives Institutional funding is required to participate in a minimum number of both on-campus and off-campus projects each semester to maintain eligibility;
- faculty tenure system: community service is acknowledged in faculty performance review for promotion and as part of the annual evaluation system;
- staff and administrative participation: each staff and administrator from the respective administrative areas submits an annual report, which often includes a section whereby staff participation in community volunteerism is featured.

A service learning program to forge academic learning with community needs and opportunity has been developed. The academy initially is collaborating with non-profit organizations in counties and communities surrounding Institute, West Virginia, in order to build capacity and to help West Virginians create a better West Virginia in which to live, grow, work, learn and play. The mechanism is to share resources and to create awareness of issues about which West Virginians are concerned such as the environment, community improvement, education, health, citizen empowerment, economic justice, and social justice. Students will benefit from hands-on

involvement and participation (as well as college credit) in areas related to their field of study or interest.

Goal: Institute a service-learning program for our students.

Strategies/Rationale:

Studies have shown the benefits of service learning to include

1. merging academic learning with practical experience through the kinds of reflective assignments students undertake,
2. helping to increase students' interest in the subject matter of their study and in the community in which they live,
3. boosting self-esteem and honing the leadership ability of students, and
4. improving retention and allegiance to the University as dedicated future alumni.

Year Two (AY 2009-10)

1. Explore development of a new degree program in management of not-for-profit organizations. (College of Business Administration and Social Sciences)

A BA-399 Special Topics elective course in Not-for-Profit Management through a part-time professor was offered, but interest was found to be very low; thus, the course was not offered again. It also was decided not to pursue the degree program in the field.

5. Place and follow-up on those students that professors assign to a service-learning project.

Several students in Psychology and in Marketing were placed in service learning projects through our service learning coordinator. Each of the professors in collaboration with the Service Learning Coordinator followed up the students' activities.

**Update:** The work was being carried out with a not-for-profit organization through a voluntary arrangement whereby the College provides office space and the organization places students. Since there was space shortage, the relationship with any such organization with the College does not exist anymore. There was need for the office for faculty space. Decision is pending as to whether the University administration will handle this service learning in a different fashion.

6. Require students involved in the service learning program to write comprehensive research reports on their experiences for evaluation by the professors who assigned the project. (College of Business Administration and Social Sciences)

The students in Psychology volunteered to help in area nursing homes, helped in Geri Olympics, and used these in their class projects. The Marketing Management students volunteered at the Kanawha Valley Sustainability Fair and wrote marketing-related papers.

### Year Three (AY 2010-11)

1. Do a critical study of the papers submitted by the students

Update: A sample of the student reports was investigated. It was clear from their reports that students placed from the Marketing discipline were able to assist a small business owner's web presentation using their expertise; Sociology students were appreciative of the differences in culture/knowledge of rural vs. urban WV in seeking and providing health assistance through the Ronald McDonald House in Charleston. Other students who worked with youth at risk in financial literacy expressed gaining more knowledge about things that they have been taking for granted looking at issues only based on their own social background. A few more responses received using Survey Monkey showed satisfaction with the Service Learning program of that particular semester and recommended to extend the opportunity to others in the future.

2. Solicit stakeholder input from the advisory group to create and seek approval for an independent Bachelor of Science Degree in the Management of Not-for-Profits or a Concentration within the Business Administration Department. (College of Business Administration and Social Sciences)

Update: BA-399 Special Topics elective course in Not-for-Profit Management through a part-time professor was offered, but interest was found to be very low; thus, the course was not offered again. It also was decided not to pursue the degree program in the field.

### 10. Entrepreneurial education NA

### 11. Research and external funding

Data: The current total external research funding at WVSU for the base year was close to \$4 million, and it was comprised as follows:

- **Level of funding expenditures** through the Gus R. Douglass Institute for the Conduct of research:

- Research Formula funding	\$1,407,119
- Research State match	\$ 963,135
- Research Other Federal/Pass Through grants	\$ 1,596,132
<b>Total</b>	<b>\$ 3,966,386</b>

- The combined external funding available for research in fiscal year 2010, excluding formula funding and state match, was \$1,596,132.

The external funding sources were:

- Federal: \$3,003,251 (60 % US Department of Agriculture, 7% National Institutes of Health, and 30% National Science Foundation, 3% Other)
- State and local: \$963,135 (100% State-match)
- Private: -0-

• Other sources of external funds related to increasing the quality of life and supporting research activities, but not directly connected with basic research, during the base year were:

- Title III-B funding for HBCU's (US Department of Education) available to historically black institutions	\$2,763,551
- Title III Part F – to strengthen STEM education	462,653
- Title VII Masters – to strengthen Graduate Programs	470,294
- Extension Formula Funds (US Department of Agriculture) to conduct outreach and extension programming	1,340,865
- Extension State-match (State of West Virginia) to conduct outreach and extension programming	883,249
- Upward Bound Trio programs (US Department of Education) to promote programs and academic services for disadvantaged students	1,027,946
- Growing Our Own teachers (US Department of Education) targeting the moving of paraprofessionals to teachers	199,264
- Improving Teacher Quality grant funding (WV HEPC) to improve the Mathematics performance of elementary teachers	44,858
- Teacher Preparation (WV Department of Education) to improve the quality of teaching through teacher preparation	110,000
- Internationalizing the Curriculum at WVSU (WV HEPC) to improve international curricula at WV universities	14,990
- Cyrus Vance Award (WV HEPC) to advance international study efforts and promote international education	5,000
- Combating Domestic Violence Against Women (US Department of Justice) for services to victims of Crime and social justice programming	132,646
- Title IV-E Program (WV DHHR) for providing training under this program	290,811
- Summer Teaching Institute for WV Public School Teachers (WV Humanities Council) on the works of Shakespeare	25,000

**Update:** Though external funds in this section are not directly related to Research and Development, these federal entitlements (e.g. Title III-B, Extension, and Upward Bound funds) derived from competitive and formula sources and have some basis of research in order for the grant to be awarded. These competitive grants greatly contribute to the quality of life in the region through the grant-embedded educational activities, as well as by the injection of external revenues into the local economy.

**Patents Received:** No research patents were received during this reporting period.



Goal: Strengthening Institutional research capacity and providing Institutional infrastructure (including research policies – e.g. intellectual property rights policy) to accommodate for current and future Institutional research growth and to encourage faculty and participating staff to create new knowledge which can potentially generate economic value to the institution and the state.

Strategies/Rationale:

In order for the University to strengthen Institutional research capacity and provide the much needed Institutional infrastructure, the following strategic actions will be implemented within the framework of this compact:

- Put into service the Intellectual Property Rights management policy recently redeveloped for the University. Revisit the policy's profit distribution to reward and stimulate faculty to engage in new discovery and the creation of new knowledge with potential economic value.

The Board of Governors officially approved the University's Intellectual Property Management policy on January 27, 2011. All constituents of the University including the faculty senate had an opportunity to provide feedback and inputs into this policy. The policy is currently in effect.

- Assess and propose to the University's governing bodies the establishment of an administrative unit in charge of administering all Institutional research.

The University has taken steps in relation to restructuring its administrative units. As a result of this restructure a new Unit for Research and Public Service has been created. This unit is currently being overseen by the Special Assistant to the President (Dr. Orlando F. McMeans).

- Assess and propose to the institution's governing bodies the establishment of a technology management and transfer office to support the administration of a campus-wide intellectual property and technology transfer policy and guide the process of technology transfer within and outside of the institution.

The technology management and transfer office to support the administration of a campus-wide intellectual property and technology transfer policy and guide the process of technology transfer within and outside of the institution will be established under the new Research and Public Service Unit.

- Promote the establishment of Small Business Innovative Research and Small Business Technology Transfer (SBIR and STTR) programs at the University as Economic Development Centers to facilitate interaction of University faculty (and University resources) with potential or well established entrepreneurs.

The University will continue exploring opportunities, which can result in regional economic development.

- Establish the University's Center for Excellence in the area of Environmental Biotechnology and Renewable Resources to coordinate current endeavors of promoting the development of new research instrumentation.

The University will continue exploring opportunities to establish Center for Excellence.

Year Two (AY 2009-10)

1. Establish and develop a new research area within the University (e.g. Food Science), including hiring a new faculty/researcher.

The University, through the GRDI, obtained external support from the National Science Foundation and United States Department of Agriculture to hire new scientists in the areas of Nutrition, Urban Forestry, and Bioinformatics for fall 2012.

2. Continue working on identifying and securing resources for the establishment and long-term sustainability of the University's Center of Excellence.

**Update:** The University continues exploring ways to gain long-term resources, which can support and sustain the proposed University's Center(s) of Excellence. The Gus R. Douglass Institute has identified the area of its 1890 Center of Excellence as "Biotechnology and Renewable Resources." The status in relation to Federal Government funding has slowed down progress in this area.

3. Put into service the Intellectual Property Rights management policy recently redeveloped for the University. Revisit the policy's profit distribution to reward and stimulate faculty to engage in new discovery and the creation of new knowledge with potential economic value.

The Board of Governors officially approved the University's Intellectual Property Management policy on January 27, 2011. All constituents of the University including the faculty senate had an opportunity to provide feedback and inputs into this policy. The policy is currently in effect.

4. Assess and propose to the University's governing bodies the establishment of an administrative unit in charge of administering all Institutional research.

The University has taken steps in relation to restructuring its administrative units. Because of this restructure, a new Unit for Research and Public Service has been created. This unit is currently being overseen by the Special Assistant to the President (Dr. Orlando F. McMeans).

5. Increase the revenue growth, in terms of externally sponsored research funding at the University, by 10% from the previous year.

Year Three (AY 2010-11)

1. Identify resources for and approve the new administrative unit at the University for the management of all institutional research.

A new Unit for Research and Public Service has been created. This unit is currently being overseen by the Special Assistant to the President (Dr. Orlando F. McMeans).

2. Establish and develop a new research area within the University (e.g. Bionanotechnology) including the hiring of a new faculty/researcher

Through the NSF's EPSCoR Research Infrastructure Improvement (EPSCoR RII) grant, the University's Department of Biology is currently seeking to hire a "**Bioinformatics**" faculty. This new faculty will provide support to other faculty members' research endeavors as well as engage in teaching and promoting her/his own research in the Bioinformatics field. The new Bioinformatics area will also be coupled with a second EPSCoR RII endeavor which includes the enhancement of research via cyberinfrastructure tools, including high performance computing and visualization capabilities. These two grants combined have strengthened the University's area of Biotechnology (e.g. Master's Program) via the addition of sophisticated scientific and cyberinfrastructure equipment, faculty support for research activities, and support for graduate and undergraduate students.

3. Establish the University's Center of Excellence and continue identifying and capturing resources for its long-term sustainability.

The status in relation to Federal Government funding has slowed down progress in this area.

4. Increase the revenue growth, in terms of externally sponsored research funding at the University, by 10% from the previous year.

Although research funding did not increase during this reporting period, the University managed to increase revenues in terms of its sponsored programs compared to the previous year. According to currently audited financial statements, Operating Revenues managed the University's Research and Development Corporation grew from \$12,324,470 to 13,017,198.

Years One through Five (AY 2008-13)

1. Use data obtained to evaluate the success of competitive grants awarded to the institution to form a basis for seeking future competitive grants to enhance teacher quality.

The College of Professional Studies had no competitive grants during this reporting year.

Update: Yes, using last federal fiscal year data, we evaluated from a university perspective where Congress was appropriating funds that were less likely to be cut in the recent rescissions. We also wanted to match these data against the programs where we felt WVSU was more academically and research competitive. It proved science and technology and certain teacher education programs were the best match.

Concurrent with this analysis, we were looking at federal programs that recognized the unique diversity contribution brought to higher education by Historically Black Colleges and Universities (HBCU) -- a competitive advantage that WVSU had not availed itself of in recent years. Therefore, science and technology programs are in National Science Foundation (NSF) and National Institutes of Health (NIH.) Specifically, there is a program in NSF designed to enable the approximately 90 HBCUs become research competitive, a mission WVSU has had since its Land Grant status was restored and it became a regional university

with a research focus. Our reasoning was that it would be easier to compete against 90 institutions than the some 6500 reported by the federal Department of Education currently in operation.

That NSF program is called the HBCU- Undergraduate Program (UP.) The pathway to obtaining several million in federal dollars to directly enhance university research at WVSU starts with smaller Planning Grants worth less than \$100,000 and leads to Implementation Grants worth millions. Working collaboratively, we submitted a HBCU-UP Planning Grant and, in a peer-reviewed award environment, WVSU was awarded a \$67,000 to study how its science, technology, and mathematics programs can enhance their quality while spurring regional economic development through research and workforce enhancement. We will take the results from this effort to develop an Implementation Grant for submission in 2012.

2. Monitor and review grant funding publications to determine sources for future 1competitive grant funding in the event there are no longer funds available.

The National Council for the Accreditation of Teacher Education, The American Association of Colleges of Teacher Education, the Council on Social Work Education, and the West Virginia Higher Education Policy Commission send notices of grants through list serves. The appropriate department heads review this information and forward the information to members of their departments.

During the 2010-2011, the Teacher Education Unit in cooperation with Marshall University had a grant to improve teacher quality in the preparation of elementary teachers in the area of science.

**Update:** The 2010-2011 year was used for planning, recruiting teachers, and developing materials. We launched during the summer of 2011, training high school teachers in research and in developing lessons and units that use research. We are continuing this year with Action Research in Science Classrooms, and Understanding of Ethical considerations in bio-tech and nano-tech research. We are impacting 3 high school teachers and scores of students from their classes.

During 2010-2011, The Teacher Education Unit in cooperation with the Mathematics and Physics Department had a grant to improve teacher quality in the preparation of elementary teachers in the area of science and mathematics. Thirty teachers from Clay County were trained during the summer of 2011. This grant continues with follow up sessions during 2011-2012.

**Goal:** Strengthening Institutional research capacity and providing Institutional infrastructure (including research policies – e.g. intellectual property rights policy) to accommodate for current and future Institutional research growth and to encourage faculty and participating staff to create new knowledge which can potentially generate economic value to the institution and the state.

Strategies/Rationale:

In order for the University to strengthen Institutional research capacity and provide the much needed Institutional infrastructure, the following strategic actions will be implemented within the framework of this compact:

- Put into service the Intellectual Property Rights management policy recently redeveloped for the University. Revisit the policy's profit distribution to reward and stimulate faculty to engage in new discovery and the creation of new knowledge with potential economic value.
- Assess and propose to the University's governing bodies the establishment of an administrative unit in charge of administering all Institutional research.
- Assess and propose to the institution's governing bodies the establishment of a technology management and transfer office to support the administration of a campus-wide intellectual property and technology transfer policy and guide the process of technology transfer within and outside of the institution.
- Promote the establishment of Small Business Innovative Research and Small Business Technology Transfer (SBIR and SBTT) programs at the University as Economic Development Centers to facilitate interaction of University faculty (and University resources) with potential or well established entrepreneurs.
- Establish the University's Center for Excellence in the area of Environmental Biotechnology and Renewable Resources to coordinate current endeavors of promoting the development of new research instrumentation.

Year Two (AY 2009-10)

1. Establish and develop a new research area within the University (e.g. Food Science), including hiring a new faculty/researcher.

The University, through the GRDI, obtained external support from the National Science Foundation and United States Department of Agriculture to hire new scientists in the areas of Nutrition, Urban Forestry, and Bioinformatics for fall 2011.

2. Continue working on identifying and securing resources for the establishment and long-term sustainability of the University's Center of Excellence.

The University continues exploring ways to gain long-term resources which can support and sustain the proposed University's Center(s) of Excellence. The Gus R. Douglass Institute has identified the area of its 1890 Center of Excellence as "Biotechnology and Renewable Resources."

3. Put into service the Intellectual Property Rights management policy recently redeveloped for the University. Revisit the policy's profit distribution to reward and stimulate faculty to engage in new discovery and the creation of new knowledge with potential economic value.

Update: The updated Intellectual Property Rights Management Policy draft was reviewed by the Faculty Senate. The Board of Directors of West Virginia State University Research and Development Corporation also endorsed the policy to be sent for approval to the University's Board of Governors. The policy draft was considered by the Board of Governors at its September 23, 2010 meeting.

4. Assess and propose to the University's governing bodies the establishment of an administrative unit in charge of administering all Institutional research.

Update: In August 17, 2010, the WVSU President announced the establishment of the new office of Research and Public Service. At that time, he also appointed Dr. Orlando F. McMeans as the Special Assistant to the President to lead this office.

5. Increase the revenue growth, in terms of externally sponsored research funding at the University, by 10% from the previous year.

### **Year Three (AY 2010-11)**

- 1. Identify resources for and approve the new administrative unit at the University for the management of all institutional research.**

As mentioned previously, in August 17, 2010, the WVSU President announced the establishment of the new office of Research and Public Service. At that time, he also appointed Dr. Orlando F. McMeans as the Special Assistant to the President to lead this office.

2. Establish and develop a new research area within the University (e.g. Bionanotechnology) including the hiring of a new faculty/researcher

Through the NSF's EPSCoR Research Infrastructure Improvement (EPSCoR RII) grant, the University's Department of Biology is currently seeking to hire a "Bioinformatics" faculty. This new faculty will provide support to other faculty members' research endeavors as well as engage in teaching and promoting her/his own research in the Bioinformatics field. The new Bioinformatics area will also be coupled with a second EPSCoR RII endeavor, which includes the enhancement of research via cyberinfrastructure tools, including high performance computing and visualization capabilities. These two grants combined have strengthened the University's area of Biotechnology (e.g. Master's Program) via the addition of sophisticated scientific and cyberinfrastructure equipment, faculty support for research activities, and support for graduate and undergraduate students.

3. Establish the University's Center of Excellence and continue identifying and capturing resources for its long-term sustainability.

A committee was established during summer 2011 and starting in fall 2011, All VPs and the Special Assistant to the President for Research and Public Service meet each Monday to address issues, areas of concern, and areas for potential growth. This committee is charged

4. Increase the revenue growth, in terms of externally sponsored research funding at the University, by 10% from the previous year.

#### **Years One through Five (AY 2008-13)**

1. Use data obtained to evaluate the success of competitive grants awarded to the institution to form a basis for seeking future competitive grants to enhance teacher quality.

The College of Professional Studies had no competitive grants during this reporting year.

2. Monitor and review grant funding publications to determine sources for future competitive grant funding in the event there are no longer funds available.

The National Council for the Accreditation of Teacher Education, The American Association of Colleges of Teacher Education, the Council on Social Work Education, and the West Virginia Higher Education Policy Commission send notices of grants through list serves. The appropriate department heads review this information and forward the information to members of their departments.

During the 2010-2011, the Teacher Education Unit in cooperation with Marshall University had a grant to improve teacher quality in the preparation of elementary teachers in the area of science. The 2010-2011 year was used for planning, recruiting teachers, and developing materials. We launched during the summer of 2011, training high school teachers in research and in developing lessons and units that use research. We are continuing this year with Action Research in Science Classrooms, and Understanding of Ethical considerations in bio-tech and nano-tech research. We are affecting three high school teachers and scores of students from their classes.

The Teacher Education Unit in cooperation with the Mathematics and Physics Department had a grant to improve teacher quality in the preparation of elementary teachers in the area of science and mathematics. Thirty teachers from Clay County were trained during the summer of 2011. This grant continues with follow up sessions during 2011-2012.



## Appendix A: Learning Outcomes Mapping Progress

DEPARTMENT	PLO IDENTIFID	PLO MAPPED	RUBRICs CREATED
*There are no meeting scheduled at this time, for mapping or Rubric assistance			
<b>Art (1)</b>	X	X	
Art History			
Ceramics			
Digital Photography			
Drawing			
Graphic Design			
Painting			
Photography			
Printmaking			
Sculpture			
<b>Economics (2)</b>	X		
Business			
General			
<b>English (3)</b>	X	X	
Literature			
Professional Writing			
<b>History (4)</b>	X		
<b>International Studies (5)</b>			
<b>Political Science (6)</b>			
<b>Psychology (7)</b>	X		
<b>Regents BA (8)</b>			
<b>Sociology/Philosophy (9)</b>	X		
<b>Biology (10)</b>	X		
Environmental and Organismal			
Biotechnology and Genetics			
Pre-Medical and Biomedical			
Sciences			
<b>Business Administration (11)</b>	X		
Accounting			
Finance			
Information Systems			
Management			
Marketing			
<b>Chemistry (12)</b>			
ACS Certified	X	X	

General	X	X	
Pre-Medical	X	X	
<b>Computer Science (13)</b>			
<b>Communications and Media Studies (14)</b>	X	x	x
Communications Research/Marketing			
Government/Social Services			
Graphics			
Journalism			
International Communications			
Photography			
Writing			
<b>Criminal Justice (15)</b>	X	X	
Corrections			
General Program			
<b>General Education</b>	X		
<b>Education (16/17)</b>			
<b>Elementary Education (K-6</b>			
Early Education PreK-K			
Reading K-6			
Multi-Categorical Special Education K-6			
<b>5-Adult</b>			
Business			
English			
General Science			
Journalism			
Mathematics			
Reading			
Social Studies			
Multi-Categorical Special Education			
<b>9-Adult</b>			
Biology			
Chemistry			
English			
Mathematics			
Social Studies			
<b>Pre-K-Adult)</b>			
Art			
French			

Health			
Music			
Physical Education	X		
Spanish			
Theater			
<b>Health Sciences (18)</b>	X	x	
Health Care Supervision			
Health Promotion/Wellness			
Health Studies			
<b>Mathematics (19)</b>			
Applied			
Classical			
<b>Recreation (20)</b>	X	x	
General			
Therapeutic			
<b>Social Work (21)</b>	X	X	
<b>Sports Studies (22)</b>	x	x	
<b>MASTERS</b>			
Biotechnology			
Media Studies			
Law Enforcement Administration			

**Appendix B: 2011-2011 West Virginia State University Strategic Plan**

Draft

# *Draft Strategic Plan*

2011 - 2013





**West Virginia State University  
Board of Governors 2011–2012**

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Dr. Eric D. Coleman  
Chair  
Senior Commercial Manager, Dow Chemical Company

Dr. John Thralls  
Vice Chair  
Retired Higher Education Administrator

Mr. Larry Salyers  
Secretary  
Senior Vice President United Bank, Inc.

Dr. Tom Guetzloff  
Faculty Representative  
Associate Professor and Chair, Department of Chemistry

Mrs. Millie Booker  
Classified Staff Representative  
Office Administrator, Academic Affairs

Mr. Kris Casdorph  
Student Representative  
Political Science Major, Senior

Dr. Thomas D. Boston  
Professor of Economics, Georgia Institute of Technology

Mr. Eric Hicks  
Owner, Right at Home

Mr. Larry Rowe  
Attorney At Law

Mr. Thomas Susman  
President, TSG Consulting

Mr. Gary Swingle  
President and Investment Advisor Representative  
A&F Financial Advisors LLC

Mr. L. Vincent Williams  
Deputy Attorney General, Office of the Tennessee Attorney General

WEST VIRGINIA STATE UNIVERSITY  
1891



# *Draft Strategic Plan*

2011 - 2013

Message from the President.....	1
University Mission.....	146
Core Values.....	147
Competitive Environment.....	148
Strengths.....	149
Challenges.....	149
Opportunities.....	150
Threats.....	150
University Strategic Goals.....	151
Appendix A: Responsibilities.....	156
Appendix B: Strategy and Objectives Details.....	158



## Message from the President

**Since its founding in 1891**, West Virginia State University (WVSU) has been a forward-moving institution, anticipating advances in society and technology that would allow State to continually make progress as it prepared thousands of students for their future.

As an 1890 land-grant institution, the University is committed to carrying out the traditional mission of teaching, research and public service. A powerful mission statement outlines our history, values, dedication to our students and loyalty to the community.

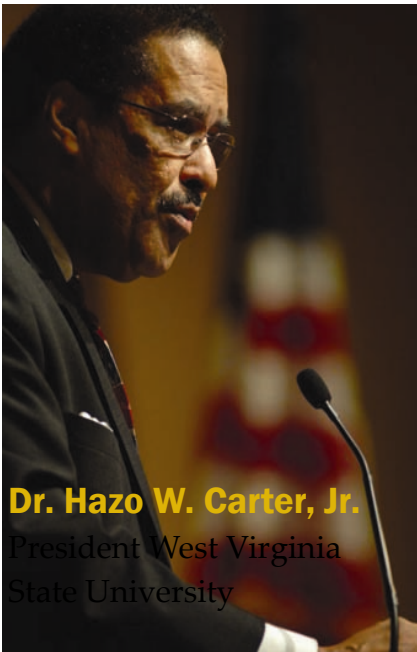
As we begin the 2011-12 academic year, WVSU stands at an important crossroads. In order to continue to serve West Virginia, our students and our community, WVSU is embarking upon a bold strategic plan to transform itself into a nationally recognized land-grant institution. This plan focuses on five key initiatives:

- Defining and building at least four Academic Centers of Excellence
- Creating and conveying a compelling brand identity
- Growing student enrollment by seven percent
- Strengthening the University philanthropic operation with a 12.5 million dollar Fundraising Campaign
- Building a strong marketing function and management system

We are pleased to present our Strategic Plan 2011 - 2013. Every effort has been made to develop goals and objectives that will serve WVSU and its students as we go forward. At the Strategic Planning Retreat in March 2011, campus constituents including faculty, staff, students, alumni, administrators and members of the Board of Governors had an opportunity to participate in the process.

The WVSU strategic planning process is a dynamic effort marked by continuous productive change. Anyone who wishes to make a suggestion for the plan is encouraged to do so. Please take time to read and study this publication carefully as we plot the future of West Virginia State University.

*Hazo W. Carter, Jr.*



**Dr. Hazo W. Carter, Jr.**  
President West Virginia  
State University

## University Mission

**Founded in 1891**, West Virginia State University is a public, land-grant, historically black university, which has evolved into a fully accessible, racially integrated and multi-generational institution. The University, “a living laboratory of human relations,” is a community of students, staff and faculty committed to academic growth, service and preservation of the racial and cultural diversity of the institution. Our mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research.

The undergraduate education at the University offers comprehensive and distinguished baccalaureate programs in business, liberal arts, professional studies, sciences and social sciences. In addition, the University provides master’s degrees and other opportunities for graduate education.

West Virginia State University offers encouragement and education through flexible course offerings in traditional classrooms, in non-traditional education settings and through distance learning technologies. With the goal of improving the quality of our students’ lives, as well as the quality of life for West Virginia’s citizens, the University forges mutually beneficial relationships with other educational institutions, businesses, cultural organizations, governmental agencies and agricultural and extension partners.

The following values guide our decisions and behavior:

- academic excellence;
- academic freedom;
- advancement of knowledge through teaching, research, scholarship, creative endeavor and community service;
- a core of student learning that includes effective communication, understanding and analysis of the interconnections of knowledge and responsibility for one's own learning;
- lifelong growth, development and achievement of our students;
- development of human capacities for integrity, compassion and citizenship;
- our rich and diverse heritage;
- personal and professional development of our faculty and staff; and
- accountability through shared responsibility and continuous improvement.

West Virginia State University is a vibrant community in which those who work, teach, live and learn do so in an environment that reflects the diversity of America. Our comprehensive campus provides vast opportunities for our students. We take great pride in our accomplishments and envision building upon our baccalaureate and graduate programs and our excellence in teaching, research and service.

Approved by the West Virginia Higher Education Policy Commission - September 21, 2001.  
Modified by the West Virginia State University Board of Governors - December 9, 2004;  
September 10, 2009; September 23, 2010



## **Vision**

Become a nationally recognized land-grant university linking its students, faculty and the citizens of West Virginia to education, research and economic opportunities in a global market place.

## **Core Values**

### **A fundamental commitment to academic freedom and excellence**

With a dedication to exploring and understanding interrelationships between academic disciplines, we promote creativity and innovation in teaching, research, scholarship and community service.

### **A passion for lifelong learning**

We pursue personal and professional development and inspire students to embrace educational opportunities to enrich their lives and their communities.

### **An appreciation for our beginnings**

We honor our rich heritage that has guided culturally, racially and economically diverse students to achieve educational success.

### **A strong sense of responsibility**

As we continually strive for improvement, we embrace operational excellence in our daily work and accept accountability for outcomes.

### **A deep understanding of our motto, “A Living Laboratory of Human Relations”**

As we fulfill the mission of our University, we serve our students and our community with integrity, understanding and consideration.

## **Competitive Environment**

### **Major Competitors (On-Campus Programs)**

WV four-year institutions:

Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, WVU Institute of Technology, West Liberty University and West Virginia University

W V Independent four-year institutions:

Alderson-Broaddus College, Appalachian Bible College, Bethany College, Davis & Elkins College, University of Charleston, Ohio Valley University, Wheeling Jesuit University and West Virginia Wesleyan College

WV Two-year institutions:

Blue Ridge Community and Technical College, Eastern West Virginia Community and Technical College, Kanawha Valley Community and Technical College, Mountwest Community and Technical College, New River Community and Technical College, Pierpont Community and Technical College, Southern West Virginia Community and Technical College, West Virginia Northern Community College and West Virginia University at Parkersburg

### **Major Competitors (Online Programs)**

Marshall University, West Virginia University, American InterContinental University Online, Arizona State University, Ashford University, Everest University, Kaplan University, Liberty University, Saint Leo University, University of Phoenix and Walden University



## Strengths

- WVSU has a long, distinguished history of offering accessible, high-quality education programs in a racially integrated and multi-generational environment that promotes student success and lifelong learning.
- Centrally located within one of West Virginia's largest population centers.
- One of only two land-grant universities in West Virginia.
- Full-time faculty teach many of the classes and offer a variety of services to the University and the larger community.
- A substantial, supportive, national alumni base provides significant opportunities to increase the University's philanthropic activities.
- Dedicated faculty and staff who are student centered.

## Challenges

- To develop a compelling brand identity.
- To develop a plan for institutional growth that anticipates the rising costs of providing an affordable, quality education in a safe environment and includes specific strategies for maintaining the high quality of student life, academic programs and faculty productivity.
- To increase its efficiency in using existing resources to attract and retain outstanding students, faculty and administrators and to enhance and expand the University's physical plant, course offerings, technology infrastructure and student services necessary to meet the needs of a growing university.
- To strengthen the University's ability to increase philanthropic activities and gain alumni support.
- To expand graduate education, support scholarship, promote grant-driven projects and research implementation.
- To significantly increase the resources allocated for recruitment, retention, advising and marketing

## **Opportunities**

- Become regionally and nationally ranked among peer institutions.
- The University's strengths in Business Administration, Education, Criminal Justice, Communications and Biology provide a strong foundation for significantly increasing enrollment and expanding corporate relationships.
- The rapid growth in the demand for online programs and classes in West Virginia, nationally and globally represents an opportunity to develop new and more effective ways of teaching, learning and enrollment growth, which will result in increased financial resources for the University.
- Finding innovative ways to increase the number of partnerships with industry, research institutions and enterprises, the federal government, philanthropic organizations and national societies and to build a broader base of financial support with individual contributors.
- The University's International Program provides a basis for many partnership opportunities in the global arena.
- Expand University housing in order to facilitate enrollment growth.

## **Threats**

- Reductions in funding for higher education in West Virginia would significantly impact the University's ability to provide services to the campus community, the local community, the State and the region.
- Increased competition from public and private institutions (campus-based and online) for highly qualified students could negatively impact the University's enrollment, retention and graduation rates.
- Inadequate electronic infrastructure could negatively impact all areas of operation in the academic, administrative and service areas of the University.
- Declining prospective student population.

## University Strategic Goals

### **Goal 1. Develop at least ten focused programs that will ensure student academic success and thereby increase retention and graduation rates.**

- Strategy A Develop undergraduate and graduate academic programs that will ensure student success.
- Strategy B Ensure North Central Association reaffirmation for WVSU.
- Strategy C Ensure academic rigor in all University programs.
- Strategy D Increase services that enable the campus to operate in a more effective, efficient and safe manner.
- Strategy E Develop support programs that will ensure student success.
- Strategy F Facilitate the personal, intellectual and emotional growth of students.

### **Goal 2. Invest in strategic marketing to create and convey a compelling brand identity.**

- Strategy A Create and convey a compelling brand.
- Strategy B Make significant progress toward accomplishing the goals of the WVSU Campus Master Plan to continue the development of a modern and aesthetically pleasing environment accommodating teaching, research, community outreach and enrollment growth.
- Strategy C Promote compliance with policies, procedures and codes including non-discrimination, privacy and navigability as well as foster a barrier-free, safe environment for students, faculty, staff and visitors.
- Strategy D Be visionary and proactive in advocacy for continuous evolution and improvement related to all aspects of the University.



**Goal 3. Engage in long-term, sustained philanthropic success.**

- Strategy A Reorganize Planning and Advancement into an Institutional Advancement Division.
- Strategy B Conduct a coordinated 12.5 million dollar fundraising campaign.
- Strategy C Build a robust philanthropic fundraising operation.
- Strategy D Conduct an effective sustainable advocacy operation on local, state and federal levels.
- Strategy E Build a robust Department of Alumni Relations for the University.
- Strategy F Develop a strong, stable and growing Annual Fund Drive.
- Strategy G Enhance the WVSU Foundation's role in maintaining accurate, complete records of donors and other contributors.
- Strategy H Expand the role of the WVSU Foundation Board.
- Strategy I Develop an investment budget to support philanthropic operations.

**Goal 4. Grow enrollment by at least 3% per year and increase graduation rate by at least 2% per year through planning and execution of a focused enrollment management campaign.**

- Strategy A Develop and implement a FY 2011-2015 Enrollment Plan that includes at least a 7% increase in enrollment and a 6% increase in graduation rate.
- Strategy B Contribute to the enrollment, retention, academic advancement and graduation of students by strengthening curricular, co-curricular and extra-curricular activities.
- Strategy C Enhance services that contribute to the enrollment, retention, academic advancement and graduation of students.
- Strategy D Continue to promote a multicultural environment and preserve, in practice, the concept of "A Living Laboratory of Human Relations."
- Strategy E Be visionary and proactive in advocacy for continuous evolution and improvement related to all aspects of the University.

**Goal 5. Develop a university-wide research agenda that furthers WVSU's reputation for scholarship and academic excellence.**

- Strategy A Elevate the visibility of the research mission of the University.
- Strategy B Increase federal, state and private dollars to support research activities and programs.
- Strategy C Develop a plan to increase space for facilitating and conducting research activities and support research programs.
- Strategy D Promote, manage and facilitate the development and implementation of essential extension and outreach programs, linked to research, that address critical societal issues of West Virginia.
- Strategy E Develop and promote basic research and creative activities in the University colleges with the primary purpose of creating new knowledge.

**Goal 6. Develop at least four Academic Centers of Excellence that are widely recognized and held in high esteem by external stakeholders and the public at large.**

- Strategy A Become a Center of Excellence in Technology Services, Telecommunications, Internet and Data Information Security.
- Strategy B Become a Center of Excellence in Emerging Technologies.
- Strategy C Become a Center for Teaching and Learning Best Practices.
- Strategy D Become a Center of Excellence in the Assessment of Student Learning.

**Goal 7. Implement a program of enhanced engagement with constituents in the Greater Kanawha Valley.**

- Strategy A Develop specific mechanisms such as annual forms to provide greater communication with business and industry leaders, with the goal of keeping key constituents more fully informed as to University programs and services and providing mechanisms for regular input on services which the University delivers.
- Strategy B Carefully craft mutually beneficial articulation agreements with the Kanawha Valley Community and Technical College to facilitate transfer of credits and sharing of resources as may be feasible.

- Strategy C Meet on a regular basis with county and municipal government leaders from Kanawha, Putnam, and perhaps other nearby counties to develop new and strengthen existing partnerships for better serving local citizenry.
- Strategy D Explore the development of additional university level coursework to be delivered at local school sites and/or through technology-based delivery systems.
- Strategy E Develop an aggressive and welcoming campaign to attract increased numbers of Kanawha Valley residents to educational, cultural, and athletic programs at West Virginia State University with the goal of having more local residents adopt the University as their home institution, whether or not they are enrolled as students here.
- Strategy F Extend continuing education and community service offerings within the immediate institutional service area.



The next Strategic Plan will be for 2014–2016. We will again give an opportunity to faculty, staff, students, alumni and citizens in the community and state for input. The ideas and suggestions for the current plan are appreciated.

West Virginia State University will continue its tradition as we accomplish our higher education goals. Teaching, research and public service will remain our highest priorities as we prepare students for the future and provide services to our community, state and nation.



WEST VIRGINIA STATE UNIVERSITY

1891

[www.wvstateu.edu](http://www.wvstateu.edu)

West Virginia State University is an equal opportunity, affirmative action institution that does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, or veteran status in its employment, programs, or activities.

## Appendix A: Responsibilities

	Academic Affairs	Office of Finance	Institutional Advancement	Office of the President	Student Affairs
<b>GOAL 1</b>	<b>Primary Responsibility</b>	Secondary Responsibility	Secondary Responsibility	Oversight Responsibility	Secondary Responsibility
Strategy A	X			X	
Strategy B	X	X	X	X	X
Strategy C	X			X	
Strategy D	X			X	
Strategy E	X	X	X	X	X
Strategy F				X	
<b>GOAL 2</b>	Secondary Responsibility	Tertiary Responsibility	Secondary Responsibility	<b>Primary Responsibility</b>	Secondary Responsibility
Strategy A	X	X	X	X	X
Strategy B			X	X	
Strategy C	X		X	X	X
Strategy D	X		X	X	X
<b>GOAL 3</b>	Secondary Responsibility	Secondary Responsibility	<b>Primary Responsibility</b>	Oversight Responsibility	Secondary Responsibility
Strategy A			X	X	
Strategy B	X	X	X	X	X
Strategy C	X	X	X	X	X
Strategy D			X	X	
Strategy E			X	X	
Strategy F			X	X	
Strategy G			X	X	
Strategy H			X	X	
Strategy I		X	X	X	
	Academic Affairs	Office of Finance	Institutional Advancement	Office of the President	Student Affairs
<b>GOAL 4</b>				Oversight Responsibility	<b>Primary Responsibility</b>
Strategy A	X			X	X
Strategy B	X			X	X
Strategy C	X	X	X	X	X
Strategy D	X			X	X
Strategy E	X	X	X	X	X

	Academic Affairs	Office of Finance	Institutional Advancement	Office of the President	Student Affairs
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				(Gus R. Douglas Institute)	
<b>GOAL 5</b>	Secondary Responsibility	Tertiary Responsibility	Secondary Responsibility	Primary Responsibility	Tertiary Responsibility
Strategy A				X	
Strategy B				X	
Strategy C	X			X	
Strategy D				X	
Strategy E				X	
Strategy F				X	
<b>GOAL 6</b>	Primary Responsibility		Secondary Responsibility	Oversight Responsibility	
Strategy A	X			X	
Strategy B	X			X	
Strategy C	X		X	X	X
Strategy D	X			X	
<b>GOAL 7</b>					
Strategy A			X	X	
Strategy B	X			X	
Strategy C			X	X	
Strategy E				X	
Strategy F				X	

## Appendix B: Strategy and Objectives Details

### Strategic Goal 1: Develop focused programs to ensure student academic success and thereby increase retention and graduation rates.

Administrative Area: Academic Affairs (College of Arts and Humanities)

Strategy	Objective	Milestones	Timeline	Responsibility
Develop undergraduate and graduate academic programs that will ensure student success.	Increase the number of students served in the Writing Center by 10% through publicity and collaboration in writing instruction across the curriculum during the AY year 2011-12.	Measure number of students served in the Writing Center each semester and compare to AY 2010-2011 usage; 2) conduct at least one writing workshop in a non-English class.	Sept 2011- June 2012	Writing Center Director
	Improve assessment of Writing Center effectiveness as a retention tool through better tracking of students served and their performance in the courses for which they sought help.	Submit service request to Computer Services to create category in electronic tracking system (already exists) to track students enrolled in enhanced sections of ENGL 101; 2) System developed and approved for tracking course performance of students served in the Writing Center (in the courses for which they sought help).	September 1, 2011; 2) By the end of Fall 2011.	Writing Center Director
	Improve student success in college writing tasks by creating and offering a refresher course in writing for under-prepared and other at-risk students, identified through standardized test scores.	Submit course proposal to the WVSU Educational Policies Committee (EPC) for a developmental-level (010-099-level) refresher writing course; 2) offer at least one section of the course in the semester after it is approved by EPC.	In time for it to be put into the Spring 2012 schedule; 2) Spring 2012.	Responsibility: Department of English
	Increase enrollment, access and attendance in College degree programs	Incorporate best retention practices (from 2011 Art retention workshop) into syllabi and instructional practices.	Oct 2011	Art faculty
		Redesign Communications and Media Studies webpage with improved recruitment materials and advising information.	Dec 2011	Designated Communications faculty



Strategy	Objective	Milestones	Timeline	Responsibility
		Finalize (already discussed) proposal for new English degree option in Technical Writing to EPC.	Dec 2011	Department of English
		Submit finalized proposal for new English degree option in Technical Writing to EPC.	Feb 2012	Department of English
		Finalize proposal for new BA in Music degree.	Sep 2011	Department of Music
		Submit proposal for new BA in Music degree to EPC.	Nov 2011	Department of Music
		Seek permission to plan proposed for new BA in Music degree from HEPC.	Jan 2012	Department of Music
	Promote retention and student engagement	Hold at least one workshop for Arts and Humanities faculty who have taught or plan to teach Freshman Experience, for exchange of ideas and concerns.	Nov 2011	Dean, involved faculty
		Hold at least one workshop to support and enhance use of social media and ultra-mobile technology by Arts and Humanities faculty in communicating with and engaging students.	Dec 2011	Dean, Chairs, knowledgeable faculty
		Publicize and support new student organization for theatre activities.	Sep 2011	Dean, Communications chair, faculty advisor
		Clarify cultural activities mission, responsibility, & relationships	Dec 2011	Coordinator of Cultural Activities, Cultural Activities Committee
		Create cultural activities spending guidelines, marketing plan	May 2012	Coordinator of Cultural Activities, Cultural Activities Committee
		Develop cultural activities policies, e.g., chair responsibilities	Dec 2011	Coordinator of Cultural Activities, Cultural Activities Committee
		Expand cultural activities board to represent more campus stakeholders	May 2011	Coordinator of Cultural Activities, Cultural Activities Committee
	Promote graduate education	Send faculty and/or student representatives to at least two career/graduate school fairs to publicize program and recruit applicants to the master's program in Media Studies.	Apr 2012	Dean, Media Studies Coordinator, designated faculty

Strategy	Objective	Milestones	Timeline	Responsibility
		Revise Media Studies recruitment materials.	Dec 2011	Media Studies Coordinator, Media Studies graduate faculty
		Evaluate need and potential for offering graduate courses in English.	Nov 2011	Department of English
		Develop syllabus for at least one graduate English course, if need and potential are sufficient.	Dec 2011	Department of English
		Submit proposal for at least one graduate English course to EPC, if need and potential are sufficient.	Feb 2012	Department of English
	Enhance online and other non-traditional opportunities for students	Begin offering online introduction to studio art courses.	Aug 2011	Designated Art faculty
		Develop workshops in partnership with Land Grant's DigiSo Center (Kanawha Blvd.).	Dec 2011	Designated Communications faculty
		Identify additional courses that are appropriate for web-based instruction.	Dec 2011	College chairs and faculty, in collaboration with RBA advisor and CIT staff
	Remain current in technology & software	Review equipment & software inventory for all Arts and Humanities departments.	Dec 2011	Dean, Department Chairs, designated faculty
		Identify equipment and software needs	Jan 2012	Dean, Department Chairs, designated faculty
		Prioritize equipment & software purchases	Feb 2012	Dean, Department Chairs, designated faculty
		Purchase equipment and software according to set priorities.	15-May 2012	Dean, Department Chairs
		Bring aspects of Davis Fine Arts (building, lighting, & AV) up to date.	May 2013	Dean, Coordinator of Cultural Activities
	Evaluate and revise curricula as needed.	Analyze course/program enrollment trends for allocation of faculty lines	Dec 2011	Dean, Department Chairs, designated faculty
		Review curricula in Arts and Humanities programs that have not done thorough evaluations within the last two academic years (AY 2009-10 & AY 2010-11).	Mar 2012	Dean, Department Chairs, designated faculty

Strategy	Objective	Milestones	Timeline	Responsibility
		Update/revise curricula, as required.	May-12	Dean, Department Chairs, designated faculty
	Improve assessment	Complete implementation of PLO maps in LiveText in all Arts and Humanities programs	Sept 2011	Dean, Department Chairs, designated faculty
		Begin using rubrics to score and collect outcomes-based data in LiveText.	Sept 2011	Dean, Department Chairs, program faculty
	Appropriately staff courses & programs	Analyze course/program enrollment trends for allocation of faculty lines	Jan 2012	Dean, Department Chairs

**Administrative Area: Academic Affairs (College of Business and Social Sciences)**

Strategy	Objective	Milestones	Timeline	Responsibility
Develop undergraduate and graduate academic programs that will ensure student success.	Improve and resubmit to the Higher Learning Commission the Masters in Entrepreneurship Degree	Compare the program submitted using the old HLC form with their new formal and rework the submission.	December 2011	Dean CBSS
		Submit the Program to HLC	January 2012	Dean CBSS
		If approved by HLC, promote the program, recruit students and launch program	Fall 2013	Dean CBSS
	Pursue the development of a new Master's degree program in Public Administration.	Submit intent to plan to the University Board	December 2011	Political Science Chair
		If approved by the Board, proceed and work on the program for submission to Higher Education Commission	March 2012	Political Science Chair
		If approved by Higher Education Commission, work on the program and submit to Higher Education Policy Commission following their requirements.	December 2012	Political Science Chair
		If approved by HLC, promote the program and start recruiting students.	May 2012	Political Science Chair
		Admit students and Launch the program	Fall 2013	Political Science Chair

Strategy	Objective	Milestones	Timeline	Responsibility
	Pursue the development of an applied Master's Degree program in Sociology	If approved by Higher Education Commission, submit program to Higher Education Policy Commission	March 2012	Sociology/Philosophy Chair
		If approved by the Board, proceed and work on the program for submission to Higher Education Commission		Sociology /Philosophy Chair
		If approved by Higher Education Commission, work on the program and submit to Higher Education Policy Commission following their requirements.		Sociology/Philosophy Chair
		If approved by HLC, promote the program and start recruiting students.		Sociology /Philosophy Chair
		Admit students and Launch the program		Sociology /Philosophy Chair
Develop undergraduate and graduate academic programs that will ensure student success.	Obtain accreditation reaffirmation for the Business Department	Remove shortcoming condition in Criterion 5.4.1 by having at least one full-time doctoral or professionally qualified faculty teaching in each concentration (hire terminally degreed faculty in Marketing and Management).	Feb 2011	Chair of Business Administration/Dean
		Advertise the position	April 2011	Chair of Business Administration/Dean CBSS/Academic Affairs
		Recruit and hire Faculty	September 2011	Chair of Business Administration Office of Finance
		Remove shortcoming condition in Criterion 5.4.2. by ensuring that sufficient faculty are available to provide advising and administration .	February 2011	Chair of Business Administration/Dean
		Advertise the position	April 2011	Chair of Business Administration/ Dean BSS
		Recruit and hire Faculty	September 2011	Chair of Business Administration/ Office of Finance
	Encourage Faculty to be active in professional activities that will enhance the depth and scope of their knowledge and effectiveness of their	Make this criterion proportionately high (at least 25%) in evaluating faculty	September 2011	Business Administration Department Chair/Deans Council/

Strategy	Objective	Milestones	Timeline	Responsibility
	teaching			
		Ensure accreditation reaffirmation	September 2013	Business Department Chair/Dean/ Academic VP

**Administrative Area: Academic Affairs (College of Natural Science and Mathematics)**

Strategy	Objective	Milestones	Timeline	Responsibility
Develop undergraduate and graduate academic programs that will ensure student success.	Implement Math 020	Register students for Math 020	Sept 2011-June, 2013	Department of Mathematics, Dean, AA
	. Create Math Learning Center	determine needs list	Sept 2011	Math Chair, faculty
		2Propose implementation plan	Feb 2012	Math Chair, faculty
		3Incorporate needs list into Title III requests	Feb 2012	Dean, AA
		4Select location	Feb 2012	Math chair, faculty, Dean, AA
		Begin appropriate renovations	Sept 2012	Chair, Dean, AA, Physical Facilities
		Order computers desks software	Sept 2012	Chair, Dean, AA, Physical Facilities
Increase services/ activities that enable the campus to operate in an effective efficient and safe manner.	Re vitalize the NSM Safety Committee to Address Hamblin Hall SHIP and other safety issues	Members Identified, Chair selected	Sept 2011 Meet monthly	Dean, Faculty Committee

Administrative Area: Academic Affairs (College of Professional Studies)

Strategy	Objective	Milestones	Timeline	Responsibility
Ensure academic rigor in all University programs	Require that all students in the College of Professional Studies earn a grade of C or better in the courses required in their major for the degree.	All departments will seek EPC approval	Aug 2011-April 2012	Department Chairs
		This change will be added to the College Bulletin. will	Aug 2012	The Dean and Department Chairs
	Require that course descriptions be revised to include prerequisites that demonstrate a sequential building of content knowledge and some formative process that is consistent with best practices in the discipline.	All departments seek EPC approval	Aug 2011-April 2012.	Department Chairs
		This change will be added to the College Bulletin.	Aug 2012	The Dean and Department Chairs
	Increase student pass rates on Licensing exams in Education.	Review and revise existing tutorial programs in place in the Education Departments based on analysis of data received from the appropriate testing or licensing agencies	August 2011-May 2012	
	.	When annual Federal Title II and West Virginia Department of Education and West Virginia Higher Education Policy Commission Data and reports show this program is in compliance .	August 2011-May 2012	Education Department Chair and Faculty.
	Increase student pass rates on Licensing exams in Social Work.	Review and revise existing tutorial programs in place in the Social Work Departments based on analysis of data received from the appropriate testing or licensing agencies. Social Work Department Chair and faculty.	August 2011-May 2012	Education Department Chair and Faculty.
		When West Virginia Social Work Licensing Board and West Virginia Higher Education Policy Commission Data and reports show this program is in compliance.	August 2011-May 2012	Social Work Department Chair and faculty.

Administrative Area: Academic Affairs (General Education [GE])

Strategy	Objective	Milestones	Timeline	Responsibility
Develop undergraduate and graduate academic programs that will ensure student success.	Integrate General Education Honors course into the General Education Curriculum	Receive proposals for Honors General Education Classes	Sept 2011	Faculty Honors Committee, GE Committee, Coordinator of GE
		Approve acceptable proposals	Oct 2011	GE Committee
		Send Proposals to EPC	Dec 2011	Coordinator of GE, Honors Committee
	Adopt more options for General Education courses.	Receive proposals for courses	Sept 2011–June 2013	Faculty, GE Committee, Coordinator of GE
		Approve acceptable proposals	Sept 2011–June 2013	GE Committee
		Send Proposals to EPC	Sept 2011–June 2013	Coordinator of GE
	Assess needs for continued success for General Education Curriculum	Establish General Education assessment sub-committee	Sept 2011	Coordinator of GE, VPAA, GE Committee, Faculty
		Regular meetings of assessment sub-committee	Sept 2011–June 2012	Coordinator of GE
		Hold forums for faculty input	Sept 2011–June 2012	Coordinator of GE, GE assessment sub-committee
		Recommend course of action for GE curriculum to VPAA as determined by sub-committee	June 2013	Coordinator of GE, GE assessment sub-committee
	Ensure current Information of GE100 and GE200 texts	Review of literature by experts from various departments, Collect essays and information for textbooks (if needed) and Edit textbooks under publisher timeline	Sept 2011–June 2013	Coordinator of GE, interested faculty



Administrative Area: Academic Affairs (RBA)

Strategy	Objective	Milestones	Timeline	Responsibility
Develop undergraduate and graduate academic programs that will ensure student success	Increase number of areas of emphasis for RBA	Meet with program chairs and deans to discuss possible areas of emphasis	Oct 2011	Director of RBA
		Identify departments	Dec 2011	Director of RBA
		Conduct follow-up meetings	April 2012	Director of RBA, Department Chairs for English, Art, Communications,
		Enroll students in developed areas of emphasis	Sept 2012	Director of RBA, Department Chairs for English, Art, Communications,

Administrative Area: Academic Affairs (Drain-Jordan Library)

Strategy	Objective	Milestones	Timeline	Responsibility
Develop support programs that will ensure student success	Implement social networking communication with students	Develop a plan for implementation.	July 2011	Director of Library Resources
		Secure funding	July 2011	Director of Library Resources, OF, Title III
		Staff training	Sept 2011	Director of Library Resources
		Implementation and advertising	Sept - Oct 2011	Director of Library Resources
	Improve library collections	Conduct a needs assessment		Director of Library Resources, Faculty Senate Library Committee
		Develop collection development plan (1)	Dec 2011	Director of Library Resources, Faculty Senate Library Committee
		Produce formal collection development document	April 2012	Director of Library Resources

Strategy	Objective	Milestones	Timeline	Responsibility
		Secure funding	Sept 2011-2013	Director of Library Resources, OF, Title III
		Order materials	Sept 2011-2013	Director of Library Resources, Faculty
		Complete de-accession project	Dec 2012	Director of Library Resources, Faculty
	Rebuild library instructional program as information literacy training	Develop internal plan, with organizational definitions and priorities	Dec 2011	Director of Library Resources
		Canvas University faculty to secure support and buy-in	May 12	Director of Library Resources
		Develop curriculum and pedagogical strategies	Aug 2012	Director of Library Resources
		Implement Information Literacy-based instruction on at least a trial basis.	Sept 2012	Director of Library Resources, faculty
	Redesign Library website	Plan and survey other libraries	Aug 2012	Director of Library Resources
		Page template design	Aug 2012	Director of Library Resources
		Beta site up, advertising for new site	Nov 2011	Director of Library Resources
		New website public	Dec 2011	Director of Library Resources
	Improve accuracy of holdings in library catalog and national bibliographical utilities	Define scope of problem and talk with vendors re: solutions	June 2012	Director of Library Resources
		Define costs (monetary and staff time) associated	Sept 2012	Director of Library Resources
		Secure funding for remediation	Dec 2012	Director of Library Resources, OF, Title III

Strategy	Objective	Milestones	Timeline	Responsibility
		Begin remediation project	Jan 2013	Director of Library Resources
	Continue to solicit user input concerning the library	Administer 2nd annual faculty and student survey	Oct 2011	Director of Library Resources
		Analyze/release survey results	Jan 2012	Director of Library Resources
		Administer 3rd annual faculty and student survey	Oct 2012	Director of Library Resources
		Analyze/release survey results	Jan 2013	Director of Library Resources
	Update Library physical spaces for improved access to information and technology	Summarize Consultants' report for University admin. consumption	Feb 2012	Director of Library Resources
		Prioritize projects for Administration	Aug 2011	Director of Library Resources
		Develop funding strategies	Sept 2011-2013	Director of Library Resources, OF, Title III
		Plan discrete renovation projects	January - April 12	Director of Library Resources
		Implement as possible	Sept 2011- June 2013	Director of Library Resources, contractors, OF
	Implement physical location plans for the Vizwall project	Completion of planning of HRC Vizwall project	Sept 2011- June 2013	GRDI, Director of Library Resources, OF, University, et al.
		Implementation of project within University parameters	June 3013	GRDI, Director of Library Resources, Title III, OF

Administrative Area: Academic Affairs (National Center for Human Relations)

Strategy	Objective	Milestones	Timeline	Responsibility
Develop support programs that will ensure student success	Develop and promote the NCHR mission	Develop at least one event for Faith Based, Race Relations and Domestic Violence	Sept 2011- June 2012	EE Director & Coordinators
		Increase events by 50% from previous year	Sept 2011- June 2012	EE Director & Coordinators
	Recruitment for Cultural Diversity Certificate Program	Increase Enrollment in Cultural Diversity Certificate Program by 10 %	Sept 2011- June 2012	EE Director & Coordinators
		Graduate students with Certificates in Cultural Diversity	Sept 2011- June 2012	EE Director & Coordinators

Administrative Area: Academic Affairs –Registration & Records

Strategy	Objective	Milestones	Timeline	Responsibility
Develop support programs that will ensure student success	Implement a Degree Audit System	Meet with Computer Services to determine roles and responsibilities	June 2011	Director of Registration and Records, Director for Computer Services, Director for Assessment
		Determine Responsibilities for Records and Registration	June 2011	Director of Registration and Records, Director for Computer Services, Director for Assessment
		Correct errors in Student Information System database	July 2011 and ongoing process	Director of Registration and Records, Director for Computer Services, Director for Assessment
		Implement roles and responsibilities for staff	July 2011 and ongoing process	Director of Registration and Records, staff, Director for Computer Services
		Determine course equivalencies	Sept 2011	College Deans, Department Chairs, Director of Registration and Records
		Determine data input responsibilities	Oct 2011	College Deans, Director of Registration and Records
		Schedule meetings with Academic Departments	Oct 2011	Department Chairs, Director of Registration and Records
		Secure Initial Training	Nov-Dec 2011	Director of Registration and Records,

Strategy	Objective	Milestones	Timeline	Responsibility
				College Deans
		Maintenance Training	Nov-Dec 2011	Director of Registration, College Deans
		Implementation of degree audit system	Jan 2012	Director of Registration, College Deans, Advisors

**Administrative Area: Administrative Services (Public Safety) and other areas**

Strategy	Objective	Milestones	Timeline	Responsibility
Increase services that enable the campus to operate in an effective, efficient and safe manner.	Enhance educational programs and information in regard to Emergency Response	Pursue funding from the Department of Justice (i.e. White House Initiative for HBCU's and Emergency Preparedness and Safety grant).	July 2011- July 2013	Director of Public Safety
		Offer five enhanced educational Programs for Shelter-in-Place Leaders.	Dec 2011	Director of Public Safety
		Update information /supplies in Emergency Boxes monthly.	Starting Sept 2011	Director of Public Safety and Physical Facilities
		Host a meeting of Kanawha County Emergency Providers-\$3,500	June 2012	Director of Public Safety
		Update Web information and Print information \$5,000	Starting Oct 2011	Director of Public Safety

Strategy	Objective	Milestones	Timeline	Responsibility
Ensure North Central reaffirmation for WVSU	Develop and implement a University-wide, state-of-the-art assessment system to measure student learning outcomes	Develop campus culture of assessment	Aug 2011- June 2013	Director of Institutional Effectiveness
		Use multifaceted assessment programs	Aug 2011- June 2013	Director of Institutional Effectiveness
		Encourage educators to participate fully in assessing learning outcomes	Aug 2011- June 2013	Director of Institutional Effectiveness
		Assess value-added learning outcomes using nationally recognized measures	Aug 2011- June 2013	Director of Institutional Effectiveness
		Assess capstone courses	Aug, 2012	Director of Institutional Effectiveness
		Align curricula with national and international goals and standards	Aug, 2012	Director of Institutional Effectiveness
		Use results for continuous improvement and accountability	Aug, 2012- 2013	Director of Institutional Effectiveness
		Meet the North Central Higher Learning Commission's standards	Aug 2011- June 2013	Director of Institutional Effectiveness
		Fully implement an electronic Assessment Management Platform (AMP) in every program as a means to collect and analyze student and program assessment data in order to meet current and future Accreditation, which aligns with HEPC goals nine and ten.	Aug 2013	Director of Institutional Effectiveness



Administrative Area: Administrative Services (Information & Technology)

Strategy	Objective	Milestone	Timeline	Responsibility
Increase services that enable the campus to operate in an effective, efficient and safe manner.	Upgrade the internet access to assist student, faculty and staff research projects and acquire High Performance Computing and Visualization equipment (EPSCORE Grant).	Required Training for High Performance Computing and Network Upgrading \$2,000 – grant funded	Continue July, 2011	Director of Computer Services
		Issue purchase orders For High Performance Computing (HPC )and Visualization Equipment	August 2011	Director of Computer Services
		Install HPC and Visualization Equipment -	December 2011	Director of Computer Services

Administrative Area: Administrative Services (Physical Facilities)

Strategy	Objective	Milestones	Timeline	Responsibility
Increase services that enable the campus to operate in an effective, efficient and safe manner.	Expand campus culture of environmental friendliness by Additional Recycling Efforts	Implement upgrading to a recycling effort by securing WV Environmental Grant if approved. (Grant will be \$9,000 if procured)	Oct 2011	Director of Physical Facilities
		Purchase desk/ hallway receptacles \$800	Sept 2011	Director of Physical Facilities
		-Final pre-grant approval and Submit Grant	July 1, 2011	Director of Physical Facilities
		Recycling publication- Others	Sept 2011	Director of Physical Facilities
		Gather recycle materials	Dec 2011	Director of Physical Facilities
		Prepare 2012 Grant	July 1, 2012	Director of Physical Facilities

**Administrative Area: Student Affairs (Collegiate Support & Counseling Services and  
Mental Health & Substance Abuse Counselor)**

Strategy	Objective	Milestones	Timeline	Responsibility
Facilitate personal, intellectual and emotional growth	Implement student-led substance abuse, HIV and Hepatitis educational program	Select 6 student peer educators (SPEs); one male and one female as the Leads	August 2011	Mental Health & Substance Abuse Counselor
	Establish meeting/work schedule	SPEs scheduled weekly in accordance with availability	September 2011	Mental Health & Substance Abuse Counselor, SPEs
	Provide necessary training to staff/SPEs	Trainings provided for peer education certification, substance abuse, HIV, hepatitis, social norms marketing, screening and brief intervention.	October 2011	Mental Health & Substance Abuse Counselor, The BACCHUS Network, the Maya Tech Corporation
		Utilize trained SPEs in Education 110 (Peer Education) class to facilitate trainings.	September, October, November 2011 & February, March and April 2012	Mental Health & Substance Abuse Counselor, SPEs
	Implement substance abuse, HIV and hepatitis prevention and education	Conduct needs assessment	September 2011	Mental Health & Substance Abuse Counselor, SPEs and New Leaf Group
		Develop strategic plan/coalition building	September & October 2011	Mental Health & Substance Abuse Counselor, SPEs, the BACCHUS Network, All Aid International, Inc.
		Incorporate needs into SPEs programming efforts	September, October, November 2011 & February, March and April 2011	Mental Health & Substance Abuse Counselor, SPEs
		Provide free HIV blood tests	October 2011 December 2011 February 2012 May 2012	Mental Health & Substance Abuse Counselor, SPEs, All Aid International, Inc.
		Collect data comparisons of pre and post knowledge from participants	November 2011 April 2012	Mental Health & Substance Abuse Counselor, SPEs, New Leaf Group

**Strategic Goal 2: Invest in strategic marketing to create and convey a compelling brand identity**

Administrative Area: Office of the President (Executive Assistant to the President for University & Community Relations)

Strategy	Objective	Milestones	Timeline	Responsibility
Create and convey a compelling WVSU brand	Create and establish consistent brand image and ensure compliance	WVSU Brand and Graphic Identity Manual created and approved	January 1, 2011	Communications Team, Institutional Advancement
		Meetings with Department Heads	August 2011	Communications Team, Institutional Advancement
		Recycling of all unofficial WVSU brand items	August 2011	Communications Team
	Secure a Marketing consultant	RFP advertised	June 2011	Office of Finance, Communications Team, Institutional Advancement
		Marketing Consultant Hired	Sept 2011	Office of Finance, Communications Team, Institutional Advancement
		Implement the recommendations of the consultant	FY 11-12	Office of Finance, Communications Team, Institutional Advancement
	Initiate and deliver a comprehensive IMC Plan	Submit plan and budget to Office of the President	August , 2011	Communications Team, Institutional Advancement
		Place strategic annual media buys	August 2011	Communications Team, Institutional Advancement
		6-Month Evaluation	December 2011	Communications Team
		12-Month Evaluation	May 2012	Communications Team, Institutional Advancement
	Increase prospective student pool	Prospect list purchase	June 2011	Communications Team, Institutional Advancement
		Direct Mail/Facebook campaign launch	July 2011	Communications Team, Institutional Advancement

Strategy	Objective	Milestones	Timeline	Responsibility
		Fall Application Evaluation	August 2011	Communications Team
		Spring Application Evaluation	December 2011	Communications Team
	Increase community support and brand awareness	Identify and schedule 20 strategic alliance meetings	September 2011	Communications Team, Institutional Advancement
		Sponsor 3 major community events	December 2011	Communications Team, Institutional Advancement
		Secure 10 Community Partnerships	December 2011	Communications Team, Institutional Advancement
	Increase faculty, staff and alumni support	Submit University Rewards Program to Office of the President for approval	September 2011	Communications Team, Institutional Advancement
		Campus –Wide Launch event	October 2011	Communications Team

**Administrative Area: Administrative Services (Physical Facilities)**

Strategy	Objective	Milestones	Timeline	Responsibility
Make significant progress toward accomplishing the goals of The WVSU Campus Master Plan to continue the development of a modern and aesthetically pleasing environment accommodating teaching, research, community outreach and enrollment growth (Administrative Services).	Improve campus facility capacity with a major academic building	Fleming Hall Renovation & Addition Project Total Project: \$15,000,000 funding already gained as part of an EAST Bond State of WV Funding	2011-2013	<b>Administrative Services</b> and President's Office, Academic Affairs, Student Affairs, Finance, Architects: Silling & Associates, LLC on Contract
		Architect Design Documents	September, 2011	Admin. Services
		Base Bid for Project (Alternates will follow as project progresses.as	Dec 2011	Admin Services and Finance

Strategy	Objective	Milestones	Timeline	Responsibility
		ready)		
		Fleming Hall Renovation & Addition site preparation and early demolition work	Sept 2011	Director of Physical Facilities
		Relocation of classes and offices during construction and readying for practices; associated parking, etc.	Dec. 2011 into early January	Director of Physical Facilities assists effected department chairs of College of Professional Studies
		On-going construction	2011- 2013 completion	Director of Physical Facilities with Architects and Construction Company selected
		Punch List and Total Acceptance of \$15,000,000 Fleming Hall Renovation & Addition	In 2013 as planned	Admin. Services with Physical Facilities working with Architects and Final Acceptance of Work as Completed Project by University President working with Architects' recommendation
	Improve campus Brand identity into signage for the campus as affordable	Transition Parking Lot and Road Signs over to new branding identity as affordable (\$60,000 as affordable — does not include large, main ID signs)	FY 2011- 2013	Director of Physical Facilities
		Design signage ideas for President to review	December 2011	Director of Physical Facilities
		Implement as affordable on signage	2012-13	Director of Physical Facilities
		Fleming Hall Renovation & Addition site preparation and early demolition work	Late summer and early autumn of 2011	Director of Physical Facilities

Strategy	Objective	Milestones	Timeline	Responsibility
		Relocation of classes and offices during construction and readying for practices; associated parking, etc.	Over Holiday Dec. 2011 into early January	Director of Physical Facilities assists effected departments (academic and athletic)
		On-going construction	FY 2011-2013 completion	Director of Physical Facilities with Architects and Construction Company selected
		Punch List and Total Acceptance	In 2013 as planned	Admin. Services with Physical Facilities working with Architects and Final Acceptance of Work as Completed Project by University President or designee working with Architects' recommendation
	Improve educational facilities at WVSU Booker T. Washington Complex, as affordable, for historic preservation and community outreach.	Implement work on WVSU Booker T. Washington Complex from U. S. Interior – National Parks Service Grant to improve African Zion Baptist Church Building – includes addressing Restroom Facilities and climate control to upgrade facility while maintaining historic integrity. Project Funding already procured from National Parks Service Grant of \$123,000.	FY 2011-2012	Director of Physical Facilities
		Attempt to find additional funding as possible to gradually protect the properties.	2012-2013	Director of Physical Facilities working cooperatively with other program and funding areas of the University

Administrative Area: Administrative Services (Human Resources)

Strategy	Objective	Milestones	Timeline	Responsibility
Promote compliance with policies, procedures and codes including non-discrimination, privacy and navigability as well as foster a barrier-free, safe environment for students, faculty, staff and visitors	Communicate and attempt to facilitate the requirements of Senate Bill 330 that are related to Human Resources functions. Note: All areas of the University have roles and full implementation requires financing of classification system.	Human Resources Director and Office Manager will attend WV HEPC REQUIRED Training Sessions for HR Staff regarding SB 330 that are being held frequently at a statewide level sponsored by the WV Higher Education Policy Commission Travel: \$6,000	June 2011-13	Director of Human Resources
		Human Resources will provide Executive Council with SB 330 information relative to the human resources aspects of the newest code related to higher education and compliance	2011-13	Director of Human Resources

Administrative Area: Student Affairs (Leadership & Judicial Affairs)

Be visionary and proactive in advocacy for continuous evolution and improvement related to all aspects of the university.	The Office of Judicial Affairs will work to mentor and educate those students who violate the policies of WVSU, The Buzz To retain those policy violators when possible and through mentoring, retaining and advancement academically by helping them to understand the value of academic advancement by respecting the policies of WVSU. Using each moment as a teaching moment.	Retaining 5%	August – December 2011	It will be my responsibility as Director of Judicial Affairs
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	Work with Campus police, RD and Director of Res Life to form a solid base for safer campus – better communication and understanding of each units responsibility	100%	August - December	Director of Campus police, Director of Res Life, RD and RA Vice President and Assistant VP of Student Affairs
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**Administrative Area: Administrative Services (Regional Community Policing Institute)**

Strategy	Objective	Milestones	Timeline	Responsibility
Promote compliance with policies, procedures and codes including non-discrimination, privacy and navigability as well as foster a barrier-free, safe environment for students, faculty, staff and visitors	Communicate with various external agencies about new federal and state codes concerning community policing, victim's rights, et. al.	Seek Grants to be able to educate about compliance issues such as Victim's rights, et. .	2011-2013	Director of Regional community Policing Institute
		Offer Workshops on campus and in three other states for justices, law enforcement officers, emergency service personnel and citizens as funding is available	2011-13	Director of Regional Community Policing Institute

Administrative Area: Student Affairs (University Union & Student Activities)

Be visionary and proactive in advocacy for continuous evolution and improvement related to all aspects of the university	Increase the number of visits to the University Union Information Center.	Identify additional services to be offered at the Information Center.	August 15, 2011	Program Coordinator, University Union
		Train student employees assigned to the Information Center to track number of visits by students.	September 25, 2011	Program Coordinator, University Union
		Implement suggestions within reason and host a Grand Re-opening during the spring semester.	February 15, 2012	Program Coordinator, University Union
		Tally the total number of visits to the Information Center for each semester and compare.	May 30, 2012	Program Coordinator, University Union

### Strategic Goal 3: Engage in long-term, sustained philanthropic success

#### Administrative Area: Institutional Advancement

Strategy	Objective	Milestones	Timeline	Responsibility
Reorganizing Institutional Advancement	Develop Org Structure (Org Chart)	Hire Assistant Vice President for Media and Marketing	Dec 2011	Vice President for Institutional Advancement
Conduct a 12.5 million dollar fund raising campaign over a five to seven year period	Establish a 17 member Steering Fundraising Committee	Select committee members and Chairs based on supporting affiliation with University	June 2011	Vice President for Institutional Advancement
	17 member Steering Fundraising Committee	Establish a meeting schedule	Sept 2011	Vice President for Institutional Advancement, Committee Chairs
	17 member Steering Fundraising Committee	Implement meetings per schedule for Donor Prospect Rating Sessions	Sept 2011	Vice President for Institutional Advancement, Committee Chairs
	Increase fundraising activities	Create donor matrix Donor prospect Data Base Management	Sept 2011	VP, Institutional Advancement
		Assign principals to prospective donors Management	Oct 2011	VP, Institutional Advancement and Committee
		Establish monthly donor contact quota and document outcomes	Oct 2011 – June 2013	VP, Institutional Advancement
		Identify and assign duties to PV and Foundation staff	Aug 2011	VP, Institutional Advancement
Build a robust philanthropic fundraising operation	Staff Institutional Advancement over necessary duties	Hire prospect researcher/ Data Base Management	July 2011	VP for Institutional Advancement
		Hire Asst. Vice President for University Media Relations and Marketing	Dec 2011	VP for Institutional Advancement
	Initiate responsibilities and oversight for key fundraising duties to enhance Philanthropic Giving to the University	Investigate, clean donor and alumni database/designate database manager Conduct Data Base Summit	Aug 2011	VP for Institutional Advancement

Strategy	Objective	Milestones	Timeline	Responsibility
		Develop formal plan for Major Gifts Development Moves Management Process	Aug 2011	VP for Institutional Advancement
		Develop formal Annual Fund Drive campaign plan	Aug 2011	VP for Institutional Advancement
	Will make contact with four Corporations per month and Produce two Foundation Proposals per month	Develop Corporate/Foundation Gifts Outreach Plan	Aug 2011	VP for Institutional Advancement
	To enhance Campaign development and awareness over the five Year Period in conjunction with the Foundation	Develop Donor Stewardship Plan and Special Events Coordination	Aug 2011	VP for Institutional Advancement
		Redefine Foundation Board Roles and Responsibilities/ policy for Giving to the University	Dec 2011	VP for Institutional Advancement
		Organizing a Steering Committee for the Fundraising Camp	Dec 2011	VP for Institutional Advancement
Conduct an effective and sustainable advocacy operation on local, state and federal levels of government	Assist in government relations and legislative monitoring affecting University	Communication with WV public officials thru various means: phone, email, meetings	FY2011 – FY 2013	Assistant VP for Institutional Advancement
	Attend WV Legislative sessions	Have daily University presence at the WV State Capitol	Jan-Mar 2012; Jan-Mar 2013	Assistant VP for Institutional Advancement and others University officials as needed
	Interaction with University Leadership	Provide legislative updates as requested by University leadership	FY 2011-FY2013	Assistant VP for Institutional Advancement

Strategy	Objective	Milestones	Timeline	Responsibility
Build a robust Alumni Affairs Department for the University	Update and maintain alumni database to Enhance annual and Major Gift Giving	Investigate and clean alumni, donor and general WVSU databases	Aug 2011	VP for Institutional Advancement, Director of Alumni Affairs and Director of Database Management
	Establish sustained communication and outreach program with alumni	Ongoing weekly phone calls, emails, social networking direct mail to various alumni members	FY 2011-FY 2103	VP for Institutional Advancement, Director of Alumni Affairs and Staff
	Disseminate communications pieces of WVSU information to Alumni and Chapters	The Tower magazine, emails, phoning, social networking, direct mail	FY 2011-FY 2103	VP for Institutional Advancement, Director of Alumni Affairs and Staff
	Increase donor support from WVSU Alumni	Personal and media cultivation/solicitation and contact with current and new alumni members	FY 2011-FY 2103	VP for Institutional Advancement, Director of Alumni Affairs and Staff
		Special Events celebrating WVSU Alumni	FY 2011-FY 2103	VP for Institutional Advancement, Director of Alumni Affairs and Staff
Execute Facilities Management Plan for Erickson Alumni Center	Coordinate control of facilities with University	Agreement with University to manage Alumni Center..	Dec 2011	Foundation Vice President for Marketing
		Coordinate control with Administrative Services	July 2012	IA, Administrative Services
	Management and Completion of required reports, licenses and business vendors	Successful payment of required fees	FY 2011-2013	Foundation President and Vice President
		Completion of Background checks including fingerprinting	FY 2011-2013	Foundation President and Vice President
		Updating List of Insured Caterers	FY 2011-2013	Foundation Vice President and Staff
Develop Procedures for Foundation Management	Comply with 501C3 regulations	Completion of required 990 Federal reports	FY 2011-2013	Foundation President and Vice President
	Comply with Audit Regulations	complete written Communication and acknowledgment procedures for staff	FY 2011-2013	Institutional Advancement Staff

Strategy	Objective	Milestones	Timeline	Responsibility
		Report audit findings to University Leadership and Foundation Chair	FY 2011-2013	Foundation President
	Scholarship Management	Comply with scholarship agreements	FY 2011-2013	Foundation Staff
		Maintain scholarship records and financial data	FY 2011-2013	Institutional Advancement Staff
Develop Strong, Stable and Growing Annual Fund Drive	Review achieved fundraising amounts in recent years	Announce Goal for FY2011-2012	July 2011	VP and Assistant VP for Institutional Advancement, President and VP of Foundation and Staff
	Develop Annual Fund Plan	Foundation Vice President develops plan in coordination with Office of Institutional Advancement and reports to University President and Foundation Chair	Aug 2011	Foundation Vice President
	Clean and Enhance donor database	Conduct Strategy meeting among stakeholders to establish needs	Aug 2011	VP and Assistant VP for Institutional Advancement, President and VP of Foundation and Staff
	Enhanced and coordinated Annual Fund solicitation materials		Dec 2011	Foundation Vice President and University Public Relations staff
	Enhance Planned Giving support	Seek out contributors and complete forms and maintain contact	FY 2011-2013	Foundation Vice President
	Develop Phone-athon Operation		Dec 2011	Foundation Vice President
Enhance Foundation Special Events	Annual Dinner: Increase attendance and corporate support	Annual Dinner	May 2012 and May 2013	Foundation Vice President
	Presidents Circle: Increase attendance (\$\$ support)	President's Circle Dinner	Yearly in October or during homecoming FY11, 12, 13	Foundation Vice President

Strategy	Objective	Milestones	Timeline	Responsibility
	To Enhance Alumni Giving	Alumni & Friends Lunch	Yearly Saturday during homecoming FY11, 12, 13	Foundation Vice President
Expand Role of Foundation Board	Foundation Chair and Board solicit Board Goal of Campaign Support	Foundation announces Board Goal	Homecoming 2011 FY11, 12, 13	Foundation Chair and Executive Committee
	Foundation Executive Committee serve as part Donor Prospect Committee	Institutional Advancement conducts prospect ratings sessions with Board members	Quarterly FY11, 12, 13	VP for Institutional Advancement, Foundation Chair and Institutional Advancement staff
		Executive Committee Meetings	Every other month FY11, 12, 13	Foundation, Institutional Advancement Staff and Board members
		Full Board Meetings	Two times a Year FY11, 12, 13	Foundation Staff and Board Members

Administrative Area: Office of Finance

Strategy	Objective	Milestones	Timeline	Responsibility
Develop an Investment Budget to support philanthropic and University operations	develop and implement University budget efficiency gains and promote balanced budgets in each Administrative area	Conduct bi-weekly budget meetings with each VP regarding budgets	Starting July 2011	Director of Fiscal Affairs, Director of Budgets/Accounting, Controller
		Review all areas with each Vice President and determine where costs could be reduced ( Efficiency Reviews)	Starting July 2011	Director of Fiscal Affairs, Director of Budgets/Accounting, Controller
		Each Vice President exercises fiscal control over expenditures within budget limits	Starting July 2011	Director of Fiscal Affairs, Director of Budgets/Accounting, Controller
	Acquire SciQuest software for purchasing control	In conjunction with HEPC, implement an electronic centralized purchasing software system		

Administrative Area: Student Affairs (University Union & Student Activities)

Strategy	Objective	Milestones	Timeline	Responsibility
Develop and implement University budget efficiency gains	Reduce the net cost per event of programs offered by the Office of Student Activities	Research the historic net cost per event offered in FY 2011	September 30, 2011	Director, University Union
		Meet with Student Activities Council to program more events that cost fewer dollars.	Ongoing through May 15, 2012	Program Coordinator, University Union
		Determine the net cost per event for FY 2012.	June 15, 2012	Director, University Union



**Goal 4. Grow enrollment by at least 3% per year and increase graduation rate by at least 2% per year through planning and execution of a focused enrollment management campaign.**

**Administrative Area: Student Affairs (Enrollment Management)**

Strategy	Objective	Milestones	Timeline	Responsibility
Develop and implement a 2011-2015 Enrollment Plan that includes a 7% increase in enrollment and retention.	Complete 2010-2012 Enrollment Management Plan	enrollment increase of 1.0 %	May 2012	VP Student Affairs
	Develop 2012-2015 Enrollment Management Plan that includes increases in overall enrollment as well as increases in retention over the three-year planning period. (Base enrollment is 3190)	Identify Sub Committee members	Oct 2011	VP for Student Affairs (SA), Academic Affairs (AA), and Chair of the Enrollment Management Committee (EMC)
		Plan is submitted to President and BOG for approval.	April 2012	VP for SA, AA, and EMC
		Implement approved plan	May 2012	VP for SA, AA, and EMC
		enrollment increase of 1.5 %	Fall 2012	VP for SA, AA, and EMC
		enrollment increase of 2.5	Oct 2012	VP for SA, AA, and EMC
		enrollment increase of 3.0% (3,413 total enrollment)	Oct 2013	VP for SA, AA, and EMC
	Implement an Early Commitment Initiative	Develop an early relationship between WVSU and all newly accepted students	Completed Dec 2010	Director of Collegiate Support and Counseling Services
		Produce brief online videos for orientation, recruiting and departmental program promotional purposes. Online videos filmed.	Completed May 2011	Coordinator of Institutional Research

Strategy	Objective	Milestones	Timeline	Responsibility
		Videos in editing stage	Aug 2011	Coordinator of Institutional Research
		Publish videos on WVSU website	Aug 2011	Coordinator of Institutional Research
	Increase financial aid awareness	Increase financial aid awareness to better aid student access and success towards obtaining federal, state and institutional funds.	Completed May 2011	Director of Student Financial Assistance
		Attend periodic faculty meetings to make information available and update on recent changes in financial aid	Completed August 2010	Director of Student Financial Assistance
		Produce a brochure of frequently asked questions (FAQ) and distribute to students	Completed August 2010	Director of Student Financial Assistance
		Schedule a meeting with residence hall assistants to give briefings regarding financial aid	Completed February 2011	Director of Student Financial Assistance
		Use electronic media and campus newspapers to communicate financial aid information	Completed February 2011	Director of Student Financial Assistance
	Develop an Honors program at WVSU	Develop and implement the standards and selection criteria for the honors program	December 2011	Academic Affairs
		Determine administrative responsibility of honors program	Completed May 2011	Academic Affairs
		Develop and implement the specific activities of the program	May 2012	Academic Affairs

Strategy	Objective	Milestones	Timeline	Responsibility
	Implement Departmental call of students from student contact cards	Establish consistent personal contact with our prospective students to insure they follow through with their enrollment	Completed May 2011	Director of Recruitment; AmeriCorps; All Academic Departments
		Enhance faculty involvement in calling process	May 2012	Academic Affairs
	Enhance Recruitment tours /outreach efforts to local high schools	Recruit and admit a larger and better academically prepared incoming class of freshmen to WVSU	May 2012	Director of Recruitment; Director of Admissions
		Enhanced involvement of faculty and administrators in the recruitment process	May 2012	Director of Recruitment; Director of Admissions
	Implement an Open House at WVSU	Increase community awareness of WVSU's educational opportunities. Complete planning for event.	October 2011	Director of Recruitment; Director of Alumni Affairs; Director of Public Relations
		Open House held	October 2011	Director of Recruitment; Director of Alumni Affairs; Director of Public Relations
	Implement a Mentoring Program at WVSU	Provide support for new students, to positively impact student success and to enhance student learning.	May 2012	Multicultural Counselor, Director of Collegiate Support and Counseling
		Assist the student with a smooth transition to college, providing positive role modeling, help to establish career/educational goals and being a consistent person the student can access for support and information	May 2012	Multicultural Counselor, Director of Collegiate Support and Counseling

Strategy	Objective	Milestones	Timeline	Responsibility
	Implement standard language at the end of all University Syllabi	Add three lines at the end of each course syllabi to remind students of: 1) Financial Aid deadlines. 2) Registration deadlines. 3) The availability of tutoring services.	May 2012	Academic Affairs

**Administrative Area: Student Affairs (Admissions and Recruitment Services)**

Strategy	Objective	Milestones	Timeline	Responsibility
Contribute to the enrollment, retention, academic advancement and graduation of students by enhancing curricular, co-curricular and extra-curricular activities.	Develop multi-media segments of student testimonials	Identify the students that will be filming	December 31, 2011	Director of Admissions, Director of Recruitment
	Coordinate WVSU Open House	Form a committee by identifying members	December 31, 2011	Director of Admissions and Director of Recruitment
	Implement recruitment at local vocational institutions	Select the schools to attend	December 31, 2011	Director of Admissions and Director of Recruitment
	Assign conditional students to a mentoring program	Identify the conditionally admitted students	December 31, 2011	Director of Admissions, Director of Recruitment and, Director of Collegiate Counseling and Disabilities Services

Administrative Area: Student Affairs (Office of Career Services and Co-operative Education)

Strategy	Objective	Milestones	Timeline	Responsibility
Be visionary and proactive in advocacy for continuous evolution and improvement related to all aspects of University	Launch a one stop shop for all customers through Career Services Management software System (CSM).	Participate in software implementation training	Sept 30, 2011	Career Services/Co-op Education, Computer Services, Implementation Specialist with Simplicity (Software Company)
		Identify the campus name for the system and customize visual appearance of software to reflect WVSU brand	July 31, 2011	Career Services/Co-op Education, Computer Services
		Implement a white list process which allows the system to receive e-mails from University accounts	July 31, 2011	Computer Services
		Identify where software will be housed on WVSU's web pages	Sept 30, 2011	Career Services/Co-op Education, Computer Services
		Identify and allow specific student data to be exported from BANNER into CSM	Sept 30, 2011	Career Services/Co-op Education, Computer Services
		Set-up Manager Interface	Sept 30, 2011	Career Services/Co-op Education
		Set-up Student Interface	October 31, 2011	Career Services/Co-op Education
		Launch a pilot test run of the system to trouble shoot issues	December 31, 2011	Career Services/Co-op Education, Computer Services
		Establish computer station in reception area of office for students to register for services	December 31, 2011	Career Services/Co-op Education, Computer Services
		Develop a system to track student usage of services	December 31, 2011	Career Services/Co-op Education
		Develop written instructions for students' access to software system	December 31, 2011	Career Services/Co-op Education

Strategy	Objective	Milestones	Timeline	Responsibility
		Develop Employer Interface	March 31, 2012	Career Services/Co-op Education
		Verify all employer contact information from current data bases and convert to excel format	March 31, 2012	Career Services/Co-op Education
		Import all employer contacts into CSM system	March 31, 2012	Career Services/Co-op Education
		Identify and form a one-time taskforce committee to develop marketing plan to advertise CSM system	June 30, 2012	Career Services/Co-op Education, Academic Affairs, Career Services/Co-op Education Advisory Group
		Meet at scheduled time and develop a plan of action	June 30, 2012	Career Services/Co-op Education, Academic Affairs, Career Services/Co-op Education Advisory Group
		Launch full software system	July 30, 2012	Career Services/Co-op Education, Computer Services
		Implement marketing plan	FY 2012-2013	Career Services/Co-op Education
Enhance student services that contribute to the enrollment, retention, academic advancement and graduation of students.	Design and deliver a Job Seeking Strategies course	Research existing similar courses in U.S. Colleges	July 31, 2011	Career Services/Co-op Education
		Develop syllabus, Pre and posttest and assemble course materials	July 31, 2011	Career Services/Co-op Education, Dean of College of Professional Studies
		Assign course number, inform faculty and add to fall course schedule	July 31, 2011	Dean of College of Professional Studies
		Deliver Job Seeking Strategies course	August 31, 2011	Career Services/Co-op Education

Strategy	Objective	Milestones	Timeline	Responsibility
		Evaluate effectiveness of course	October 31, 2011	Career Services/Co-op Education
		Determine interest for repeating course in Spring 2012	October 31, 2011	Career Services/Co-op Education, Dean of College of Professional Studies
		Add to Spring course schedule	October 31, 2011	Dean of College of Professional Studies
		.8 Edit syllabus	December 31, 2011	Career Services/Co-op Education, Dean of College of Professional Studies
		Deliver Job Seeking Strategies course during Spring semester	January 31, 2012	Career Services/Co-op Education
		Evaluate effectiveness of course	March 31, 2012	Career Services/Co-op Education

Administrative Area: Student Affairs (Collegiate Support & Counseling – Mental Health & Substance Abuse Counselor)

Strategy	Objective	Milestones	Timeline	Responsibility
Enhance student services that contribute to the enrollment, retention, academic advancement and graduation of students.	Expand current Student Peer Education (SPE) program topics based on 2010 National College Health Assessment (NCHA) data	Provide necessary training to SPEs on identified interests from survey: nutrition, fitness and sleep	September, October, November 2011 & February, March, April 2012	Mental Health & Substance Abuse Counselor
	Conduct SPE-led awareness campaigns and educational programming	Share knowledge with participants	September, October, November 2011 & February, March, April 2012	Mental Health & Substance Abuse Counselor, SPEs
	Administer NCHA	Identify current behavior trends and topic areas of interests	April 2012	Mental Health & Substance Abuse Counselor, the President's Council on Drug and Alcohol Abuse
		Tailor future programming to reflect NCHA results	May 2012 June 2012	Mental Health & Substance Abuse Counselor, SPEs



Administrative Area: Student Affairs (Collegiate Support & Counseling – Multicultural Counselor)

Strategy	Objective	Milestones	Timeline	Responsibility
Continue to promote a multicultural environment and preserve, in practice, the concept of “A Living Laboratory of Human Relations”	Development of the Faculty/Staff-Student Mentoring Program	Identify those students who have been conditionally admitted into WVSU for the	AY 2011-2012	
		Report will be obtained by working with Admission Office. Based on the number of students participants.	July 2011	Multicultural Counselor
		Emails will be sent to all WVSU Faculty/Staff members to request volunteers for mentoring program	August 2011	Multicultural Counselor
		Determine the number of Faculty/Staff members that will need to be trained to be mentors	August/September 2011	Multicultural Counselor
		Train Faculty/Staff member on being effective mentors	September 2011	Multicultural Counselor
		Have a reception to acquaint participants	September 2011	Multicultural Counselor
		Evaluate the effectiveness of the mentoring program in order to continue for the spring/fall 2012 semesters	December 2011 May 2012	Multicultural Counselor
	Increase Social Justice Awareness through programming	Apply for grants that will be the funding source for upcoming multicultural programs/conferences	Fall 2011	Multicultural Counselor
		Identify potential funding sources.	Sept 2011	Multicultural Counselor
		Apply for grants	Sept 2011	Multicultural Counselor

Strategy	Objective	Milestones	Timeline	Responsibility
		Implement social justice programs	Fall 2011/Spring 2012	Multicultural Counselor
		Evaluate the effectiveness of the programs	Fall 2011/Spring 2012	Multicultural Counselor

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Administrative Area: Student Affairs (Disability Services Counselor)

Strategy	Objective	Milestones	Timeline	Responsibility
Enhance student services that contribute to the enrollment, retention, academic advancement and graduation of students.	Ensure students awareness about services offered to faculty, staff and students at the Disabilities Services Office	Provide enhanced information about Disability Services Office	Sept 2011	Disability Services Counselor
		Provide information to the Admissions Office about the programs and services offered by Office of Disability Services (ODS) when recruiting students with disabilities	August 2011	Disability Services Counselor
		Contact faculty regarding issues that arise after mid-term grades are reviewed	Sept 2011	Disability Services Counselor
		Increase the number of hardcopies of ODS information provided to departments	October 2011 & March 2012	Disability Services Counselor
		Provide Admissions representatives with WVSU informational packets about ODS at WVSU	May 2012	Disability Services Counselor
		Distribute ODS brochures and informational packets to all campus departments annually and upon request	Fy 2011-2013	Disability Services Counselor

Administrative Area: Student Affairs (Collegiate Support & Counseling- Director)

Strategy	Objective	Milestones	Timeline	Responsibility
Enhance student services that contribute to the enrollment, retention, academic advancement and graduation of students.	Implement and track the Early Commitment Initiative Program	Contact all incoming Freshman for Fall 2011 and Spring 2012.	July 2011	CSC Director and Computer Services
		Provide training to AmeriCorps members regarding campus services/procedures and assign names of incoming students.	July/January 2011, August/September 2012	CSC Director
		Review status of calls in paper format and in Live Text and Report final number of contacts/bad phone numbers/etc.	October, November, December, February, March, April and May 2012	CSC Director
	Revise and implement the Faculty Referral Program	Provide a mechanism for faculty to refer a student having attendance and/or academic problems	July 2011	CSC Director
		Provide faculty instructions regarding program	August 2011	CSC Director
		Supervise AmeriCorps members making calls and Track final numbers of phone calls made.	December 2011 and May 2012	CSC Director

**Administrative Area: Student Affairs (Collegiate Support & Counseling- Academic Assistance Counselor)**

Strategy	Objective	Milestones	Timeline	Responsibility
Enhance student services that contribute to the enrollment, retention, academic advancement and graduation of students.	Provide individualized academic assistance to students on Financial Aid Appeal	Request list of students on Financial Aid Appeal.	August 2011 January 2012	Academic Assistance Counselor/Director or Student Financial Assistance
		Contact students on the list with requirements of program.	August 2011 January 2012	Academic Assistance Counselor
		Begin meeting with students and document sessions.	September- November & February –April	Academic Assistance Counselor
		Submit number of students participating in the program and final documentation of meetings to Student Financial Assistance.	December 2011 May 2012	Academic Assistance Counselor
	Increase number study skills, time management and test taking workshops available to students.	Contact Director of Residence Life to offer sessions with incoming Freshman and Residence Halls for floor programs.	August 2011 January 2012	Academic Assistance Counselor
		Contact Freshman Experience instructors to request class time to offer sessions.	August 2011 January 2012	Academic Assistance Counselor
		Arrange workshops throughout the semester for any student to attend.	Ongoing	Academic Assistance Counselor
		Count student contacts and program evaluations.	December 2011 May 2012	Academic Assistance Counselor

**Administrative Area: Student Affairs (New Student Programs)**

Strategy	Objective	Milestones	Timeline	Responsibility
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Enhance services that contribute to the enrollment, retention, academic advancement and graduation of students.	Initiate progress of students in Undecided Freshman Experience classes	Administer an inventory to assist in deciding a major	October 2011	Director, New Student Programs
	Develop a recruiting effort to attract students for Thurgood Marshall College Fund	Select Student Ambassador	October 2011	Director, New Student Programs
	Develop a recruiting effort to attract students for McNair Scholars Program	Select student leaders to form a committee	October 2011	Director, New Student Programs

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Administrative Area: Student Affairs (University Union & Student Activities)

Strategy	Objective	Milestones	Timeline	Responsibility
Continue to promote a multicultural environment and preserve, in practice, the concept of "A Living Laboratory of Human Relations"	Increase University Union room utilization by Student Organizations.	Determine room utilization percentage from previous year.	August 15, 2011	Director, University Union
		Re-connect with Student Organizations during SGA Budget Workshop to promote facility usage.	October 1, 2011	Program Coordinator, University Union SGA
		Track facility usage during Fall semester.	December 20, 2011	Director, University Union
		Meet with Greek Organizations to determine which weeks of the Spring semester each organization will host activities and schedule those events in the Union if possible.	March 15, 2011	Program Coordinator, University Union
		Determine year-end percentage of student organization use and compare it to previous year number.	May 30, 2011	Director, University Union
Contribute to the enrollment, retention, academic advancement and graduation of students by enhancing curricular, co-curricular and extra-curricular activities	Increase the number of Student Organizations receiving program funding from SGA.	Meet with the Office of Fiscal Affairs to streamline the process for organizations to receive funds	August 30, 2011	Director, University Union Office of Fiscal Affairs
		Present opportunities for funding to Student Organizations during SGA Budget Workshop	October 1, 2011	Director, University Union SGA

Strategy	Objective	Milestones	Timeline	Responsibility
		Assist Student Organizations in getting properly registered to receive funds	November 30, 2011	Director, University Union SGA
		Follow-up with improperly registered and/or unregistered organizations	March 1, 2012	Director, University Union SGA
		Compare the number of organizations receiving funds in FY2012 to that in FY2011.	May 15, 2012	Director, University Union

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Administrative Area: Student Affairs (Athletics)

Strategy	Objective	Milestones	Timeline	Responsibility
Enhance student services that contribute to the enrollment, retention, academic advancement and graduation of students.	Implement tutoring program for athletes that have below a C in any course at any point during the semester to increase GPA, improve retention and minimize need for summer courses to be taken for eligibility purposes	Establish tutors (Input from Academic Affairs)	Aug 2011	Collegiate Support and Counseling , Director of Athletics
		Implement Program	Aug 2011	Director of Athletics
		Establish participants	Aug 2011	Senior Women's Administrator
		monitor progress through correspondence with tutors and professors, weekly follow-ups with student	Starting Aug 2011	Senior Women's Administrator

Administrative Area: Student Affairs (Dining Services)

Strategy	Objective	Milestones	Timeline	Responsibility
Contribute to the enrollment, retention, academic advancement and graduation of students by enhancing curricular, co-curricular and extra-curricular activities.	Improvise and develop 'late night' dining improvements to increase program participation and increase retail sales by 5%	Survey students for input working through both Food Committee reps. and participating in individual hall meetings.	January 2012	Food Service Manager
		Scale competitive pricing with outside vendors to keep students and monies on campus	August 2011	Food Service Manager
		Incorporate TV and music venues into program to attract participation.	Beginning August 2011 On-going	Food Service Manager and Vendor Management
		Increase menu options and introduce new concepts.	Beginning August 2011 On-going	Food Services Manager and Vendor Management
	Develop personnel and resources to ensure student preparedness in areas of admission, registration and financial capability prior to entering our hall/dining programs.	Identify personnel and staffing to provide pre-screening of resident students prior to check-in each semester.	Fall 2011 to be Initial endeavor August 2011.  On- going	Food Services Manager; Residence Life staff; Financial Aid, Cashier and Business Office Representative(s)
		Assessment of student accounts and retention.	Beginning August 2011 On- going	Food Services Manager

Administrative Area: Student Affairs (Leadership & Judicial Affairs)

Strategy	Objective	Milestones	Timeline	Responsibility
Contribute to the enrollment, retention, academic advancement and graduation of students by enhancing curricular, co-curricular and extra-curricular activities	Increase membership by 10%. Recruit 2 new Leadership members which will increase our membership to 20	Leadership previously had 21 members – 3 graduated on May 17 <sup>th</sup> Currently we have 18 members	This will be accomplished by the October 2011	As Advisor of the Leadership Institute it will be my responsibility
	Promote and highlight The Leadership Institute. Acquire the showcase on the 1 <sup>st</sup> of Wallace Hall and the bulletin board on the 1 <sup>st</sup> floor of Ferrell Hall	Will request that several pictures can be enlarge and matted and frame	September of 2011	I will be working with the Vice President Mr. Casto and the Asst Vice President Mr. Oden of Student Affairs
	Create a computer Lab for Leadership Institute students to have access to computers for any class work or leadership preparation	8 computers and working stations	Should be completed by September 2011	I will be working with the Vice President Mr. Casto and the Asst Vice President Mr. Oden of Student Affairs
	Work to increase Leadership participants knowledge of various aspects of Leadership, increase retention and academic achievement.		August – December 2011	It will be my responsibility as their advisor

**Administrative Area: Student Affairs (Program Specialist)**

Strategy	Objective	Milestones	Timeline	Responsibility
Continue to promote a multicultural environment and preserve, in practice, the concept of "A Living Laboratory of Human Relations"	Through campus tours increase the WVSU brand & Educational possibilities	Develop contact list of organizations in the WVSU region	July 2011	Program Specialist
		Gather activity calendars from around the WVSU community (Cultural, Activities, Academic) Develop one comprehensive calendar to be used by Campus tours	August 2011	Program Specialist
		Start making contact with identified organizations Call Log/ planned tours and visits to campus	October/January 2011	Program Specialist
		Special invitations to key events on campus Call Log/ list of contacts and planned visits	April 2011	Program Specialist
		Follow up appreciation contact	June 2011	Program Specialist
Contribute to the enrollment, retention, academic advancement and graduation of students by enhancing curricular, co-curricular and extra-curricular activities	Strengthen and develop awareness of Student led intramural activities	Contact student organizations about intramural activities planned for the year Developed list of student events	September 2011	Program Specialist
		Develop Intramural Calendar	October 2011	Program Specialist
		Contact organizations to lend support in promotion/Planned event	October/April 2011	Program Specialist
		Re-cap planned and implemented events Yearend report	June 2011	Program Specialist

**Administrative Area: Student Affairs (Student Financial Assistance)**

Strategy	Objective	Milestones	Timeline	Responsibility
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Enhance services that contribute to the enrollment, retention, academic advancement and graduation of students.	Develop a Loan Default Prevention Task Force	Form a committee by identifying members and elect a chair	October 2011	Student Financial Assistance Associate Director
	Implement a Financial Literacy Program	Develop a financial literacy program that can be web based and accessed by students for use in and outside the classroom.	August 2011	Student Financial Assistance Director
		Implement the financial literacy program	Jan 2012	Student Financial Assistance, Computer Services

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Administrative Area: Student Affairs (Residence Life & Services)

Strategy	Objective	Milestones	Timeline	Responsibility
Contribute to the enrollment, retention, academic advancement and graduation of students by enhancing curricular, co-curricular and extra-curricular activities	Develop healthy and engaged floor and hall communities.	Obtain information on all Residents.	August 2011 Fall semester, On-going	Director of Residence Life & Services
	Improve communication between all Hall members.	Holding regular weekly/monthly Hall and floor meetings.	August-December 2011 On-going	Director of Residence Life & Services
	Establishing and implementing regular educational and social projects and activities.	Research ideas and activities or use what has already been established and just follow-through on an activity	August-December 2011, On-going	
	Re-establish the Residence Hall Council along with the Dawson, Gore and Sullivan Hall Councils with a good sampling of students from each building and floor.	Getting suggestions on which students would be assets to the Council from each Hall (not necessarily a member of the individual Hall Councils but a regular attendee of the meetings).	August-December 2011, On-going	Director of Residence Life & Services
	Students and Staff will work together on projects that will help them all master the Art of RAK (Random Acts of Kindness).	Students and Staff will work on projects that will benefit others.	Beginning August 2011 semester	Director of Residence Life & Services
	Students and staff will work together to give more feedback to and from the Food Committee.	Identify students who will be able to work effectively with Food Service gathering and disseminating suggestions and information.	August-December 2011 On-going	Director of Residence Life & Services

Continue to promote a multicultural environment and preserve, in practice, the concept of “ A living Laboratory of Human Relations”	Handle inappropriate behavior from an educational perspective and in accordance with Student Code of Conduct Work directly with Public Safety and Judicial Affairs in getting students to understand what is and is not acceptable in accordance with the Student Code of Conduct.	Consult with Director of Judicial Affairs	Reiterate once a month in floor meetings, seminars, etc August-December 2011, On-going	Director of Residence Life & Services
	Apply sanctions in accordance with the Residence Hall Manual.	Impress upon students the need to abide by the Code of Conduct.	August-December 2011 On-going	Director of Residence Life & Services
	Based on their current field of study, the students will also be responsible for researching and reaching out to someone who is currently working in their projected field of study so the student will reconnect with their purpose for being at West Virginia State University.	Establish a mentor/ shadowing schedule with respective field of study contact for said students.	August-December 2011. Fall 2011 semester and On-going	Director of Residence Life & Services
	Students displaying inappropriate behavior will also be responsible for completing a stated number of community service hours.	Those given community service in lieu of a fine or Contract revocation will work with organizations once per month, on projects such as Adopt-A-Highway community cleanup.	August-December 2011 Fall 2011 semester On-going As needed	Director of Residence Life & Services

	<p>Depending on the severity of the behavior, the students will work together and prepare a presentation regarding the current and potential impact and effects of their behavior on themselves, their family and their community and present it to the youth at the James H. Tiger Morton Juvenile Detention Center (located in Dunbar, WV) and/or Tyler Middle School (located in Charleston, WV).</p>	<p>University student will be given a mentee for the current semester from the choice of school presented to.</p>	<p>August-December 2011 Fall 2011 On a per-offense basis</p>	<p>Director of Residence Life &amp; Services</p>
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Administrative Area: Academic Affairs

Strategy	Objective	Milestones	Timeline	Responsibility
Enhance services that contribute to the enrollment, retention, academic advancement and graduation of students.	Each college will maintain a committee to coordinate recruitment and retention efforts to assist the Office of Recruitment.		Dec 2011	VP Academic Affairs, Director of Recruitment
		Develop recruitment committee and conduct monthly meetings	Jan 2012	Chair of Recruitment Committee and Director of Recruitment
		Implement Enrollment Management Plan.	Dec 2011	Chair of Recruitment Committee and Director of Recruitment
	Faculty and students will accompany university recruiters on high school visits.	Select faculty and student representatives	Jan 2012	Chair of Recruitment Committee and Director of Recruitment
		Develop recruitment visit schedule	Jan 2011	Chair of Recruitment Committee and Director of Recruitment
		Implement schedule	Jan 2012	Chair of Recruitment Committee and Director of Recruitment
	Faculty and students will identify new students in their respective academic departments will conduct retention sessions each semester to answer questions and address adjustment problems.	Develop retention committee and conduct monthly meetings	Jan 2012-June 2013	Chair of Retention Committee
		Implement committee recommendations	Jan 2012-June 2013	Chair of Retention Committee

	Faculty and students will communicate with prospective students after admission to the university by email.		Jan 2012-June 2013	Chair of Retention Committee
	Faculty and students will communicate with alumni chapters, to identify students with their college and academic degree interest. Personal contact will be made with interested students who have shown an interest in WVSU.	Develop alumni communication plan.	Jan 2012	VPs of Academic Affairs, Institutional Advancement, and Student Affairs
		Implement alumni communication plan.	Sept 2012	VPs of Academic Affairs, Institutional Advancement, and Student Affairs

**Administrative Area: Student Affairs**

Strategy	Objective	Milestones	Timeline	Responsibility
Develop new student housing on the WVSU campus	Develop a Request for Information (RFI) to seek interest from prospective developers in building new student housing	RFI compiled and submitted to developers	September 2010 (complete)	Director of Purchasing
		Responses to RFI received by Finance documenting developer interest	October 2010 (complete)	Director of Purchasing
		Decision made to proceed with a Request for Proposal for (RFP)	January 2011 (complete)	Director of Purchasing, VP of Student Affairs, VP of Finance, President
	Seek Proposals for an independent housing demand study . (New HEPC requirement for project)	RFP compiled for and submitted to vendors for housing demand study	August 2011	Director of Purchasing
		Responses received , contract let for demand study	September 2011	Director of Purchasing

		Demand study performed and results reported to university	November 2011	Selected vendor and Director of Purchasing
		Decision made to proceed with a Request for Proposal for (RFP) for project	December 2011	Director of Purchasing, VP of Student Affairs, VP of Finance, President
	Develop a Request for Proposals(RFP) to seek interest from prospective developers in building new student housing **contingent on affirmative results of demand study	RFP compiled and submitted to developers	January 2012	Director of Purchasing
		Responses to RFP received and evaluated	March 2012	Director of Purchasing
		Decision made to proceed with project and hire a developer	April 2012	Director of Purchasing, VP of Student Affairs, VP of Finance, President
	New housing project begins (200 to 500 beds ) by developer	Site selected, land lease performed and project proceeds	May 2012	Developer, Director of Purchasing, VP for Administrative Services, VP Student Affairs, VP Finance, President
		Construction of housing project	June 2012 - July 2013	Developer, Director of Purchasing, VP for Administrative Services, VP Student Affairs, VP Finance, President
	Building(s) completed and ready for occupancy	New housing opens	August 2013	Developer, Director of Purchasing, VP for Administrative Services, VP Student Affairs, VP Finance, President
	Determination made if additional phases of construction are needed	Evaluation of occupancy census and student interest	August 2013	Developer, Director of Purchasing, VP for Administrative Services, VP Student Affairs, VP Finance, President

**Strategic Goal 5: Develop a university-wide research agenda that furthers WVSU's reputation for scholarship and academic excellence.**

Administrative Area: Research and Public Service (GRDI)

Strategy	Objective	Milestones	Timeline	Responsibility
Elevate the visibility of the research mission of the University	Establish a research council to discuss improving research	Committee established with monthly meetings activated	Fall 2011	Special Assistant to the President for Research and Public Service (hereinafter SAPRPS)
		Disseminate reports of meetings to VPAA and the President on recommendations of improving Research	August 2011-May 2012	SAPRPS
	Develop a research section on the University's Website	Convene a committee / Gather and discuss examples of Universities' research Websites	Summer 2011	SAPRPS, Associate Dean for Douglass Institute, Director of Communications
		Meet with a committee to discuss options and format for research site	Summer 2011	SAPRPS
		The template/draft for website developed	Summer 2011	Director of Communications and his team
		Approval of research website and format by the President	Fall 2011	SAPRPS
		Launch website	Fall 2011	SAPRPS and Director of Communications
Increase federal, state and private dollars to support research activities and programs.	Develop a base budget to support research activities university wide to support travel and conferences, mini-grants, research databases, publications and other research activities etc.	Present and discuss budget Goal with the President	Summer 2011	SAPRPS
		Approval of base budget goal	Summer 2011	President and SAPRPS

Strategy	Objective	Milestones	Timeline	Responsibility
		Meetings with Title III Administrators at the University and the Research and Development Corp. to seek funding to support research	July 2011	
		Meeting with West Virginia Higher Education Policy Commission Vice Chancellor for Research to discuss base research funding	Summer 2011 and then periodically	SAPRPS
		Set and activate base budget research	October 2011	SAPRPS
	Develop a research fundraising initiative for \$250,000 to support research	Meet with the President for to get approval to pursue this endeavor	August 2011	SAPRPS
		Meet with the Vice President for Institutional Advancement to garner support for the fundraising endeavor	August 2011	SAPRPS
		Meet with President of the Foundation to garner support for the research fundraising endeavor	August 2011	SAPRPS
		Initiate \$250,000 fundraising campaign to support research	Spring 2012	SAPRPS
		Meeting to discuss publication format and layout	Summer 2011	SAPRPS, Director of Communications and Associate Director of Research
		Title of research publication established and approved by President	Summer 2011	SAPRPS, Director of Communications and Associate Director of Research
		Publish first University wide research publication issue	Fall 2011 and then semiannually	SAPRPS, Director of Communications and Associate Director of Research

Strategy	Objective	Milestones	Timeline	Responsibility
	Develop university wide public service journal	Meeting to discuss format and layout	Summer 2011	SAPRPS, Director of Communications and Associate Director of Research
		Title of public service publication established and approved by President	Summer 2011	SAPRPS, Director of Communications and Associate Director of Research
		Publish first University wide public service publication issue	Fall 2011 and semiannually	SAPRPS, Director of Communications and Associate Director of Research
Develop a plan to increase space for facilitating and conducting research activities and support research programs.	Develop a needs assessment for research space	Meeting with Vice President of Academic Affairs, research faculty and research administrators, faculty, et. al.	Summer 2011	SAPRPS
		Meeting with Architects to discuss needs assessment in order to get a rough estimate of the cost a research facility	Sept 2011	SAPRPS, research administrators, Dean of the College of Natural Sciences and Mathematics
		Present and discuss cost of facility to the President	Fall 2011	SAPRPS
		Meeting with architects to design research facility	Fall 2011	SAPRPS
		Research facility rendering presented to President	Spring 2012	SAPRPS
	Establish Fundraising campaign for a research facility	Determined what funding is available for WVSU for research facilities under the United States Department of Agriculture 1890 Facilities Program	Summer 2011	SAPRPS

Strategy	Objective	Milestones	Timeline	Responsibility
		Earmark 1890 Facilities Funds available to West Virginia State University for a research facility	ASAP	SAPRPS
		Meet with Title III Administrators to seek funding to support a research facility	ASAP	SAPRPS
		Meet with West Virginia Higher Education Policy Commission Vice Chancellor for Research to discuss availability of funding for a research facility	ASAP	SAPRPS
		Meeting with the Vice President for Institutional Advancement to garner support for this fundraising campaign endeavor	Fall 2011	SAPRPS
		Meeting with President, Vice President of Academic Affairs to discuss funding opportunities (as presented from meetings)	Fall 2011	SAPRPS
		Meet with Sponsored Programs and Grants and Contracts to identify sources of funding for a research facility	Monthly	SAPRPS
Promote, manage and facilitate the development and implementation of essential extension and outreach programs, linked to research, that address critical societal issues of West Virginia.	Establish a University wide public service committee to discuss way to stimulate and document public service activities	Committee established with monthly meetings activated	Spring 2012	Special Assistant to the President for Research and Public Service(hereinafter SAPRPS)

Strategy	Objective	Milestones	Timeline	Responsibility
		Disseminate reports to President and VPAA related to recommendations on elevating public service	September 2011- May 2012	SAPRPS
	Develop a public service section on the main site of the University Website	Gathered examples of University Websites	Summer 2011	SAPRPS, Associate Dean for Douglass Institute, Director of Communications
		Convene a committee and meet with committee to discuss options and format for site	Summer 2011	SAPRPS
		The template\draft of website developed	Summer 2011	Director of Communications and his team
		Approval of public service website and format by the President	Fall, 2011	SAPRPS
		Launch public service website	Fall 2011	SAPRPS and Director of Communications
	Increase outreach programs in Science Technology, Engineering and Mathematics (STEM)	Meeting with Academic Deans, Associate Director of Extension to discuss existing and the need for additional programs	Fall 2011	SAPRPS
		The addition of summer and year round STEM programs in schools, on campus and other sites	September 2011- August 2012 and then Annually	SAPRPS
	Expand Extension programming in West Virginia	The addition of Extension Agents in 4 additional counties	August 2011-July 2012	SAPRPS and Associate Director of Extension
		Increased extension programming in southern West Virginia	August 2011-July 2012	SAPRPS and Associate Director of Extension

Administrative Area: Academic Affairs – (College of Natural Science and Mathematics)

Strategy	Objective	Milestones	Timeline	Responsibility
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Develop and promote basic research and creative activities in the University Colleges with the primary purpose of crafting new knowledge	Expand Summer Undergraduate Research Experience	Increase enrollment by 15%	June 2012	Dean NSM, SURE Steering Committee, AA
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**Administrative Area: Academic Affairs (College of Business and Social Sciences)**

Strategy	Objective	Milestones	Timeline	Responsibility
Develop and promote basic research and creative activities in the University Colleges with the primary purpose of crafting new knowledge	Have a fully operational, state-of-the-art qualitative research lab	Locate and ensure the availability and usability of the lab for the purpose	October 2011	Chair of Sociology Department
		Set up the equipment and Software	December 2011	Chair of Sociology Department
		Hire student workers to man the lab and utilize	January 2012	Chair of Sociology Department

**Strategic Goal 6: Develop Academic Centers of Excellence that are widely recognized and held in high esteem by external stakeholders and the public at large.**

Administrative Area: Administrative Services (Information & Technology)

Strategy	Objective	Milestone	Timeline	Responsibility
Become a Center of Excellence in technology services, telecommunications, internet and data information security.	Upgrade the internet access to assist student, faculty and staff research projects and acquire High Performance Computing and Visualization equipment (EPSCORE Grant). 2,448,000 thru June 2015 – Land-Grant and HEPC)	Required Training	Continue July, 2011	Director of Computer Services
		Issue purchase orders For High Performance Computing (HPC )and Visualization Equipment	August 2011	Director of Computer Services
		Install HPC and Visualization Equipment	December 2011	Director of Computer Services
	Add Customer Service Facet to Computer Services and Information Technology Services	Do an initial assessment	July, August 2011	Director of Computer Services
		Implement some of the ideas as approved and as allowable and as affordable.	FY 2011-2013	Director of Computer Services
	Transition phone service to Voice over Internet as affordable. This will not be completed in two years, yet measurable progress will be made. (\$350,000 multi-year project	Assess percentage of phone that have been converted to voice over internet	September 2011	Director of Computer Services

Strategy	Objective	Milestone	Timeline	Responsibility
		Present the Voice Over Internet changeover phase-into different funding source possibilities	FYs 2011,2012, 2013	Director of Computer Services
		Implement phone changes as departments can purchase new receivers, etc. Progress will be noted in two-year period, yet it will not be completed unless a large funding source is identified.	FY 2011-2013	Director of Computer Services

**Administrative Area: Academic Affairs (Institutional Effectiveness and Research)**

Strategy	Objective	Milestones	Timeline	Responsibility
Become a Center of Excellence In the assessment of student learning	Develop and implement a University-wide, state-of-the-art assessment system to measure student learning outcomes	Develop campus culture of assessment	Aug 2011- June 2013	Director of Institutional Effectiveness
		Use multifaceted assessment programs	Aug 2011- June 2013	Director of Institutional Effectiveness
		Encourage educators to participate fully in assessing learning outcomes	Aug 2011- June 2013	Director of Institutional Effectiveness
		Assess value-added learning outcomes using nationally recognized measures	Aug 2011- June 2013	Director of Institutional Effectiveness
		Assess capstone courses	Aug, 2012	Director of Institutional Effectiveness
		Align curricula with national and international goals and standards	Aug, 2012	Director of Institutional Effectiveness
		Use results for continuous improvement and accountability	Aug, 2012- 2013	Director of Institutional Effectiveness
		Meet the North Central Higher Learning Commission's standards	Aug 2011- June 2013	Director of Institutional Effectiveness

		Fully implement an electronic Assessment Management Platform (AMP) in every program as a means to collect and analyze student and program assessment data in order to meet current and future Accreditation, which aligns with HEPC goals nine and ten.	Aug 2013	Director of Institutional Effectiveness
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Administrative Area: Academic Affairs (Center for Instructional Technology)

Strategy	Objective	Milestones	Timeline	Responsibility
Become a Center of Excellence in Emerging Technologies	Select new WVSU learning management system (LMS)	Develop LMS selection criteria for off-site hosting	July 1, 2011	CIT in consultation with AA VP, AA AVP and Deans
		Approve LMS selection criteria for off-site hosting	July 15, 2011	AA Vice President
		Approve budget for new LMS	July 31, 2011	AA Vice President, WVSU President
		Develop short list of LMS candidates best matching selection criteria	Aug. 15, 2011	CIT
		Select new LMS	Sept. 15, 2011	CIT in consultation with AA VP, AA AVP and Deans
	Complete setup activities necessary to begin running live courses on new LMS	Work with vendor on secure student information sharing, LMS configuration, LMS branding, LMS security and LMS administration	Nov. 1, 2011	Hosting vendor, CIT
		Successfully install and test LMS production instance	Nov. 15, 2011	Hosting vendor, CIT
		Complete initial LMS user training for 12-15 WVSU advanced online faculty	Nov. 30, 2011	Hosting vendor, CIT

Strategy	Objective	Milestones	Timeline	Responsibility
	Conduct first live courses on hosted LMS	Migrate to new LMS course content to be used by advanced online faculty	January 2012 Start of Spring Semester 2012	CIT
		Complete first courses taught on new LMS	May 2012 End of Spring Semester 2012	Advanced Online Faculty
	Move all Summer Session Courses on new LMS	Train all Summer Session Instructors on new LMS	May 2012 Beginning of Summer Session 2012	CIT with aid of Advanced Online Faculty
		Migrate to new LMS course content to be used by Summer Session instructors	May 2012 Beginning of Summer Session 2012	CIT
		Conduct all Summer Session online courses with new LMS	July 2012 Summer Session	Instructors using course sites during Summer Session
	Complete transition to new LMS	Complete migration of content from old LMS to new LMS	August 2012 Beginning of Fall Semester 2012	CIT
		Complete initial training of all WVSU online faculty on new LMS	August 2012 Beginning of Fall Semester 2012	CIT with aid of Advanced Online Faculty
		Discontinue use of old CMS	August 2012 Beginning of Fall Semester 2012	CIT
	Institute Online Course Reviews based on Quality Matters approach	Establish a formal Online Course Quality Review procedure	January 2013 Spring Semester 2013	Developed by CIT with aid of Advanced Online Faculty. Approved by AA VP & WVSU President
		Train Advanced Online Faculty on Course Quality Review process	February 2013 Spring Semester 2013	CIT
		Train balance of online faculty on Course Quality Review process	May 2013 Spring Semester 2013	CIT with aid of Advanced Online Faculty

Administrative Area: Academic Affairs

Strategy	Objective	Milestones	Timeline	Responsibility
Become a Center of Excellence for Teaching and Learning	Maintain and Strengthen existing academic Programs	Revise the curriculum in Management, Finance and Accounting areas	October 2011	Business Administration Chair/CBSS Dean
		Have proposals by faculty in each area	October 2011	Business Administration Chair/CBSS Dean
		Complete the form to be presented to the University Educational Policies Committee	October 2011	Business Administration Chair/CBSS Dean
		Make the necessary adjustments	December 2011	Business Administration Chair/CBSS Dean
		Publish in the College Bulletin and University Catalog and start offering the revised curriculum	September 2012	Business Administration Chair/CBSS Dean
	Launch three new interdisciplinary concentrations (Financial Economics, International Economics and Political Economy) for the Degree of BA in Economics	Publish the new offerings in the College bulletin and the University Catalog and publicize the new areas of concentration	September 2011	Economics Chair/CBSS Dean
		Put the new courses in the University Schedule and start offering the new concentrations	January 2012	Economics Chair/CBSS Dean
	Update the regular undergraduate curriculum with new courses in American Political Theory, International Political Economy and Urban Political Economy.	Make the necessary corrections required by University Educational Policies Committee and Publish the new offerings in the College bulletin and the University Catalog and publicize the new programs	September 2011	Political Science Chair/CBSS Dean
		Put the new courses in the University Schedule and start offering the new concentrations	January 2012	Political Science Chair/CBSS Dean

Strategy	Objective	Milestones	Timeline	Responsibility
	Add new concentration for undergraduates in public administration.	Prepare proposal to be presented to EPC	December 2012	Political Science Chair/CBSS Dean
	Promoting, recruiting and assessing the BA in International Studies.	Develop promotional materials and put into action	October 2011	International Studies Director
		Assess the Effectiveness of the program and accumulate assessment data and information	December 2011 –December 2012	International Studies director
		Revise the curriculum based on the data and information collected.	May 2013	International Studies Director
	Two programs to be created in the Department of History (1) One in Public History and (2) Another in African American Studies	Develop programs and submit to EPC	April 2012	History Chair
		Make necessary adjustments based on EPC recommendations and publicize the programs in the College Bulletin, University Catalog and other media	May-August 2012	History Chair
		Recruit necessary additional faculty	August – December 2012	History Chair/Dean/Academic Affairs/Finance
		Start Offering the programs	January 2013	History Chair/Academic Affairs/Finance VP.

## Appendix C: Examples of Program Learning Outcomes

### Department of Education Program-Level Outcomes

1. Demonstrate knowledge and skills in the subject matter(s) of their chosen content specialization
2. Demonstrate understanding of diverse learners, learning processes, and pedagogy by planning, teaching, and assessing lessons that are developmentally appropriate and address national and state standards
3. Demonstrate knowledge and skills in integration of technology as well as the twenty-first century learning tools and skills in their own teaching as well as the learning processes of their students
4. Demonstrate the dispositions of a member of teaching profession and exhibiting behaviors congruent with the *Teacher as a Human Developer* conceptual framework
5. Demonstrate knowledge and skills in creating and maintaining effective learning communities by promoting communication within the school and its community and by developing classroom management frameworks that facilitate respect for all students, value diverse abilities and talents of all its members.

Revised and Adopted by the Education Faculty  
February 25, 2011

### Health Science

1. Assess Needs, Assets and Capacity for Health Education
2. Plan Health Education
3. Implement Health Education
4. Conduct Evaluation and Research Related to Health Education
5. Administer and Manage Health Education
6. Serve as a Health Education Resource Person
7. Communicate and Advocate for Health and Health Education



Program Learning Outcomes for the WVSU History Department  
(drafted 2/16/11)

1. demonstrate understanding of the natural and cultural environment in which humans have developed and lived over time and space.
2. demonstrate evidence of the historical and geographical processes by which societies, cultures, and institutions change over time and space.
3. demonstrate understanding of the racial and cultural diversity of the human experience as influenced by geography, culture, race, ethnicity, gender, and class.
4. demonstrate skills of historical research and critical analysis using a variety of primary and secondary sources.
5. demonstrate effective research, writing, and oral communication skills in order to present an historical thesis in a logical and organized manner.
6. demonstrate understanding of the career search in appropriate educational and professional markets.

Psychology Department Program Learning Outcomes

1. Communicate effectively in writing and speech using discipline-appropriate resources and conventions
  2. Demonstrate proficiency in conceptual understanding and application of quantitative skills, namely empirical research and statistics
  3. Understand psychobiological bases and dimensions of behavior
  4. Evaluate the role of social factors influencing human behavior and cognition
  5. Recognize and analyze human psychological adjustment process and their impact on mental health
  6. Demonstrate conceptual understanding of human cognition and motivation
  7. Understand professional and ethical principles of the discipline of psychology
  - 8.
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