

Sept. 20, 2012

University Compact Report 2011-2012

Year four of the five-year Compact Report to the West Virginia Higher Education Policy Commission (HEPC) addresses the University's progress toward the *Compact Reporting Elements* of the HEPC's 2007-2012 Master Plan. It provides data to support the progress, or lack of progress, for (1) Enrollment, (2) Retention rate, (3) Graduation rate, (4) Degree production, (5) Degrees in Science, Technology, Engineering and Mathematics (STEM) and health fields, (6) Licensure pass rates, (7) Percentage of faculty with terminal degrees, (8) Assessment of student learning, (9) Accreditation, (10) Alignment with K-12 schools, (11) Use of instructional technology, (12) Career placement, (13) Institutional financial aid, and (14) Programs of distinction.

The University also provides information required in the elective elements of economic growth; access; cost and affordability; learning and accountability; and innovation. Where possible, quantitative data have been incorporated throughout the Compact Report.

As requested by the HEPC, the Year 4 information is printed in red to easily identify it from the background material.

Recommendation: Board of Governors approval is required prior to submission to HEPC. The University requests Board of Governors approval of the 2011-2012 University Compact Report.



WEST VIRGINIA STATE UNIVERSITY

INSTITUTIONAL COMPACT REPORTING ELEMENTS

REPORT FOR YEAR FOUR
COVERING THE ACADEMIC YEAR 2011-2012
DUE DATE: NOVEMBER 1, 2012

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INTRODUCTION

To address the goals of the Higher Education Policy Commission's 2007-12 master plan, West Virginia State University submits this Compact report for the fourth year covering the academic year 2011-2012.

CORE ELEMENTS

(Institutions must report on each one of the 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.

See the data statistical chart in Appendix A.

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 Four (Academic Year (AY) 2011-2012)

1. Strengthen and fully implement the multifaceted marketing plan developed in 2010-2011, focused on attracting new freshmen and transfer students to the University.

The Year Three strategy to implement an aggressive marketing campaign to prospective students that highlights the role, mission and educational opportunities of WVSU was more fully developed and implemented in Year Four. During, 2011-12, an ad hoc committee of the Communications Team continued to reinforce a consistent image for the campus community and the public by adhering to the Graphic Standards manual. Since WVSU appeals to students across a wide spectrum of age, with the majority being non-traditional, the committee continued the strategy to target prospective students by placing advertisements that would be viewed by a cross-section of the population. The advertising theme centered on the idea that at WVSU, students

would "Experience the Power of Education." Print ads in publications such as *The State Journal*, *WV Executive Magazine* and Charleston newspapers reinforced that message by mentioning degree options and services the University offers for student success, such as tutoring and mentoring.

Advertisements were placed in Appalachian Power Park and at the Yeager Airport terminal and outside digital display. In addition, a billboard was rented near the Dunbar Exit of I-64. In January 2012, Motion Masters was contracted to film a 30-second commercial, titled "Experience the Power of Education." A package of television air time was purchased on local WOWK-TV, with the ad shown the first two weeks of each month, for a total of 504 spots for the year. This was supplemented in the spring of 2012 by 120 commercial slots on WCQW-TV. Use of social media continued with the University purchasing a Facebook ad, on a trial basis.

West Virginia State University implemented the use of the telephone "OnHold" messages to further enhance the news activities and opportunities on campus. The Dean of each college submitted information about their departments. The message, a six-minute loop, was played when internal and external callers were placed on hold. The messages follow:

Opening statement:

Thank you for calling West Virginia State University, where we have proudly been helping students from West Virginia and across the nation for over 120 years. For all the latest information, news and events visit the newly designed West Virginia State University web site. Visit us online today at www.wvstateu.edu.

The College of Arts and Humanities:

- ↓ Media studies grad student Leann Hughes produced *Blackwater Canyon: Portrait of the Wild Lands*, a film that will soon appear on West Virginia Public Broadcasting System.
- ↓ Tower Communication. The student-run Relations/Marketing Firm was awarded the 2011 "Crystal" by the WV Professional Society for "Special Events Planning."

The College of Natural Sciences and Mathematics:

- ↓ The College of Natural Science and Mathematics at West Virginia State University is home to ground-breaking research pioneered by our exceptional faculty.
- ↓ In cooperation with the Gus R. Douglass Land-Grant Institute, nearly \$9 million has been secured in grants and contracts from federal and state funding agencies over the last 5 years.
- ↓ Students earn the opportunity to engage in research endeavors with the Summer Undergraduate Research Experience Program. This eight-week program allows our students to obtain hands-on experience in our state-of-the-art research facilities. Their research efforts were put on display at the Annual SURE Program Symposium.

The College of Professional Studies:

- ↓ The College of Professional Studies is the largest college at West Virginia State University with over 1,100 full-time students and has the highest percentage of honors graduates at commencement, and a very high job placement rate for graduates. It has also produced more generals in the U.S. Army than any other non-military institution in the United States.

The College of Business & Social Sciences:

- ↓ Looking to expand your career opportunities? A degree in business is a great way to get started! The department of Business Administration offers concentrations in Marketing, Management, Management Information Systems, Finance and Accounting. A Business degree will provide you with the ability to branch out into exciting and rewarding careers including banking, commerce, health care and manufacturing. A Business degree can also provide you with a starting point to run your own business. For more information on Business courses, contact the Business department at (304)766-3129.

Other aggressive marketing initiatives from the Office of University Advancement were intended to attract additional students and to make the general public aware of the educational experience gained by our graduates. These short- and the long-term strategies for attracting students included the following:

- Establishment of the **Power Lunch Series**: The Power Lunch Series invites executives and leaders in West Virginia to join a small, select group of students holding leadership positions across campus for a discussion about the profession of the speaker. The speaker is asked to address his/her professional field in a relaxed lunch setting with student leaders representing the University's four colleges. Guest speakers and CEOs have participated from Appalachian Electric Power (Charles Patton, president and COO), Alexander Loan Review & Consulting (Patricia Alexander, CEO), Bayer CropScience Industrial Park (Steve Hedrick, manager), and the Clay Center for the Arts & Sciences (Arif Khan, curator of art).
- Establishment of the **Motion Masters**, film and video production company, partnership: In an effort to demonstrate the high quality of education and career preparation that WVSU offers, a creative partnership with Motion Masters was developed to showcase some of the many successful graduates of WVSU. Entitled "*WVSU Alumni Leadership*," the four television commercials produced feature WVSU alumni who have won national teaching awards, are CEOs, CPAs, high school principals, attorneys, investment managers, ballerinas and delegates to the WV Legislature. The commercials are designed to show how WVSU graduates are the cornerstones of education, industry and commerce in the Greater Kanawha Valley. The goal was also to serve as a vehicle for local alumni to engage or re-engage with WVSU. Each spot features a signature custom music score created for the series by WVSU graduate, Bob Thompson, an international recording artist and jazz pianist. Signature camera moves, developed by Motion Masters, created a free-flowing look that moves in tandem with the music background. The spots ran on

Suddenlink channels: Fox News, NFL, Weather Channel, History Channel, Lifetime and the Tri-State's CW (WQCW). The public response, feedback and reaction to these commercials was an overwhelming positive recognition of our efforts.

- **Suddenlink Partnership:** In concert with the WVSU Athletic Department, the University Advancement Office established the local "Coaches Corner" television show.
- **WVSU/WV Symphony Orchestra (WVSO) Cultural and Enrichment Series:** In January 2012, WVSU and WVSO announced a new, five-year cultural enrichment partnership. The arrangement sought to take advantage of synergies in the cultural and strategic missions of both entities in order to expand and provide educational experiences to students and the Greater Kanawha Valley, at large. The five-year partnership entails one full concert per year to be performed on the WVSU campus, as well as an annual performance by the WVSO's Montclair String Quartet. In addition, four Master's classes will be taught by members of the Orchestra each school year and internship opportunities with the Symphony will be available for WVSU students. Students will also have access to attend WVSO rehearsals and concerts. The partnership also established a joint committee to explore future opportunities for collaboration. On April 13, 2012, a "first" took place for WVSU: The WVSU Chorus was chosen from all local colleges and universities to perform at the Clay Center with the WV Symphony Orchestra and the band, *Queen*.
- **WV Symphony League/WVSU Partnership:** This partnership and sponsorship led to a unique and mutually beneficial relationship between not only WVSU and the WV Symphony League. It incorporated participation from Macy's, that assisted the WV Symphony League and Advancement Office with sponsorship, funding, major gift donations, clothing and workshops for the Symphony's annual Fashion Show. The Advancement Office recruited WVSU student volunteers from the women's tennis team to assist with the set up and preparations; provide assistance for pre- and post-event receptions; and to serve as honorary hosts and fashion models. Land-Grant staff participated by providing WVSU displays, which were viewed by hundreds of guests from the Greater Charleston area. This very successful participation of WVSU students and staff led to the Symphony League's invitation to once again join them for "Symphony Sunday," held in June, with performances by the WVSO and other musical groups at the University of Charleston. WVSU was joined by hundreds of community individuals, vendors, corporations and groups for this very popular and prominent event in the Greater Kanawha Valley. Most important, our student volunteers represented WVSU in an exemplary manner.

Select activities of the University's Collegiate Support and Counseling area are designed to increase enrollment, for example:

AmeriCorps

WVSU received 11 AmeriCorps positions for 2011-2012. During the year, the members received training on site-specific departments such as Recruitment, Admissions,

Financial Aid, Registration, Career Services, academic assistance, Live Text, BANNER, etc. Over the course of their services, the members performed a variety of tasks related to enrolling new students including:

- Filmed campus and department events to develop department-specific videos for recruitment;
- Submitted articles for the counselor, parent, student newsletters;
- Assisted the Recruitment Office with recruiting fairs and contacting potential students to answer questions;
- Assisted the Admissions Office with sending mailings to, and calling, students with pending applications;
- Assisted the Deans during Registration and Advising sessions; and
- Publicized the "Return to Learn" program in Kanawha and Putnam counties.

Expanded guidelines on core elements:

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?

To address WVSU's compliance with Series 23 standards for admission of students to four-year colleges and universities in the state, the University established an Admissions Committee to consider the applications of all students seeking entry as first-time, full-time freshmen and who did not meet the minimum standards for regular admission. The Committee was convened by the Vice President for Student Affairs and consisted of five voting members—one faculty member from each College and one faculty representative from the Faculty Senate. Several *ex officio*, non-voting members from Admissions, Athletics, Assessment, and Collegiate Support participated.

The Committee affirmed the standards set forth in Series 23 as the standards for admission to West Virginia State University and noted corrections needed in the University Catalog to align its language with Series 23 language standards. After considering the standards and a number of applicants thoroughly, the Committee came to consensus on a formula to be used for offering conditional admission to applicants who met the formula criteria. Students with an ACT composite score of 17 (or equivalent) and at least a 2.0 GPA in high school were offered admission, since that combination nearly met the minimum standards for regular admission. Most applicants with a composite ACT score of 16 and at least a 2.25 GPA in high school were also offered admission, but the committee gave these applications somewhat closer scrutiny and did not offer admission to a few whose transcript reflected very poor performance in core subjects and/or excessive absences. Most applicants with a 15 composite ACT score and at least a 2.5 GPA were offered admission, though they were considered with even more scrutiny. Most applicants with a 14 composite ACT score and at least a 2.75 GPA were also offered admission; their GPAs approached the cut-off (3.0), at which ACT would not figure in full eligibility.

In fall 2012, the Committee plans to discuss criteria for admission of students exempt from the "conditional" category, such as those who graduated from high school five or more years prior to admission, and transfer students. The Committee wants ensure that it is evaluating those applicants for potential success, even though they are not counted in WVSU's "conditional" totals.

Areas requiring institutional attention:

Student enrollment headcount fell short of the goal for 2010-2011 (3,190/3,370) and decreased from the previous year. Though the Institution cited the conditional admission mandate as a reason for the drop in enrollment, the evaluation team strongly encourages WVSU to review Institutional strategies to ensure compliance with HEPC Series 23, regarding conditional admission. These requirements are not new; the rule became effective in 2007. The evaluation team is pleased to see that the University is repositioning itself to comply with this rule. The 2012 update is expected to report the success of these efforts.

Please see explanation of Series 23 conditional admissions in the section immediately preceding this one.

2. Retention rate

Data: West Virginia State University's first to second year (first-time, full-time, degree seeking) retention rate for the base year 2007-2008 was 58%.

See the data statistical chart in Appendix A.

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

Strategy/Rationale:

Year Four (AY 2011-2012)

1. Strengthen and expand the activities focused on academic success and which lead to retention of students from one semester to the next.

Many activities of the Collegiate Support & Counseling area of the Student Affairs administrative area are designed to retain students. Data regarding those activities follow.

Smarthinking Usage

	AY 2011-2012
New Registrations ¹	664
Individual Users ²	67
Total Interactions ³	301

- 1 Some students registered but did not use the services.
- 2 Students were counted only once for the whole school year.
- 3 Students visited an average of 4.5 times during the fall of 2011 and spring of 2012 semesters. The range was from 1 to 56 visits; one student accounted for 56 of the interactions.

Interactions by Subject:

	AY 2011-2012
Writing Center	37.87%
Math/Statistics	21.59%
Natural Sciences	21.59%

Interaction Type by Hours:

	AY 2011-2012
Writing Lab	74.51
Live Sessions	90.52
Submitted Questions	11.42
Time	177.25

Smarthinking Evaluation. Students who have live sessions (about one in three) are given an opportunity to rate their tutors and the technology on a five-point scale (0 to 5, with 5 being the highest), as well as to answer yes or no to the question, "Would you recommend Smarthinking to a friend?" Students may also add written comments.

	AY 2011-2012
Rate your tutor.	77.1% Favorable Rating
Rate the technology.	91.4% Favorable Rating
Would you recommend?	Yes—93.3%

Writing Center: The numbers reported below are approximate. Students signed in manually while the computerized swipe card sign-in system was revamped, during the first part of spring 2012.

	Fall 2011	Spring 2011
Number of Students	152	156
Number of Visits	658	481
Operating Hours	34 hours/week	34 hours/week

Writing Center Visits by Sex/Race

	Fall 2011	Spring 2012
Female	55.26%	57.69%
Male	44.74%	42.31%
White	42.30%	53.84
Black	23.80%	25.99
Hispanic	1.38%	.83
Undeclared	29.21%	17.26
Other	3.31%	2.08

During the fall 2011 and spring 2012 semesters students enrolled in English 101 Enhanced were required to visit the Writing Center a minimum of 10 times.

Over the past several years, with the TAP Room (math tutoring room) and Writing Center open for walk-in tutoring, the number of students applying for individual tutoring has decreased dramatically.

AmeriCorps

WVSU received 11 AmeriCorps positions for 2011-2012. During the year, the members received training on site-specific departments such as Recruitment, Admissions, Financial Aid, Registration, Career Services, Academic Assistance, Live Text, BANNER, etc. Over the course of their services, the members performed a variety of tasks related to recruitment and retention initiatives, including:

- Implemented the Early Commitment Initiative, a series of five calls to incoming freshmen over the course of their first year, to answer questions and be a consistent contact if the student needs assistance;
- Assisted in Student Financial Assistance;
- Assisted WVSU Collegiate Support and Counseling with academic coaching for students on academic probation;
- Implemented the Faculty Referral Program. The program generated 1,237 referrals, by faculty members, for students with issues of non-attendance, academic success/progress, in order to provide guidance and assistance;

- Assisted WVSU Cashier with calls for unpaid balances;
- Completed several tasks under the direction of Dr. Fultz concerning recruitment and retention of students in the Science, Technology, Engineering and Mathematics (STEM) majors. Tasks included:
 - Gathering contact information for every high school science teacher in Kanawha and surrounding counties, for the purpose of encouraging participation in a high school science bowl, held at WVSU
 - Gathering contact information for every middle school in Kanawha and surrounding counties, for the purpose of holding a middle school science fair
 - Gathering contact information for every county Board Of Education office in West Virginia, for the purpose of disseminating information about opportunities at WVSU
 - Coding survey results from 158 current WVSU students, to determine aggregate information on how to retain STEM majors
 - Entering survey results from 150 area high school students, to determine how to best recruit STEM majors; and
 - Helping with preparations for the STaR Symposium and serving as a guide during the symposium;
- Assisted with implementing the American College Health Association National College Health Assessment by contacting professors to schedule survey times and then administering surveys in their classrooms to approximately 600 students;
- Participated in 9/11 Remembrance, Campus Showcase and the Martin Luther King, Jr. Holiday Celebration;
- Staffed and provided tutoring to students in the Writing Center, and TAP Room;
- Administered the ACCUPLACER test in the Ferrell House, where 417 tests were proctored from June 1, 2011 to May 31, 2012. Created, and continue to maintain, a database to track students' available test units;
- Read books onto audio for students with disabilities;
- Assisted in Residence Hall check-in;
- Assisted Career Services, in the College of Professional Studies, with convocation, the Teacher Job Fair, and the Career Expo;
- Assisted with staffing the Grad Salute;
- Implemented Christmas Cards for Soldiers and Valentine's Notes for Veterans;
- Assisted with Constitution Day;
- Participated in the Read Aloud service project to commemorate Dr. Seuss 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; and
- Assisted the Athletics Department with developing a tracking mechanism for the Athletic Intervention Program.

Area Requiring Institutional Attention

The newly initiated Faculty Referral Retention Program in Student Collegiate Support And Counseling Services has the potential for providing support and intervention for students that is expected to increase student success and retention. The 2011 annual update should include documentation that demonstrates the impact and effectiveness of this strategy on student retention and success.

Faculty Referral Retention Program

In fall 2010, Collegiate Support and Counseling Services began implementing the Faculty Referral Retention Program. Faculty make referrals for students who are not attending classes, sporadically attending classes, and/or are having academic difficulty. Referrals are provided at the end of weeks one, three, five, seven and nine. AmeriCorps members call each of the students who 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.

Referrals for Academic Year 2011-2012:

Faculty Referral Program	Fall 2011	Spring 2012
Distinct student referrals	780	611
Students referred multiple times	457	354
Number of disconnected/non-working phone numbers	555	378

- 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 couples counseling; educational programming, including workshops; conferences presentations; academic assistance programs, including face-to-face and on-line tutoring; academic skills building; and accommodations and support for students with disabilities.
- During 2011-2012 the staff of Collegiate Support and Counseling Services delivered more than 107 programs, which were attended by over 4,615 (duplicative headcount) campus and community members. The number of counseling contacts for the year was 2,968.
- Early Commitment Initiative (ECI) - WVSU AmeriCorps members received the necessary training to implement the ECI program. Training included: how to record contacts in Live Text; information on WVSU processes and procedures; 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 and Counseling Services, etc.

- Program Outline: First contact occurs within one week of the student's receipt of the acceptance letter. The information needed to make the first contact is the student name, phone, campus ID number, campus email address, outstanding admissions requirements, major, date of birth and whether student has provided the Free Application For Federal Student Aid (FAFSA) to WVSU. Second contact occurs a week after the student attends his/her Orientation and Advising session. Third contact occurs during the second week of classes. Fourth contact occurs after mid-term exams. Fifth contact occurs in February and may need to include the persistence survey.
 - Evaluation: Each September, the students included in ECI will be tracked using the information recorded in Live Test. Persistence and progress will be checked. It will be optimal to evaluate the effectiveness of each contact person in terms of measuring the persistence and progress of their assigned students.
 - Exit surveys will 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 will also be collected and collated each year, in order to evaluate roadblocks to persistence and to help develop future directions of ECI.
- Academic Assistance - The math drop-in center had 1,105 visits, and the Writing Center had 1,139 visits for the 2011-2012 academic year.
 - Academic Coaching – This program is mandatory for students on Financial Aid probation and requires them to attend two coaching sessions and one workshop or additional assignment. The goal of the program is to help students on Financial Aid probation to identify methods to increase their grades and/or completion ratio, in order to increase their likelihood of graduating, and to be eligible to continue to receive Financial Aid. The Director of Financial Aid was instrumental in implementing this program. The Academic Assistance Counselor worked with 119 students in the Academic Coaching Program during 2011-2012. There were 95 students on the 2011 fall semester list and 51 (54%) completed, or partially completed, the program. In spring of 2012, there were 98 on the Academic Probation list. Sixty-eight (69%) of these students either completed, or partially completed, the program. The Financial Aid office reported an 87% success rate.
 - The Faculty Referral Program staffed by AmeriCorps volunteers is a large part of WVSU's efforts to increase persistence and graduation rates.

Expanded guidelines on core elements:

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?
2. Does the institution offer alternatives to developmental courses, such as workshops, stretch courses, or other activities?
3. Describe the developmental education program, success of the program and any contemplated changes in addressing developmental education needs.

In fall 2011, MATH 020, Fundamentals of Algebra, was offered for the first time. The course is designed for students with ACT Math scores from 14-18. The course was offered in three different models, using three different forms of delivery and taught by three different instructors. The models and results are described below:

- Model I – Completely self-paced – Students worked with guided help, but no direct instruction. In this model, 50 students were enrolled at the data collection point and nine students passed, for an 18 % success rate. Of these nine students, seven enrolled in a college-level course for spring semester.
- Model II – Combined, some self-paced with direct instruction – 46 students were enrolled at the data collection point and 27 passed, for a 59% success rate. Of these students, 19 enrolled in a college-level course spring semester.
- Model III – Traditional delivery – 24 students enrolled in this section and 15 passed the course, for a 66% success rate. Of these, 10 students enrolled in a college-level course in spring semester.

Thirty-eight of the 120 students who enrolled in MATH 020 in the fall, enrolled in a college-level course the following spring semester, a retention rate of 32%. Of the 38 students who enrolled in a college-level course, 19 passed, a 50% passing rate. In spring semester 2012, the course was taught by one instructor and delivered using the combined model, with more emphasis on traditional teaching (suggested by the data from the spring result). The result for spring semester is as follows:

- 90 students were registered at the data-collection point;
- 40 students were successful for a 45% passing rate in the spring semester;
- The number of students enrolling in a college-level course is not yet determined and will be reported in the spring semester report. One thing that is not reflected in the report is the number of students who initially enroll and exit the program before the data collection period.

In the summer semester, an online version of the course was offered. This course was delivered using some direct instruction, in conjunction with the computer-based mathematics program ALEKS. In this class, five students enrolled and five students were successful, for a 100% passing rate.

In fall of 2010, WVSU began offering “enhanced” sections of English 101, which were open not only to eligible students¹, but also to students whose standardized test scores on the verbal section 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 have required as little as 30 minutes per week of tutorial hours, or about 7 hours per semester, while others have required 10-15 hours per semester. Some instructors have required only the students in the second category to attend; others have required all students in the “enhanced” sections to attend.

Examination of records in MyState (WVSU’s web-based BANNER interface) indicates that in fall 2011, 37 students were in the second category, in four “enhanced” sections; 24 of those (who would not otherwise have been eligible for English 101) passed the course with a “C” or better (64%); two passed with a “D”. Thus, more than 70% passed the course.

In spring 2012, 32 students in the second category were enrolled in three “enhanced” sections of English 101, and 23 students (72%) of these students passed with a “C” or better, and three passed with a “D,” for an 81% pass rate. Data for the previous year (2010-2011) are included below.

Records from the Writing Center have a few gaps, but they indicate that only two of the students who did not pass with a “C” or better logged the expected hours in the Writing Center, indicating 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 vwey effective strategy for promoting student success. The 2011-2012 pass rates did decline slightly for these students over 2010-2011, however. We will be developing strategies for better enforcement of the required hours in the Writing Center.

In addition, retention numbers were tracked for 2011-2012. In fall 2011, 22 of the 37 ‘borderline’ students returned for fall 2012 (59%). More than half, 8 of the 15, who were not retained earned an “F” in English 101. The two students who passed with a “D” did return in fall 2011. Of the 32 ‘borderline’ students in spring 2012, 24 returned for fall 2012 (75%). Two of the three “D” students returned for fall 2012. We conclude, therefore, that this is a good retention strategy which could be improved with better enforcement of the Supplemental Instruction provided through the Writing Center.

Table 1
Enhanced Sections of English 101, 2010-2011

	Fall 2010	Spring 2011	Total: 2010-2011
“Enhanced” Enrollment	71	21	92
Number passing with a “C” or better	56	17	73
Percent passing with a “C” or better	78.8%	80.8%	79.3%

¹Students 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 2
Enhanced Sections of English 101, 2011-2012

	Fall 2011	Spring 2012	Total: 2011-2012
"Enhanced" Enrollment	37	32	69
Number passing with a "C" or better	24	26	50
Percent passing with a "C" or better	64%	72%	72%

In Spring 2012, the Department of English also created a 'developmental' writing course, English 020. It was proposed through the normal WVSU course-approval channels, the course was approved, and two sections were added to the schedule for fall 2012. Student success and retention, for those sections, will be tracked.

Areas requiring institutional attention:

Student retention fell from 60% in the previous year to 52% for 2010-2011, the lowest level since the Compact base year (2007-08) and below the retention rate of the University's peer institutions (66.5%). A variety of activities have been implemented, however, coordination appears to be lacking. The Compact Review Team looks forward to reviewing the data and analyses provided next year that documents the success of the University's primary retention activities and its plan for sustainability.

Please see the information provided in the Year 4 (AY 2011-2012) section of this core element. Retention strategies have been refined and expanded, and are reported there with quantitative data.

3. Graduation rate

Data: 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 is based contained, for the first time, 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.

See the statistical chart in Appendix A.

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 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 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 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 of 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 completed their degrees within six years of their initial enrollment in a college or university. For the base year, 2007-2008, 136 (30.5%) of the 446 graduates were those who transferred into WV State. Of those 136 transfer-in graduates, 47 (34.5%) graduated within six years of their initial enrollment in a higher education institution.

Goal: Increase the six-year graduation rate of Bachelor's degree-seeking first-time, full-time freshmen to 33%. For those students who are included in this cohort, but who

transfer to another institution to complete their degree, the aim will be for a graduation rate of 37%.

Strategy/Rationale:

Year Four (AY 2011-2012)

1. Continue the retention strategies enumerated in Core Element 2 to ensure students complete their degree programs and graduate.

Strategies discussed in the preceding section for retention have the ultimate goal of guiding students to graduation. In addition, however, academic departments have undertaken various strategies to aid the student in structuring his/her course schedules to achieve their goals. Academic departments provide students with a semester-by-semester course plan, designed to complete their degree program in eight semesters. Academic departments also provide a course rotation schedule, so students are aware of the semesters in which courses are routinely offered, in order to help them plan when to take courses that not offered every semester.

2. Continue pursuit of an on-line academic audit system so that students and advisors can assess accurate and timely information on student progress toward graduation.

An online degree audit system has been under discussion for some time. As detailed in the section below, system could potentially increase the graduation rate.

Areas requiring institutional attention:

The graduation rate dropped to 23% for 2010-2011, making it the lowest graduation rate since the beginning of the compact period (2007-08) and far below the graduation rate of its peer institutions (35.5%). In linking the compact and WVSU Strategic Plan, the 2012 update should include data on initiatives receiving the greatest focus.

Together with focused academic advising, DegreeWorks, an electronic Degree Audit System, is currently the greatest focus in potentially increasing the graduation rate, by providing students with current and readily accessible information related to their progress toward graduation.

Soon after listing the implementation of a degree audit system as an objective, it was suggested by the HEPC central office that all institutions within WV look into using DegreeWorks. WVNET, in conjunction with Ellucian (formerly SunGard), began initial work with eight West Virginia colleges/universities, during spring 2011. After the initial eight, West Virginia State University was to be among the next six schools to implement DegreeWorks. Due to unforeseen issues with the initial eight schools, the process to include the next six schools was pushed back to September 2012.

In July 2012, the university was asked to assemble a DegreeWorks Team which would oversee and work on the initial setup and operation of DegreeWorks. The names of seven individuals have been submitted to WVNET and barring any unforeseen circumstances, a tentative and somewhat limited schedule for implementation is as follows:

SEPT 2012

FOCUS CALL (3rd week) – Introduction to the project via online demo – Q&A
INFORMATION GATHERING – as it pertains to our catalogs (online/hard copy),
changes in degree requirements, and additions or deletions of majors, etc.

OCT 2012

CATALOG SCRIBING – Programming language

NOV/DEC 2012

TRAINING, TESTING

SPRING/SUMMER 2013

GO LIVE WITH DegreeWorks

While anticipating the implementation of DegreeWorks degree audit system, Registration and Records has provided general education evaluations on all transfer and continuing students, upon the request of students and/or faculty advisors. This is done on a check sheet created by Registration, with copies provided to the student and faculty advisor, and one kept on file in the Office of Registration and Records. It is the responsibility of the faculty advisor to evaluate the student on courses needed in a particular major. If for any reason a faculty advisor is unavailable, Registration and Records staff may supply complete (general education and major course) evaluations for any student who requests one. No student is denied an evaluation by Registration and Records. However, these students are urged to contact their faculty advisor as soon as possible to obtain an official evaluation of their major-specific courses.

In preparation for the DegreeWorks implementation, Registration Records staff continues to work with Information Technology to ensure that the student data in BANNER are correct and current, by utilizing the ongoing edit system that has been put into place.

4. Degree production

Data: West Virginia State University awarded 443 Bachelor's degrees and 8 Master's degrees in the Compact base year 2007-2008.

See the data statistical chart in Appendix A.

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

**STRATEGY/RATIONALE:
Year Four (AY 2011-2012)**

1. Combine the activities of strong academic advising and proactive departmental interaction with students to guide them toward graduation within six years.

Table 2 WVSU Degree Production for AY 2011-2012

Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 4 2011-12	Target Year 2012-13 ⁵
Degree Production**							
Certificate							
Associate							
Bachelor	442	372	385	378	414	475	485
Masters	9	5	11	12	11	12	13
1st Professional							
Doctoral							
Total Degrees	451	377	396	390	425	487	498

West Virginia State University did not meet its goal of 475 Bachelor's degrees awarded in 2011-2012, but it increased its number of degrees over Year 3 by 9.5%. Departments continue to develop strategies to guide students toward graduation within six years. Some of those were enumerated in the preceding core element while others follow.

The Departments of Biology and Chemistry began a new advising program. All student files in these majors are kept in the respective College's main office. Each file contains a curriculum check sheet that is updated each semester and initialed by the advising faculty member. Files also contain copies of any student transcripts (from other institutions) and a copy of the institutional transcript evaluation.

The University is closely scrutinizing its capacity to add new programs. Several opportunities have developed following the separation of the Kanawha Valley Community & Technical College (KVCTC) from the University. KVCTC 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 has offered fewer sections of several general education courses, thus reducing the number of adjunct faculty hired and permitting faculty who formerly taught those courses to focus on new courses or even new degree programs, such as the Master of Science degree in Law Enforcement and Administration and the new major option in English, Technical Writing.

Departments with independent majors (i.e., beyond teaching fields) in the College of Arts and Humanities have continued various advising strategies to address enrollment, retention, graduation rate and degree production. For example, the Department of Art

emailed all Art majors, reminding them it was advising time and provided them with their updated Bachelor's degree in Art curriculum check sheet, indicating suggested classes for the following semester. Many students find this helpful, while others apparently do not check their WVSU email account frequently enough to get the reminder, fail to pre-register even after receiving their PIN and/or take 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. Programs in Arts and Humanities, in which the number of graduates had decreased, have stabilized or began to rebound in 2011-2012, with Art showing the greatest improvement, up from zero in 2010-2011 to eight in 2011-2012.

The Department of Communications and Media Studies continues advising procedures developed in 2008-2009. Each student is assigned a specific academic advisor. Faculty advisors contact new advisees within the first week of each semester to come in and meet with the advisor. 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 junior and senior transcript analysis process minimizes the incidence of students taking courses they do not need for graduation and/or missing opportunities to take courses that are not offered every semester.

The Department of English continues to provide an *Advising Handbook* that includes 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 course and curriculum changes and it has developed a new format for check-sheets, to combine the Option requirements with the General Education requirements on one page, and to simplify both advising and graduation auditing. In addition, the Department hosts an English Majors Luncheon each semester, with food and beverages provided by the faculty, at which some of the particular course offerings for the upcoming semester are highlighted.

Expanded Guidelines on core elements:

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

Master's Degree in Education (M. Ed.) in Multicultural Instructional Leadership to begin in May, 2013.

In July 2011, WVSU received permission from the WV HEPC to develop a proposal to implement an Agriculture Education (PreK-Adult) Content Specialization to the Bachelor of Science degree in Education.

Near the end of the 2011-2012 academic year, University Deans and selected faculty met with representatives of the four Community & Technical Colleges in WVSU's geographic region (Bridgmont, Kanawha Valley, Mountwest, and Southern) to establish liaison committees and to discuss areas in which articulation agreements can be developed. The goal is to increase the college graduation rate in this state and to provide a streamlined mechanism for students to complete the Bachelor's degree at WVSU, once they have received their Associate's degree from one of the aforementioned institutions. A second meeting has been held with Kanawha Valley, with the expectation that at least 5 new articulation degrees will be finalized during the 2012-2013 academic year. Working meetings will be held with the other institutions for the same purpose.

A renewed and updated 2+2 agreement has been signed between the WVSU Department of Business Administration and KVCTC to reflect a clearer and more seamless transfer and continuation of study for students coming to the University from KVCTC.

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.

Areas requiring institutional attention:

Total degree production is slightly below last year's degree production and far below the annual goal (390/475). Changes in advising have been implemented to aid students as they progress toward graduation.

Certificate programs have been designed, developed and approved. These certificate programs, which provide students with appropriate credentials, are useful for employment and are a critical part of the University's mission. Traditionally, these credentials have been limited to degrees, majors, and minors, all of which are earned within the context of completion of the Bachelor's degree. Today, however, students who have graduated and are already in the workplace may find themselves in need of additional training and credentialing which falls short of an additional degree, but requires formal certification of college-level course work in a specific area.

Clusters of 15-18 credit hours in fields such as ecology, computer science, chemistry, biotechnology, and human relations (especially in areas which are interdisciplinary) may serve to enhance an employee's skills and lead to promotion and salary increases. Such clusters might be minors within a Baccalaureate degree, but minors are not available once the degree is earned. Developing these, or similar clusters, in the form of undergraduate or graduate certificates addresses this need for additional education in specialty areas, without requiring persons in the workforce to commit themselves to the hours required for further degrees.

One example of an application of this certificate development process is in the Criminal Justice Department. The Criminal Justice Department External Advisory Committee worked with the faculty to revamp the major to include a requirement that all graduates would complete one certificate as a requirement for the degree, to enhance the student's employment opportunities. These four certificate programs were developed by a needs assessment and a job-market analysis. The four certificate programs, currently approved, are Law Enforcement, Corrections, Investigation, and Generalist.

The College of Natural Sciences and Mathematics has two certificate programs in preparation: A certificate in Environmental Studies and a certificate in Environmental Science. The Environmental Studies certificate is designed for the general college student. The Environmental Science certificate is geared to the Chemistry Or Biology major and contains more upper-level science courses.

Certificate programs are also being developed for students whose degree objective is not the Baccalaureate degree. Three of the five programs in Arts and Humanities have now developed certificate programs, and English has already had one student complete the Creative Writing certificate.

The Department of English proposed five new certificate programs, which were approved. They are Creative Writing, Technical Writing, Literary Studies, Diversity Literature and World Literature. The writing certificates are aimed at those who need writing skills for a job or creative endeavor, while the literature certificates are primarily aimed at those who have a serious interest in, or who want to 'test the waters' in, an academic area. The Department has awarded one certificate in Creative Writing. The Department of Modern Foreign Languages proposed two new certificate programs, which were approved. They are certificates of proficiency in French and in Spanish. These are aimed at those who need to demonstrate language proficiency for career purposes. The Department of Art also proposed, and gained approval for, several certificates.

5. Degrees in STEM and health fields

Data: During the AY 2007-2008, 33 degrees were awarded in the STEM and health fields as follows:

Biology	17	Mathematics	1
Biotechnology	5	Health Sciences	8
Chemistry	2		

See the data statistical chart in Appendix A.

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.

STRATEGY/RATIONALE:

Year Four (AY 2011-2012)

1. Provide research opportunities for students and faculty, together with funding to engage in both graduate and undergraduate research activities.
2. Vigorously provide outreach programs to students in the elementary and secondary schools to the STEM and health fields disciplines by visiting classrooms and providing programs for these students.

Degrees in STEM and health fields

Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 4 2011-12	Target Year 5 2012-13
5	Number of undergraduate degrees in STEM & Health Fields***	33	42	32	45	40	58	63

Degrees Awarded in STEM and Health, Years Three and Four

	2010-2011	2011-2012
Biology	11	10
Biotechnology (MA/MS)	6	7
Chemistry	4	6
Mathematics	1	4
Health Sciences	21	13
Computer Science	2	0
Total	45	40

a) WVSU is a member of the NASA WV Space Grant Consortium. In AY 2011-2012, five undergraduates each received a Consortium scholarship of \$2,500. Students worked on research projects throughout the year and presented research work at the joint meetings of the WV Academy of Sciences and the 2012 WV STaR Symposium held on the campus of WVSU in April 2012. Further, WV NASA Space Grant consortium funds were used to provide \$3,000 stipends to five undergraduates to do summer research under the direction of faculty in the College of Natural Sciences and Mathematics.

b) Student labor monies in STEM departments remained at \$22,500 in 2011-2012.

c) The US Department of Education Title III program provides WVSU with 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 Teaching Assistants and all students receiving Research Assistantships.

d) The College of Natural Sciences and Mathematics (CoNSM) hosted the Summer Undergraduate Research Experience for five undergraduates and four area high school teachers. Five undergraduates received \$3,000 stipends, funded by NASA WV Space Grant Consortium and a \$500 research supply budget funded by CoNSM. One high school teacher from South Charleston High and her student worked in the lab of a Department of Biology faculty member. They received funding from the Health Sciences Technology Academy (HSTA) and the WV Institutional Network of Biomedical Research Excellence (INBRE) summer research program. Three high school teachers, one each from Nitro High School, Hurricane High, and Herbert Hoover High, participated in the WV Experimental Program to Stimulate Competitive Research- (EPSCoR) sponsored Teacher Research Experience of the Advancement of Knowledge (TREK) program, and worked in a Department of Biology lab.

Again in 2011-2012, the WVSU student members of the American Chemical Society (ACS) sponsored, or assisted, with many activities for Kanawha, Putnam and other area high schools.

Table 2011 – 2012 Activities in which students participated

Participating school	Students served	Activity	WVSU participants	Date of event
Calvary Baptist Academy	22, grade 5	Presentation of Environmental Chemistry and why it affects the lives of so many people.	Chemistry faculty, 2 ACS students	9/16/11
Alban Elementary	Approximately 200, grades 3-5	Environmental Biology presentation and a Chemistry demonstration	Chemistry and Biology faculty, 5 ACS students, 5 Biotech graduate students	9/29/11
Riverside High School	12, high school	NSM Fall College Convocation, Dr. John Warner spoke on Green Chemistry	Chemistry faculty, 2 ACS students	10/18/11
Riverside High, Nicholas County High, Winfield High, Upward Bound	50, high school	Brimhall High School Science Bowl	Biology, Chemistry, Math and Physics faculty, 8 ACS Students	10/29/11
Alban Elementary	Approximately 200, grades 3-5	Activities on erosion and how the solubility that many compounds have in water leads to sinkholes, erosion, and pollution	Biology and Chemistry faculty, 4 ACS students	1/27/12

Bible Center School	80 Afternoon Science Club students, grades 1-8	1st grade Ecology, 2nd grade Chemistry of the clean-up of the Deepwater Horizon oil spill, 3rd grade Lights and Optics, 4th grade Acid Base Chemistry, 5th grade Green energy demonstrations. Grades 6-8 metals, redox potentials and alloys	Chemistry and Physics faculty, 4 ACS Students. Dr. John Taylor of the local ACS	3/15/12
Hurricane High, Poca High, Cross Lanes Christian, George Washington High, Nitro High	150 High school Chemistry students	Proctored the ACS exam at 3 locations--two area high schools and onsite at WVSU. Distributed, administered, and collected the exams. Exams were graded by the local ACS section.	Biology and Chemistry faculty, 4 ACS students	3/16/12
Poca High School	24 high school seniors, Chemistry	Students came to campus and carried out the synthesis of acetylsalicylic acid (aspirin).	Biology and Chemistry faculty, 2 ACS students	4/17/12
Alban Elementary	Approximately 200, grades 3-5	Hands on Chemistry activities: making slime, recycling, and polymers.	Biology and Chemistry faculty, 3 ACS Students	4/30/12
Poca High	700 Putnam Co. elementary students; 200 high school student hosts	Third annual Putnam County Lab Day activities in Poca. Activities designed to promote students to pursue a STEM career. High school students and local teachers host these young scientists. ACS students led activities with propane bubbles, sugar potassium chlorate, and acid; and hydrogen peroxide, potassium iodide, and soap.	Chemistry faculty, 2 ACS students	5/22/12

Graduates of the WVSU ACS-approved program complete requirements that exceed those of other non-approved Chemistry programs. This certified degree signifies that a student has completed a rigorous program that provides foundational and advanced course work in Chemistry, laboratory experience and development of skills necessary to be an effective professional chemist.¹

ACS approval is part of the rich history of quality academic programs offered at WVSU. The Department of Chemistry has merited ACS approval for over 50 years.² Until

¹ *Undergraduate Professional Education in Chemistry: ACS Guidelines and Evaluation Procedures for Bachelor's Degree Programs*, Spring 2008 American Chemical Society Committee on Professional Training, Office of Professional Training, ACS 1155 Sixteenth Street, N. W. Washington, DC 20036, Section I, part I, pages 1-2.

² The earliest reference available for ACS approval at WVSU is in the *Bulletin of West Virginia State College, Sixty-Ninth Catalog, 1960 - 1962*, page 172.

recently, WVSU was the only state-supported, primarily undergraduate institution with an ACS-approved program in West Virginia. An ACS-approved Chemistry program brings prestige to this University, allows it to attract high quality faculty, improves its chances of receiving grant funding and increases the value of the Chemistry degree received by graduates.

In spring 2012, Department of Chemistry Chairperson Dr. Thomas Guetzloff submitted the most recent 5-year report to the American Chemical Society. Notification of continuing approval is expected in spring 2013.

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; the Appendix contains a chart of pass attempts.

Fifteen Social Work majors took the licensure/certification examination. Sixty percent (or 9 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.

Strategies/Rationale:

Years One through Five (AY 2008-2013)

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.

The Unit continues to include the federally required verbiage in the College Bulletin and the University Catalog.

3. Maintaining or exceeding the required 80% licensure pass rate for all content specializations with each Educational Testing Service examination date.

Table 1
Education Licensure Pass Rates 2011 - 2012

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 PreK-Adult	2	1	0%	0%
Biology 9-Adult	0	0	0	0
Business 5-Adult	2	1	100%	100%
Chemistry 9-Adult	0	1	100%	0%
Early Education PreK-Adult	2	4	100%	100%
Elementary Education K-6	29	26	88%	77%
English 5-9	0	1	100%	100%
English 5-Adult	7	8	75%	63%
French PreK-Adult	0	0	0	0
General Science 5-Adult	2	3	67%	67%
Health PreK-Adult	5	6	67%	33%
Journalism 5-Adult	0	*		
Mathematics 5-9	0	0	0	0
Mathematics 5-Adult	3	2	50%	50%
Music PreK-Adult	2	1	0%	0%
Physical Education PreK-Adult	5	8	88%	63%
Reading K-6 or 5-Adult	0	*		
Social Studies 5-9	0	0	0	0
Social Studies 5-Adult	7	8	63%	38%
Spanish PreK-Adult	0	0	0	0
Theater PreK-Adult	0	*		
Multi-Categorical	3	3	100%	100%
TOTAL	69	73	81%	65%

*Currently the West Virginia Board of Education has not adopted Educational Testing Service (ETS) Content Specializations Test for these Content Specializations.

During the 2011-2012 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.

One strategy implemented by the Department of Education was to review all the Educational Testing Service Praxis II Outcomes and to 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.

During this review, all program syllabi and program assessments were reviewed to make certain that all 2009 West Virginia Professional Teacher Standards are being introduced, reinforced, assessed and practiced. All content specialization curriculum sheets were also reviewed, as well as the program's matriculation path and candidate's teacher handbook. WVSU submitted its document in July 2011 and included matrices that evolved from this process. On Feb. 8, 2012, the WV Board of Education granted re-approval.

The Education Department's Assessment Coordinator holds assessment meetings every semester. During the spring 2011 meeting, it was decided that all field placements need to be re-evaluated. During the 2011-2012 academic year, the Education Department reassessed all of the required field placements. A subcommittee was formed to research "Best Practices in Field Placements." This committee spent 53 hours in research and contacts with Teacher Education programs (in and outside of West Virginia) that were similar in size, content and student makeup to WVSU's. The committee suggested two scenarios for changes. The faculty then decided on a compromise and changed field placement hours in Education 201- Human Growth and Development (from 30 to 15 hours), Education 202 – Educational Psychology and Learning (from 40 to 30 hours) and Education 426 – Creating, Managing, and Assessing Learning Communities (from 30 to 40 hours). Ten hours of field placement were added to Education 200 – Foundations of Education and to Education 300 -- Educational Technology.

Education Content Specializations Pass Rate

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

The teacher education unit will continue to work with the content specializations where candidates' scores fluctuated. One Art candidate was interviewed as to the reasons he failed to pass the content specialization test. He stated, "I did not do any studying for the content test. I just figured I knew it. I now realize I have to study." Because of this

attitude the Art content specialization score went from 100% to 0%. Plans are underway to do phone interviews during the next academic year to contact candidates who are unsuccessful on the content specialization tests to determine how the Department can help them to be successful.

Social Work License Pass Rates

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 2011 was 75%, for first-time test takers. This figure represents a significant improvement over the previous year's pass rate of 71%. Prior to this, the pass rate was 53%. The next report from the Board of Social Work Examiners is expected in mid-September 2012, 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.

The Social Work Department changed the overall GPA requirement from 2.0 to 2.3 for admission to, and graduation with, a Bachelor's Degree in Social Work, beginning with entering freshmen and transfer students during the fall 2011 semester. This change was based on a correlation of successful pass rates of the social work licensing exam and the GPA. Social Work graduates who had less than a 2.3 GPA very rarely, if ever, passed the West Virginia Social Work Licensing Exam. It will not be until the AY 2014-2015 that the success of this strategy can be determined.

Areas requiring institutional attention:

While the overall pass rate for students in teacher education is 82% the pass rates for several content area fields remain below an acceptable pass rate (Science 5-12, Mathematics 5-12, PE PreK-adult and Social Studies 5-12). The 2012 update should include an analysis of each area of weakness, as well as an update on the success of implementing strategies to enhance student success. The evaluation team was pleased to see the intervention strategies developed for the social work program and the successes of that intervention.

In February 2012, the West Virginia Board of Education granted Program Re-approval to the Teacher Education Program at West Virginia State University. As part of the Program Re-approval process, two other comparable state-supported institutions reviewed the WVSU Program. Based on their review, WVSU did demonstrate that the course outcomes needed to meet the West Virginia Professional Teacher Standards, and all Specialized Professional Associations (SPA) Standards. SPA Standards are aligned with ETS Praxis II Content Specialization Tests.

Feedback received where the number of test takers are few, carries the same question of: Why is the pass rate low in some content specialization areas? The University attributes these shifts to the low numbers of teacher education candidates who take the content specialization tests in some of these areas, and the motivation that some of

these students have when they take the tests. To support this point, Art PreK-Adult was listed three years ago. Two years ago, there were two Art majors who passed the content specialization test. Therefore, Art PreK-Adult was removed from the list and the pass rate was 100%. This year, only one Art PreK-Adult candidate graduated. This student did not pass the content specialization test. Therefore, the WVSU pass rate for Art will be 0%. When asked what happened, the candidate said, "I did not study."

In fall 2012, Education 426-Creating, Managing and Assessing Learning Communities will add practice sessions for the Content Specialization tests that are available online from ETS. The Unit voted at its Aug. 24, 2012, department meeting to use Title III funds to pay WVSU Content Faculty to take the ETS Praxis II Content Specialization Tests so that these faculty members can mentor candidates on the Content Specialization Tests. This mentoring model mirrors the Unit's successful PPST and PLT Test Prep Programs.

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. (College of Professional Studies)

In April 2015, the Teacher Education Unit will have its reaccreditation visit from NCATE. During the 2011-2012 Academic Year, the Unit continued to have its designated Department Meetings to review assessment data in October and March. In addition, the Unit will be required to submit Specialized Professional Association (SPA) Reports in September of 2012. Therefore, additional departmental meeting time was devoted to harvesting, examining, and reviewing assessment data collected from 2007 to the present in anticipation of applicability of NCATE Standard I and II to the SPA review process and ultimately for the reaccreditation visit in April 2015.

5. Filing of reports required by NCATE annually in December. (College of Professional Studies)

The Teacher Education Unit has filed and had accepted the required annual report to NCATE during the 2011-2012 Academic Years.

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 2011-2012 Academic Years, the Unit continued to offer the PPST Tutorial program as courses in the fall and spring semesters. In addition, the highly successful PLT Workshop was offered prior to the scheduled testing dates for the PLT. Educational Testing Service has developed on-line tutorials for the Content Specialization Tests. These tutorial materials have been reviewed by the Unit and completion of these tutorials will be required of all teacher education majors prior to student teaching fall semester 2012.

7. Providing staff development to Teacher Education Unit faculty on increasing candidate achievement on licensure exams annually in October and February. (College of Professional Studies)

The Teacher Education Unit Assessment Coordinator provides staff development during the Assessment meetings in October and March.

Expanded guidelines on core elements:

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

Information is included in accompanying table.

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:

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

*We expect the percentage to decrease slightly in year two 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, it also expects to utilize the new “term” classification for a few faculty members without terminal degrees in selected disciplines.

Years One through Five (AY 2008-2013)

1. Hire faculty holding the terminal degree in all possible situations. (Office of Academic Affairs)

Percentage to Faculty with Terminal Degrees

	2007	2008	2009	2010	2011	2012
Revised Goals	79%	81%	78%	79%	81%	82%
Actual:	79%	81%	75%	80%	81%	

For the academic year 2011-2012, the University continued its effort to recruit and hire faculty possessing the terminal degree and the percentage with the terminal degree increased to 81%, thus attaining our goal. For the 2011 fall semester, 111 faculty members were in tenured, tenure-track, or term appointments and 90 of those held the terminal degree. This included a faculty member with the Juris Doctor 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.

8. Assessment of student learning

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

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.

Strategies/Rationale:

Year Four (AY 2011-2012)

1. Complete Program Learning Outcomes (PLOs) for all programs.
2. Map PLOs to courses in the program curriculum, especially core courses taken by all graduates.
3. Select courses for administration of key assessments of PLOs
4. Identify some key assessments of PLOs
5. Develop some rubrics for key assessments
6. Begin administration of key assessments and collection of data

7. Increase use of LiveText for administration, collection, and/or storage of assessments/data as a feedback mechanism to improve programs by consolidating some courses, adding new ones, and removing others.

Assessment has become a focus in the academic departments in the university. Program level outcomes, mapping of outcomes to the curriculum, collection of assessment data, and program changes resulting from analysis of those data are occurring. Although implementation of the assessment plan is more advanced some academic programs than in others, all are moving along the path of implementation of a fully developed plan. The assessment report in Appendix B provides representative assessment activities in the academic departments and the implications for program improvement based on the data collected.

In addition to the program level outcomes, the Department of Business Administration has been using data from Educational Testing Service Major Field Exams taken by senior students in the department.

Areas requiring institutional attention:

Assessment has become a focus for many departments in the University. However, it is critical that all departments implement an assessment plan which includes analysis and application of data in decision-making and program improvement. The 2012 report should include a succinct response regarding assessment for each area that includes data analysis, and a concise report on the uses of the assessment data.

Please see the data table in Appendix B.

Expanded guidelines on core elements:

1. In reporting on the assessment of learning programs and activities, indicate how the institution is using the 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?

In the 2011-2012 academic year, the Collegiate Learning Assessment test (CLA) was administered through successful integration into required first and final semester classes. By making the exam part of the student curriculum, WVSU tested the minimum number of cohorts to obtain results. The data revealed a positive pattern “knowledge gained” with a large gap between the scores of first-year students and graduating seniors.

According to the latest data report, students entering WVSU tested into the 17th percentile when compared with all other schools taking the CLA. Although this rank seems low, CLA reports that with this number our first-year students are on par with other peer institutions in comparison to WVSU’s average ACT scores. Most of the testing factors show that the results are near, or meeting, the expected outcomes.

Test results did show that students were below expectations in the ability to create an effective argument.

Using these data, faculty developed more of an emphasis on argument creation in relevant classes. For example, in English 101—Writing and Composition I, many assignments were refocused to center on how to construct an argument and explore why argumentation 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 courses that use such assignments are 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 writing task and then expected to use both given and researched sources to create a working solution to the assignment. By using the structure of the assignment, as tested by the CLA, students can not only be prepared for the exam, but, more importantly, are able to understand how performance task-based writing is used outside the University. Ongoing assessment of written assignments for these classes has not yet yielded usable data to measure if these changes have been effective, but informal assessment has indicated positive results.

However, when taking into consideration the low writing scores of both the CLA and ACT, it is clear that more emphasis is needed on writing. To address this, WVSU has created and maintained the Writing Center to help students by offering face-to-face, individual peer tutoring and consultation. The Center also works in connection with two developmental writing courses designed by the English department. The first course, piloted in 2010, requires students with ACT verbal scores from 15-17 to take English 101 with an extended component. These students supplement their coursework with 10 required hours of tutoring in the Writing Center. Also, a new developmental writing course (English 020) is being offered for the first time in fall 2012. This course, developed with the West Virginia Developmental Education Task Force, targets students with ACT verbal scores between 9-14, and works with those students to strengthen basic writing skills, in order for them to be successful when they move into English 101.

CLA data on graduating seniors had not been consistent when testing on a volunteer basis. In order to solve this problem, WVSU has moved the CLA exam into required “Senior Seminar” classes. Although this change did not have the overall success that the integration into the first-year classes did, the minimum number of test-takers was met. The results from the latest report show that graduating seniors test into the 51st percentile when compared to all other CLA schools. In most cases, students tested near, or above, expected performance in individual testing categories. These results are consistent with previous years where the minimum cohort was met for each test.

It should be noted that the CLA will not be administered for the AY 2012-2013. After several meetings of the HEPC state-wide assessment committee, it was determined

that the cost, problems with administering the exam and the reported critiques/flaws with the testing mechanism did not produce data that could be used effectively for institutional assessment. The committee is currently working to create a test which will be more useful in tracking General Education outcomes for each institution and can also be used to compare results across the state.

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

This institution has not participated in the Voluntary System of Accountability.

9. Accreditation

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

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

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:

Years One through Five (AY 2008-2013)

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

Appropriate actions were taken and materials submitted to show that the missing standard is met. As a result, West Virginia State University's program is fully accredited with no notes or conditions.

2. Participate in annual NCATE-sponsored staff development related to maintaining NCATE accreditation. (Office of Academic Affairs)

With limited funds for travel, the Unit participated in NCATE-related staff development that was provided via Webinars.

While the University enjoys specialized accreditation in some programs, West Virginia State University is regionally accredited with the Higher Learning Commission of the North Central Association of Colleges and Schools. In 2005, the University gained the maximum 10-year reaffirmation of its accreditation. A self-study process is underway in preparation for a 2014-2015 visit by a Higher Learning Commission evaluation team. The self-study coordinator was named in January 2012, and documents related to the organizational structure and timeline of the self-study were sent to WVSU's institutional liaison for feedback. Work groups charged with helping the vice presidents and deans develop institutional goals for the self-study were established in summer 2012. Institutional goals will be set and the criterion committees appointed in September 2012.

Included in Appendices C and D are the Accreditation timeline and the WVSU Self-Study Organization Structure.

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 13 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.

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.

Years One through Five (AY 2008-2013)

1. Expand the number of high schools offering the "Introduction to International Studies" or comparable college course and review annually. (Office of Academic Affairs)

West Virginia State University last offered the Introduction to International Studies course during fall 2009 at Sissonville High School. The course has not been offered recently. Drs. Natsis (International Studies) and Zapata (Modern Foreign Language) delivered a presentation on the importance of foreign language acquisition before an assembly of three combined classes at South Charleston High School during fall 2011. The two professors have been invited back to address students in fall 2012.

2. Lead the Greater Kanawha Valley Consortium on International Education to offer increased international experiences for high school students through speaker series, dual-credit courses, and other such appropriate activities and review annually. (Office of Academic Affairs)

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 2011. Sixteen high school students and three French teachers, from four different high schools, participated in the nine-day trip led by the OIA Director. During the summer of 2012, nine high school students and one French teacher participated in the 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)

The Education Department's Assessment Coordinator holds assessment meetings every semester. During the 2011 spring meeting, it was decided that all field placements need to be reevaluated. During the AY 2011-2012 the Education Department reassessed all of the required field placements. A subcommittee was formed to research "Best Practices in Field Placements." The committee spent 53 hours in research and making contacts with Teacher Education programs (in and outside of West Virginia) that are similar in size, content, and student makeup to the one at WVSU. The committee suggested two scenarios for changes. The faculty then decided on a compromise change and changed field placement hours in Education 201—Human Growth and Development (from 30 to 15 hours), Education 202—Educational Psychology and Learning (from 40 to 30 hours) and Education 426—Creating, Managing, and Assessing Learning Communities (from 30 to 40 hours). Ten hours of field placement were added to Education 200—Foundations of Education and to Education 300—Educational Technology.

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 continues to support teachers and university faculty to present accomplishments and/or research at regional and national conferences. Faculty attended the National Council for Accreditation of Teacher Education (NCATE) regional meeting and the American Association of College of Teacher Education (AACTE) Conference.

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

Due to budgetary constraints the Unit no longer publishes the *Partnership Times*.

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 2011. The grant was funded at \$87,300.

Biannually (AY 2008-2013)

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 biannually. (College of Professional Studies)

A faculty member in the Department of Modern Foreign Languages continued as *Cercle français* organizer and served as WV administrator for the *Grand Concours*, or National French Exam. As member-at-large to the WVFLTA executive committee, she helped plan the 2011 fall conference, prepared the speech for awards and was a committee chair for the Teacher of the Year Award.

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 program. This program is designed to increase public school student achievement by improving public school teacher pedagogy and content knowledge through funding collaborative partnership grants between higher education institutions and public school systems.

Three area high school teachers (two from Kanawha County and one from Putnam) participated in a Summer of Research in 2012. Two of the teachers were participating in the WVSU TREK program sponsored by WV EPSCoR. The third teacher was sponsored by HSTA INBRE. Co-mentors of the three research projects were two faculty members of the Department of Biology.

The faculty members of the Department of Biology have begun projects to improve the image of WVSU, and especially the College of Natural Sciences and Mathematics. The newest of these is "Lab Menu," a project undertaken by the faculty and staff of the Department of Biology and the University. A letter was sent to science teachers at regional elementary, middle and high schools detailing a set of laboratory exercises and hands-on demonstrations that could be shared with the students under the guidance of WVSU faculty, graduate students and/or advanced science undergraduates. Teachers were invited to bring their classes to the University or the labs could be taken to the public schools. The materials, equipment and supplies were provided free to the classrooms.

Following is a chart which summarizes the Lab Menu outreach program activities for 2011–2012.

2011–2012 Lab Menu Events

Participating school	Students served	Lab performed	Date of event and location
Sissonville High School	52, three sections of Biology	Karyotyping, Mitosis microscope demonstration	2/6/12 Sissonville HS
St. Albans High School	33 advanced Biology students	DNA isolation & Fingerprinting	2/13/12 St. Albans HS
So. Charleston High School	51, three sections of Biology	DNA isolation & Fingerprinting	2/24/12 WVSU campus
Poca High School	14	Karyotyping, Mitosis microscope demonstration	4/25/12 Poca HS

Under the leadership of a member of the Department of Chemistry, the WVSU Student Affiliates of the American Chemical Society (ACS) directs outreach activities to area