

public and private schools. ACS students and WVSU faculty met with students from Calvary Baptist Academy, Cross Lanes Christian School, and many area high schools, middle schools and elementary schools. The students assisted Poca High School's Science Club with activities for National Lab Day. They sponsor the Science Career Speakers Series and invite and host area high school science classes to attend the presentations by these speakers. In addition, the Department of Chemistry hosts the annual ACS Chemistry Olympiad exam. Approximately 150 area high school chemistry students took the exam on March 16, 2012.

Faculty members from the Departments of Biology, Physics, and Mathematics and Computer Science participated with Department of Chemistry faculty to deliver several other outreach events to area public schools.

#### Outreach Activities of the WVSU Student Members of the ACS and faculty of NSM

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.	Department of Chemistry faculty, 2 ACS students	9/16/11
Alban Elementary	Approximately 200, grades 3-5	Environmental Biology presentation and a chemistry demo show	Department of Biology and Chemistry faculty, 5 ACS students, 5 Biotech grad students	9/29/11
Riverside High School	12 High school	Riverside High School students attended the NSM Fall College Convocation to hear Dr. John Warner speak on Green Chemistry	Department of 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	Faculty members from all four academic departments in NSM, 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	Department of 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	Department of 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	Working in connection with the local ACS section and neighboring institutions WVSU faculty and Student Members of the ACS proctored the ACS exam at 3 locations. The group supplied 5 of the needed proctors that worked at two area high schools and onsite at WVSU. They distributed, administered, and collected the exams. Exams were graded by the local ACS section.	Department of Biology and Chemistry faculty, 4 ACS students	3-16-12
Poca High School	24 High school senior chemistry students	Students came to campus and carry out the synthesis of acetylsalicylic acid (aspirin).	Department of Biology and Chemistry faculty, 2 ACS students	4-17-12
Alban Elementary	Approx. 200 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> graders	Hands on chemistry activities: making slime, recycling, and polymers.	Department of 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. The ACS students did activities with 1. Propane bubbles, 2. Sugar potassium chlorate, and acid, and 3. Hydrogen peroxide, potassium iodide, and soap.	Department of Chemistry faculty, 2 ACS students	5-22-12

Additional Outreach Activities conducted by NSM faculty members

Participating school	Students served	Activity	WVSU participants	Date of event
Nicholas County High	220 students, 4 science classes	High School Career Day, Dr. Fultz spoke to students about College in general, WVSU, and Science	Department of Chemistry faculty	11/03/11
Alban Elementary	20	Rock Exhibit	Department of Physics faculty, NSM staff	3/15/12
Bible Center School	150 middle school students	Middle School Career Day	Department of Chemistry faculty	4/11/12
Upward Bound	Approximately 200 grades 8-12	Career Day	Department of Chemistry faculty	4/30/12

The Chairperson of the Department of Mathematics and Computer Science continues to provide outreach to Clay county public school math teachers. In summer 2012, through

an award from the West Virginia Higher Education Policy Commission's Improving Teacher Quality Program, a workshop titled "Unlocking the Common Core: Making the Next Generation Content Standards in the Elementary Mathematics Classroom (Un\_LCCoMS)" was offered to 38 participants.

Since the last Compact reporting period, members of the University community have been engaged in public school outreach to demonstrate Compact Core Element 10-Alignment with K-12 Schools. West Virginia State University Extension Programs has designed and implemented additional outreach programs related to this endeavor. A summary of these programs is provided below.

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

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

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

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

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

WVSU is committed to being responsive to the needs of West Virginia Public Schools, first by working with the county superintendents in the region, then by working within its Partnership schools and neighborhood schools.

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

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

- West Virginia Department of Education Reading First Advisory Board,
- West Virginia Energy Express Advisory Board,
- West Virginia Reading Association Executive Committee, and
- Local County School Improvement Councils.

University faculty present and participate at West Virginia Department of Education statewide staff development workshops on such topics as: balance assessments, technology integration, action research, project-based learning and improving instruction. As a result of these efforts, the Teacher Education Unit constantly reviews and revises course content and program requirements to stay current with statewide initiatives.

## 11. Use of instructional technology

**Data:** During the base year, 2007-2008, 82 Internet courses serving 1,083 students were offered by West Virginia State University. Internet courses are defined as those with at least 50% of face-to-face class time replaced by graded learning activities performed on the WebCT course site. In addition, 136 courses offered were classified as web-assisted/web-enhanced courses serving 2,677 students. Web-Assisted/Web-enhanced courses are defined as having less than 50% of face-to-face meeting time replaced by graded learning activities performed on the WebCT course site. The overall use of WebCT for all purposes grew by 49% during Academic Year 2008.

Additional information related to Instructional Technology is contained in Appendix B.

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

### STRATEGY/RATIONALE:

#### Years Four and Five (AY 2011-13)

1. Develop faculty "learning technology consultant" program that has faculty members work a semester with the CIT to develop their own online teaching/technology skills and to support the efforts of other colleagues. (Office of Academic Affairs)

In FY 2011-2012, the Center for Online Learning made significant strides with regard to the development of faculty "learning technology consultants" (or faculty mentors) for online educators. In February 2012, 17 online instructors with representatives from all four colleges completed training on both the Quality Matters program and Sakai, the new learning management system (LMS) that is powering WVSU Online (see Tables 1.1 and 1.2). Faculty also received additional training during the Summer 2012 semester, and over 70% of the trainees taught in the Summer sessions using the new LMS.

These efforts will continue into FY 2012-2013 as the an Academic Affairs committee for Online Learning is being developed to create policies and infrastructure on campus for online courses, determine procedures for developing and approving online courses, and create a rewards system for faculty making the transition to online learning AND those faculty who continually develop online courses.

The Center will also fund Peer Reviewer Training for Quality Matters for both members of the Committee and additional experienced online faculty to develop a strong core of instructors who can participate in on-campus online course evaluations (methods for this to be developed by the Committee for Online Learning). In addition, further training on QM will occur in the 2012 fall semester for new or future online faculty.

Table 1.1 QM Training by College (N=19)

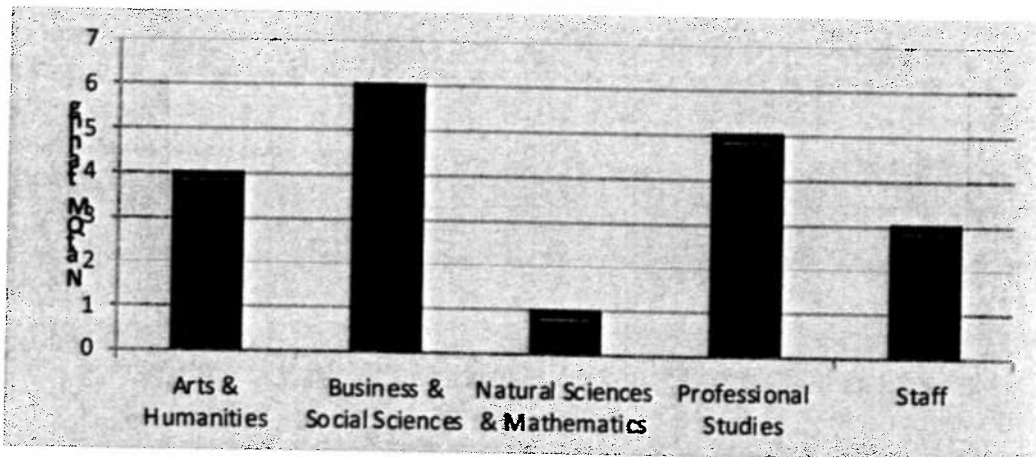
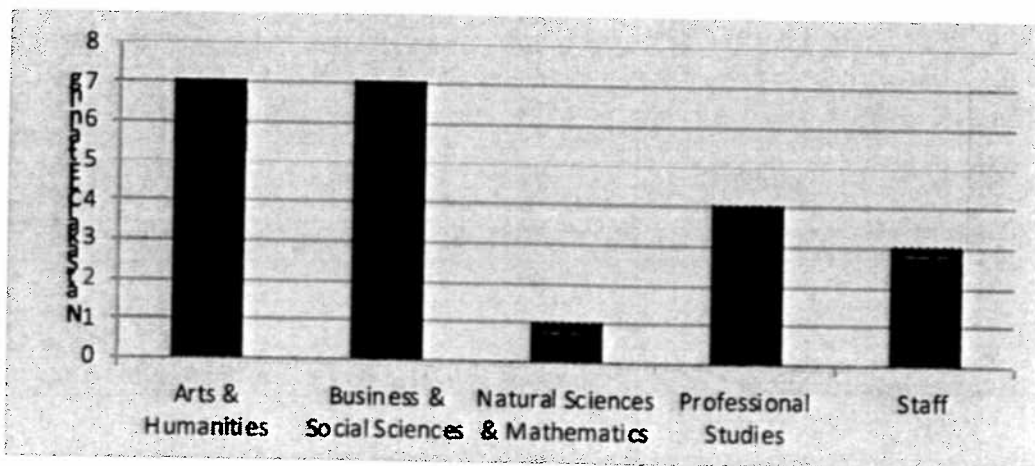


Table 1.2 Sakai Training by College (N=22)



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

The results garnered from the evaluation of one such program, namely the Annual Convocation for the College of Arts and Humanities titled "Ticket to Your Future."

There were 2 concurrent sessions: "Résumé Writing: Destination Visualization" and "Interviewing Skills: Destination Connection." Two members from the Employer Chats program (from the business community) delivered presentations. Twenty students and four members of the faculty attended.

The Office launched the one-stop shop for all customers (students, alumni, employers and Career Services and Co-op staff). The online job search and posting system is called "Jobweb." Students can access this system through the "MyState" portal, and alumni and employers have access through the Office webpage. The Office developed and implemented operating procedures and a system to identify and track student use of office services and programs. Listed below is a current report of job posting and usage activity as of 7/07/12.

**Jobweb Activity Report Status**

Registered Customer Type/Positions	Numbers of Registrants/Positions	Usage
Employers	475	N/A
Employer Contacts	536	169 (31%) logged in once 95/169 (56%) logged in more than once
Students and Alumni	3,793	589 (15%) logged in once 264/589 (44%) logged in more than once
Job Postings	83	N/A

### 13. Institutional Financial Aid

**Data:** During the base year, the Office of Student Financial Assistance managed multiple federal and state programs designed to aid students meet the financial needs

of their college education. Such programs were both needs-based, which predominate, and merit-based. Specific statistics regarding financial aid dollars paid during 2007-2008 follow:

Table needs a title . I formatted table to fit page.

Total Aid Paid 2007-2008	\$23,291,404	ALL FUNDS
Total Students Paid 2007-2008	2,896	
		Includes PELL, SEOG, ACG, PERKINS, Subsidized loans, Federal Work-Study, SMART, WV Higher Ed Grant, and HEAPS
Total Need-Based Aid 2007-2008	\$13,556,331	
Total Unduplicated Need-Based Students	2,316	
% Need-Based Awarded	79.00%	
		Academic Tuition Waivers, Music Tuition Waivers, Athletic Tuition Waivers, Athletic Scholarships, PROMISE, Institutional Merit- Based Scholarships, and Miscellaneous External Merit-Based Scholarships
Total Merit-Based Aid 2007-2008	\$1,775,920	
Total Unduplicated Merit-Based Students	441	
% MeritBased Awarded	15.20%	
Tuition Waivers/Unspecified Award 2007-2008	\$277,278	Includes tuition waivers awarded by various departments institutionally with no reason specified for award
Total Tuition Waivers Students/ Unspecified Award	165	
% Unspecified Awarded	5.60%	
		Academic Tuition Waivers, Music Tuition Waivers, Athletic Tuition Waivers, Athletic Scholarships, Institutional Merit-Based Scholarships
Institutional Merit-Based Awards 2007-2008	\$1,009,575	
Total Students with Institutional Merit-Based	242	
% Institutional Merit-Based Awards	8.30%	
Institutional Need-Based Awards 2007-2008	0%	None identified

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

**Strategies/Rationale:**

**Year Four (AY 2011-12)**

1. Create a mobile computer laboratory that can take the financial aid process to the students, both on- and off-campus. (Office of Student Affairs)

A mobile computer laboratory was postponed due to lack of funds. Current upgrades to office computers and servers precluded any available funds for tablets for a mobile computer lab.

The Student Financial Assistance Office is *fully* automated. Information pertaining to students' financial aid awards is sent via electronic mail. Students accept their electronic award via their MYSTATE account, and student loans are completed electronically from Loan Entrance Counseling to signing Master Promissory Notes. The utilization of electronic technology has been established.

We are limited in our pursuit to make the cost of college more affordable; however, we are striving to help educate our students in becoming *wise educational consumers*. WVSU entered an agreement with the National Endowment for Financial Education's program, "CashCourse." This financial literacy program is an essential skill for today's college students. It has a wide range of programs and tutorials for college students to assist them in making good financial choices.

Collegiate Support and Counseling cooperated to submit a grant to the College Board for funds to promote this range of programs. The grant was not funded; however, we will strive to offer the course in each of the residence halls and in mini-events offered by Student Activities. Other blitz marketing ideas have been discussed. Students who can manage money are better equipped to stay in school and graduate

The office strives to ensure equity by applying all need analysis formulas consistently across the full population of student financial aid applicants. For the 2011-2012 academic year, the following funds were awarded and disbursed:

### Federal Funds

Federal Student Aid	*2011
Subsidized Loan	\$5,207,290
<b>Subsidized Loan Recipients</b>	<b>2680</b>
Unsubsidized Loan	\$5,697,076
<b>Unsubsidized Loan Recipients</b>	<b>2650</b>
Parent Plus Loan	\$493,178
<b>Parent Plus Loan Recipients</b>	<b>151</b>
Federal Work Study	\$218,233
<b>Federal Work Study Recipients</b>	<b>91</b>
Perkins Loan	\$15,900
<b>Perkins Loan Recipients</b>	<b>8</b>
SEOG	\$215,400
<b>SEOG Recipients</b>	<b>398</b>
Pell Grant	\$5,758,113
<b>Pell Grant Recipients</b>	<b>1547</b>
ACG Grant (Academic Competitive Grant)	N/A
<b>ACG Recipients</b>	<b>N/A</b>
National Science & Math Grant	N/A
<b>National Science &amp; Math Recipients</b>	<b>N/A</b>



## State Aid

WV State Aid	2011
HEAPS (Higher Education Adult Part-Time Students)	\$192,964
HEAPS Recipients	134
WV Higher Education Grant Program	\$1,173,660
WV HEAG Recipients	566
Promise Scholarship	\$684,728
Promise Recipients	158

## Institutional Aid

Tuition Waivers	2011
\$604,886	274

### Areas requiring institutional attention:

The institution has provided professional development to update financial aid staff in response to changing leadership and staffing. The evaluation team looks forward to hearing about the success of implementing the tuition stability initiative, alumni legacy scholarships, and other proposals noted in the 2011 update.

The tuition stability initiative and alumni legacy scholarships were initiatives of the former Vice President for Student Affairs. The programs are currently on hold until a later time when they may be revisited.

### 14. Programs of distinction

**Data:** Under the former Board of Regents, the majors in Biology and Communications were designated as Programs of Excellence. The quality of these programs was further demonstrated when they became the foundation for the development of West Virginia State University's first two graduate programs, the master's degrees in Biotechnology and in Media Studies, and they remain Programs of Distinction. Other programs at the University are also demonstrating consistently high quality, however, and deserve to be recognized with the designation Program of Distinction.

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

#### Strategies/Rationale:

##### Year Four (AY 2011-2012)

1. Continue to promote and enhance the programs of distinctions identified by the University.

Through resources earmarked for use by programs of distinction (Biology and Communications & Media Studies), the University supports its programming and provides funds, primarily through federal grants, to maintain state-of-the-art quality.

**Areas requiring institutional attention:**

Programs of distinction have been identified that can provide a niche for the institution. The 2012 update should include information on what has been done internally to enhance and support the programs of distinction.

The Communications program at WVSU is the only one of its kind in the state that offers a multi-disciplinary approach to communications, exclusively including film. The undergraduate curriculum was revised in 2011-2012 to make its specialization areas more rigorous and marketable. The program has led the College of Arts and Humanities in assessment activities through its capstone experience, learning outcomes and curriculum mapping. The Department of Communications and Media Studies has enhanced undergraduate and graduate education through innovative instructional approaches using high-definition video and new online and social media. The undergraduate program is greatly enhanced through superior advising, five student organizations, the annual Media Summit (featuring national and international speakers), and the film festival. The student theatre provides the community and students with multiple productions each year. The Department's superior faculty members are engaged in professional projects, research, publication and presentations.

The Media Studies Graduate Program offers both production and theory-oriented tracks, and attracts top students from around the world including the Czech Republic, Poland, Sweden, Mexico, Bangladesh, Nigeria, Ghana, and Tanzania. The Media Studies program recently developed a partnership with the University of Dhaka in Bangladesh and continues an exchange program with the Film Academy Miroslava in the Czech Republic. Graduate students have produced a number of award-winning films, animations and graphic novels and have worked on various MTV productions.

Faculty members in the College of Natural Sciences and Mathematics wrote a proposal to the WV HEPC Division of Science and Research, Research Trust Fund for \$100,000 toward the purchase of a 400 MHz NMR Spectrometer. The University matched this with funds from the University Foundation and US Department of Education Title III programs. This equipment will help strengthen and expand the science, technology, and mathematics (STEM) research and teaching capacity of WVSU, permitting it to fulfill both its mission and meet key goals of its 2011-2013 Strategic Plan. The NMR will support faculty and student research and coursework that is not possible at present because that instrument is no longer in service.

West Virginia State University and the College of Natural Sciences and Mathematics hosted the joint meetings of the **87<sup>th</sup> West Virginia Academy of Science and the WV STaR 2012 Symposium**. The meetings were held on April 20-21 with nearly 300 attendees from around the state and region. Chancellor Dr. Paul Hill of WVHEPC gave the welcome and opening remarks on Friday April 20. On Saturday, Dr. Hill, the Honorable Jay Rockefeller, Senior United States Senator from West Virginia, and Dr. Subra Suresh, Director of the National Science Foundation, delivered a joint Keynote Panel Discussion on the importance of science to the future success of the nation. The University contributed to the support of this endeavor by donating all of the printed material, including program bulletins, for the event.

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

**LAND-GRANT MISSION**

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

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

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

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

- Biotechnology (environmental, agricultural, and biomedical),
- Plant genomics,
- Aquaculture,
- Horticulture,
- Bioenergy, and
- Environmental remediation.

The benefits of research have been transferred into the academic components of the University. Faculty has access to additional resources such as state-of-the-art scientific equipment and facilities. Both graduate and undergraduate students actively participate in research activities through scholarships, assistantships, classroom assignments and part-time employment. These students have access to state-of-the-art equipment, renovated laboratories, and to faculty conducting applied and innovative research. West Virginia and its citizens receive the benefits of this research via technological advances that positively affect economic development, their environment and their quality of life.

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

- Youth development, (known programmatically as 4-H),
- Community and economic development,
- Agriculture and natural resources, and
- Family and consumer science.

The University's educational outreach programs have grown geographically and in quality and content. In delivering these programs to the different communities, mainly through the central and southern regions of West Virginia (where there seems to be a prevalent need for these programs and resources), important state, local and private (for-profit and not-for-profit) partnerships have been leveraged to serve a wide variety of stakeholders. The University will continue to be committed to sustain these programmatic efforts as they continue to make a positive impact on our communities and the stakeholders receiving their benefits. Although WVSU Extension Service serves as the primary outreach arm of the University, each college and other individual program units (such as the Center for the Advancement of Science, Technology, Engineering, and Mathematics or CASTEM) provide broad-reaching programs relevant to the constituencies we serve.

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

administrators and faculty and academic administrators and faculty. The common and ultimate goal is to identify and establish opportunities that will result in integrated and sustainable academic, research and outreach endeavors.

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

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

During the 2011-2012 reporting period of this Compact, the University continued to enhance its land-grant mission through bridging the gap between research, outreach, and the teaching activities at the University. This process is generating significant changes to the University's culture, through the following initiatives:

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

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

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

#### **Objective 1 (Teaching)**

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

#### **Objective 2 (Research)**

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

#### **Objective 3 (Extension)**

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

#### Objective 4 (Education and Technology)

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

#### Objective 5 (Fiscal)

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

#### Objective 6 (Communications)

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

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

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

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

Many milestones have been achieved in redefining and fulfilling the University's land-grant mission; however, important current and future challenges still remain. One of these major tasks relates to meeting the federally mandated 100% state-match of its current formula funding for research and extension activities. University administrators continue to work diligently, with the support of the WV Higher Education Policy Commission, to educate legislators about this current requirement and the possibility of appropriating the now needed 32% (*compared to the 18% gap in FY 2010*) of state-match dollars. While awaiting the full attainment of state-match to materialize, attracting and securing alternative resources to continue meeting its mission and growing the University's land-grant programs is a continuous challenge. To meet this challenge, it is imperative that the state, including its Higher Education Policy Commission and ultimately its legislature, recognize the University as an important contributor to the creation of new and useful knowledge (research) and the dissemination of that knowledge (public service) and fully support its research and extension efforts in terms of appropriations and funding opportunities.

## **Benchmarks and annual progress measures:**

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

- Obtaining 100% state matching dollars for current federal formula funding (now an additional 32% funding is required),
- Strengthening the new Research and Public Service administrative unit at the University to better address and manage the needs and opportunities of these institutional areas,
- Officially establishing the administrative unit of Research and Public Service at the University and naming a Vice President. The unit is already addressing the institutional needs related to research and public service, including funding, infrastructure development and personnel, and
- Linking academics to research and outreach programs through the creation of a faculty appointment mechanism validated internally and externally (by the WV HEPC).

### **Year Four (AY 2011-12)**

- 1. Increase non-federal formula funds (e.g., state, local, foundations) to support land-grant programming.**
  - a. Work with the State Legislature to increase state matching funds:  
The University continues seeking to increase its state matching funds to satisfy the University's congressionally mandated 100% state-match of its FY 2011 federal research and extension formula funds. The Gus R. Douglass Institute (land-grant programs), by way of the University's requesting mechanism, made such a request to the legislature via the HEPC. In spite of concerted efforts, the State Legislature did not grant the University funding to meet the 100% match. In fact, the state funding coming to the University as a match is expected to be reduced (7%), which will cause a wider gap between what is appropriated and the currently mandated and needed match. The University will continue its efforts to meet the required match.
  - b. Target agriculture-related corporations as potential partners:  
The Gus R. Douglass Land-Grant Institute has been able to initiate discussions with a number of agriculture-related corporations in hopes of forming mutually beneficial partnerships. To date, the University, through its Research and Public Service unit, continues discussions with representatives from Monsanto, Dow AgroSciences, Bayer Crop Science Division, John Deere, Pioneer, Archer Daniels Midland (ADM) and ConAgra. On-site visits are being planned to meet with University administrators, faculty, and students.
  - c. Meet with WV County Commissioners on extension programming (and funding):

The University will continue meeting one-on-one with members of the Kanawha County Commission at their scheduled meetings. The Commission still desires the University to expand programming, especially youth related; however funding has yet to be identified. The Commission expressed to the University how pleased it was with the outreach efforts and programming of the University in the county and surroundings areas. Ongoing meetings with other counties' commissions have been held with Fayette and Nicholas County Commissioners as the University has established and expands programs there. Each of these counties contributes both financially and in-kind (office space, support, etc.) to the programs. University officials continue meeting regularly with Economic Development Authorities throughout central and southern West Virginia as partnerships have established and grown with these entities. Meetings also have been held between Extension Service personnel and various municipalities, including Charleston and Huntington, with the express purpose of finding ways for the University to serve these communities.

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

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

The University continues to be active in supporting the land-grant agenda for the entire land-grant system. The University President and the Vice President for Research and Public Service were part of the legislative committee for the land-grant system in FY 2011. The system, in particular 1890 land-grant Universities, such as WVSU, received an increase of approximately 7% in formula funding in federal fiscal year 2011, but funding remained flat in 2012. Efforts are underway to increase funding for the 2013 and 2014 federal fiscal years.

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

The University made a good-faith effort to increase state funding through a request to the State Legislature in FY 2012. Unfortunately, no additional state dollars have been received in the form of federal matching funds, so that expansion in programming continues to be limited vis à vis state matching funds. Furthermore, federal funding remained flat in 2012. The University continues to receive minimal, but important, funding from local entities such as workforce investment boards, commissions outside of Kanawha County, and various cities the University serves which permit programming growth to a certain extent.

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

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

A salient accomplishment for the University was the attainment of research funding (in addition to outreach) via the West Virginia EPSCoR program. Along with WVU and Marshall, WVSU received in August of 2010 over \$2.5 million in National Science Foundation (NSF) and state funding to support an emerging interdisciplinary research area in Biotechnology. With the program in its third year, the University



continues to receive this funding for research and outreach to support faculty research time, and graduate and undergraduate students. Acquisition of sophisticated scientific equipment and the hiring of new faculty/research personnel in the area of Bioinformatics have taken place. Additionally, through a second EPSCoR grant (Cyberinfrastructure Track 2), the University has upgraded the network capacity of three buildings (from 1 to 10 gigabits) and has acquired a "High Performance Computing and Visualization" system which is already enhancing research and teaching activities at the University.

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

The University continues an aggressive pursuit of funding from its staple partner, the United States Department of Agriculture (USDA). In fact, the University is expected to receive over \$1 million in Capacity Building grants between the 2012 and 2013 calendar years. The early FY 2010 NASA \$2,000,000 grant to implement a Science, Engineering, Mathematics and Aerospace Academy has yielded many benefits to the University's youth programming. The purpose of this academy is to promote Science, Technology, Engineering and Math in youth K-12, using various modules developed by NASA and educators.

The University continues to receive NSF funding via the WV EPSCoR programs. These funds have been used to stimulate the University's biotechnology-related research and to support academic activities including the inclusion of a Bioinformatics Research Associate, and graduate and undergraduate research assistantships. In fact, one of the primary objectives of the NSF EPSCoR program is for recipients, such as WVSU faculty and other researchers, to become more active and competitive in bringing NSF funding to campus.

**4. Increase the presence of WVSU Extension and WVSU Agricultural and Environmental Research station faculty in academic programs of the University.**

**a. Work with the Vice-President of Academic Affairs and the Dean of the College to appoint qualified extension and research faculty to academic departments:**

The Gus R. Douglass Land-Grant Institute, at the request of the Provost and Vice President for Academic Affairs, has developed guidelines and a policy for the Institute's faculty and staff officially identified and designated as qualified individuals to obtain faculty status. This policy was approved, and the Faculty Senate and Academic Affairs adopted it; as a result, all the eligible institution's land-grant faculty members now have representation on the University Faculty Senate. Efforts continue for some GDRI faculty members to formally be affiliated with one (or more) of the University's four academic Colleges. This integration is expected to bridge land-grant programs into the academic Colleges. Furthermore, faculty and administrators at the College of Professional Studies and the Douglass Institute continue to work diligently

to re-establish an Agricultural Education academic component within the University. This program is expected to be available during the fall semester of 2013.

#### **RESEARCH AND EXTERNAL FUNDING**

(required only for Marshall University and West Virginia University; optional for other institutions. WVSU included information in this category under item 11 of the Elective Elements)

### **ELECTIVE ELEMENTS**

(each institution must address at least one element in each category)

#### **ECONOMIC GROWTH**

##### **1. Promotion of global awareness**

**Data:** West Virginia State University strongly promotes global awareness. WV State faculty were among the founders of FACDIS, and faculty have led students on study trips to England, Egypt, Mexico, the Czech Republic, Belize, Venezuela and other countries. More than 10% of the present full-time faculty members are of foreign origin. While only about three dozen students have non-resident or resident alien status, the number of foreign applicants is growing, especially among applicants for the graduate programs. First generation Americans often come to the University through the Charleston Job Corps Center, including, e.g., a growing group of second-generation Ethiopian students from the Washington, D.C., area. For example, although many of these students are either permanent residents or citizens, they are foreign-born first-generation Americans and they bring a lot of diversity to the American culture. Fifteen students studied abroad last year as part of their education experience at WV State.

The Department of Biology has the most significant international aspect to its programs. Several post-doctoral scientists, who work in the lab of current research scientists, are foreign nationals. One is a visiting scientist from India working on the functional genomics of callus induction and regeneration in rice. Another, also from India, is responsible for lab maintenance and is working on sweet potato genomics and QTL mapping in *Cucurbita* spp. A post-doctoral scientist from Ukraine is working on ploidy-level differences in melons. A faculty member at Universidad Autónoma Chapingo, Dirección General Accadémica, Centro de Cómputo Universitario, Mexico, worked in the WVSU labs for four weeks in Summer 2008 on a collaborative project studying the microbiology of two Mexican anaerobic digesters. The project is funded by the current USDA anaerobic digester grant that runs from July 2008 to June 2009. A WVSU Biology professor is the principal investigator on the grant; a Douglass Institute employee is co-principal investigator.

Biotechnology graduate students are from countries such as India, Jamaica, Bangladesh, and Zimbabwe. Two international graduate students have been admitted to the Biotechnology graduate program this fall, one from Nepal and one from India. One Biotechnology graduate is on schedule to complete her Ph.D. from the University of Exeter, United Kingdom. She worked in the WVSU lab while her dissertation advisor is from the University of Exeter. This totals two WVSU graduates who have successfully participated in the University of Exeter's Ph.D. program in Biological Sciences.

West Virginia State University received the 2007 Cyrus R. Vance Award from the WV Secretary of Education and the Arts. The award is presented to an educator or educational organization at either the K-12 or postsecondary level that best exemplifies Mr. Vance's dedication to the understanding of international issues and affairs.

The Office of International Affairs recently signed a collaborative agreement with the Universidad Autonoma del Caribe in Colombia, and will sign a similar agreement in spring 2009 with Addis Ababa University in Ethiopia. The Gus R. Douglass Institute (Land-Grant Programs) has established collaborations between WVSU and a number of universities around the world including the College of Bahamas, the Universidad Autonoma de Coahuila (Mexico), the Universidad Autonoma de Chapingo (Mexico), the Instituto Politecnico Nacional (Mexico), Exeter University (UK), and domestically the University of Puerto Rico, University of Illinois, and University of Georgia.

The Director of International Affairs is a member of the HEPC Council for Internationalization, serves as the National Association for International Educators (NAFSA) Deputy State Whip, and serves on the council for international programs at Sissonville High School where WVSU has offered the dual-credit course, Introduction to International Studies, for the past 3 years.

**Goal:** Increase the initiatives available to the faculty, staff, students and community for global awareness and opportunities through an array of opportunities in various venues.

**Year Four (AY 2011-2012)**

1. Finalize an International Student Recruitment Plan that will double the number of international students at WV State over the next three to five years. (Offices of Academic Affairs and of Student Affairs)

In initiatives where international exchanges are already occurring, the following accomplishments are noted:

- West Virginia State University graduated its first student to receive a Bachelor of Arts in International Studies. The student, Don McClain, majored in International Studies with an International Relations concentration and a minor in Spanish. After graduation in May, Don traveled to Quebec City, Quebec, Canada, to participate in a one-year exchange as part of an agreement between WVSU and the Universite Laval.

- Seven WVSU students enrolled in the Spanish 303 course, "Intensive Communication," traveled to Costa Rica for 20 days during the Winter 2011-2012 break. To be eligible for the trip, the students were required to have an intermediate level of proficiency in Spanish.
- Scientists Dr. Shanthi Rajagopalan and Dr. Ravinder Kumar, geneticists from Sugarcane Reeding Institute, a federal government research institute in India, visited the genomic laboratory of Drs. Padma Nimmakayala and Umesh Reddy. These two scientists stayed for three months from November 17 to February 17. Their visit was fully funded jointly by the human resource development branch of the World Bank and the Indian Council of Agricultural Research. Their visit gave them the chance to learn modern genomic and genetic technologies that will help them to develop high-quality and disease-resistant sugarcane varieties.

In October 2011, Drs. Xiaohong Zhang (Mathematics) and James Natsis (International Studies) traveled with a group of educators from 1 private university and 10 public colleges on an International Education Mission to Shanghai and Beijing, China. The primary objective of the voyage was to attend a student recruitment fair and visit a number of universities and a high school to better understand the Chinese international student market. The trip was sponsored by the WV Higher Education Policy Commission (HEPC).

In preparation for an increased number of international students at WV State in the future, the University Director of Registration and Records obtained training in the Student and Exchange Visitor Information System (SEVIS) system. In her role as the Primary Designated School Official (PDSO), she is responsible for the (SEVIS) System, which monitors and reports on international students studying in the US. Her training consisted of making sure the University is in compliance with federal regulations pertaining to F1 students and advising the students on their F1 compliance and responsibilities while enrolled at the University. While this training was not designed to prepare her to attract students to the University, it did prepare her to comply with regulations once they were admitted. With the tragic events of 9/11, there have been very strict regulations put into place and, depending on the country, there could be additional complications for the potential student.

West Virginia State University currently has 24 International Students enrolled. Of this number, 9 are undergraduate students and 15 are graduate students. The origins of birth are Bangladesh, Brazil, Burma, Canada India, Mexico, Moldova, Nepal, Nigeria, Romania, Slovakia, Spain, United Kingdom and Venezuela. The breakdown of course major is as follows: 11 Biotechnology; 4 Business Administration; 4 Media Studies; 2 Biology; 2 International Studies; and 1 Mathematics.

Parents in other countries welcome the opportunity for their son/daughter to enroll in a college or university in the United States. Many will use their life savings to provide their child this opportunity. There are reputable agencies that seek students and act as a

liaison between the school and the family, relieving the family of some of the pressure of gathering the required information. This may be a route to take, but a very cautious one.

In a determined effort to facilitate communication among WVSU international students, to more fully integrate them into campus and WV communities, encourage visibility and cultural exchange, and assist international students to succeed in academia, an Office of International Programs was established during Summer 2012, with full operation planned for the 2012-2013 academic year. The Program's Objectives include the following:

- Provide a setting where international students (undergraduates and graduates) can meet, communicate, and share ideas and experiences in a casual fashion;
- Create an environment where international students can share their cultural taste with WVSU and WV communities through events (fashion, food, gaming, etc.);
- Encourage international students to participate in various student groups on campus;
- Advise and assist international students in their efforts to succeed in their academic life;
- Involve international faculty in the process;
- Enhance graduate and undergraduate education;
- Foster a link between service and learning;
- Stimulate new directions in collaborative research; and
- Provide positive outcomes for students, faculty, and alumni community at home and abroad.

## **2. Partnerships with private business for training and employment purposes.**

### **ACCESS**

## **3. Educational services to adults**

**Data:** For the academic year 2007, of the 443 degrees granted by West Virginia State University, 101, or 23%, of them were Regents Bachelor of Arts degrees. The Regents Bachelor of Arts degree program is targeted primarily to adult students as a mechanism for earning a University degree outside the construct of a structured academic department curriculum.

Students classified as adults (age 25 and above) constitute 37.1% of the University clientele (1,195 of 3,218 students). Some of these students take their classes during the day but many are working adults who take classes part-time at night. A table in the appendix shows the number of day and evening sections of courses offered in the baccalaureate and graduate programs. In summary, WVSU offered approximately one-third of its course offerings as night classes during the base year. The table shows that some departments have a higher number of evening classes than others, as the needs of their clientele dictate. Some departments have a regular rotation schedule whereby

classes are offered during the day in some semesters and rotate to the evening at the next offering.

For the base year, 2007-2008, 136 of the 443 graduates were those who transferred into WV State. Thirty-four percent of those transferred-in graduates graduated within six years of their initial enrollment in a higher education institution. Of those who did not do so within six years of their initial enrollment in a higher education institution (89 graduates), 37 or 41.6% received the Regents Bachelor of Arts degree. This degree, designed for adult students whose educational career did not follow the traditional academic curriculum, supports the long-standing mission of West Virginia State University as a multi-generational institution. The RBA degree further supports one of the values that guides the decisions and behavior of WVSU for lifelong growth, development, and achievement of her students. In terms of access to higher education, the RBA degree provides one mechanism for increasing the educational level of the citizens of West Virginia and the number who hold a baccalaureate degree.

The Department of Business Administration developed a Bachelor of Applied Science degree option for students who had earned an associate degree in one of the non-articulated business areas to enable those students to seamlessly progress toward a University degree while still being able to use as part of their concentration many of the courses completed previously.

The Department of Music initiated discussions to structure an area of emphasis in Music within the Regents Bachelor of Arts degree.

**Goal:** Increase the number of areas of emphasis within the Regents Bachelor of Arts degree, a program that serves the adult college population, and expand the offering of the Bachelor of Applied Science Degree.

**Strategies/Rationale:**

It is anticipated that adults will continue to be a significant percentage of the University's student population, provide a large percentage of the increase in student enrollment growth, and constitute a considerable number of graduates. Areas of emphasis within this degree program provide adults with a concentration of classes within a discipline to strengthen their academic record.

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

1. Work with College Deans to develop one additional area of emphasis annually within both the RBA degree and the BAS degree programs. (Office of Academic Affairs)

During the 2011-2012 academic year, the Regents Bachelor of Arts began offering an Area of Emphasis in Criminal Justice and American History. These new areas of emphasis were approved during the previous year. These two areas of emphasis are added to that in Business, which has been available for many years, and they are offered in two of the four colleges at West Virginia State.

In addition, during the academic year, the following areas of emphasis were approved and will begin in Fall 2012: Art History, Studio Art, American History and Journalism/Writing, and Travel/Tourism. These five additional areas of emphasis bring the total number to eight areas that are offered in three of the four colleges.

**Areas requiring institutional attention:**

WVSU has developed several areas of emphasis for the RBA Today program. The evaluation team recognizes that promotion of this program will require an institutional commitment to its growth. Leadership and coordination of the program will be vital to its success. The 2012 update should include detail on how the institution is coordinating and promoting the program through an institutional commitment to its growth and success.

During a reorganization of the Office of Academic Affairs during 2011-2012, the Regents Bachelor of Arts was moved to the College of Professional Studies. The Director of the Regents degree now reports to the Dean of the College of Professional Studies. This move was deemed appropriate to assist in the promotion of the program and to ensure the institution's commitment to the program's growth. The number of semester hours required for the Regents Bachelor of Arts degree was reduced from 128 to 120 semester hours to make the degree comparable to the other Regents degrees in the state. In addition, the Regents Bachelor of Arts Degree defined its Mission, "To assist people to achieve goals." To achieve this mission, the following five program outcomes were developed:

The students will demonstrate:

1. Correct oral communication skills.
2. Correct written communications skills.
3. Appropriate technology skills to complete work-related projects.
4. Apply critical thinking skills to solve problems in real world settings.
5. Apply "strategies to promote success" to develop, review and revise personal and career goals.

An assessment plan was developed using these five outcomes with data collection occurring at the entrance to the program, during the program, and before graduation. Data collection will begin in Fall 2012. All of these modifications were included in the College of Professional Studies *Bulletin* revisions and the University *Catalog*. Copies of both documents will be uploaded to the University's website.

**4. Service to underrepresented/disadvantaged populations**

**Data:** Data collected regarding the student body at West Virginia State University for the Fall, 2007, semester indicated 78.1% of the students were classified as disadvantaged either economically and/or academically. The greatest percentage

(62.8%) were classified as economically disadvantaged (only) whereas only 2.2% were classified as only academically disadvantaged.

Data collected regarding ethnic statistics in Fall, 2007, revealed 76.1% of the student body is white, 18.6% is black, 0.9% is Hispanic, 1% is Asian-Pacific Islander, 0.4% is American Indian/Alaskan and 3.1% chose not to reveal their ethnic background.

The Department of Education wrote and was awarded an \$800,000 grant from the U.S. Department of Education over four years to increase the number of minority candidates to become special education teachers. The grant, entitled "Growing Our Own," provides financial support, child care services, and academic support to these candidates. This grant will end in June, 2009, and over twenty candidates have received some form of support.

In addition, the University receives Title III-B funds from the U.S. Department of Education specifically earmarked for "academic instruction in disciplines in which Black Americans are underrepresented." Programs partially funded through this activity include WWSU's two graduate programs (Biotechnology and Media Studies) and the University's Office of International Studies.

**Goal:** Maintain and enhance the tradition of the "Living Laboratory of Human Relations" by providing higher education opportunities for underrepresented and disadvantaged student populations through financial assistance and student services.

**Strategies/Rationale:**

Many promising, eligible students require various forms of assistance in order to successfully attain graduation with a baccalaureate degree. Strategies for services provided by the University and directed toward this population follow.

**Year Four (AY 2011-12)**

1. Improve the physical plant to better service the needs of physically disadvantaged students. (Offices of Administrative Services and of Student Affairs)

Work orders were submitted to the physical plant to provide accommodations to students with disabilities. These included, for example, desk/chair placement, repair of handicap doors and automatic switches, and/or elevator issues. Approximately 15 requests were made, addressed and completed. The majority of these requests (10) were for desk/chair placement within the classroom. These were necessary because students in wheelchairs needed access to the table or because students could not sit in the average classroom desk and chair. Four additional requests pertained to handicap doors and automatic switches. The remaining request regarded elevator concerns.

The Disability Services counselor annually is appointed to the Safety and Parking Committee and regularly attends the monthly meetings. During the 2011-2012 year, she provided input regarding ADA on campus by addressing issues such as accessibility of



wheelchair ramps, parking spaces, handicap parking passes, and visitor campus accessibility.

Because the Kanawha Valley Community & Technical College was still located on the WVSU campus during the 2011-2012 academic year, services were also provided to its students. Four requests made, addressed and completed. These requests were for students in wheelchairs who needed access to the table or for students who could not sit in the average classroom desk and chair. The office of Disability Services terminated services to the KVCTC as of June 30, 2012.

In addition to physical plant issues, accommodations were provided to 110 University students with disabilities this year. Approximately 585 exams were proctored during the 2011-2012 school year. One student was selected to be the student speaker at the May Commencement.

The Disability Services counselor monitored the overall grades for students with disabilities. During the 2011 fall semester, only 28.1% of baccalaureate students received one or more D/F grades on the mid-term grade report. During the spring 2012 semester, only 22.7% of baccalaureate students received one or more D/F grades on the mid-term grade report.

Accommodations were provided to 58 KVCTC students with disabilities, and approximately 242 exams were proctored during the 2011-2012 school year.

## COST AND AFFORDABILITY

### 5. External funding

**Data:** The current total of external funding for WVSU is \$688,817 for the base year 2007-2008. This total excludes amounts provided in General Revenue, College Operations, and Research and External Funding listed in number 11 of the Elective Elements. Although the funds were collected under specific categories, expenditures were for specific use line items.

External revenue that is made available to the University comes from the following sources:

WVSU Development Office	
Fund raising efforts	\$108,850
WVSU Foundation, Inc.	
University & Administrative Areas	33,000
Scholarships and Book Purchases	150,999
WVSU Research & Development Corporation	
Dedicated Support	239,807

Development Support	<u>156,161</u>
Total	\$688,817

All funds are held in the Research & Development Corporation accounts and distributed according to predetermined policies and procedures for withdrawal.

**Goal:** The goal is to develop multiple sources of revenue to provide needed funding for continuous growth of the University.

**Strategies/Rationale:**

Partnering with local/national businesses and corporations will guarantee a continuous flow of revenue for the University and will further aid in supporting its many changing developments. Furthermore, use the annual fund to target alumni and friends of the University for the general fund of the WV State University Foundation.

**Year Four (AY 2011-12)**

1. Develop a program to increase University financial support among the faculty and staff by 10%. (Office of Planning and Advancement)

In AY 2011-2012, the Chair of the Faculty Senate finalized a restricted account for the WVSU Faculty Scholarship. Such an account was desired by many faculty members to direct their donations. In January 2012, faculty were urged to donate to the WVSU Foundation, and specifically directed to either the endowed or restricted Faculty Scholarship accounts. In late July, the WVSU Foundation provided a summary of faculty giving to the Foundation for years 2010-2011 and 2011-2012. In 2010-2011, 40 faculty members donated (32.5%), with an average donation of \$177 per donor (total \$7,109). In 2011-2012, 46 faculty members donated (37.4%), with an average donation of \$166 per donor (total \$7,631). This represents a 15% increase in the number of faculty donors over the previous year. Even though the average donation decreased (\$177 to \$166), the total amount of donated funds increased by 7.3%. The goal for year 2012-2013 is to have 50% of WVSU faculty making donations to the WVSU Foundation.

2. Increase the Corporate Partnership Program by 5% with national members. (Office of Planning and Advancement)

This strategy is still under development.

3. Develop a University Capital Campaign with a set goal. (Office of Planning and Advancement)

A capital campaign, entitled Transforming for a Global Economy, was developed. Led by then president Hazo W. Carter, Jr., funds contributed or pledged during 2011-2012 totaled \$1,004,874 from many sources. That amount, combined with giving and pledges prior to July 2011, brought the June 30, 2012, total for the campaign to \$2,373,270.

## 6. Institutional efficiencies

### LEARNING AND ACCOUNTABILITY

## 7. Expansion of graduate/postdoctoral education

**Data:** The Department of Criminal Justice has been developing a graduate degree in Law Enforcement and Administration over the 2007-2008 academic year. A faculty member to shepherd this degree has been hired. He has revised the initial curricular proposal to strengthen and distinguish it for the unique focus it will provide.

**Goal:** Develop graduate programs in five discipline areas where the University offers related undergraduate degrees.

### **Strategies/Rationale:**

Graduate education in disciplines where the University already has baccalaureate degree programs, or in disciplines that are closely related to existing degree programs, will increase the opportunities for citizens of the area to expand and enhance their undergraduate education to benefit both the economic development and professional opportunities of the region. One area envisioned is a Master's Program in Entrepreneurship. Job creation for oneself as well as for employees is one mechanism for providing an inflow of employment and development opportunities for citizens of West Virginia. Such an endeavor is more than blind risk-taking; it requires well-developed small business skills to be successful and to thrive. The other area is a Master's Degree in Community Development. Training people to work with economically depressed communities in West Virginia and the Appalachian region will allow the provision of a multi-thronged solution to problems of development as synergy is experienced between entrepreneurship, community development, and tourism management.

### **Year Four (AY 2011-12)**

1. Strengthen and expand the new Master's Degree Program in Entrepreneurship (College of Business Administration and Social Sciences)

The Entrepreneurship program submitted to the Higher Learning Commission was not accepted as presented. The Commission requested that the University address and respond to various programmatic questions. However, several issues arose in the process of revision. Repeated unsuccessful efforts were made to seek clarification from the Higher Learning Commission through the designated unit of the University. In the meantime, the University president received a vote of no confidence from the faculty, and interest in seeking the response seemed to wane. In addition, financial issues that developed in the University overshadowed the development of the program and it was tabled.

## 2. Strengthen and expand the new Master's Degree Program in Community Development (College of Business Administration and Social Sciences)

Community Development was not found to be feasible. As such, it was strongly recommended that the University pursue the area of Public Administration instead. As a result, work began on the Intent to Plan a Certificate Program in Public Administration with the intention to use that as a springboard for a future Master's Program in Public Administration.

However, the idea of developing the Intent to Plan a Certificate was found to be less conducive, since it was discovered that it still required the same amount of effort and resources to undertake. Therefore, the Political Science department began developing the Intent to Plan the Master's Program in Public Administration. The Intent to Plan was approved by WVSU Board of Governors in June 2012. As the individual who wrote the Intent to Plan is no longer with WVSU, a newly hired professor will write the actual program for submission to the Higher Education Policy Commission.

## 8. National faculty recognition/faculty quality

### INNOVATION

## 9. Student civic engagement

**Data:** The institutional culture of West Virginia State University strongly encourages community services. As a result, numerous co-curricular activities involved WVSU's students, staff, faculty, and administrators with external communities. Encouragement is provided through the following three structures:

- student activities service learning projects: each campus sanctioned student organization that receives institutional funding is required to participate in a minimum number of both on-campus and off-campus projects each semester to maintain eligibility;
- faculty tenure system: community service is acknowledged in faculty performance review for promotion and as part of the annual evaluation system;
- staff and administrative participation: each staff and administrator from the respective administrative areas submits an annual report, which often includes a section whereby staff participation in community volunteerism is featured.

A service learning program to forge academic learning with community needs and opportunity has been developed. The academy initially is collaborating with non-profit organizations in counties and communities surrounding Institute, West Virginia, in order to build capacity and to help West Virginians create a better West Virginia in which to live, grow, work, learn and play. The mechanism is to share resources and to create awareness of issues about which West Virginians are concerned such as the environment, community improvement, education, health, citizen empowerment, economic justice, and social justice. Students will benefit from hands-on involvement

and participation (as well as college credit) in areas related to their field of study or interest.

**Goal:** Institute a service learning program for our students.

**Strategies/Rationale:**

Studies have shown the benefits of service learning to include

1. merging academic learning with practical experience through the kinds of reflective assignments students undertake,
2. helping to increase students' interest in the subject matter of their study and in the community in which they live,
3. boosting self-esteem and honing the leadership ability of students, and
4. improving retention and allegiance to the University as dedicated future alumni.

Year Three (AY 2010-2011)

1. Do a critical study of the papers submitted by the students

In Year 3, we reported that a sample of the student reports was investigated. It was clear from their reports that students placed from the Marketing discipline were able to assist a small business owner's Web presentation using their expertise. Sociology students were appreciative of the differences in culture/knowledge of rural vs. urban WV in seeking and providing health assistance through the Ronald McDonald House in Charleston. Other students who worked with youth at risk in financial literacy expressed gaining more knowledge about things they had been taking for granted by looking at issues based only on their own social background. A few more responses received using SurveyMonkey showed satisfaction with the Service Learning program of that particular semester and recommended to extend the opportunity to others in the future.

However, these activities were undertaken by students when a "Service Learning Program" was established by the Dean of the College of Business and Social Sciences and was housed in Hill Hall under the supervision of the College Dean. Since then, the Service Learning Program has been consolidated under Student Services, and this type of student placement and follow-up are no longer undertaken under the College's jurisdiction.

In Academic Year 2010-2011, it was reported that a BA-399 Special Topics elective course in Not-for-Profit Management was offered through a part-time professor, but that interest was found to be very low; thus, the course was not offered again. It had earlier been planned for the pursuit of a degree program in that field, but due to the low interest in the BA-399 course, it was not offered for that purpose.

**10. Entrepreneurial education**

**11. Research and external funding**

**Data:** The current total external research funding at WVSU for the base year was slightly above \$7 million and it was comprised as follows:

Funds received through the Gus R. Douglass Institute for the  
Conduct of research:

- Research Formula funding	\$1,177,351
- Research State match	954,000
- Research Sub-contracts	457,524
- Research Other Federal grants	<u>4,416,199</u>
Total	\$7,005,074

The combined external funding available for research in fiscal year 2007, excluding formula funding and state match was \$4,873,723. The external funding sources were:

- **Federal:** \$6,051,074 (91% US Department of Agriculture, 7% National Institutes of Health, and 2% National Science Foundation)
- **State and local:** \$954,000 (100% State-match)
- **Private:** \$50,000 (100% Dow Chemical)

Other sources of external funds related to increasing the quality of life and supporting research activities, but not directly connected with basic research, during the base year were:

- Title III-B funding for HBCU's (US Department of Education) available to historically black institutions	\$2,643,404
- Extension Formula Funds (US Department of Agriculture) to conduct outreach and extension programming	1,065,000
- Extension State-match (State of West Virginia) to conduct outreach and extension programming	945,000
- Upward Bound Trio programs (US Department of Education) to promote programs and academic services for disadvantaged students	1,027,946
- Growing Our Own teachers (US Department of Education) targeting the moving of paraprofessionals to teachers	199,264
- Improving Teacher Quality grant funding (WV HEPC) to improve the Mathematics performance of elementary teachers	44,858
- Teacher Preparation (WV Department of Education) to improve the quality of teaching through teacher preparation	110,000
- Internationalizing the Curriculum at WVSU (WV HEPC) to improve international curricula at WV universities	14,990
- Cyrus Vance Award (WV HEPC) to advance international study efforts and promote international education	5,000

- Combating Domestic Violence Against Women (US Department of Justice) for services to victims of Crime and social justice programming	132,646
- Title IV-E Program (WV DHHR) for providing training under this program	290,811
- Summer Teaching Institute for WV Public School Teachers (WV Humanities Council) on the works of Shakespeare	<u>25,000</u>
Total	\$6,503,919

Although other external funds in this section are federal entitlements such as Title III-B, Extension, and Upward Bound funds, the remaining funding derived from competitive grants and must have some basis of research in order for the grant to be awarded. These competitive grants increase the quality of life in the region through the grant-embedded educational activities as well as by the injection of external revenues into the local economy.

Patents Received: No research patents were received

**Goal:** Strengthening institutional research capacity and providing institutional infrastructure (including research policies – e.g. intellectual property rights policy) to accommodate for current and future institutional research growth and to encourage faculty and participating staff to create new knowledge which can potentially generate economic value to the institution and the state.

**Strategies/Rationale:**

In an effort to strengthen institutional research capacity and provide the much needed institutional infrastructure, the following strategic actions are being implemented within the framework of this compact:

- Put into service the Intellectual Property Rights management policy recently redeveloped for the University. Revisit the policy's profit distribution to reward and stimulate faculty to engage in new discovery and the creation of new knowledge with potential economic value.

The Board of Governors Policy # 59 had been officially approved and continues to be active. This document is currently the official institutional policy, which is used to guide and govern the Intellectual Property management at the University. The intellectual property management and technology transfer functions currently reside within the Research and Public Service Unit under the oversight of the respective Vice President.

- Assess and propose to the University's governing bodies the establishment of an administrative unit in charge of administering all institutional research.

The Research and Public Service unit was established in January 2012. This unit has been included officially in the University's overall organizational structure. Dr. Orlando McMeans was promoted as the Vice President in charge of this unit.

- Assess and propose to the institution's governing bodies the establishment of a technology management and transfer office to support the administration of a campus-wide intellectual property and technology transfer policy and guide the process of technology transfer within and outside of the institution.

The University's function related to technology transfer and management, associated with the administration of a campus-wide intellectual property and technology transfer policy, has been established under the new Research and Public Service Unit. Dr. Jose U. Toledo, Associate Dean for Administration at the Gus R. Douglass Land-Grant Institute, currently provides leadership for this function.

- Promote the establishment of Small Business Innovative Research and Small Business Technology Transfer (SBIR and SBTT) programs at the University's Economic Development Centers to facilitate interaction of University faculty (and University resources) with potential or well established entrepreneurs.

As the University continues to expand its research portfolio and increase the number of partnerships with private entities, increased opportunities for SBIR and SBTT are expected. Other opportunities associated with entrepreneurship development include the University's extension services catered to community and economic development through the Economic Development Center (EDC).

- Establish the University's Center for Excellence in the area of Environmental Biotechnology and Renewable Resources to coordinate current endeavors of promoting the development of new research instrumentation.

In the past, a number of 1890 Land-Grant Institutions have been successful in creating centers for academic excellence. The University continues to explore the establishment of its own center of excellence along with other sister institutions.

#### **Year Four (AY 2011-12)**

1. Establish and staff the new administrative unit at the University for the management of all institutional research.

The office of Research and Public Service already has been established and staffing is in progress.

2. Continue sustaining and growing the University's Center of Excellence.

As yet, a formal center for excellence has not been established. This endeavor is ongoing.



3. Increase the revenue growth, in terms of externally sponsored research funding at the University, by 10% from the previous year.

According to financial statements (currently being audited), operating revenues and expenses for FY 2012 grew 13% and 11% respectively from the previous year.

(In all goals, oversight is provided by the offices of the President, Research and Public Service, and of Academic Affairs)

During the FY 2013 period, this area will explore the attainment of additional funding for the University through federal contracting and will create an institutional administrative unit to manage this function.

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

1. Use data obtained to evaluate the success of competitive grants awarded to the institution to form a basis for seeking future competitive grants to enhance teacher quality. (Office of Academic Affairs and College of Professional Studies)

The West Virginia Partnership for Teacher Quality has consistently been funded at the same level or higher than the amount the Grant Coordinator requested, based on grant evaluation data submitted in the WVSU Annual Report to the statewide Partnership for Teacher Quality Grant Review Team. The grant review team continues to commend the outstanding work done by the WVSU Partnership for Teacher Quality in the areas of serving public school professional development schools that have some of the most challenging demographics of poverty and diversity in West Virginia. The Partnership continues to review and revise its outreach to public schools based on the evaluation team's findings, WV Department of Education Initiatives, and current relevant research obtained from reviews of the literature and conference attendance. These three factors help determine Partnership activities for the next grant funding period.

2. Monitor and review grant funding publications to determine sources for future competitive grant funding in the event there are no longer funds available. (Office of Academic Affairs and College of Professional Studies)

US Department of Education Title III Expenditures have been expanded to include a greater emphasis on Teacher Education. In Spring 2012, The Partnership for Teacher Quality and the Education Department submitted an improvement package for inclusion in the Comprehensive Five Year Plan to address additional teacher education program needs for the future that included the purchase of additional technology to enhance public school student learning. If this improvement package is funded, this will provide additional funds for the Teacher Education Unit.

In addition, the Unit sought corporate funds through the Dow Corporation. Project DOW is in the second year of a three-year corporate commitment to install technology in the WVSU Professional Development Schools as well as to provide staff development on

the use of the newly purchased technology to pre-service teachers at WV State and current teachers in the public schools where the new technology was placed.

## **TWO GENERAL AREAS TO ADDRESS:**

General comment following "Areas requiring institutional attention":

The Compact Review Evaluation Team strongly encourages WVSU to utilize data analysis to report demonstrated progress when the 2012 compact update is developed. Information and data should be analyzed and synthesized in an effort to report progress in each compact reporting area.

Where possible, quantitative data have been incorporated throughout the report.

**General requirement following "Expanded Guidelines on Core Elements":**

Additionally, the Commission has asked that each institution report on its efforts to promote diversity among faculty, staff and students. Each institution should address what it is doing to address issues of diversity for equity in areas such as (but not limited to) race/ethnicity, sexual orientation, socio-economic background, age, religion, gender, veteran status, or any other diversity-related issue.

Using the funds the University received from the U. S. Department of Education Title III-B program specifically earmarked for "academic instruction in disciplines in which Black Americans are underrepresented," a minority faculty member from the Department of Chemistry completed the first year of a Ph.D. program in Analytical Chemistry at WVU in spring 2012. The faculty member will continue his studies through the 2012-2013 academic year.

The National Center for Human Relations is located at WVSU. One of the standing committees of the Center is Faith-Based Initiatives. During 2011-2012, the Faith-Based Initiatives Committee undertook a goal to increase faith-based opportunities for students. Several faith-based groups were contacted. The Bishop of the Wheeling-Charleston Roman Catholic Diocese responded and sent the Diocesan Director of Catholic Campus Ministries to WVSU. Based on this meeting with the Center staff and University officials, the Diocese committed funds to hire a campus minister and to assign a priest to provide Mass and sacraments to the University Community in 2012-2013. These individuals were designated by the Bishop in June 2012.

Twelve new faculty members were appointed for the 2011-2012 academic year. Of those, five were female and three were of ethnic backgrounds other than those dominant in the United States.

Among the student body at West Virginia State University for Fall 2011:

- 28 of the 2,744 undergraduate students, approximately 1%, were either non-resident or resident aliens;

- 9 of the 55 graduate students, or approximately 16%, were either non-resident or resident aliens;
- 1,585 of the 2,744 undergraduate students, or approximately 58%, were female, while 29 of the 55 graduate students, or approximately 53%, were female.
- 71% of the baccalaureate students were categorized as economically disadvantaged.
- 84 of the 2,744 undergraduate students, or approximately 3%, were military veterans receiving VA benefits. This was an increase over the 2010-2011 year of 31%, represented primarily by the drawdown of military personnel from Iraq and Afghanistan.

As indicated in Elective Element 1, strides have been made to address diversity issues among our students. Recruiting trips abroad have been made, an International Programs office has been established, and University personnel have been trained in the proper recordkeeping for students from other countries. Throughout the existence of the graduate programs, an emphasis has been placed on collaboration with institutions in other countries to attract students to WVSU for graduate study. Faculty exchanges with these institutions in other countries have yielded enrollment of students from those countries long after the faculty members have returned to their homelands.

When recruiting faculty members for tenure-track appointments, credentials are considered for the vacant positions, but also considered is the diversity the candidate would bring to the University. As an historically black university, of paramount importance is to have a cadre of African-American faculty members not only to provide diversity, but also to provide role models for students who need mentoring by professionals of their own race. Students from other than African-American backgrounds likewise benefit from interaction with students, faculty and staff of different racial backgrounds to expand their association with and knowledge of people different from those they have likely known previously.

In 2011-2012, the Social Work department offered a special topics course on military Veterans Affairs issues. This course was an outgrowth of the department's commitment to prepare Social Work majors on issues related to military veterans' services, and also was a result of input from the Social Work department's External Advisory Council. The course included a needs assessment of existing services for military veterans, resources for providing them social services, and opportunities for employment in military veterans' affairs. Guest speakers working in veterans' affairs in the service region of the University were invaluable in the delivery of the course. One course outcome was that the Social Work department will continue to work closely with stakeholders in outreach to military veterans both on and off campus.

## APPENDIX A

### Institutional Compact Reports, 2007-2012 with Goals

West Virginia State University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	3,218	3,003	4,003	3,190	2,868	3,420	3,470
1b	Annualized FTE Enrollment*	2,697	2,526	2,362	2,715	2,443	2,629	2,655
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	53	61	60	52	58%	64	65
2b	Avg Retention Rate of Institution Peers (median)*	64.0	66.5	66.8	66.5		N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	30	26	24.0	23	24.50%	32	33
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	28.1	20.7	22.4	21.2	17.9	35	37
3c	Avg Graduation Rate of Peers (Median)*	37.0	37	35.8	35.5		N/A	N/A
4	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
5	Number of undergraduate degrees in STEM & Health Fields***	33	42	32	45	39	58	63

8/24/2012

\* IPEDS data

\*\* HEPC data

\*\*\* STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."



## Institutional Compact Reports, Adjusted Goals

West Virginia State University		Changes to Goals			
Measure		Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*				
1b	Annualized FTE Enrollment*				
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*				
2b	Avg Retention Rate of Institution Peers (median)*	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*				
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**				
3c	Avg Graduation Rate of Peers (Median)*	N/A	N/A	N/A	N/A
4	Degree Production**				
	Certificate				
	Associate				
	Bachelor				
	Masters				
	1st Professional				
	Doctoral				
	Total Degrees				
5	Number of undergraduate degrees in STEM & Health Fields***				

8/31/2009

\* IPEDS data

\*\* HEPC data

\*\*\* STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

**APPENDIX B - WEST VIRGINIA STATE UNIVERSITY ASSESSMENT PLAN STATUS**

	<b>ACADEMIC DEPARTMENT</b>	<b># OF OUTCOMES IN DEPT. PLAN</b>	<b>DATE PLAN APPROVED BY OFFICE OF INST. RESEARCH &amp; EFFECTIVENESS</b>	<b>DATE(S) PLAN DATA REVIEWED BY DEPT.</b>	<b>ONE SAMPLE OF DATA COLLECTED</b>	<b>IMPLICATION FOR PROGRAM IMPROVEMENT(S) BASED ON DATA</b>
1	Art	9	AY 2008-2009	On-going at department meetings	Art 103 Design: design projects	Clarified instruction and project directions
2	Biology	5	October, 2011	October Faculty meeting and on-going as needed	BIOL 250 - Soil Biodiversity written assignment	A practice in-class exercise will be done to better prepare students for calculations, analysis, and graphing on their own
3	Biotechnology (graduate program)	5	October, 2011	October Faculty meeting and on-going as needed	Biotechnology program was not available on LiveText Spring, 2012	Biotechnology program was not available on LiveText Spring, 2012
4	Business Administration	5	Academic Year 2011-2012	Ongoing in Department meetings	BA 216 - Excel spreadsheet identifying relevant data for specific needs	Data have been collected for one semester only. Formal evaluation of the data has not occurred on a department basis.
5	Chemistry	7	December, 2011	October Faculty meeting and on-going as needed	CHEM 206 - Lab book	Continue to improve on the areas/concepts that are exemplary; determine the areas/concepts of deficiency & improve the focus on the specific issues of concern
6	Communications & Media Studies	10	AY 2011-2012	On-going at department meetings	COMM 225 - Written news story and feature articles, edit copy for grammar and Associated Press style	Sample indicates additional review of effectiveness of course objectives and outcomes is warranted.
7	Computer Science	7		February, 2012	Computer Science program was not available on LiveText Spring, 2012	Computer Science program was not available on LiveText Spring, 2012
8	Criminal Justice	12	August, 2011	April Department Faculty meeting	Senior Seminar Papers	Students met all the outcomes for the capstone activity for C.J. No change in the current outcomes is warranted at this time.
9	Education	5	September, 2011	October & March Department Faculty meetings	Senior Capstone Oral Proficiency & Electronic Portfolio Exam (SCOPE)	Data indicate the rubric for Professional Disposition-Members of a Profession needs revision to better indicate outcome expected.
10	English	6	AY 2011-2012	On-going at assessment comm & department meetings	ENGL 315 - Shakespeare: group presentation	Data to be collected in Fall, 2012

ACADEMIC DEPARTMENT	# OF OUTCOMES IN DEPT. PLAN	DATE PLAN APPROVED BY OFFICE OF INST. RESEARCH & EFFECTIVENESS	DATE(S) PLAN DATA REVIEWED BY DEPT.	ONE SAMPLE OF DATA COLLECTED	IMPLICATION FOR PROGRAM IMPROVEMENT(S) BASED ON DATA
11 Health Sciences	8	September, 2011	Ongoing in Department meetings	HHP 458 - Planning, Implementaiton, & Evaluation in Health Education & Health Promotion Program Project	The data demonstrated a need to improve instruction in the intervention and methods as well as the project notebook
12 History	8	January, 2012	October and ongoing as needed	HIST 400 - Senior Capstone (portfolio)	Students met outcomes for the capstone activity and no changes are planned at this time.
13 International Studies	3			Research of employment opportunities in international studies field	Results were satisfactory -- no actions needed at this time.
14 Mathematics	9		May, 2012	Mathematics program was not available on Live-Text Spring, 2012	Mathematics program was not available on LiveText Spring, 2012
15 Media Studies Graduate Program		AY 2011-2012	On-going at graduate program meetings	COMM 462 - Research project in the arts, humanities, and social sciences related to conducting in digital media	Results indicated superior skills exhibited by students. Project will be moved to earlier in the semester to allow for better instructional flow throughout the course.
16 Political Science	4	Fall, 2011	Ongoing annually	ETS Major Field Test administered in senior year	Students met outcomes.
17 Psychology	6	Spring, 2012	Ongoing as needed	PSYC 412 - senior exam	Students met outcomes - no changes are planned.
18 Recreation	5	September, 2011	Ongoing in Department meetings	HHP 180 - Article Review of Peer Reviewed Literature	100% of all students who completed this assessment demonstrated the outcome of knowledge of the nature and scope of parks recreation and tourism profession. No change in this assessment is warranted at this time.
19 Sociology/Philosophy	8	Spring, 2012	Ongoing annually	SOC 420 - Senior Seminar comprehensive exam	Data collection has begun but not yet available.
20 Sports Studies	7	April, 2011	Ongoing in Department meetings	HHP 450 - Internship	Students met all the outcomes for Internship. No change in the current outcomes is warranted at this time.
21 Social Work	10	September, 2011	October and ongoing as needed	First Practice Class SO WK 316 - Standard Client Interview	The data from this assessment were shared with Community Advisory Group. Advisory Group and faculty agreed to provide more activities to promote critical thinking skills.



**APPENDIX C - TIMELINE FOR WEST VIRGINIA STATE UNIVERSITY'S  
PEAQ COMPREHENSIVE EVALUATION FOR CONTINUED ACCREDITION STATUS  
PROR TO VISIT**

<b>PRIOR TO THE TEAM VISIT</b>	<b>WHAT THE ORGANIZATION DOES</b>	<b>WHAT THE COMMISSION DOES</b>
2 1/2 years by 9/01/2012	1. Appoints self-study Steering Committee 2. Initiates planning the self-study process	1. two-year reminder letter to organization reminding it of scheduled evaluation (September)
2 to 2 1/2 years by 5/01 to 11/01/2012	1. Notifies Commission of its Self-Study Coordinator, preferred visit dates, proposed changes to the SAS	1. Sends Annual Meeting information and registration packets to institution (December)
2 years by 11/01/2012	1. Self-study steering committee develops a self-study design & submits it to the Commission staff liaison 2. Steering committee organizes and selects principle subcommittees 3. Subcommittees gather data, conduct interviews, analyze, and develop draft reports for submission to steering committee 4. Participates in Workshop on Self-Study and other annual Meeting programs (March/April)	1. Staff liaison reviews the design and provides feedback to the organization 2. Staff liaisons make presentations on self-study and other topics, meet with organizations at the Annual Meeting
1 - 1 1/2 years by 5/01 to 11/01/2013	1. Sends to Commission information suggesting desired team competencies 2. Confirms date of visit and other organizational information	1. Sends one-year reminder letter to organization (September) 2. Confirms date of visit and other organizational information 3. Sends Annual Meeting information and registration packets to organization (December)
1 year by 11/01/2013	1. Steering committee analyzes information; prepares, completes studies, prepares rough draft of self-study report 2. Participates in Workshop on Self-Study and other Annual Meeting programs (March/April)	1. Staff liaisons make presentations on self-study and other topics, meet with organizations at the Annual Meeting
8-12 months by 11/01/2013 to 4/01/2014	1. Steering Committee circulates and receives reactions to draft report	
5-12 months by 11/01/2013 to 6/01/2014	1. Editor compiles final self-study report 2. Sends comments on proposed team members to the Commission	1. Commission sends a list of proposed team members and an Evaluation Visit Summary Sheet to organization 2. Commission formally invites team members to participate
4-8 months by 1/01-5/02/2014		1. Commission notifies organization and team that team is complete (In general, fall teams completed by August 1, spring teams by October 1)
3 months by 8/1/2014	1. Duplicates self-study report etc. 2. Prepares for team visit	1. Team chair contacts organization to make arrangements for evaluation visit 2. Commission sends materials for the visit to team and the organization
1 1/2 to 2 months by 9/15/2014	1. Sends one complete set of evaluation materials to each member of the Evaluation Team and to the Commission staff liaison	