West Virginia State University Board of Governors
Academic Policies Committee
Erickson Alumni Center, Weisberg Lounge
September 15, 2016
10:30 a.m. – 11:30 a.m.
Agenda

1.	Call to Order and Roll Call		
2.	Election of Committee Chair	Action	
3.	Election of Presiding Officer in Absence of Committee Chair	Action	
4.	Verification of Appropriate Notice of Public Meeting	Action	2
5.	Review and Approval of Agenda	Action	1
6.	Review and Approval of Minutes of Previous Meeting	Action	3
7.	University Recommendations and Reports		
	7.1 HEPC Compact Submission	Information/Action	5
8.	Next Meeting Date – *November 10, 2016*		
9.	Adjournment		

West Virginia State University
Academic Policies Committee

Date/Time: 9/15/2016 -- 10:30 AM

Location:

West Virginia State University, Erickson Alumni Center, Weisberg Lounge, Institute, WV

Purpose: To conduct regular business of the Committee in preparation for the September 15, 2016 Board of Governors meeting.

Notes:

This is a compliant meeting.

Meeting was approved: 9/7/2016 12:01:38 PM

West Virginia State University Board of Governors
Academic Policies Committee
Erickson Alumni Center, Weisberg Lounge
Minutes
June 16, 2016

1. **Call to Order and Roll Call**
   Dr. Thralls called the meeting of the West Virginia State University Board of Governors Academic Policies Committee to order at 10:30 a.m.

   Present: Dr. Guetzloff, Mr. Lipscomb, Ms. Pitchford, and Dr. Thralls. Several members of the administration, faculty, and staff were also present.

2. **Verification of Appropriate Notice of Public Meeting**
   Dr. Thralls announced the Verification of Appropriate Notice of Public Meeting.

3. **Review and Approval of Agenda**
   Dr. Thralls asked for approval of the agenda. Ms. Pitchford made the motion, and it was seconded by Dr. Guetzloff. The motion passed.

4. **Review and Approval of Minutes of Previous Meeting**
   Dr. Thralls asked for approval of the minutes from the April 28, 2016 meeting. Ms. Pitchford made the motion, and it was seconded by Dr. Guetzloff. The motion passed.

5. **University Recommendations and Reports**

   1) **Other Business**
      a. **Program Review Schedule** – The schedule for the upcoming year was given out to the committee.
      b. **Academic Affairs Office Program Initiatives**
         i. **International Student Recruitment and Partnerships** – Provost Jayasuriya provided the committee with extensive information on the international programs offered. This included information about the ESL program and its applicants, the Office of International Affairs, and partnerships with the University of Charleston, Ningbo University of Technology (NUBT), University of Sharjah, the Saudi Arabian Cultural Mission (SACM), along with six universities in Mexico.
         ii. **The Learning House** – Provost Jayasuriya provided the Committee with extensive information regarding the online programs offered. This included information about the partnership with The Learning House, the new online interface called Moodle, course migration from Sakai to Moodle, course development, Center for Online Learning support, marketing, students, and enrollment.

iii. **Academic Educational Outreach** – Mr. Nathan Gainer provided the Committee with extensive information about the Academic Educational Outreach program of Early Enrollment. This included how the program benefits students, the coding of classes in Banner, application for accreditation with the National Alliance of Concurrent Enrollment Partnerships (NACEP), how West Virginia State University is the only university in the state to offer this program, and how instructors are approved to teach classes. Mr. Gainer also expressed future goals to have at least 1,000 students enrolled in the upcoming semesters, and for the 1 + 3 program to be stronger by researching how to get students on campus. One of these methods may be offering non general education classes.

6. Next Meeting Date
September 28, 2016

7. Adjournment
With there being no further business, a motion was made by Dr. Guetzloff, and seconded by Ms. Pitchford to adjourn the meeting. The motion passed. The meeting adjourned at 11:31 a.m.

Respectfully submitted,

Betsy L. Allen

WEST VIRGINIA STATE UNIVERSITY
INSTITUTIONAL COMPACT REPORTING ELEMENTS
REPORT FOR SEPTEMBER 15, 2016

EXECUTIVE SUMMARY

The West Virginia Higher Education Policy Commission (Commission) has statutory responsibility for developing a five-year statewide master plan for higher education that sets forth system goals, objectives, and strategies and is aligned with meeting the goals of the state. The Legislature has identified in state code eight areas of special emphasis: economic and workforce development, education access and affordability, innovation, student preparation, degree and/or program completion, intra-and inter-system cooperation and collaboration, research, and teaching and learning.

This new master plan meets the Commission's statutory obligation for the years 2013 to 2018 and is titled, *Leading the Way*: Access. Success. Impact. It sets forth the overarching goals of the state's system of higher education and articulates strategic objectives to be met over its five-year scope. The master plan sets forth how the Commission will work toward the system's goals and provides recommendations for how institutions can help achieve these goals. The role of this master plan is to coordinate the efforts of the various institutions of higher education in the state in a way that recognizes and capitalizes on each institution's unique mission and contributions. Through the compact reporting process, the Commission asks each college and university to set goals consistent with this master plan and the institution's mission and to account for progress toward those goals.

This new master plan for the years 2013 through 2018 focuses the efforts of the system on three mutually reinforcing areas: access to higher education, student success, and the impact institutions have on the state. Consistent with Series 49 Legislative Rule on the accountability system of the Commission, each institution is to develop a Compact to address the goals in each of the focal areas and annually submit a report on progress. This model consists of setting tangible objectives for the master plan time period, developing and carrying out institutional strategies to move the institution toward meeting the objective, and developing and executing assessment to evaluate progress and effectiveness of the strategies and to guide future efforts.

In the master plan, there are two types of objectives. The first are objectives that are the same exact challenge at all institutions (e.g., enrollment, retention rates, graduation rates, etc.). The Commission identified uniform quantitative metrics for the system and set targets for the system to reach. Institutions, through the Compact process, will set targets for their institutions on these metrics, develop ***strategies*** for the master planning time period to meet the targets, and create a

means of assessment. Reporting in subsequent years will consist of: 1) data updates; 2) narratives explaining progress on the metrics and strategies; and 3) the results of their assessment and how the results will guide future efforts.

The second type of master plan objectives is in areas such as efforts focused on access and ensuring academic quality where there is need of progress for all institutions, but differences in mission and context require that institutions have the latitude to identify the specific focus of their efforts and develop comprehensive plans for addressing the challenge. These ***comprehensive plans*** are to be consistent with institution mission, articulate objectives and strategies to meet them, and set forth how the institution will assess its progress. Subsequent Compacts will report on activities based on the comprehensive plans during the reporting year, the results of assessment, and decisions made based on that assessment for the next year's activities.

WEST VIRGINIA STATE UNIVERSITY
INSTITUTIONAL COMPACT REPORTING ELEMENTS
REPORT FOR SEPTEMBER 15, 2016

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West Virginia State University

Student Access							
		2011-12	2012-13	2013-14	2014-15	2015-16	**Formal 2018 Target** (2017-18 Data)
Enrollment							
	Fall Headcount	2,849	2,683	2,664	2,859	3,221	3,549
	In-State	2,588	2,451	2,436	2,598	2,955	NA
	Out-of-State	261	232	228	261	266	NA
	Annualized FTE	2,285	2,120	2,139	2,238	2,243	2,859
	In-State	2,036	1,899	1,918	1,983	1,982	NA
	Out-of-State	248	221	220	255	261	NA
	Fall First-Time Freshmen Headcount	311	297	416	417	374	500
	In-State	268	261	339	321	298	NA
	Out-of-State	43	36	77	96	76	NA
	Fall Low-Income Student Headcount*	1,352	1,204	1,182	1,417		1,575
	Fall Underrepresented Racial/Ethnic Group Total	397	335	296	306	335	509
	American Indian	15	13	12	14	11	NA
	Black	357	304	269	279	313	NA
	Hispanic	25	18	15	13	11	NA
	Multi Racial	.	.	.	.	.	NA
	Native Hawaiian/Pacific Islander	.	.	.	.	.	NA
	Fall Adult (25+) Headcount	1,007	915	847	834	749	1,150

* Data to be provided by institution.

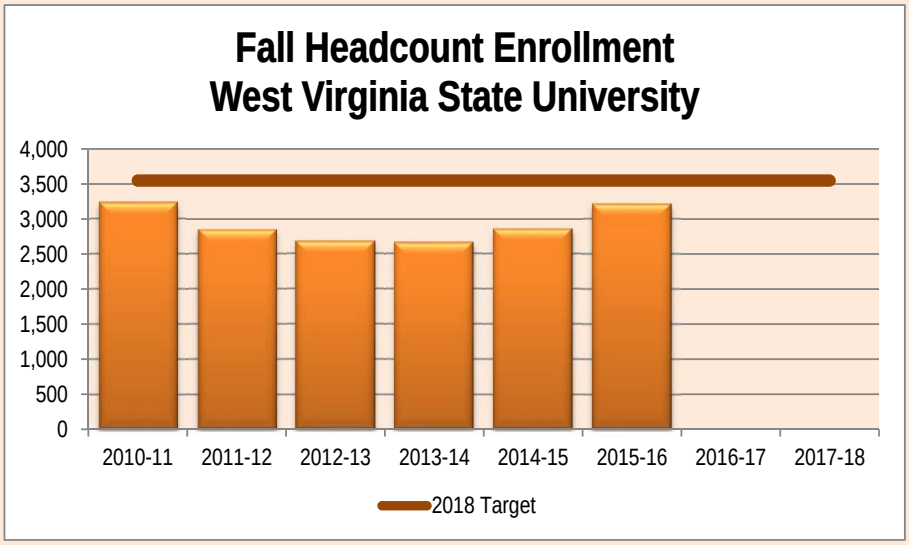
West Virginia State University Student Success	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	**Formal 2018 Target** 2016 Cohort
Developmental Education Outcomes						
Students Passing Developmental Courses						
Math	38.5%	54.1%	56.6%	59.9%	55.3%	60.0%
In-State	45.5%	55.4%	57.3%	62.1%	56.6%	NA
Out-of-State	0.0%	45.5%	52.9%	48.1%	50.0%	NA
English	.	33.3%	73.0%	78.4%	71.9%	77.0%
In-State		50.0%	71.4%	80.0%	67.3%	NA
Out-of-State		0.0%	77.8%	73.7%	82.6%	NA
Developmental Students Passing College-Level Course						
Math	15.4%	24.7%	33.6%	29.9%	28.4%	40.0%
In-State	18.2%	27.0%	34.4%	30.0%	28.3%	NA
Out-of-State	0.0%	9.1%	29.4%	29.6%	28.9%	NA
English	.	0.0%	56.8%	60.8%	70.6%	62.0%
In-State	.	0.0%	53.6%	60.0%	67.3%	NA
Out-of-State	.	0.0%	66.7%	63.2%	78.3%	NA
Retention						
Full-Time, First-Time Freshmen	67.2%	60.7%	62.5%	63.0%	65.0%	70.0%
In-State	70.5%	61.5%	64.3%	66.0%	67.2%	NA
Out-of-State	52.5%	55.8%	50.0%	49.3%	57.9%	NA
Part-time, First-Time Freshmen	52.0%	31.3%	55.6%	28.6%	53.9%	60.0%
Low-Income First-Time Freshmen	63.3%	57.8%	57.3%	57.1%	57.8%	60.0%
Returning Adults	55.8%	61.5%	58.3%	51.4%	55.4%	65.0%
Transfer Students	62.2%	68.6%	72.6%	68.6%	69.1%	76.0%
Underrepresented Racial/Ethnic Group Total	56.6%	48.3%	35.3%	51.8%	59.3%	60.0%
American Indian	60.0%	100.0%	.	100.0%	100.0%	NA
Black	55.7%	46.2%	35.3%	50.0%	60.8%	NA
Hispanic	100.0%	0.0%	.	.	0.0%	NA
Multi Racial	.	.	.	.	.	NA
Native Hawaiian/Pacific Islander	.	.	.	.	.	NA
Progress Toward Degree						
First-Time Freshmen Earning 30 Hours	18.5%	21.5%	21.2%	27.2%	27.8%	30.0%
In-State	20.3%	20.5%	19.5%	27.7%	26.5%	NA
Out-of-State	10.6%	27.9%	33.3%	24.7%	32.3%	NA
Four-Year Graduation Rate *Cohort Years:*	2008	2009	2010	2011	2012	2014 Cohort
First-Time Freshmen	2.7%	4.8%	8.5%	9.6%	12.1%	14.0%
In-State	2.4%	4.5%	10.3%	8.6%	12.3%	NA
Out-of-State	3.8%	6.5%	0.0%	16.3%	11.1%	NA
Low-Income First-Time Freshmen	1.1%	3.5%	6.1%	6.4%	10.2%	12.0%
Returning Adults	34.5%	25.7%	33.8%	41.8%	39.6%	40.0%
Transfer Students	35.6%	34.8%	38.4%	39.8%	46.4%	45.0%
Underrepresented Racial/Ethnic Group Total	1.1%	2.4%	3.9%	10.3%	5.9%	15.0%
American Indian	0.0%	0.0%	20.0%	100.0%	.	NA
Black	1.1%	2.6%	2.9%	3.8%	5.9%	NA
Hispanic	0.0%	0.0%	0.0%	0.0%	.	NA
Multi Racial	.	.	.	.	.	NA
Native Hawaiian/Pacific Islander	.	.	.	.	.	NA
Six-Year Graduation Rate *Cohort Years:*	2006	2007	2008	2009	2010	2012 Cohort
First-Time Freshmen	17.7%	18.6%	19.6%	21.8%	26.7%	30.0%
In-State	18.0%	20.2%	19.2%	23.7%	28.6%	NA
Out-of-State	16.9%	13.6%	21.3%	13.0%	18.2%	NA
Low-Income First-Time Freshmen	13.0%	16.9%	16.3%	17.2%	20.9%	25.0%
Returning Adults	49.9%	37.6%	42.1%	33.1%	35.1%	45.0%
Transfer Students	39.9%	47.2%	43.3%	38.4%	43.9%	55.0%
Underrepresented Racial/Ethnic Group Total	11.9%	12.7%	16.1%	14.6%	21.1%	22.0%
American Indian	0.0%	0.0%	0.0%	0.0%	40.0%	NA
Black	12.2%	13.5%	15.9%	14.1%	20.0%	NA
Hispanic	0.0%	0.0%	33.3%	50.0%	0.0%	NA
Multi Racial	.	.	.	.	.	NA
Native Hawaiian/Pacific Islander	.	.	.	.	.	NA

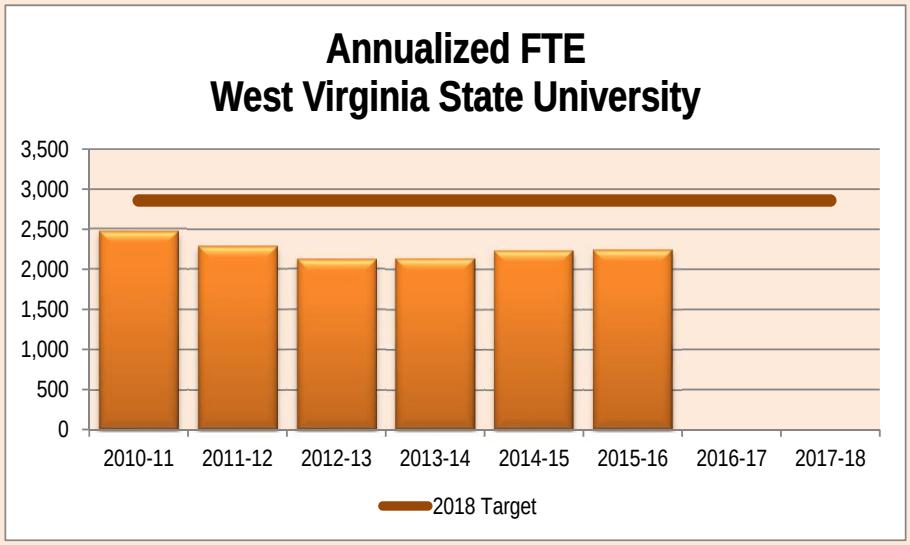
West Virginia State University

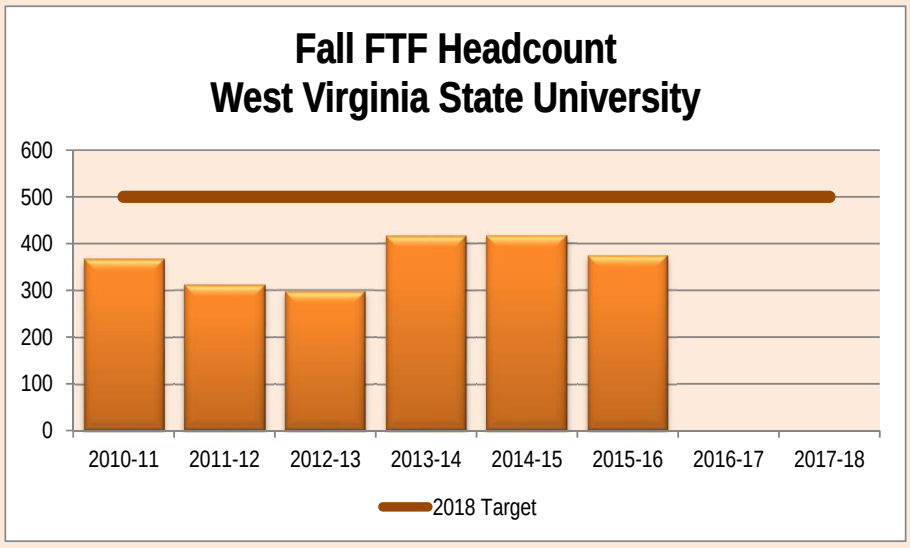
Impact						
	2011-12	2012-13	2013-14	2014-15	2015-16	**Formal 2018 Target** (2017-18 Data)
Degrees Awarded	425	410	435	443	438	449
Associate's						
Bachelor's	414	397	418	432	416	435
Master's	11	13	17	11	22	14
Doctorate						
STEM	45	59	54	57	54	66
Associate's						NA
Bachelor's	39	50	50	51	44	NA
Master's	6	9	4	6	10	NA
Doctorate						NA
STEM Education*			12	9		15
Health	13	19	14	18	9	23
Associate's						NA
Bachelor's	13	19	14	18	9	NA
Master's						NA
Doctorate						NA
Federal Student Loan Cohort Default Rate *Cohort Years:*	2009	2010	2011	2012	2013	2015 Cohort
Three-Year Rate	14.1%	16.4%	14.2%	16.6%		10.50%
Research and Development	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2018 Data
Research grants & contracts*	$4,133,404	$4,802,514	$4,275,211	$5,423,134	$6,141,887	$10,000,000
Licensure Income*					0	0
Peer-Reviewed Publications*				31	33	44
						Total FY2014 to FY 2018
Start-up Companies*					0	1
Patents Issued*					0	1

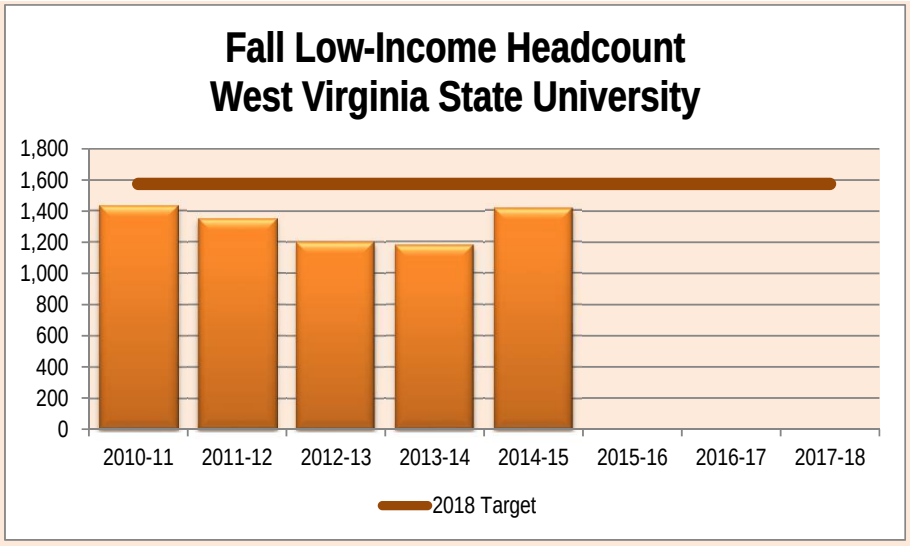
* Data to be provided by institution.

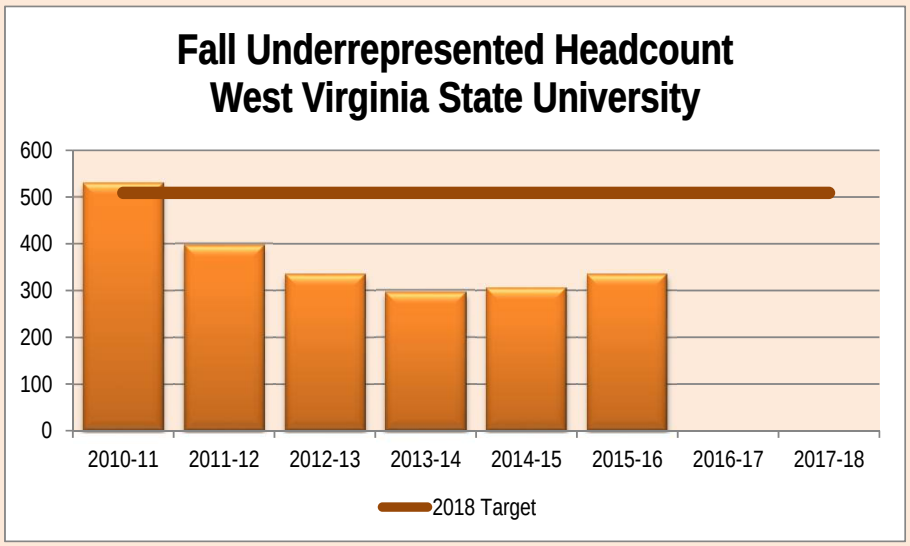
Access

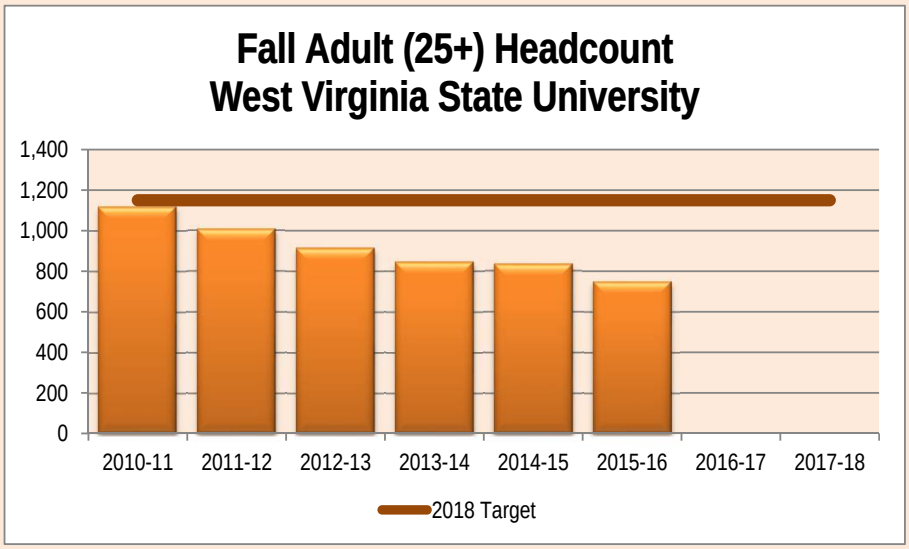

Fall Headcount Enrollment
West Virginia State University
4,000
3,500
3,000
2,500
2,000
1,500
1,000
500
0
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018 Target


Annualized FTE
West Virginia State University
3,500
3,000
2,500
2,000
1,500
1,000
500
0
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018 Target

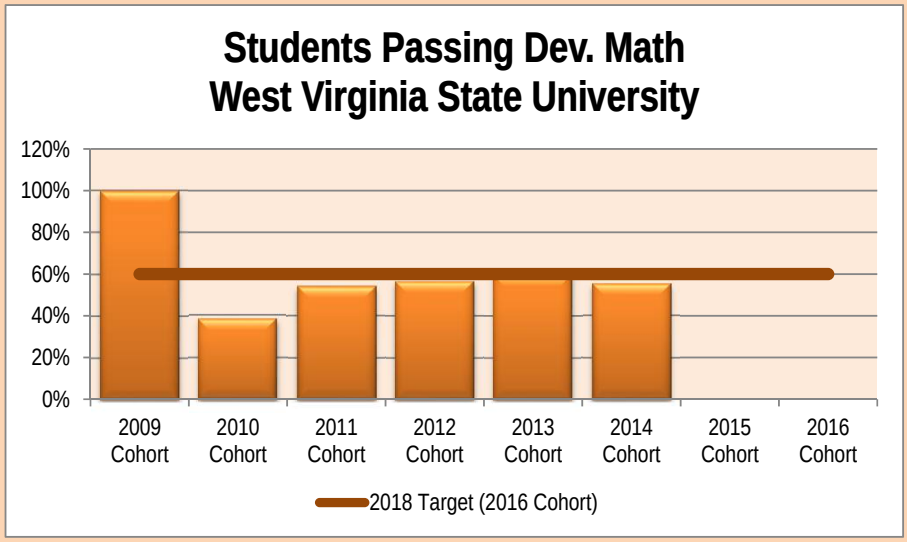

Fall FTF Headcount
West Virginia State University
600
500
400
300
200
100
0
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018 Target

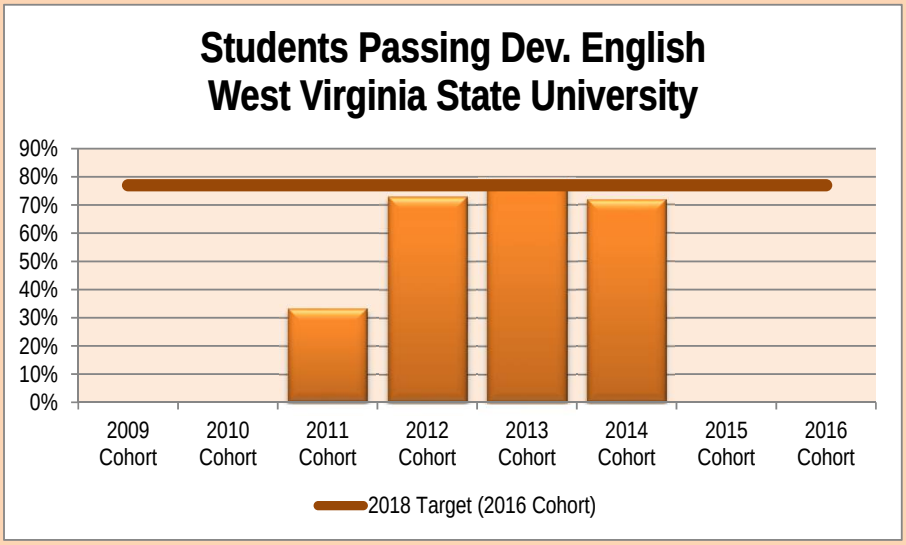

Fall Low-Income Headcount
West Virginia State University
1,800
1,600
1,400
1,200
1,000
800
600
400
200
0
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018 Target

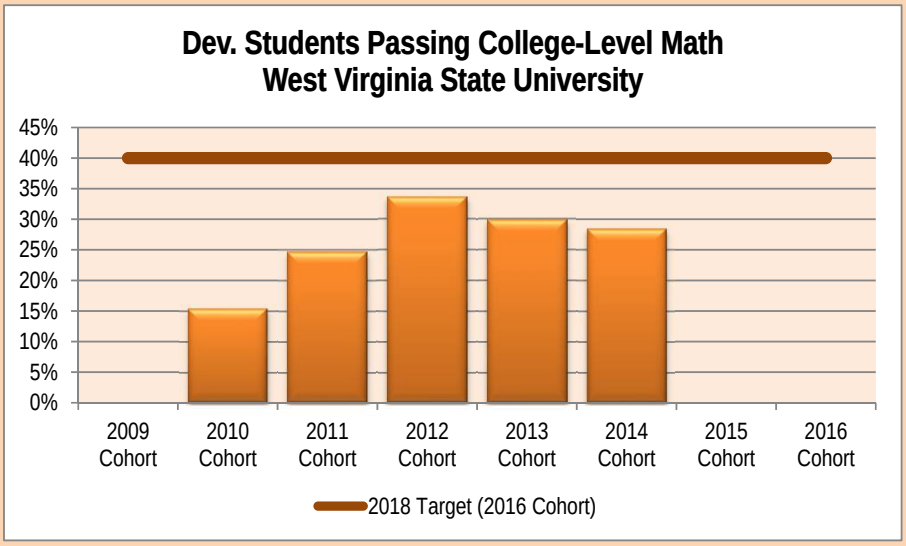

Fall Underrepresented Headcount
West Virginia State University
600
500
400
300
200
100
0
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018 Target

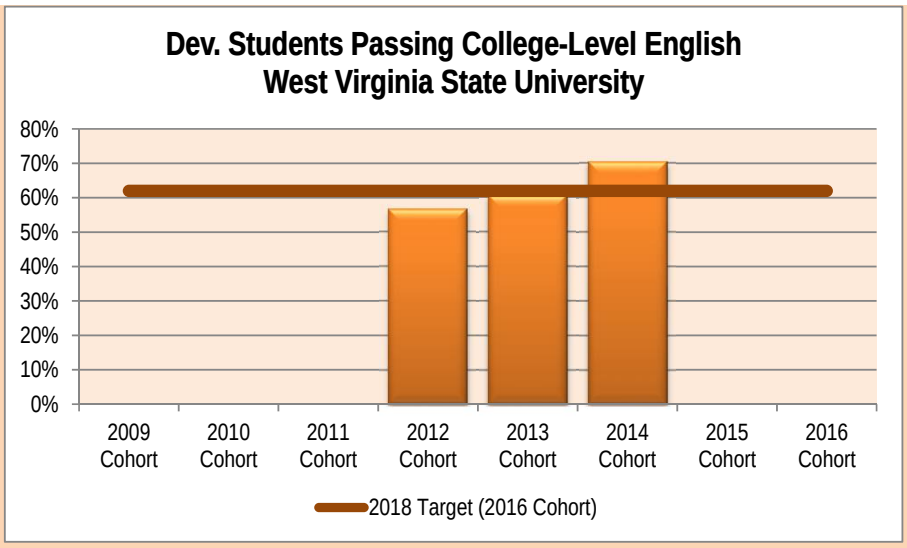

Fall Adult (25+) Headcount
West Virginia State University
1,400
1,200
1,000
800
600
400
200
0
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018 Target

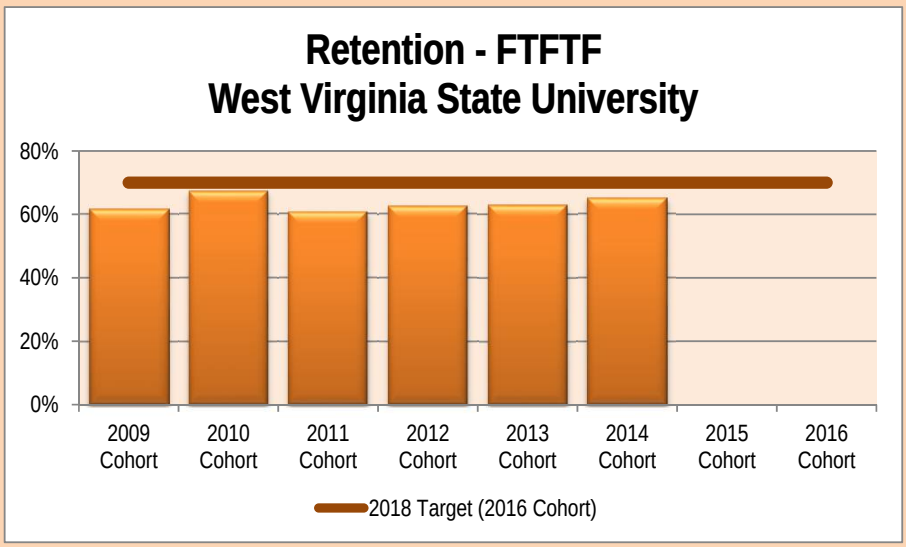
Success

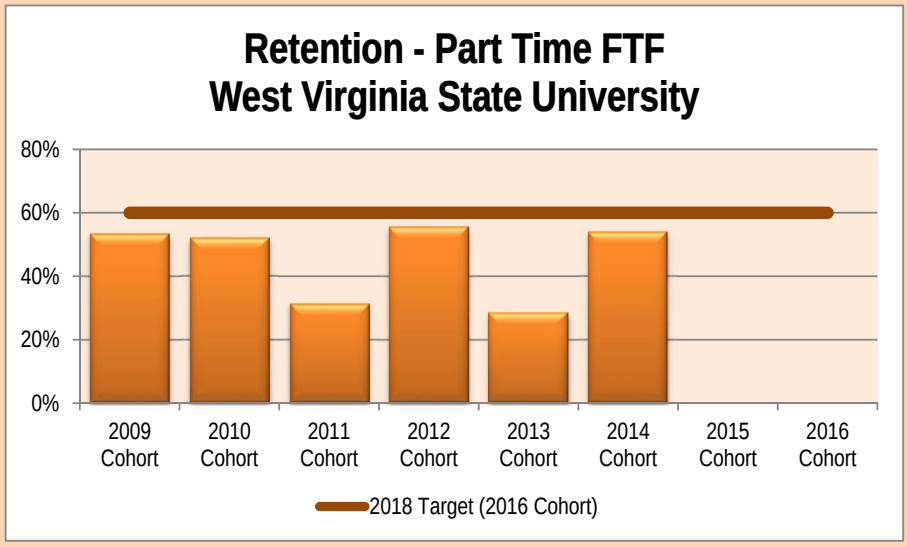

Students Passing Dev. Math
West Virginia State University
120%
100%
80%
60%
40%
20%
0%
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2016 Cohort
2018 Target (2016 Cohort)

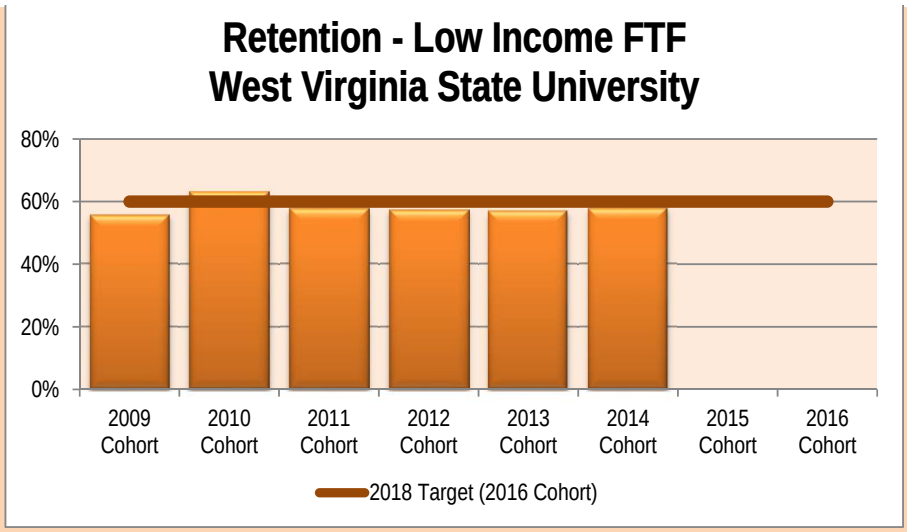

Students Passing Dev. English
West Virginia State University
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2016 Cohort
2018 Target (2016 Cohort)

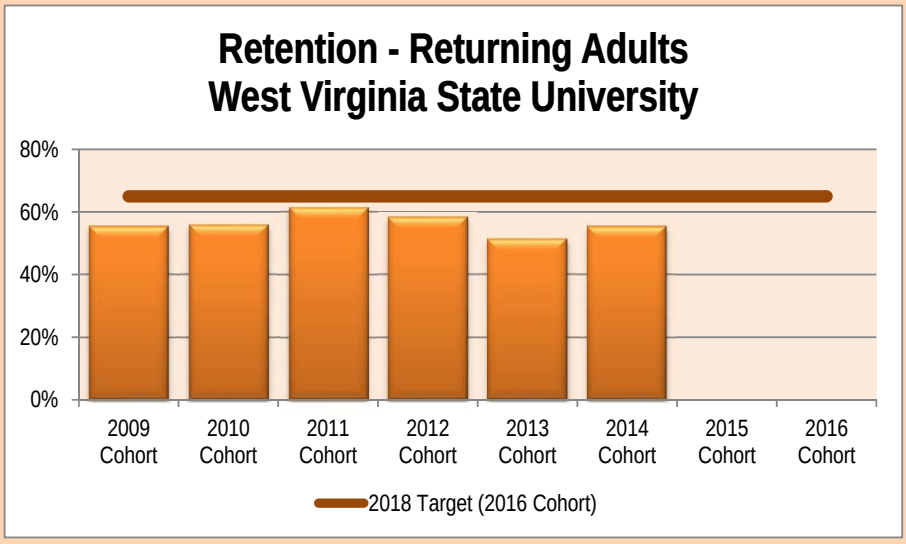

Dev. Students Passing College-Level Math
West Virginia State University
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2016 Cohort
2018 Target (2016 Cohort)

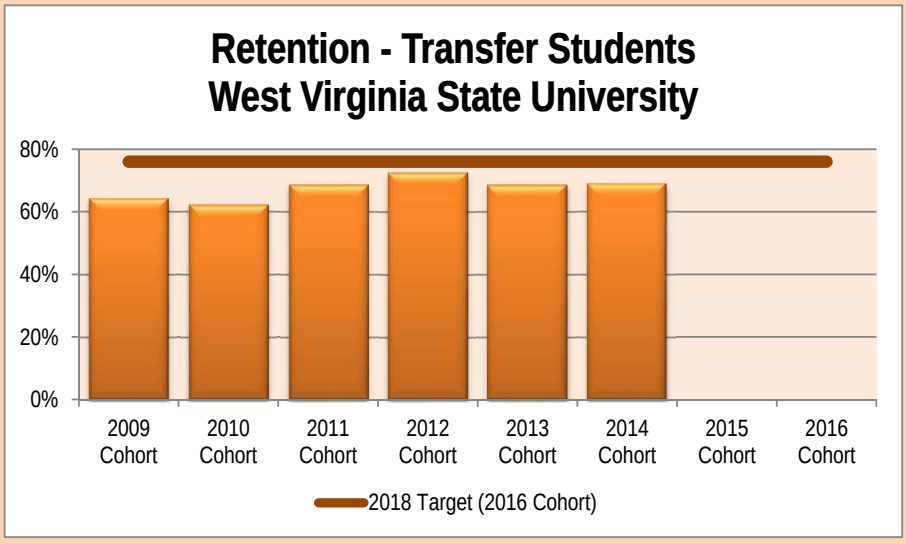

Dev. Students Passing College-Level English
West Virginia State University
80%
70%
60%
50%
40%
30%
20%
10%
0%
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2016 Cohort
2018 Target (2016 Cohort)

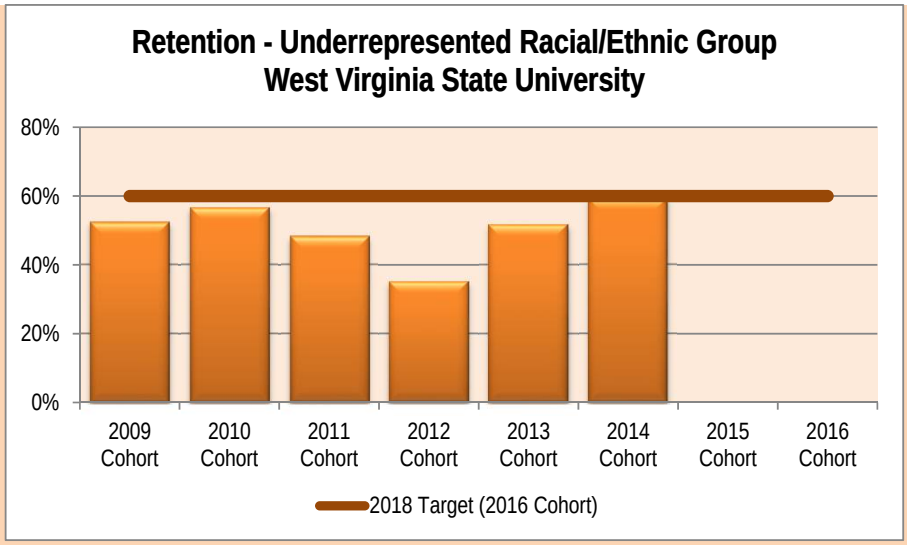

Retention - FTFTF
West Virginia State University
80%
60%
40%
20%
0%
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2016 Cohort
2018 Target (2016 Cohort)

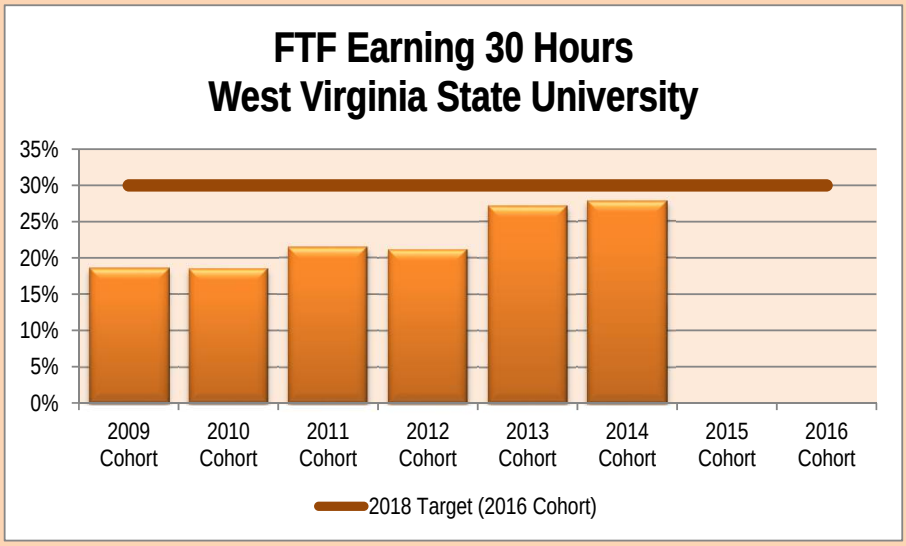

Retention - Part Time FTF
West Virginia State University
80%
60%
40%
20%
0%
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2016 Cohort
2018 Target (2016 Cohort)

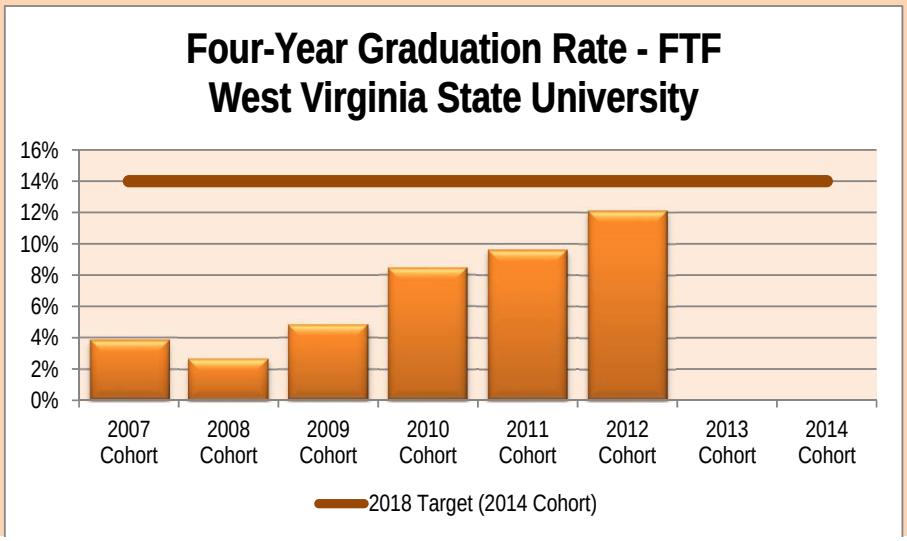

Retention - Low Income FTF
West Virginia State University
80%
60%
40%
20%
0%
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2016 Cohort
2018 Target (2016 Cohort)

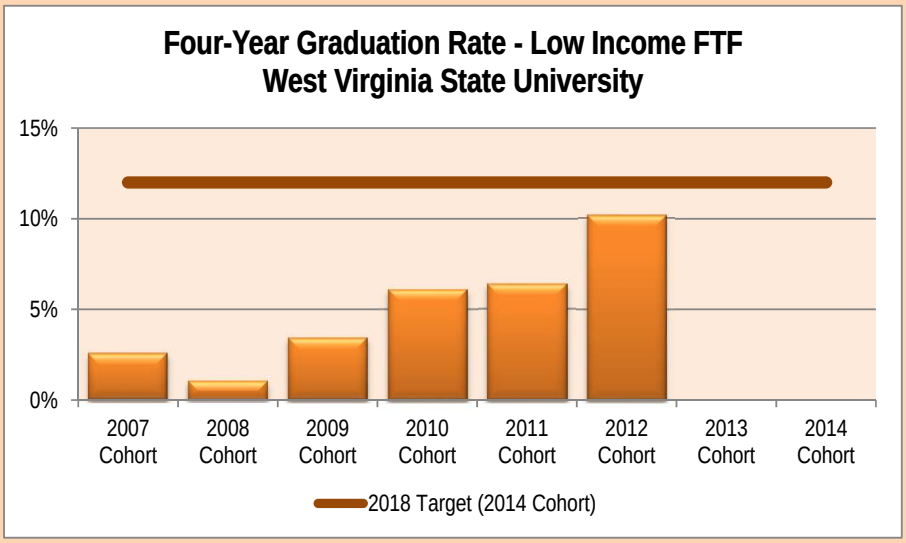

Retention - Returning Adults
West Virginia State University
80%
60%
40%
20%
0%
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2016 Cohort
2018 Target (2016 Cohort)

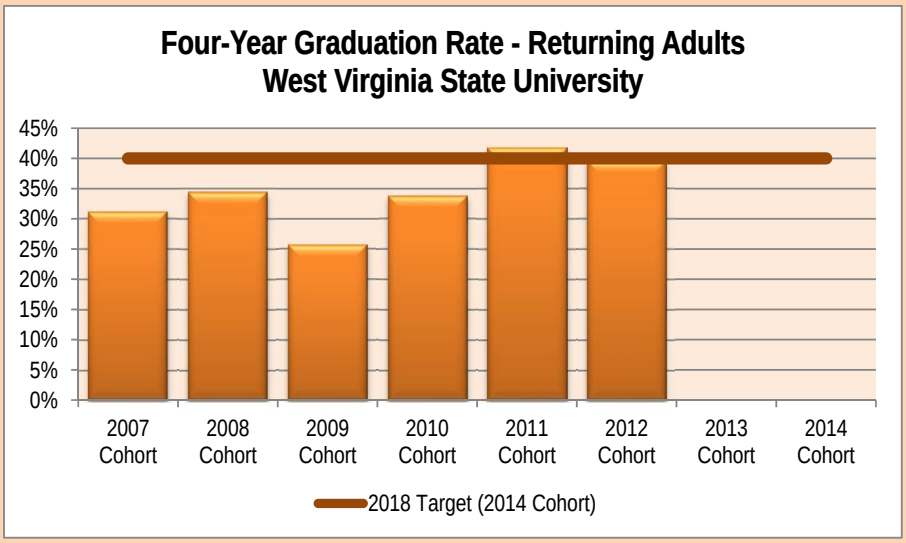

Retention - Transfer Students
West Virginia State University
80%
60%
40%
20%
0%
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2016 Cohort
2018 Target (2016 Cohort)

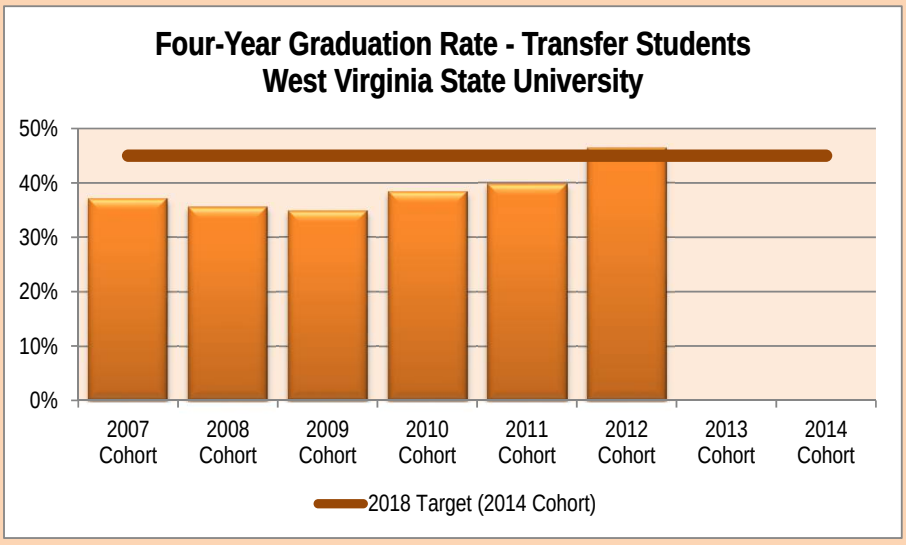

Retention - Underrepresented Racial/Ethnic Group
West Virginia State University
80%
60%
40%
20%
0%
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2016 Cohort
2018 Target (2016 Cohort)

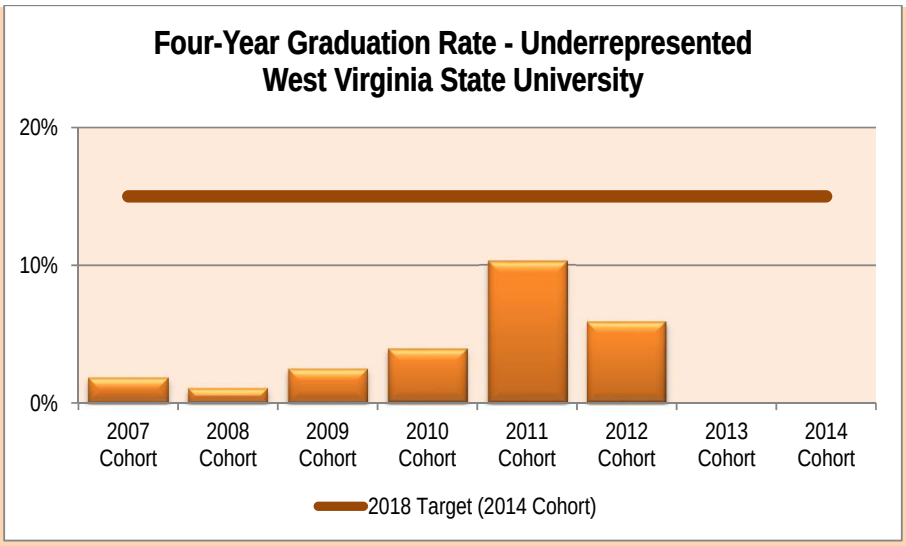

FTF Earning 30 Hours
West Virginia State University
35%
30%
25%
20%
15%
10%
5%
0%
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2016 Cohort
2018 Target (2016 Cohort)

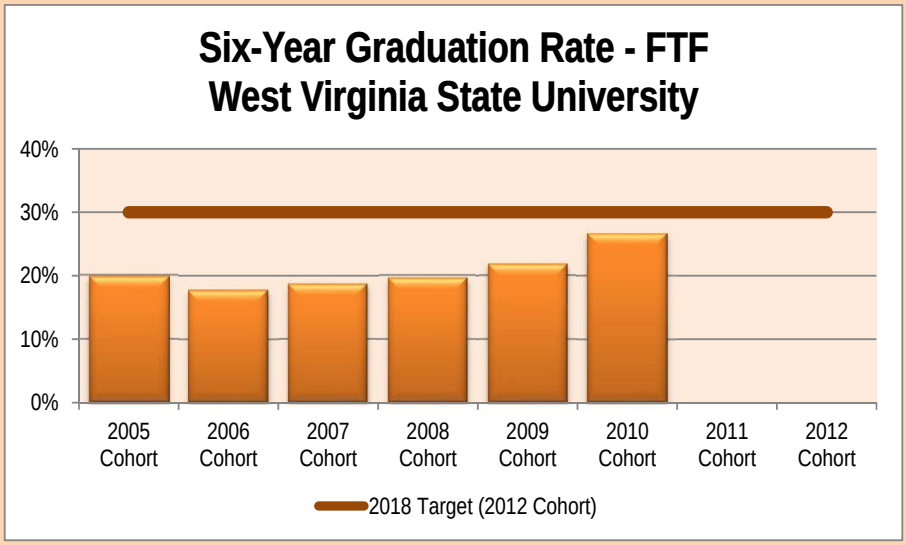

Four-Year Graduation Rate - FTF
West Virginia State University
16%
14%
12%
10%
8%
6%
4%
2%
0%
2007 Cohort
2008 Cohort
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2018 Target (2014 Cohort)

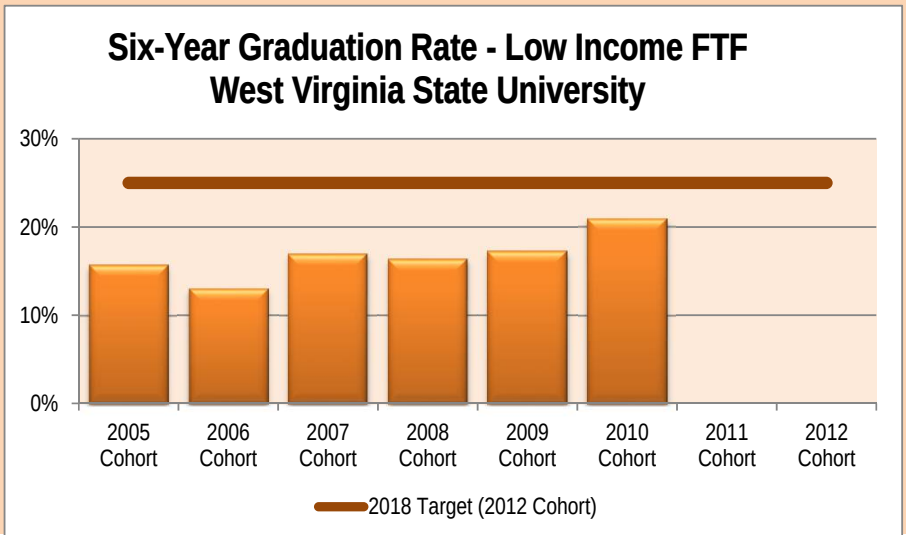

Four-Year Graduation Rate - Low Income FTF
West Virginia State University
15%
10%
5%
0%
2007 Cohort
2008 Cohort
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2018 Target (2014 Cohort)

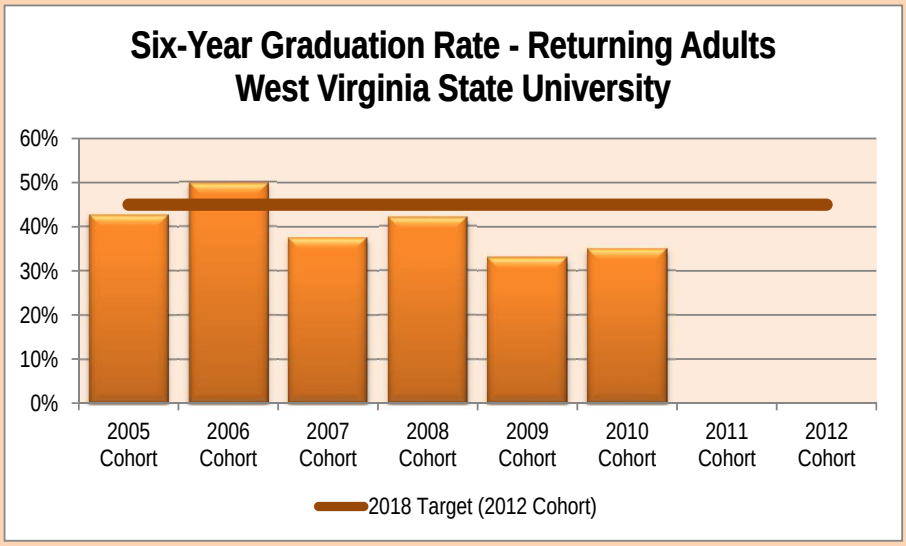

Four-Year Graduation Rate - Returning Adults
West Virginia State University
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
2007 Cohort
2008 Cohort
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2018 Target (2014 Cohort)

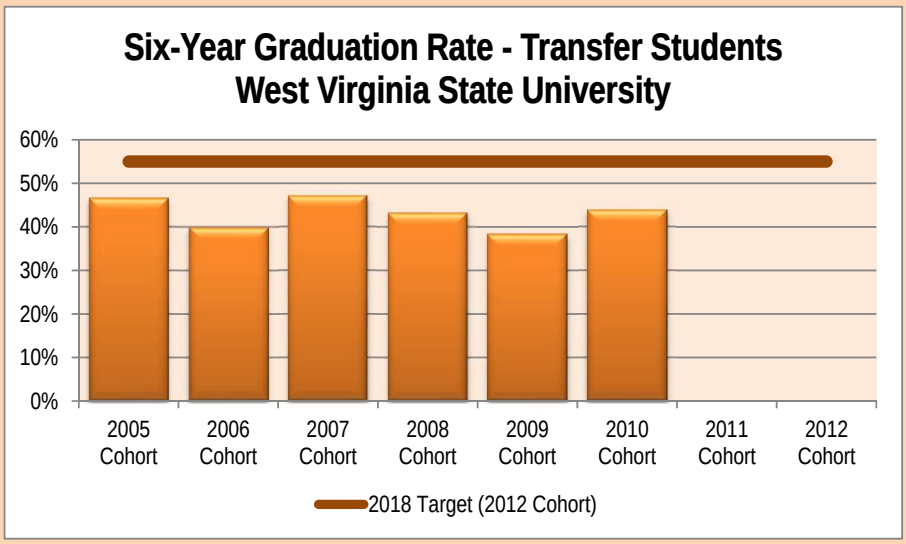

Four-Year Graduation Rate - Transfer Students
West Virginia State University
50%
40%
30%
20%
10%
0%
2007 Cohort
2008 Cohort
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2018 Target (2014 Cohort)

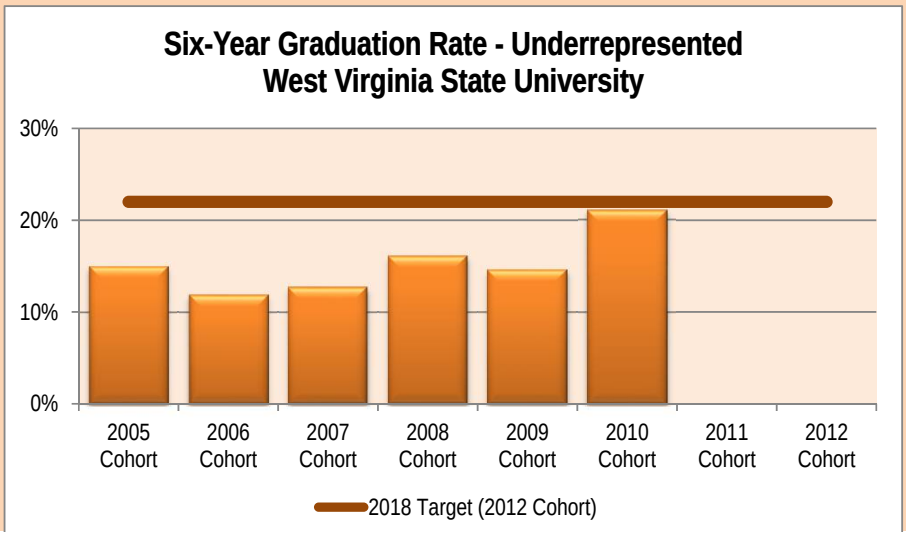

Four-Year Graduation Rate - Underrepresented
West Virginia State University
20%
10%
0%
2007 Cohort
2008 Cohort
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2018 Target (2014 Cohort)


Six-Year Graduation Rate - FTF
West Virginia State University
40%
30%
20%
10%
0%
2005 Cohort
2006 Cohort
2007 Cohort
2008 Cohort
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2018 Target (2012 Cohort)

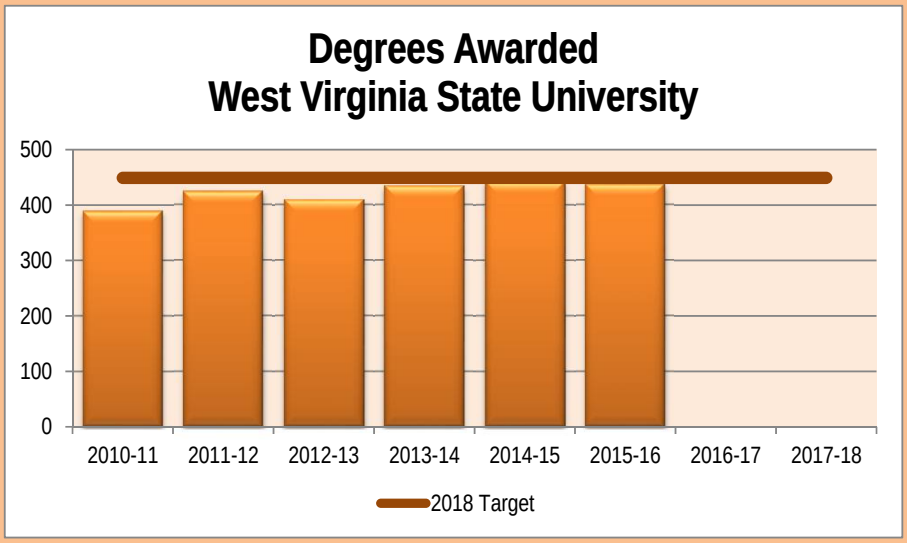

Six-Year Graduation Rate - Low Income FTF
West Virginia State University
30%
20%
10%
0%
2005 Cohort
2006 Cohort
2007 Cohort
2008 Cohort
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2018 Target (2012 Cohort)

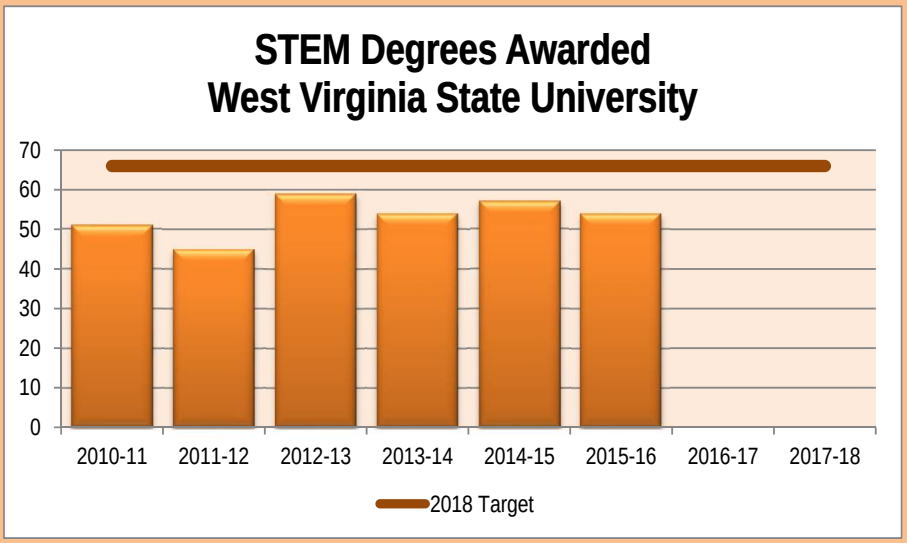

Six-Year Graduation Rate - Returning Adults
West Virginia State University
60%
50%
40%
30%
20%
10%
0%
2005 Cohort
2006 Cohort
2007 Cohort
2008 Cohort
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2018 Target (2012 Cohort)

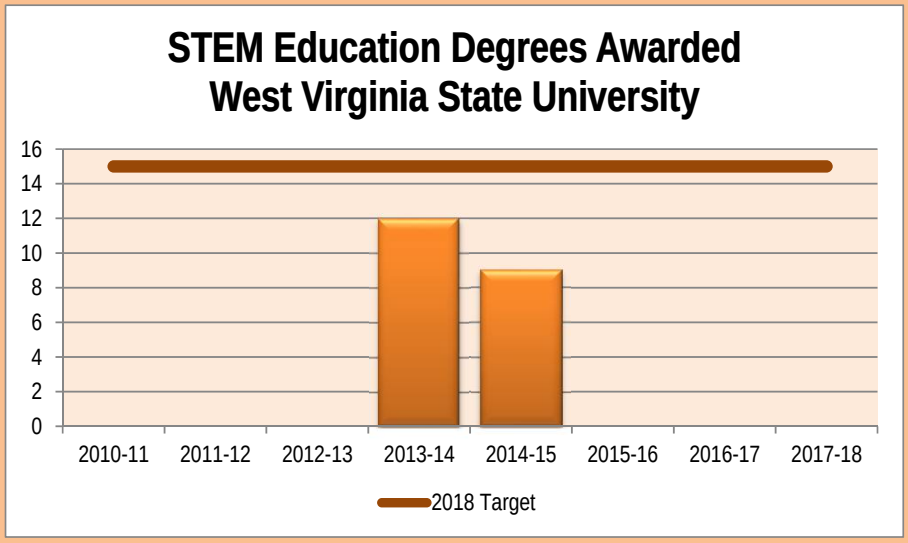

Six-Year Graduation Rate - Transfer Students
West Virginia State University
60%
50%
40%
30%
20%
10%
0%
2005 Cohort
2006 Cohort
2007 Cohort
2008 Cohort
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2018 Target (2012 Cohort)

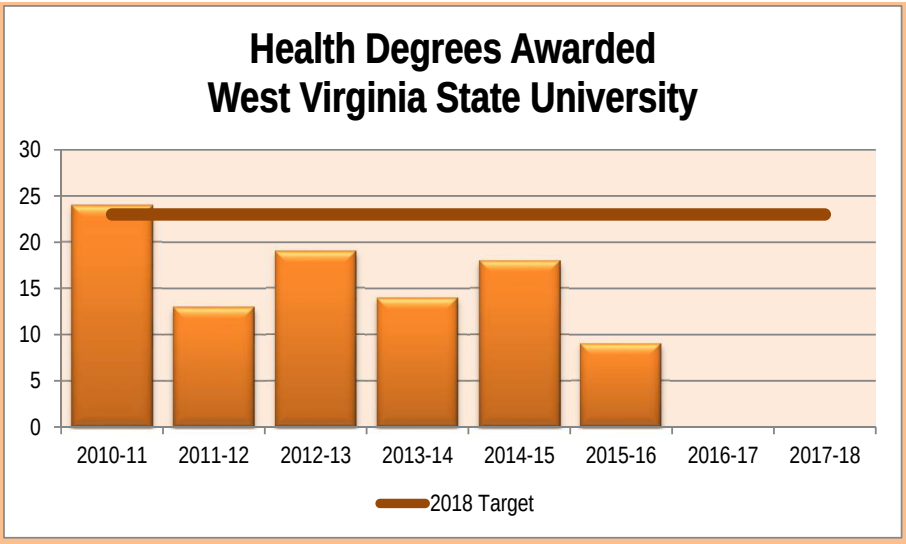

Six-Year Graduation Rate - Underrepresented
West Virginia State University
30%
20%
10%
0%
2005 Cohort
2006 Cohort
2007 Cohort
2008 Cohort
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2018 Target (2012 Cohort)

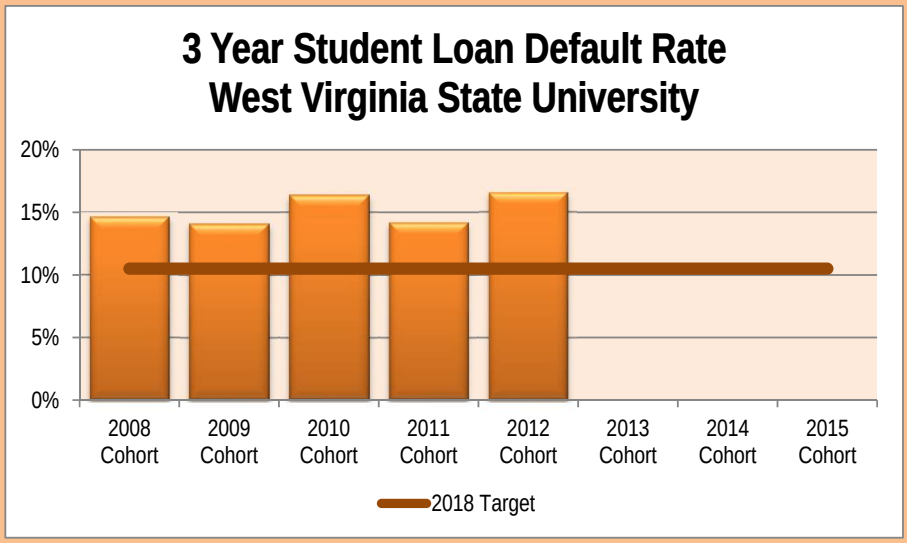
Impact


Degrees Awarded
West Virginia State University
500
400
300
200
100
0
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018 Target


STEM Degrees Awarded
West Virginia State University
70
60
50
40
30
20
10
0
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018 Target


STEM Education Degrees Awarded
West Virginia State University
16
14
12
10
8
6
4
2
0
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018 Target


Health Degrees Awarded
West Virginia State University
30
25
20
15
10
5
0
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018 Target


3 Year Student Loan Default Rate
West Virginia State University
20%
15%
10%
5%
0%
2008 Cohort
2009 Cohort
2010 Cohort
2011 Cohort
2012 Cohort
2013 Cohort
2014 Cohort
2015 Cohort
2018 Target

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Leading the Way Access. Success. Impact.

Compact Metric Update Instructions

1. For each metric grouping below, provide a **brief overview of current data trends**. ***Why might the data be trending this way? Is there a relevent connection between implementation of a Compact strategy or activity to the trends observed in these metrics?*** It is not necessary to address each metric within a metric grouping individually. Instead, provide a broad summary that encompasses general trends within the metrics collectively and, where appropriate, highlight significant accomplishments related to specific metrics.

2. Updated data submissions are required for some metrics. Fields are provided for those submissions.

3. Instructions for saving the completed form are provided at the end of the document.

4. The institutional Compact coordinator should submit the completed form as an email attachment to: ***compactupdate@wvhepc.edu***.

Access.

Enrollment

Fall Headcount | *Annualized FTE* | *Fall First-Time Freshmen Headcount*
Fall Low-Income Student Headcount | *Fall Underrepresented Racial/Ethnic Group Total* | *Fall Adult (25+ Headcount)*

Summary of Enrollment Trends:

Our fall headcount enrollment is up about 9.1% from the previous fall and puts us at 89.2% of our 2018 targeted goal. Last year, we were at 81% of the targeted goal so we are showing progress in the overall enrollment aspect. Both in-state and out-of-state enrollment numbers are up by about 9% respectively from the previous year. However, we dropped slightly in our annualized FTE (about 1%) from the previous year, leaving us at about 78% of reaching our target goal Our first-time freshman (FTF) enrollment was also down about 1% from the previous 2014 fall which is reflected for both in-state and out-of-state FTF enrollment. Fall 2015 Low Income Student Headcount was down about 1% from the previous year where we are at about 74% of that targeted goal. While our underrepresented student headcount is also down by about 1% from the previous fall, we are at 55% of our targeted goal. Our Adult 25+ headcount is down about 1% from the prior year leaving us at roughly 66% of that target goal, this is a decrease from being at 75% of that targeted 2018 goal last year.

Our enrollment increase does reflect an increase in early enrollment and collaborative high school program students. Efforts have increased to offer more partnerships with the Kanawha County schools As discussed in Activity 1 (Collaborative Access Plan- Strategy B), our commitment to offering early enrollment students dual credit is seen in our application to become the first accredited institution in West Virginia to offer early enrollment courses. Such accreditation requires that we uphold high standards in academic quality and instruction. while our other recruitment efforts for freshmen and transfer students are still quite active, enrollment is a little lower in those areas than previous year. One explanation might be that we do receive many local students and the drop could reflect our state economy. Our first-time graduate student numbers are also up by about 23% from the prior year, however our continuing graduate student numbers were slightly lower.

Under strategy 1 of the Collaborative Access Plan B, communication efforts are being increased for prospective freshmen and a transfer plan is complete. We hope this effort helps recruit a greater number of both subgroups. The Enrollment Strategy 1 discusses how specific grant funding is exhausted but we are still trying to find ways to move forward with engagement. As noted, we have added new fully online programs. Activity 2 notes that we have added college fairs for our sophomore and junior students this past year. Strategy 1 of Collaborative Access Plan C discusses the efforts being implemented which support advising, retention, the New Student Experience, to name a few.

Fall Low-Income Student Headcount	1,170

Success.

Developmental Education

Students Passing Developmental Mathematics | Students Passing Developmental English
Developmental Students Passing College Mathematics | Developmental Students Passing College English

Summary of Developmental Education Trends:

Since the 2010 cohort, WVSU has steady increased its percentage of students passing Developmental Education courses. In Developmental Math, the 2010 cohort passing rate was at 38.5% to the 2014 cohort with a passing rate of 55.3% which is at about 92% of our targeted goal of 60% for math. However, Developmental Math saw a slight decrease between 2013 and 2014 of a little over one percent yet show continuous improvement over time. In Developmental English, the cohort tracking begins in 2011 with a 33.3% pass rate and has increased to a passing rate in 2014 of 71.9% which is at about 94% of the targeted goal. In-state Developmental Math students show an increase in passing rate from the previous year, while the out-of-state decreased. In-state Developmental English students dropped about 2% in passing rate from the previous year while the out-of-state students increased in passing rate at nearly 9%.

For those developmental students passing a college-level course, the 2014 math cohort appears to be down slightly from the previous year for both in-state and out-of-state students but has shown marked improvement since the 2010 cohort (15.4 % versus 28.4% respectively). Students in Developmental English passing college level courses also shows good increase since the 2012 cohort (56.8% versus 70.6% respectively) with both in-state and out-of-state students showing increases from the previous year. With regard to the targeted rate, Developmental Math is about 71% of their goal while Developmental English has surpassed their targeted goal of 62% passing with 70.6% passing a college-level course this year.

Academic Quality Plan Strategy B reinforces our efforts to bring faculty together in both English and Mathematics to review the strategy used to place our students. As a result, we increased the use of the Accuplacer exam, and a revision to our mathematics curriculum that allows students to take a supplemental math course concurrently with other critical mathematics courses. We believe such efforts allow us to place students more effectively. We will continue to reevaluate this strategy for both math and English.

Retention

Full-Time, First Time Freshmen | Part-time Freshmen | Low-Income First-Time Freshmen
Returning Adults | Transfer Students | Underrepresented Racial/Ethnic Group Total

Summary of Retention Trends:

Since the 2011 cohort, we have showed small, but steady increases in our retention rate for first-time full-time freshmen. This year shows us at 93% of our targeted goal and we note a continued increase in fall-to-fall retention from the past four years. From last year, we saw an increase of 2% in the overall retention of first-time full-time freshmen. In-state retention increased by 1.2% while out-of-state student retention increased by 8.6% since the previous year. We note a 25.3% increase in the number of part-time freshmen who were retained but last years' rate had dropped considerably from the prior year (55.6% in 2012 versus 28.6% in 2013). This year we appear to have regained to 53.9% of the part-time freshmen retained. We are currently at 90% of our targeted part-time freshmen retention goal.

First-time freshmen classified as low income students appear to hold pretty steady across most years with this year at a .7% increase (57.8%) which puts us at about 96% of our targeted goal. Returning students have seen slight increases and decreases over the past four years with this year a 4% increase in retention from last year. This places us at approximately 85.2% of our targeted goal. Transfer students have experienced some increase and decrease in retention over the past four years but appear to be fairly steady holding at 69.1% this year which is up slightly at .5% but puts us at 91% of our targeted goal. Our underrepresented racial/ethnic group retention has continued to increase over the last three years. This past year, we saw an increase of 7.5% which puts us at 99% of our target goal.

The Collaborative Access Plan Strategy C defines many aspects of retention efforts. WVSU has placed considerable emphasis on developing ways to retain all students. The Retention and Student Success Council developed a structured plan to increase our ability to make data-driven decisions about the effectiveness of our efforts. The Council includes staff, faculty,and student representation and actively seeks input from membership and their constituents.

Success.

Progress Toward Degree

First-Time Freshmen Earning 30 Hours

Summary of Progress Toward Degree Trends:

First-time freshmen earning 30 credit hours show a small, but steady increase from the previous year (.6%) which places us at 93% of our target goal. In-state students dropped slightly while out-of-state students increased by 7.6% in progress toward a degree. The Progress Toward Degree (Activity 2) is thought to be showing a positive impact with the emphasis on 15-To-Finish by encouraging students to stay on track for graduation.

The university invested in expanding communications among prospective and current students. Other efforts detailed in the Progress Toward Degree, Activity 1 includes ways we are increasing advising efforts with more training and more effort being placed on students using the MyDegree system to track their own progress. These efforts will show up in better retention, as we are seeing, and higher graduation rates (although that is not quickly as evident as retention rates).We also are able to better target our students now with timely messaging related to the 15- to-Finish effort.

Graduation Rates

Four- and Six-Year Graduation Rates for:
First-Time Freshmen | Low-Income First-Time Freshmen | Returning Adults | Transfer Students
Underrepresented Racial/Ethnic Groups

Summary of Graduation Rates Trends:

The four-year graduation trends show a small, but steady increase overall from the previous year (2.5%) which places WVSU at 86% of the targeted goal. In-state students showed an increase (9.5%) while out-of-state students dropped 5.2% from the previous year. Returning students show a slight decrease in four-year graduation of 2.2% yet are at 99% of reaching their targeted goal. Low income freshmen saw a graduation rate increase of 4.2% since last year and has been increasingly well over the past four cohorts. Like retention for the returning students, four-year graduation rates have seen some small ups and downs over the past few cohorts but is quite close to reaching the 40% rate target goal (39.6% this year). Transfer students remain on a steady increase over the past five cohorts and has exceeded the target goal by 1.4% this year. Underrepresented ethnic/racial groups though showed a drop from last year in nearly 5% in graduation.

Those first-time freshmen graduating within six-years saw a 4.9% overall increase in the graduation rate from the previous year. Both in-state (28.6%) and out-of-state 18.2%) showed a marked increase form the prior year. There is a roughly five percent increase from last year to this year for both in-state and out-of-state students graduating within six years. Other specific student subsets saw an increase over the past year: low-income students 3.7%, returning adults 2%, transfer students 5.5% and underrepresented ethnic/racial groups saw an increase in graduation rates from the prior year. The underrepresented student subgroup is closest of the above subgroups to reaching their target goal (currently at 96%).

We feel that our faculty advisors are using the advising resources, to communicate with students, at a higher rate than previously used. We hope to soon receive raw data that supports the conversation heard among faculty and students. A workshop was added at the beginning of the fall semester for advisors using MyDegree@State. We expect to see a large increase in comparison to data from the same time last year will show a significant increase in students utilizing this resource as a way to help them stay on track for the 15-to-Finish initiative. Beginning fall 2016, all Colleges and Departments will track service usage data, however, the qualitative and quantitative data we have now suggest that more students are now meeting with advisors in a timely fashion.

Additionally, we continue to seek resources to implement a Living and Learning Community in our Keith Scholars Residence Hall. This effort (under Graduation Rates- Activity 3) would further create cohesion among students and connection to resources to keep them on track.

Impact.

Degrees Awarded

Associate's | Bachelor's | Master's | Doctorate | STEM | STEM Education | Health

Summary of Degrees Awarded Trends:

While the total number of degrees awarded in 2015-16 saw a slight drop of six from the prior year, we are still within 98% of our targeted goal. The number of bachelor degrees dropped from the prior year by 17 yet the number of graduate degrees awarded increased by 11. As in 2013-14, we exceeded our target goal for graduate degrees earned. STEM degree awards are down slightly from the year before (by three degrees overall) but masters degrees are up by four from the prior year. While we are at roughly 82% of our target, we have remained fairly consistent over the past three years. Bachelors degrees in STEM were also down from the previous year by seven total degrees. STEM education did not award any degrees this current year with last year (2014-15) seeing a drop from the year before (2013-14). Bachelors degrees in the health fields also dropped from the prior year by nine degrees. The health degrees awarded are within 39% of their targeted goal.

As seen in the Graduation Rates- Activity 1 section, the use of the Promoting Excellence in Education through Research (PEER) program grows faculty scholarship which creates collaboration between a faculty researcher and student. Research and Development continually works with faculty to identify new grant funds from external funding sources increase the research opportunities of our graduate students – especially in the STEM areas.

Our ability to grow both undergraduate and graduate student research experiences relies heavily on collaboration between Academic Affairs, Research and Public Service, and committed faculty members. We believe that research experiences will increase the likelihood of degree completion through important faculty/student engagement.

Number of STEM Education Degrees Awarded	0

Student Loan Default Rate

Federal Student Loan Cohort Default Rate

Summary of Student Loan Default Rate Trends:

In respect to the Student Loan Default Rate, we see the same pattern as that between the 2009 and 2010 cohort where there was a jump in the default rate. The increase between the 2011 and 2012 cohort is 2.4% but we continue to make small progress toward our target goal of 10.5% with the 2015 cohort. We are still made great progress since the default rate of 21.2% seen back in 2007. The Financial Aid Plan Activity 1 creates the Financial Aid Communication Plan which increases our ability to communicate about deadlines, loans, and financial literacy.

Financial Aid Strategy B- All residential living students were invited to participate in The Financial Aid Workshop with approximately 20 students attended in 2015 and slightly less at 15 in 2016. These workshops will continue and try to time their offerings better for student needs as these workshops offer important education about the responsibilities of financial aid. To add, (Financial Aid-Strategy C) The Office of Student Financial Assistance strives to provide information to students and their families to navigate and understand the financial aid process in an accurate and timely manner.

To help support student access to potential future employers, which potentially decreases default rates if students find employment, the Office of Career Services and Academic Internships supports students as they develop career interests and goals with a range of specialized programs, services and resources. Through Career Pathways Strategy A, students receive employment, internships, and cooperative education experiences. This work requires cooperation with local businesses, industry, government agencies and non-profits to develop internship, cooperative experiences and permanent employment opportunities for WVSU students and graduates. Providing these resources for students to secure post employment may help us lower loan default rates.

Impact.

Research and Development

Research Grants and Contracts | Licensure Income | Peer-Reviewed Publications | Start-Up Companies | Patents Issued

Summary of Research and Development Trends:

The University was able to increase the number of grants and contracts submitted and received during this reporting cycle. Consequently, the amount of extramural funding secured for the University also grew accordingly. In terms of total revenues secured from extramural funding, during this reporting cycle, there was an increase from $13.5 M to 15.8 M; which represents a 17% increase. As it relates specifically to research expenditures, WVSU spent $5,423,134 from externally sponsored funding for the academic year of 2013-2014. In 2014-2015, the University research expenditures reported were $6,141,887. During this reporting cycle (AY 2015-2016), the research expenditures totaled $7,019,000. These increases represented approximately 13% respectively, for each of these two cycles; a steady growth. In relation to funding trends, the federal base and formula funding had a slight increased again during this reporting cycle, however this funding is expected to remain flat at best for the next reporting period. State funding on the other hand continued a declining slope during this cycle. In spite of declining budgets at the state level, the University managed to modestly increase its research funding. As the University administration continues supporting and embracing the research scholarly work, more faculty and research staff are encouraged to pursue external support. The Promoting Excellence in Education through Research (PEER) was institutionalized during the previous reporting cycle. This program, which provides financial support to encourage and foster the advancement of research, has been extremely successful and already improved faculty research participation. In turn this program is also expected to have a future impact on the extramural funding which ultimate promotes and supports the enrichment of academia and student learning at the University. The University also continued efforts to improve the research administration of its externally sponsored programs. In 2015, the RPS hired an external contractor with expertise in research grants to assist in identifying and submitting requests for externally sponsored funding opportunities. The awarding proposal rate was improved through this means of support but not significantly. Concurrently, the University continued an organization restructuring, comprising the formal establishing of its Office of Sponsored programs, to provide leadership in the research administration for the entire University. The gradual and sustained growth of these externally sponsored funds required the addition of new personnel, as well. A Sponsored Programs specialists was also hired to assist the Interim Director manage the office.

Total dollar value of **licensure income in FY14**. (Round to whole dollars).	$0
Total number of **peer-reviewed publications** generated by the institution in **FY14**.	33
Total number of **start-up companies** created in **FY14**.	0
Total number of **patents issued** in **FY14**.	0

Additional Information / Comments

Use the space provided below for comments or additional information.

WVState_MetricUpdateForm.pdf

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Enrollment

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

Grow WVSU headcount enrollment.

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

Activity 1:

Grow enrollment of adult learners through a grant funded Return to Learn program.

As reported last year, grant funding for the Return to Learn program is currently exhausted. We continue to make outreach in a variety of ways to encourage adult learner participation in higher education. One new initiative implemented was the partnership with The Learning House, which supports recruitment for online degree seekers. These new online program options allow alternative learning options for adult learners to obtain their degree. Former students with credits but no degree were shared with The Learning House for recruitment purposes.

The University also participates in community events geared toward adults looking to enter/re-enter the work force, higher education or the military. Examples of these events include Workforce Development Center job fairs and Charleston Job Corps events.

Activity 2:

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

Increased communication initiatives were launched in the fall of 2015. The primary initiative is through an addition of a communication plan targeted toward juniors. College fairs focusing on sophomore and junior students were attended in the spring.

Implementing a communication plan for high school sophomore students will take place during the AY16-17.

Activity 3 (If applicable):

Transfer student recruitment.

Assessment of activities associated with fall 2016 recruitment/enrollment is ongoing.

Additional partnerships with out-of-state community and technical colleges continues to grow, allowing increased access to a larger transfer student population. Internal adjustments to the transfer evaluation process are ongoing. Although we need additional guidance, we anticipate early awarding for transfer students to begin December 1st. Our transfer counselor continues to be active in local and out-of-state transfer and adult learner recruitment events. A total of 25 visits (15 schools/locations) to West Virginia Community and Technical Colleges in 2015-16 and 8 visits (5 schools) to out-of-state community colleges.

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

Populations:

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

Degree Areas:

☐ Health ☐ STEM ☐ STEM Education

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

Staff time. Admissions counselor focused on transfer recruitment; restructured position added summer 2014. Increased financial costs for travel, literature, and postage.

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

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

Increased transfer initiatives required continued partnerships with the academic colleges, financial assistance, and the office of registration and records. Enhanced communication plans for sophomores/juniors have been supported by the university CRM, as well as University Relations and Operations.

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

Adult learners and students with college credits/no degree continue to be a focus in our recruitment efforts.
The Return to Learn concept will continue to be communicated with this student population.

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Developmental Education

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

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

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

Activity 1:

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

Implementation of the above curriculum occurred in fall 2015. Unfortunately, the number of students passing developmental math decreased from 25.2% to 18.1% in the 2015 cohort. Plans are under way to bolster math tutoring through the implementation of an Academic Student Success Center in the fall of 2016, which is expected to assist in addressing these deficiencies.

Activity 2:

The University relocated the Writing Center to the Library. This move, coupled with the hiring of a dedicated Director of the Writing Center, allowed us to focus more attention on supporting student success in English courses and for writing assignments that extend across the curriculum.

Data collected from participation logs suggest that the above-mentioned improvements in Writing Center location and the attention afforded by the dedicated Director have improved the quality of the Writing Center experience. (Please see below for data report.) Further, the increase in students passing developmental English courses from 16.7% in 2014 to 21.4% in 2015 supports this claim.

From August 10, 2015 to May 15, 2016: 93 students visited the Writing Center for a total of 343 visits.
August 10, 2015 to December 15, 2015: 228 visits
January 15, 2016 to May 20, 2016: 115 visits
Total visits for the academic year 343 visits

Activity 3 (If applicable):

The University previously implemented English 101-E. This enhanced version of English 101 allows students with appropriate test scores to enroll in a special form or English 101 that includes mandatory support provided at no cost to the student through the Writing Center that we recently relocated to the Library. The implementation of English 101-E drastically reduced the number of developmental English sections that we offer, and our goal is to continue to reduce our developmental English offerings until we eliminate the need for students to have to take developmental English.

As a result of these implementations, the number of developmental English students passing college-level courses grew from 54.2% in the 2014 cohort to 60% in the 2015 cohort. It is the intention of Academic Affairs to continue to strengthen this program with resources. Elimination of English 020 in favor of English 101-E will continue until all developmental English is taught within that format. Total crossover to English 101-E is expected to be completed by fall 2017.

Due to the above mentioned changes, stretch courses were deemed unnecessary at this time.

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

Populations:	**Degree Areas:**
☑ Low Income ☑ Adult Learner ☑ Underrepresented Minority	☐ Health ☐ STEM ☐ STEM Education
☑ Transfer Students ☑ Part-Time Students	

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

In addition to the increase in faculty time to the Math Department and the Writing Center, WVSU will invest human and physical resources in the aforementioned Academic Student Success Center.

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

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

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

We continue to emphasize the significance of mathematics and English in the General Education curriculum at the University.

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
First Year Retention

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

The general focus is to enhance programs and services offered to new freshmen in an effort to improve their academic and personal success and improve likelihood they will return to the University for a second year. University efforts include, but are not limited to, enhancing the New Student Advising and Orientation program to further encourage connection and engagement with University students, faculty and staff and an understanding of the programs and services available at the University to support student success; actively reaching out to new freshmen who have financial balances with the University (not covered by financial aid) to discuss options for payment; and development of a "check-in" process for targeted subpopulations within the freshman class.
Current metrics suggest that we have been successful in all areas outlined in the strategy:
1) Evaluation results from summer 2015 New Student Orientation indicate:
90% of participants learned about student services and resources; 85% understand financial obligations and 88% understand what it takes to be successful at WVSU. 2) All students with balances were communicated with frequently throughout the semester; special attention was provided to residential students with balances.
In addition to the success outlined above, WVSU has continued to enhance the first-year experience of incoming freshmen through the following activities:

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

Activity 1:

WVSU has revamped the First-Year Experience (FYE) course required of all first-time freshmen and transfer students with less than 30 hours of transfer credit. The curriculum, formerly covered in a 1-credit-hour delivery, has been enhanced and expanded into a 3-hour course which includes instruction and focus on diversity, as well as the traditional elements of FYE instruction. The process, while centralized in the Office of Academic Affairs, allows suitable flexibility for each College to deliver instruction pertinent to students within its particular majors, while providing the enrichment necessary for success from all students within the University. The planning of the new FYE has been a year-long process with input from faculty and students. Implementation of the curriculum is slated for the fall 2016 semester. The course is a part of the newly-revised General Education curriculum at WVSU, which was implemented in the spring semester of 2016.

Assessment strategies are in place for the new FYE course, which will yield data at the close of the 2016-2017 academic year.

Activity 2:

In 2012, WVSU began a concerted effort to increase its Early Enrollment/Dual Credit footprint in West Virginia. Students enrolled in dual credit courses are:

1) twice as likely to aspire to earn a college degree
2) five times more likely to enroll in college
3) nearly twice as likely to complete a bachelor's degree within four years
(Indiana Commission for Higher Education - Improving College Success through Effective Dual Credit, 2010)

At the close of academic year 2011-2012, WVSU was involved in early enrollment efforts in one West Virginia county. As of this writing, WVSU is now a recognized Early Enrollment player in four counties. Our enrollment over this four-year period has grown from 225 to 850. As of this writing, the 10 and 30 day census have not been completed; however, early enrollment for fall 2016 is anticipated to increase. Fifty-seven of the University's previous fall 2015 and spring 2016 early enrollment students are currently enrolled as first-time freshman (as of Aug.16, 2016) for the fall 2016 semester. This represents about 13 percent of our first-time freshman enrollment for fall 2016.

Our Adult Education Prison Initiative, begun in 2014, operates in three WV prisons, with an average enrollment of 80 students per semester. For fall 2016, as of this writing, the Adult Education Prison Initiative is not anticipated to have students enrolled. Again, we are awaiting the census.

WVSU is currently pursuing accreditation with the National Alliance for Concurrent Enrollment Partnerships (NACEP). This pursuit has been a two-year process, with accreditation expected by May 2017. If successful, WVSU will be the only WV higher education institution with such accreditation.

Activity 3 (If applicable):

In the fall of 2015, all degree-granting programs revised and updated degree maps to become more user-friendly. These maps are now included in the online catalog, as well as in hard copy form in departmental and advisor offices. Degree maps provide a visual, tangible means for students to track successes in progress toward degree, thereby fueling retention efforts.

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

Populations:	**Degree Areas:**
☑ Low Income ☑ Adult Learner ☑ Underrepresented Minority	☑ Health ☑ STEM ☑ STEM Education
☑ Transfer Students ☐ Part-Time Students	

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

Additional human and financial resources have been invested in enhancing the improved method of delivering new student orientation. Preregistration of students and the extra work of face-to-face advisors has stream-lined the registration and welcoming process.

Additional human and financial resources have been invested into the process of revising and revitalizing the FYE curriculum and delivery process. We are hopeful that the enhanced curriculum will enable students to become more quickly successful academically and socially, thus boosting the retention efforts already in place at WVSU.

Additional human resources have been invested in the application process for NACEP accreditation.

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

The office of Academic Affairs and the Office of Enrollment Management and Student Affairs, have worked on a regular basis to see to the success of the initiatives outlined above. Additionally, these offices continue to work on a recurring basis with all campus entities, including but not limited to, University Advancement, University Relations and Operations, Business and Finance, and Human Resources to ensure that all needs pertaining to increasing student retention are met/exceeded.

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

While WVSU seeks to diligently employ all strategies of the original Compact and to map their successes, this report provides evidence that the University continues to expand the retention envelope through constant brainstorming, planning, and implementation of ideas on the retention front.

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Progress Toward Degree

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

The focus of this strategy is to impact graduation rates through activities provided in Progress Toward Degree. Additionally, the University is working with the WVHEPC on a comprehensive plan that stresses the significance and importance of 15 to Finish. University efforts include, but are not limited to, the development of a comprehensive plan that stresses the significance of 15 to Finish.

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

Activity 1:

WVSU continues to utilize its personalized messaging for each student during the advising and registration period. Additionally, our Director of Registration and Records continues to provide training for advisors on use of the MyDegree@State system. An equal percentage of advisors and students are utilizing MyDegree@State. Statistics collected from the 2015-2016 academic year (WVNET) suggest that 97 of our 130 advisors (70%) are now using this advising tool on a regular basis. Additionally, 2,168 of the 2,743 (70%) of current WVSU students are regularly using MyDegree@State as an aid in progressing towards degree completion. This baseline data will be used as a comparison with AY 2016-2017 data in order to ascertain the impact of this initiative. Additionally, a list of advisors has been compiled and is regularly updated. This information is uploaded in MyDegree@State, allowing all students to access names and contact information for individually-assigned advisors.

WVSU believes that these initiatives have been instrumental in the rise in first-time freshmen retention rates.

Activity 2:

The University continues to provide targeted messages that provide students with their advisor information. We also communicated the names and contact information of all advisees to the respective advisors in the appropriate academic departments. An advising guide has been developed and disseminated in each College, which provides information and support for the 15 to Finish initiative. The 10-day census information from AY 2015-2016 suggests that our efforts are beginning to see modest success. As of this writing, we await the 10-day census information from AY 2016-2017.

Activity 3 (If applicable):

Our Director of the Honors Program and Director of Residential Life continue to be actively engaged in conversation related to developing and implementing a living learning community in our newest residence hall. This living learning community would integrate some of our top performing students into the residence hall, and we hope that it inspires others to perform at higher academic levels. This initiative has support across the University community, and funding is being developed in order to implement this strategy, with full implementation expected in the fall 2017 semester.

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

Populations:	**Degree Areas:**
☑ Low Income ☑ Adult Learner ☑ Underrepresented Minority	☐ Health ☐ STEM ☐ STEM Education
☑ Transfer Students ☐ Part-Time Students	

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

Significant time and resources were invested in the recent revamping of the WVSU General Education curriculum. This change in hours required from 53 to 38 was a major step forward in Progress Toward Degree for our students. Additionally, the Offices of Academic Affairs and Registration and Records have invested substantial human resources in providing advisor training and information, as well as training on 15 to Finish. More students at WVSU are now taking 15 credit hours per semester. Consequently, an increase in four-year graduation rates is expected beginning with the AY 2015-2016 cohort.

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

Representatives from Academic Affairs and Enrollment Management and Student Affairs collaborated on this initiative.

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

The General Education (G ED) curriculum at WVSU was revised through a multi-year, University-wide project. The total number of credit hours in the G ED curriculum was reduced from 53 to 38. Implementation of the new G ED curriculum occurred in the fall 2015 semester. Students are now encouraged to pursue minor fields of study. It is expected that the reduction in G ED credit hours will enhance the percentage of students remaining on track to finish degrees in four years. Data will be assessed beginning with the fall 2015 cohort of first-time freshmen and will be available in the spring of 2019.

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Graduation Rates

Leading the Way Access. Success. Impact.

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

The focus of this strategy is to impact graduation rates through activities provided in Progress Toward Degree. Additionally, the University is working with the WVHEPC on a comprehensive plan that stresses the significance and importance of 15 to Finish. University efforts include, but are not limited to, the development of a comprehensive plan that stresses the significance of 15 to Finish.

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

Activity 1:

Anecdotal information for WVSU faculty advisors and students suggest that the number of advisors using MyDegree@State is rising; however, as of this writing, WVNET (host of MyDegree@State) has not been able to provide hard data on this subject. Further, a workshop on advising using MyDegree@State was held during the opening week of AY 2016-2017. It is expected that a comparison to data from the same category in AY 2016-2017 will show significant increase in students using this resource.

Qualitative and quantitative data suggest that more students are now meeting with advisors in a timely fashion. While some Colleges and Departments track this statistic, others do not. WVSU is now requiring all Colleges and Departments to track this statistic beginning in the fall 2016 semester. Data from this tracking will enhance our ability to monitor the success of our advising initiatives. Continued training for advisors is planned into the foreseeable future.

Additionally, WVSU continues its efforts to secure funding for the implementation of a Living Learning Community (LLC) with the Keith Scholars Hall residence facility. A LLC are programs that involve undergraduate students who live together in a residential community and participate in academic and extracurricular programming especially designed for them. Recent changes in Title III funding have added complexities to this effort.

Activity 2:

Activity 3 (If applicable):

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

Populations:	**Degree Areas:**
☑ Low Income ☑ Adult Learner ☑ Underrepresented Minority	☐ Health ☐ STEM ☐ STEM Education
☑ Transfer Students ☑ Part-Time Students	

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

While human and physical resources have been invested in the included activities, this has, to date, been a cost-effective effort.

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

All Colleges within Academic Affairs have collaborated on the publication and dissemination of Advising Guides, as well as revamping policies for the tracking of advising within their departments. Further, faculty across the campus community are utilizing the Faculty Referral (early warning) system at a rate of approximately 70 percent. This system allows faculty to report students in distress (academic or otherwise) to appropriate counselors. The office of Academic Affairs has undertaken the goal of raising the faculty participation level to 100 percent before AY 2019-2020.

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

The development and implementation of an Academic Student Success Center has been undertaken by the Office of Academic Affairs. This Center is expected to open in the spring 2017 semester. The Center will have a positive impact on Progress Towards Degree, Graduation Rates, and Retention. Data from the Center will be included in the AY 2016-2017 update report to the WVHEPC.

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Graduate Student Success

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

The overall focus of this strategy is to increase the success of graduate students by providing opportunities for student engagement. University efforts include, but are not limited to, working with graduate faculty members in the current graduate degree programs to find ways to identify research opportunities for current graduate students in an effort to increase graduate student success and establishing a graduate student advisory council to help advise graduate program coordinators regarding decisions that impact the graduate experience.

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

Activity 1:

We continue to utilize the Promoting Excellence in Education through Research (PEER) program to help encourage faculty scholarship (as outlined in the Faculty Scholarship update document). One important aspect of the proposal process is the collaboration between a faculty researcher and student. In 2015, 13 PEER Grants were awarded. In 2016, 17 PEER Grants were awarded, showing an increase of over 25% in awards granted. We also continue to secure grants from external funding sources that allow us to increase the research opportunities of our graduate students – especially in the STEM areas. In the area of Criminal Justice, one student participated in a research project not associated with their thesis. Two students made films as research projects in the Media Studies program, one of which was award-winning.

Activity 2:

The formation of the Graduate Council in Academic Year 2015-2016 and its official implementation is now complete. The Council has now consolidated the information retrieval process (i.e. GRE and TOEFL score collection) in the office of Academic Affairs. Selection of potential graduate students is still housed within the individual programs, which is consistent with graduate programs at sister institutions across the country. This has increased the efficiency of information gathering and dissemination.

Activity 3 (If applicable):

We did not provide an additional activity for this strategy.

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

Populations:	**Degree Areas:**
☐ Low Income ☐ Adult Learner ☐ Underrepresented Minority	☐ Health ☐ STEM ☐ STEM Education
☐ Transfer Students ☐ Part-Time Students	

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

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

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

Our ability to increase graduate student research relies heavily on collaboration between Academic Affairs, Research and Public Service, and the dedicated graduate faculty members at the University. We all work in tandem to identify quality students, seek funding, and provide research opportunities to graduate students at the University. These collaborations are expected to continue throughout the life of the graduate programs at WVSU.

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

We continue to increase our graduate enrollment and strengthen our programs through recruitment. We have expanded our international footprint within the last academic year by the opening of an office of International Affairs, which has enhanced the enrollments in our graduate programs.

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Faculty Scholarship

Leading the Way Access. Success. Impact.

Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.

2. Instructions for saving completed forms are provided at the end of the document.

3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to ***compactupdate@wvhepc.edu***.

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

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

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

Activity 1:

The University continues to operate its Promoting Excellence in Education through Research (PEER) program with excellent results. Scholarly research is now being fully funded in all four of the University's Colleges. During AY 2015-2016, 17 grants were awarded with a total amount of $85,000. Due to the success of the program over the past two academic years, the level of funding has been increased to $150,000 for AY 2016-2017.

Additionally, the Deans' Council worked throughout academic year 2015-2016 to revamp the criteria for tenure and promotion. Consequently, the expectation is regards to research and publication has increased for all full-time faculty hired after AY 2014-2015.

Activity 2:

We only submitted one activity for this strategy.

Activity 3 (If applicable):

We only submitted one activity for this strategy.

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

Populations:

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

Degree Areas:

☐ Health ☐ STEM ☐ STEM Education

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

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

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

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

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

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Degrees Awarded

Leading the Way Access. Success. Impact.

Compact Update Instructions

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2. Instructions for saving completed forms are provided at the end of the document.

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

The general focus is for the University to increase the overall number of baccalaureate degrees awarded by educating students on what is required for degree completion. University efforts include, but are not limited to, expanding the use of DegreeWorks to include degree maps, which records milestones during the course of study for each individual student.

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

Activity 1:

With the implementation of new General Education curriculum guidelines, degree maps are now available to all students through departmental offices and on the WVSU website. The office of Academic Affairs believes that the use of degree maps has enhanced the progress toward degree of many students and made the advising experience more streamlined and efficient. It is our intention to place the maps into MyDegree@State during the fall 2016 semester.

Activity 2:

We only submitted one activity for this strategy.

Activity 3 (If applicable):

We only submitted one activity for this strategy.

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

Populations:	**Degree Areas:**
☑ Low Income ☑ Adult Learner ☑ Underrepresented Minority ☑ Transfer Students ☑ Part-Time Students	☑ Health ☐ STEM ☑ STEM Education

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

Departmental personnel uploaded degree maps onto the University website and have made them available in departmental offices. Further, advisors have been instructed in the use of degree maps during advising sessions with students.

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

Work across the campus community has resulted in access to degree maps for all students and advisors.

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

We believe the degree maps had a positive impact on overall student success, and we look forward to evaluating the merits of our degree maps and their affect on graduation rates with the graduation of the AY2018-2019 cohort.

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Student Loan Default Rate

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

FY2013 Three Year Draft Cohort Default Rate (CDR) for WVSU is 16.6, a 2.2 point increase over the last reporting cycle. We attribute the increase to the economic downturn, which had a significant impact on the borrowers captured in this cohort. WVSU has a great deal at stake in this upward trend as high CDR's can harm an institutions reputation and expose it to federal sanctions, both of which can impact the institution's recruiting efforts.

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

Activity 1:

The goal is to enhance the loan exit counseling process.

All graduating students who received Federal Student Loans were sent an email to complete the online Exit Counseling process for spring 2016 on the Federal Student Aid website. These students were also emailed the Exit Counseling brochure as a reference piece to assist with setting up their National Student Loan Data System (NSLDS) account to review and learn about their lender.

A report of how many graduating seniors participated will be pulled from the Department of Education website and assessed. Going forward, financial aid will work closely with the Registrar and Graduation Committee to hold transcripts until the counseling is completed.

Activity 2:

"Money Matters" presentations were presented at New Student Orientation to parents of incoming freshmen. Beginning in spring 2016 we included the students and parents for this presentation. This presentation was also presented at the WVSU Welcome Days to a captured audience of students and parents. This presentation will continue going forward.

During 2015-16, a financial aid representative presented in depth information about student loan at eight Freshmen Experience classes on campus. A PowerPoint created just for the Freshmen Experience classes provided detailed information for students about planning, budgeting and not to borrow more Federal Student Loans than is needed. Promotion of CashCourse was also emphasized as a tool that can be helpful in making their college budgeting and financial planning easier.

Additionally, in the spring of 2016, WVSU partnered with EdFinancial to add additional outreach, tracking and reporting that will assist in reducing current and future default rates. EdFinancial Services is a financial company which provides student loans servicing for 15 of the top 100 lenders in the USA, including regional and national banks, secondary markets, state agencies and other student loan providers.

Activity 3 (If applicable):

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

Populations:

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

Degree Areas:

☐ Health ☐ STEM ☐ STEM Education

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

Staff time and effort to plan and deliver presentations. Staff time is also required to partner with EdFinancial.

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

In the spring of 2016, WVSU partnered with EdFinancial. HEPC provides the financial support to make this partnership possible.

Faculty and staff support is necessary for all presentations.

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Research and Development

Leading the Way Access. Success. Impact.

Compact Update Instructions

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3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to ***compactupdate@wvhepc.edu***.

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

In order to improve upon efficiencies and take maximum advantage of the intellectual academic capital at the University, the portfolios of the research faculty in the Research and Public Service unit (RPS) will be evaluated, as to the appropriate rank and tenure. Qualified individuals will be assigned faculty status to the University department congruent with the faculty's expertise and academic background. Additionally, the Faculty Handbook will be modified to include evaluation criteria for research-centric appointments.

During this reporting cycle, the University's RPS unit continued assessing the University's research portfolio to investigate additional opportunities to expand its current research and explore new research areas (e.g. bioenergy, environmental, biomedical and biobehavioral). Concurrently, the University successfully implemented the criteria and the process to evaluate and assign faculty status for research personnel. The Faculty Handbook was updated to reflect this evaluation criteria for research-centric appointments. Furthermore, with the gradual attainment of additional externally sponsored funding, an increased number of existing and new faculty members participated in research activities. This increase in faculty participation also resulted in a greater number of undergraduate and graduate student participation in research activities.

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

Activity 1:

Establish an Office of Undergraduate Research.

The Vice President for Research and Public Service continued working with the Provost to establish an Office of Undergraduate Research. As a result of a gradual increase in externally sponsored funding, the number of existing faculty participating in research and new research faculty hired, also experienced a gradual and modest growth within this reporting cycle. Along with the involvement of these faculty members, at least 20 additional graduate and undergraduate students were engaged in research activities during this time. Consequently, in order to better coordinate the promotion, management and data collection of faculty and students involvement in research activities, the Office of Undergraduate Research [and Graduate Students] is still being planned to be implemented as previously proposed. Presently, efforts to identify additional funding to fully implement this office are been actively pursued.

Activity 2:

Integrate the Research and Public Service (RPS) research faculty into the appropriate departments and colleges on campus:

The President, Provost and Vice President for Research and Public Service worked diligently with the WVSU Faculty Senate to develop the criteria for faculty status for the Research and Public service unit's eligible personnel. This criteria to appoint research faculty involved within the RPS unit was approved by the faculty senate and officially established in the previous reporting cycle. As a result of this process, several eligible research and extension personnel were evaluated to determine their appropriate rank and tenure. Qualified individuals were assigned faculty status and placed within one of the University's academic departments congruent with the faculty's expertise and academic background. New research associates and faculty members hired by the RPS unit, who meet the eligibility criteria, can now be assigned academic appointments immediately thereafter joining the University.

Activity 3 (If applicable):

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

Populations:	**Degree Areas:**
☐ Low Income ☐ Adult Learner ☐ Underrepresented Minority	☐ Health ☑ STEM ☑ STEM Education
☐ Transfer Students ☐ Part-Time Students	

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

The implementation of the Office of Undergraduate Research will require several sources of funding. Currently, U.S. Department of Education Title III Funds are available to support its initial implementation. Title III funds will be used specifically to encourage the development of undergraduate research programs for students in the sciences, technology, engineering, and mathematics disciplines. These funds will be invested in supporting the director's activities, faculty and student programs, the acquisition of equipment and supplies, and for travel.

No financial resources were required for the establishment of the RPS faculty academic appointment during this cycle.

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

Both activities comprising this strategy required the close collaboration and coordination of several administrators at the University, including the President's Office, Academic Affairs, and Research and Public Service. More specifically, the Vice President for Research and Public Service continued working with the President, Provost, Academic Deans, the Director of CASTEM, the Director of Extension, and the Director of Agricultural and Environmental Research Station to develop the faculty appointment system and the Office of Undergraduate Research. External collaborations included mainly the program approval and funding from the U.S. Department of Education.

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Collaborative Access Plan - Strategy A

Leading the Way Access. Success. Impact.

Compact Update Instructions

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3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to ***compactupdate@wvhepc.edu***.

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

Through effective recruitment strategies and practices, WVSU seeks to provide information, services, and support to qualified individuals in order to attract, admit, and enroll a diverse student population in accordance with the academic and strategic goals of the University. The strategies and activities included in this plan support the University's interest in growing enrollment by collaborating with the Kanawha County Schools system, enhancing communications with prospective students, and working with WVSU alumni to add to State's visibility and outreach. Decisions will increasingly be based upon new data, new technologies will continue to be infused, response times will be monitored, and multiple channels of communication will be utilized at various stages of the recruitment and admission cycle.

Under strategy A, the focus of this strategy is to increase the number of high school students who study for college credit through innovative programs at WVSU; some of which offer an opportunity to obtain a year of college credit prior to completing high school.

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

Activity 1:

The University effectively launched the 1+3 programs that allow high school students to complete one year of college while still in high school. The launch of this initiative increased the number of early enrollment students, and we expanded the current program to counties beyond Kanawha. This expansion takes this valuable program to many areas where we witness a lot of low income, potential college going students. We also recently reduced the price of each course to $25 per credit hour because we want to provide opportunity to individuals who are unable to afford the cost of a traditional college course. Steps toward accreditation have been taken with application being made to the National Alliance for Concurrent Enrollment Partnerships (NACEP). Once granted, we will be the only early enrollment accredited institution in WV. Additionally, we are the only NACEP member in WV. Our estimated fall 2016 dual credit is 1100, an increase of 150 students from fall 2015. Fifty-seven of our previous fall 2015 and spring 2016 Early Enrollment students are currently enrolled as first-time freshmen as of August 16th for the fall 2016 semester. This is about 13% of our first-time freshman enrollment this fall. (57early enrollment /447 FTF).

Activity 2:

Throughout the academic year, we provided free college courses through early enrollment to students enrolled in our Upward Bound and Upward Bound Math-Science programs. We continue to offer these classes for free since participants in those programs are low income, first generation, potential college going students who have a bright future as long as we work to provide them the appropriate opportunity. We have experimented with offering online classes to our Upward Bound and Upward Bound Math-Science students. Over the course of the 2016-2017 academic year, we will monitor progress as to the success of this endeavor.

Activity 3 (If applicable):

Due to the renegotiation process with Kanawha County Schools, the number of students in the Collaborative program has decreased from approximately 90 in AY 2015-2016 to 43 in AY 2016-2017. WVSU will monitor this program and determine methods for improvement through collaborative processes with all campus constituencies and the Kanawha County Schools system.

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

Populations:	**Degree Areas:**
☑ Low Income ☐ Adult Learner ☐ Underrepresented Minority	☐ Health ☐ STEM ☐ STEM Education
☐ Transfer Students ☐ Part-Time Students	

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

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

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

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

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Collaborative Access Plan - Strategy B

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

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

The strategies included in the Compact support the University's interest in growing enrollment by collaborating with the Kanawha County Schools System, enhancing communications with prospective students and working with WVSU alumni to add to State's visibility and outreach.

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

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

Activity 1:

Use CRM / EMAS Pro to create additional communication flows.
Continually update communication plans for prospective First Time Freshmen. Additional academic and student affairs messaging added and updated on continual basis.
Transfer communication plan complete.

Communication has begun with prospective junior students, with the intent of adding sophomore and parent communication plans in AY16-17.

Activity 2:

Create a University-wide calendar of activities designed to engage prospective students.
While the concept has been introduced to academic partners and favorably received, progress has been slow. However, with the launch of the new University website, an interactive events and scheduling calendar has been launched, as well. We are encouraging full utilization of this calendar to stream line and coordinate recruitment events.

Activity 3 (If applicable):

Developed and implemented the WVSU Volunteer Admissions Alumni Network (VAAN).
Program has been successfully implemented as of Spring 2015.
Over 30 alumni have registered for the program.
Ongoing outreach to recruit additional volunteers.

Off-site receptions were held during the spring semester 2016 utilizing members of VAAN to recruit prospective student attendees, alumni guests and presenters. Events were held in Chicago, Washington D.C., Philadelphia, and Columbus.

VAAN member participation at college fairs continues to increase each recruitment year since the launch.

A recruitment update was provided to alumni during the National Alumni Conference in May.
VAAN training and registration will be held during the 2016 Homecoming.

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

Populations:

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

Degree Areas:

☐ Health ☐ STEM ☐ STEM Education

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

Staff time for activity 3 -- limited expense to provide resources to alumni volunteers. Print materials to support communication plan enhancements.

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

Activity 1 and 2 require collaboration with Academic Affairs and Student Affairs.
Activity 2 requires collaboration with University Relations and Operations, campus partners hosting events with potential prospective students, and building schedulers.
Activity 3: Enrollment Management and Student Affairs has collaborated with University Advancement, Alumni Relations, and Alumni.

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

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Collaborative Access Plan - Strategy C

Leading the Way Access. Success. Impact.

Compact Update Instructions

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3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to ***compactupdate@wvhepc.edu***.

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

Through effective recruitment strategies and practices, WVSU seeks to provide information, services, and support to qualified individuals in order to attract, admit, and enroll a diverse student population in accordance with the academic and strategic goals of the University. The strategies and activities included in this plan support the University's interest in growing enrollment by collaborating with the Kanawha County Schools system, enhancing communications with prospective students and working with WVSU alumni to add to State's visibility and outreach. Decisions will increasingly be based upon new data, new technologies will continue to be infused, response times will be monitored, and multiple channels of communication will be utilized at various stages of the recruitment and admission cycle.

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

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

Activity 1:

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

In 2015, successes included the first WVSU Retention Summit on January 30, 2015, which featured Dr. Vincent Tinto – an international authority on the topic of retention and student success and further focus on retention at an Extended Cabinet Retreat in June 2015.

Resulting from an increased understanding of the importance of retention and increased outreach to students (regarding registration, financial balances etc.), we saw improved first-time freshman retention in fall 2015 with 59% (compared to 52% in fall 2014) of our fall 2014 freshmen returning for their second year.

The Retention Plan was launched in January 2016 along with a retention website (www.wvstateu.edu/retention). This plan is a roadmap that guides WVSU to increased retention rates. Desired improvements in the following areas are outlined in the WVSU Retention Plan:

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

The RSSC will continue to make necessary adjustments to the plan and monitor associated metrics.

Activity 2:

Activity 3 (If applicable):

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

Populations:	**Degree Areas:**
☑ Low Income ☑ Adult Learner ☑ Underrepresented Minority	☐ Health ☐ STEM ☐ STEM Education
☑ Transfer Students ☑ Part-Time Students	

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

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

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

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

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

The retention plan was rolled out in the early part of the fall 2015 semester. The first-time, full-time retention rate from fall 2015 to fall 2016 went from 59.2 percent to 61.0 percent. This plan provides a starting point by which the University can focus it's efforts on retention and modify as needed based upon data-driven decision making.

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Financial Aid Plan - Strategy A

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

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

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

Activity 1:

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

Creation of Financial Aid Communication Plan was completed in spring 2015.
Includes all standard email messages sent to students on a regular basis with time line.
This plan was modified in spring 2016 and is updated frequently with new messages.

2016-17 messaging started in August 2016. New messages will be developed through fall 2016 to include messages regarding Early FAFSA/Prior-Prior-Year.

Activity 2:

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

A new program was developed for fall 2016 with a target audience of faculty and staff. Lunch will be provided and support will be solicited from University vice presidents.

Activity 3 (If applicable):

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

Populations:

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

Degree Areas:

☐ Health ☐ STEM ☐ STEM Education

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

Staff time.

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

Partner with all University divisions to encourage participation in Lunch & Learn.
Continue to partner with University departments including Admissions, Registration & Records, Business & Finance, Academic Affairs, and Student Affairs.

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

Solicit support from Academic Affairs for Lunch & Learn program.

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Financial Aid Plan - Strategy B

Leading the Way Access. Success. Impact.

Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.

2. Instructions for saving completed forms are provided at the end of the document.

3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to ***compactupdate@wvhepc.edu***.

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

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

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

Activity 1:

Create Financial Aid Nights in the Residence Halls.
This activity was completed during the spring 2015 and spring 2016 semesters.
The Financial Aid Workshop was open to all residential students. Approximately 20 students attended in 2015 and slightly less at 15 in 2016.
Going forward, we will work with students to identify the best date in an effort to boost participation.

A workshop to promote and educate students regarding Early FAFSA/Prior-Prior-Year will be held during the fall 2016 semester.

Activity 2:

Create FAFSA Wednesday's.
Completed January 2015 – April 2015 and January 2016 -- April 2016.
While participation in FAFSA Wednesday's is low, the program provides an opportunity for us to promote FAFSA completion and the availability of staff to assist students and families in the process.

FAFSA Wednesday's will commence in November 2016 due to Early FAFSA/Prior-Prior-Year.

Activity 3 (If applicable):

Continue to support College Goal Sunday.
This effort was completed in February 2015. During College Goal Sunday, 45 attendees participated, which is a slight increase over February 2014.

WVSU once again hosted College Goal Sunday in 2016, with 77 participants resulting in a 71% growth over 2015.

The College Foundation of West Virginia is not sponsoring College Goal Sunday in 2017.

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

Populations:	**Degree Areas:**
☐ Low Income ☐ Adult Learner ☐ Underrepresented Minority	☐ Health ☐ STEM ☐ STEM Education
☐ Transfer Students ☐ Part-Time Students	

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

Staff time

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

Collaboration with the College Foundation of West Virginia, West Virginia Higher Education Policy Commission, and Gear Up.

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Financial Aid Plan - Strategy C

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

The Office of Student Financial Assistance is committed to providing students and their families with the service and information they need to navigate and understand the financial aid process. The office must provide accurate and timely information in a positive and proactive manner.

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

Activity 1:

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

Financial Aid Student Satisfaction Survey to be implemented fall 2016. Survey will be distributed to student visitors to the Financial Aid Office September through October. Survey results will help inform customer service, messaging, and website content.

Paper delivery method has been selected as our in-person traffic to the office is significant. (See activity 2)

Activity 2:

Tracking inquiries and traffic.
Ongoing July 2014 - May 2015.
5,680 in person visits.
July 2015 - May 2016
7,922 in person visits. Increase is due to system flaws resulting in less communication with new and returning students. This error has been corrected.

Tracking traffic and student questions and concerns allows staff to build a more robust communication strategy. (See 2a)

Due to high volume of in-person traffic, staff has not tracked telephone and email inquiries. We find our students very much prefer in-person service; however, we continue to improve website content.

Activity 3 (If applicable):

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

Populations:	**Degree Areas:**
☐ Low Income ☐ Adult Learner ☐ Underrepresented Minority	☐ Health ☐ STEM ☐ STEM Education
☐ Transfer Students ☐ Part-Time Students	

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

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

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Academic Quality Plan - Strategy A

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

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

Under strategy A, the primary focus is to assess students in the five aforementioned areas in order to identify potential gaps in learning. This involves creating an assessment tool, such as rubrics, collecting data and identifying areas of improvement in order to make effective changes in the program structure. This may include adding or revising courses or sections within courses to provide in-depth coverage of the deficient areas.

Program level assessment data collection is showing progress. Some programs need (and requested) more guidance from the new director in terms of appropriate methods.

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

Activity 1:

One of our four academic colleges successfully developed assessment instruments to measure the focus of this strategy. We look to do the same with our other three colleges once the University hires a new Director of Institutional Research, Assessment and Effectiveness (IRAE) who can help the academic deans develop the necessary assessment instruments that measure the deficiencies in our academic areas (from 2015 report for reference).

At the time of this writing, a Director for IRAE is in place. This individual is currently working with the Deans' Council in order to implement assessment guidelines and policies across the University.

For Gen Ed, the prosed assessment plan uses the AACU value rubrics for assignments in each Gen Ed course. This past spring (2016), the Gen Ed assessment subcommittee met to map and create a preliminary map of where each outcome can be mapped in Gen Ed course curriculum. That plan has now been shared via the faculty senate and the WVSU faculty listserv.

In relationship to program outcome assessment, many programs have shown progress in developing methods to measure their PLOs and have made efforts to close the loop when appropriate. Many programs have started sharing assessment results among their faculty meetings. This suggests good progress in closing the loop. The Director of Institutional Research, Assessment and Effectiveness (IRAE) is working on ways to increase sharing of assessment results across the programs. This past spring, each college had assessment report feedback review sessions with the Director of IRAE. In addition to receiving feedback via their submitted word documents, feedback was compiled and provided to all programs in the college which highlighted some areas for improvement and areas of strengths in their assessment development. Many program assessment coordinators requested an individual meeting with the Director of IRAE, as well. Both types of meetings will be offered each semester going forward in addition to the complete assessment coordinators meetings as part of expanding the assessment culture.

Activity 2:

We have yet to develop an assessment timeline. This is something that the academic deans and other academic leaders will develop with the guidance and support of the Director of IRAE (from 2015 report for reference).

As previously expressed in Activity 1, the newly-hired Director of IRAE is working with the Deans' Council to develop this timeline.

We have created an academic assessment timeline for all programs which has worked well. General education is still working with the Director of IRAE on developing a timeline (see below) that works for all gen ed courses to begin assessment. As noted below, the assessment of Institutional Learning Outcomes is beginning a process.

General education committee conducted a small pilot of the Teamwork outcome using the AACU value rubric in four courses last spring. One instructor has provided their completed results and shared those with the faculty senate, faculty listserv, and other Gen Ed committee members. As Gen Ed is a function under faculty senate, the Director of IRAE works as an ex officio member with the group. The Gen Ed committee will officially adopt their proposed assessment plan early this fall. At the fall assessment coordinators meeting to be held in October, Gen Ed will provide a brief summary of their pilot results, some notes on improvement, and strategy on how to move forward with assessment across all Gen Ed courses. The Gen Ed committee asks that AACU value rubrics be used for assessment unless they make a special request to use something different.

The first course pilot with complete assessment analyses was in Education 328, Field Experiences in Special Education, offers a detailed assignment using a Case study with methods, evaluation, and reflections on the pilot. The remaining courses in the Pilot will have results in early fall to share.

This coming fall 2017, a proposed plan of action will be discussed with faculty on mapping the Institutional Learning Outcomes (ILO) to each program's courses. Progress has been slower than anticipated, but we expect this fall to begin a six month timeline to develop the mapping and a soft roll-out for assessing the ILOs fall 2017 for pilot of programs and a full roll-out spring 2018 for all programs. To create a culture of assessment of these ILOs, each program will map their courses to the ILOs as appropriate with the guidance of the Director of IRAE. This entire process will be continually shared with faculty senate as appropriate.

Activity 3 (If applicable):

All Program Reviews by the WVSU Board of Goverors Academic Policies Committee for academic year 2015-2016 were followed up with reports specifically dedicated to assessment. In this manner, the University is tasking its individual departments with responsibility-based initiatives designed to increase awareness of the need for and value of consistently assessing our programs.

The Director of IRAE is working with each program coming up this academic year for five-year program review to coordinate data needs and that assessment activities are appropriately reflected in their reviews. In addition, this fall begins the alignment of five-year assessment plans for academic areas with their program review timeline which we expect to demonstrate a more coordinated effort on assessment strategy. This strategy is supported both by the Provost and all college deans. The new schedule of alignment will be offered at the fall assessment coordinators meeting. The Director of IRAE also sits as an ex officio member of the Program Review committee and participates in upcoming review meetings.

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

Populations:

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

Degree Areas:

☐ Health ☐ STEM ☐ STEM Education

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

WVSU has filled the position of Director of IRAE and this individual is now working in tandem with all University constituents to realize the goals of this strategy.

The new director has been creating strategies to better align assessment processes. One area of improvement will be the alignment of annual assessment reports and annual departmental reports. These reports, together, will create a year's worth of captured data that goes into the five year Program Review. Moving forward, programs will have all reports for each year compiled into one larger submission with aligned deadlines. In addition, programs struggle with exit student data and the new director is coordinating efforts with the Career Services Director to be more efficient at meeting some of those needs. As this survey does not completely meet the needs for the Program Reviews, the new director is having ongoing discussions whit some programs who are collecting further data on their own in order to better understand what data is needed. The Institutional Research office will also begin offering all data that each department needs for their annual departmental reports starting the fall 2017 reporting year. This is a big undertaking for the office, but necessary to ensure the integrity and consistency of the data.

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

As the new Director of IRAE has become more familiar with each program, more precise efforts are being made to connect with faculty and even develop ways to connect faculty and non-academic assessment efforts in terms of sharing as a community. The Director has reinforced relationships with deans and coordinators in hopes that this will create a more unified community in assessment who sees our successes as well as our areas of improvement as necessary for creating a well-educated the workforce.

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Academic Quality Plan - Strategy B

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

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

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

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

Activity 1:

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

As of this writing, the new first-year experience (FYE) curriculum is in place and will be implemented in the fall 2016 semester. The course has increased from a 1 credit-hour delivery to a 3 credit-hour delivery. Additionally, a University-wide text has been adopted. We look forward to reporting on the expected advantages of this new curriculum once data on the AY 2016-2017 cohort is available.

Activity 2:

Our academic deans over English and mathematics worked to examine how we place students. This led to increased utilization of the Accuplacer exam and a revision to our mathematics curriculum that allows students to take a supplemental math course concurrently with other critical mathematics courses such as college algebra or mathematics for liberal arts. These advancements allow us to place students in courses that match their skill level (from previous year report for reference).

Our English placements our working very well (please see Developmental Education update form). However, the Math placements are still in need of further development. The office of Academic Affairs will be working closely with the Math Department, as well as Student Support Services over th coming academic year in order to increase efficiency of delivery and placement, as we explore the new HEPC directives on Developmental Education placements.

Activity 3 (If applicable):

We did not have a third activity for this comprehensive plan.

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

Populations:	**Degree Areas:**
☑ Low Income ☑ Adult Learner ☑ Underrepresented Minority	☐ Health ☐ STEM ☐ STEM Education
☐ Transfer Students ☑ Part-Time Students	

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

We used existing resources to achieve the outcomes expressed.

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

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

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Career Pathways Plan - Strategy A

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

Through the Offices of Career Services and Cooperative Educaction, WVSU helps students determine and fulfill their career goals through a variety of specialized programs, services and resources. Functions included individual consultation and group programming to assist with career development needs while educating students about employment, internships, and cooperative education experiences.

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

Activity 1:

Continue to work with local businesses, industry, government agencies and non-profits to develop internship, cooperative experiences and permanent employment opportunities for WVSU students and graduates. Coordinate, currently separate, outreach to prospective employers.

The Office of Career Services and Cooperative Education continues to develop partnerships with employers. Employers engaged with students through a number of activities such as job fairs, information sessions, and educational activities throughout the academic year. One hundred and forty-two employers participated in the above programming and there was a total of five hundred and forty student participants.

The Office individually contacted five hundred and seventeen students about specific internship opportunities and assisted those that requested help with applications. Students seeking Major credit were referred to the Academic Internship office, which coordinates the requirements for academic credit.

Activity 2:

Develop a one-stop-shop (database) of opportunities for students.

The one stop shop was launched through a Career Services Manager software system. The Career Services Manager (CSM) is a comprehensive web-based career services management system. The system has one customizable application which is branded with WVSU look and feel. The system is compatible with BANNER in that all student names and A numbers will be uploaded into the system so students do not have to "register' to access opportunities. The system is called "Jobweb". To date, there are 124 jobs posted and 1646 registered employers.

Total usage (since 2011) - 1527/10388 (all students/alumni in the system) – 15%
2014-15 (July-June, 2015) – 272/2837 (based on Fall 2014 enrollment) – 10%
2015-16 (July-June, 2016 – 244/3166 (based Fall 2015 enrollment) – 8%

Additional promotional support for Jobweb will be introduced in 2016-17.

Activity 3 (If applicable):

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

Populations:

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

Degree Areas:

☐ Health ☐ STEM ☐ STEM Education

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

Staff time.

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

Enrollment Management and Student Affairs to partner with Academic Affairs.

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

Will work to achieve focus on the initiative.

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Career Pathways Plan - Strategy B

Leading the Way Access. Success. Impact.

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

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

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

Activity 1:

Analysis of May 2014 graduation survey data combined with other outreach vehicles yielded results such as:
82.67% Return rate
49.46% Employed
22.04% Employed and seeking
18.28% Seeking / not employed
11.83% Grad school / employed or not
17.33% Unknown
Salary and satisfaction information

Analysis of May 2015 graduation survey data combined with other outreach vehicles yielded results such as:
92.86% Return rate
65.16% Employed
30.32% Employed and seeking
24.43% Seeking / not employed
14.93% Grad school / employed or not
7.14% Unknown

Salary range: <$25,000 - 1.04%; $25-29,999 - 71.88%; $30-34,999- 11.46%; $35-39,999 - 4.17%; $40-44,999-3.13%; $45-49,999-3.13%; $50-54,999-1.04%; $55-59,999- 0%; $60-64,999-1.04%; $65-69,999-1.04%; >$70,000-2.08%

Satisfaction: 41.03% Satisfied; 44.87% Somewhat Satisfied; 14.10% Not Satisfied

Activity 2:

Collect information from academic departments.
Complete results are included in Activity 1.

Activity 3 (If applicable):

Compile recent graduate success stories.
The Office of Career Services and Cooperative Education gathers information on past successful graduates and displays this information in a 'Success Showcase" Each semester six graduates are highlighted. The following information is displayed:

Profile Picture, Name, Major, Year of graduation, Hometown, Job Title, Company Name and their Words of Wisdom (for current students).
In addition, University Relations has worked with the Internship Program to highlight the student internship experience. A total of eight testimonial videos have been produced and are available for viewing on the University's website. The students/recent graduates discuss the job opportunities and offers that have resulted due to their internship experiences. The videos are also displayed at the University's Welcome Center to help inform new and potential students of the career opportunities a WVSU education provides.

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

Populations:

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

Degree Areas:

☐ Health ☐ STEM ☐ STEM Education

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

Staff time.

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

Success stories - creation of stories requires collaboration between Enrollment Management and Student Affairs with University Relations and Operations. The two departments plan to connect during AY2016-17. There is a potential for multiple uses of the success stories -- University website, publications etc.

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

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Career Pathways Plan - Strategy C

Leading the Way Access. Success. Impact.

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

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

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

Activity 1:

Announce program and seek alumni referrals to serve as mentors. Process was completed in fall 2014.

Activity 2:

Secure students and make mentor/mentee matches.
For 2014-15, we had a total of five matches between alumni and students. During Homecoming in 2014, the University hosted an event for alumni mentors to meet students.

Additionally, faculty and staff were asked for recommendations for student mentees, but very few names were put forward. Follow-up with these students yielded very little interest in continuing the program. For AY 2015-16, there were two students matched with two alumni. These students were selected for the program during a career counseling session. These students and mentors continue to stay in touch.

Due to the lack of interest and participation, it was recommended that the formal program be discontinued as recommended by the Career Services and Cooperative Education Advisory group and the program committee. However, the Career Services and Cooperative Education Office will continue to match individual students to alumni as the need arises.

Activity 3 (If applicable):

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

Populations:

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

Degree Areas:

☐ Health ☐ STEM ☐ STEM Education

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

Staff time.

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

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

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

We have experienced challenges in implementation especially with the communication between mentors (alumni) and students.

The Planning Committee has a variety of ideas including focus on local mentors, staff to create and facilitate a structure to communication, target 2nd year students. (FTF is not ready) The Planning Committee will evaluate these ideas following implementation with a goal of 10 mentors/alumni matched with 10 students.

The target population for this effort is alumni and enrolled students (class level previously defined).

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Critical Regional Issues Plan - Strategy A

Leading the Way Access. Success. Impact.

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

WVSU aims to support sustainable infrastructure that leads to regional stainability.
By supporting local and statewide initiatives aimed at creating infrastructure, which leads to sustainable communities, WVSU will help strengthen the quality of life for residents and encourage economic development within the State of West Virginia. This strategy is being executed through relationships with both internal stakeholder groups and external relationships with local and state government agencies, organizations and local businesses. Through this collaboration, WVSU is using the knowledge and skills possessed by its students, researchers, faculty and staff to support and meet the infrastructure needs of the region today and into the future.

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

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

Activity 1:

WVSU's research and outreach activities are aimed to develop more reliable decision support systems capable of providing accurate and real time information for stakeholders, regarding the vulnerability of the water supply systems, and to assess the environmental stainability surrounding these systems.
* In 2016, the University received its first installment of the 5-year WV EPSCoR award ($3.1 million grant in total). The first year funding was invested to support research, outreach, and other educational activities related to the statewide Appalachian Freshwater Initiative (AFI).
* In this reporting cycle, salient outcomes of this program in relation to research included: year-long support for 10 faculty members' research activities, acquisition of new research equipment, additional support for 10 undergraduates and 5 graduate students, and the hiring of a new faculty position at the University (Aquatic Toxicologist) who is focusing efforts on water security issues. Additionally, the University is currently seeking to fill an Environmental Engineering research faculty position to further support the aforementioned water quality initiatives.
* In 2016, outreach and educational activities also continued in relation to increasing awareness of water related sciences. Salient activities included: financial support for 5 middle school teachers to engage in summer research programs at WVSU, support for a day-long training program (GLOBE) for 15 middle and high school teachers in water science, and delivery of educational activities to more than 25 elementary, middle and high schools in West Virginia reaching over 200 students.
* During the first year of the water initiative and within this reporting cycle, initial expertise in water quality was acquired by Researchers and Faculty Members in Biology and Chemistry. Furthermore, the University is currently developing new research space (research laboratories) on campus, which will provide these existing and new faculty members with additional resources to continue enhancing their expertise in this field.
The University's Energy and Environmental Science Institute (WVSUEESI), which provides expertise on basic and applied interdisciplinary research in energy and environmental science to generate technology and knowledge, was successful in securing externally sponsored funding to support its activities. In fact Dr. Sanjaya, WVSUEESI Director & Assistant Professor of Bioenergy & Environmental Biotechnology, recently received funding support from the Department of Energy, and the National Science Foundation. These additional resources will permit the expansion of the Institute via new hires, additional graduate and undergraduate students, and acquisition of new scientific equipment.

Activity 2:

WVSU will prepare its students to develop into workforce leaders through the completion of baccalaureate degrees in engineering (civil, industrial & mechanical) who can help support the infrastructure of the state and beyond. Using data from the official HEPC beginning of term files, enrollment in the 2+2 engineering program was:
• Fall 2014: 11 students
• Spring 2015: 17 students
• Fall 2015: 11 students
• Spring 2016: 8 students
A student survey was created and sent to four students who had left the university with the intention to complete their engineering degree at WVU. Only one student replied to the survey. The respondent completed the pre-mechanical engineering curriculum and courses at WVSU and now plans to attend WVU to complete the engineering degree in fall 2016. He also stated that he selected the program at WVSU because the tuition, fees, and housing were affordable. Moving forward, because students in this program do not graduate from WVSU, the University is considering surveying the students, who are expected to matriculate to WVU as part of the 2+2 before the semester ends. The change in timing of the survey may help in building the response rate.

For energy management, the outcome is to prepare individuals to secure vital positions in the state's emerging oil and natural gas industry meeting economic and employment opportunities. The energy management program has completed its second full year with 12 students enrolled in the program in spring 2016, a modest increase of 2 students over fall 2015 enrollment. Recruitment strategies continue to be a focus. In summer 2015, WVSU representatives participated in the Tom Dunn Energy Leadership Academy, a program that brings high school students interested in careers in oil and gas together. WVSU faculty participated in high school recruiting events, providing information on the energy management program. Those same activities will be continued in AY 2016-17. The program continues to be viewed from a collaborative approach between the Business program and Physics Department. Recruitment strategies are discussed as well as the appropriateness of the curriculum. Plans are to modify the curriculum by incorporating two new specialty courses: Abstracting, a business course, and GIS, or Geographic Information System, a science course. These two courses are scheduled to be offered in fall 2016. Plans are to seek accreditation of the program with the American Association of Professional Landmen (AAPL) in spring 2017. Accreditation should have a positive impact on the ability of the program to attract students.
There are three students who are expected to graduate during AY 2016-17 within this program. Graduate surveys will be administered to these students, the first program graduates, in the Senior Business Seminar course.

Activity 3 (If applicable):

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

Populations:

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

Degree Areas:

☐ Health ☑ STEM ☐ STEM Education

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

Energy management specialty classes continue to use a combination of adjunct and full-time faculty.

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

WVSU works with HEPC, government leaders, private organizations, individual supporters, and the business community including: the Charleston Chemical Alliance, the Charleston Regional Chamber of Commerce, the Chemical Alliance Zone, the West Virginia Regional Technology Park, MATRIC, Marshall University Research Corporation, Marshall University. WVSU's President maintains connections with the area's leading industry leaders and periodically solicits input regarding educational needs of various industries. In addition, adjunct faculty and guest lecturers include currently practicing attorneys in the natural gas/energy field. Various University internal offices and colleges will continue collaborations.

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

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Critical Regional Issues Plan - Strategy B

Leading the Way Access. Success. Impact.

Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.

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3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to ***compactupdate@wvhepc.edu***.

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

Address local and statewide social and health issues through academic degrees and specialized programs/events. Coordinate with local and state non-profit organizations, government, and private business to address local and statewide social and health issues through academic degrees and specialized programs/events. Through the College of Business and Social Sciences, the College of Professional Studies and TRIO Programs, WVSU is working diligently to address health disparities in the state, support ongoing behavioral health issues and develop solutions in the region, and raise awareness of social injustices occurring in local communities. WVSU is studying current regional social and health needs while developing abilities of today's students to become the problem solvers long into the future. WVSU is also leading efforts to facilitate local, regional, and national discussion on pressing social issues impacting Americans. Through this strategy, WVSU is showcasing how the institution and its stakeholders can facilitate lasting improvements in the region.

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

Activity 1:

Internship Addition and Program Revision update: As was stated in last year's report, the faculty member of the Health Science program, who spearheaded the program revisions, departed the university during the reporting process. The new Health Sciences Faculty member, hired in August 2015, completed a revision of the Health Sciences - Community Health Education program. The focus of the Community Health Education Program is to prepare students to become "Community Health Education Specialists" or CHES. In turn, the program revisions meet the updated 2015 competencies for the Community Health Education Specialists Exam. The revisions also included the previously discussed addition of a 6 hour internship to be completed during the student's senior year. Revisions were approved by the Education Policies Committee and will be in full effect fall 2016. In turn, quantitative data for the internships will be collected beginning 2016-2017 school year, after the first students have successfully completed the internship.
The overall goal of the Community Health Education Program is to increase the number of qualified CHES to address the health disparities present within our communities.

Graduate Employment Survey update: During the 2015-2016 school year, there were eight graduates of the Health Sciences program, and each received a Graduate Survey through email three weeks prior to graduation. Only two students responded to the survey with the following employment data: Surveys sent out - 8; Responses - 2; Gender - respondent #1 Female, respondent #2 Female; Employment status - respondent #1:Yes, Recovery Point of Charleston, WV; respondent #2: No, Applied to Marshall University Public Health Graduate Program.; Which Health Science Program Degree Track did you graduate from - respondent #1: Community Health Education, respondent #2: Community Health Education. In the future, these surveys will be worth extra credit and will be given in a digital format through a vendor such as "survey monkey" to increase student participation.

Although more data is needed in the future, the current data shows our students inclination to work in their community.

Health Sciences Enrollment Update: As previously discussed, the Compact focus will be on the Community Health Education degree track of the WVSU Health Sciences Program. Enrollment data for the Community Health Education Track is as follows: fall 2015: 16 students; spring 2016: 10 students.

Activity 2:

WVSU CAPE II Kanawha County team supervised 30 behavioral health professionals with taking bi-weekly surveys to develop long-term data on the increase and decrease of a variety of mental health behaviors in the area. The team had to add and drop participants as needed over the course of a year based on their available to answer the surveys. Additionally, data was analyzed and distributed to survey participants monthly. Using the data analysis, the team determined that substance abuse was the highest concern, with a focus on prevention based intervention. Due to the high number of grandparents raising grandchildren in West Virgina, the team recommends Grandparents 360 as in intervention. This intervention will be implemented with Kanawha Health Grandparents and PRIDE foster parenting group as part of a CBG grant with the Department of Social Work beginning in May of 2016. The objective of this intervention is to increase likelihood by 25% that grandparents will pro-actively discuss drug use with their grandchildren.
WVSU CAPE II Cabell County team worked with partners at the United Way of the River Cities, Cabell County Substance Abuse Prevention Partnership (CCSAPP), Mayor's Office of Drug Control Policy, and the Huntington Police Department to develop an early warning system for illicit drug use and abuse based on publicly available data as indicators. The team evaluated, added, and dropped indicators throughout the first 6 months of the project. After developing the warning system with the final approved indicators, the team analyzed data for current patterns. Next, the team met with community organization and groups to disseminate the information from the early warning system and to develop a community wide innovation. The early warning system found relationships between age and number of drug arrests, as well as domestic violence reports and drug arrests, based on geographic locations. Based on this information, the team implemented drug prevention curriculum in all county schools and the team organized a community wide training on the link between domestic violence (DV) and substance abuse (SA). The school drug prevention curriculum will be assessed at the end of the schools year by CCSAPP. The DV and SA training was assessed immediately using a tool provided by the trainer. The assessment found that people in the area felt strongly that this training was important and necessary, but would be more successful with a trainer familiar with the local area instead of national data. CAPE partners in Cabell County will continue to provide DV and SA training but will include updated local materials.
WVSU's Upward Bound and Upward Bound Math Science (UBMS) program mission is to provide much needed academic and cultural support to our participants as they prepare for successful post secondary academic career. As the only UBMS program available in West Virginia, we use a holistic approach to meeting both our qualitative and quantitative goals. The focus of this years Teen Summit was raising awareness of new drugs and methods of ingestion as well as prevention of drug use and abuse. The event survey consisted of 4 parts: 1) Teen Summit Evaluation-Parent, 2) Teen Summit Post Workshop-Parent, 3) Teen Summit Evaluation-Student and 4) Climate Survey. See additional info

Activity 3 (If applicable):

The theme for the 2016 conference was, "Human Rights & Energy," and was held on the campus of West Virginia State University on March 31 to April 1, 2016. Topics included were: access to energy; energy; environment and climate change; energy and clean water; air; soil; and food; energy and ethics; energy; regulations and policy; human trafficking; human rights and environmental justice; women's rights; children's rights; elder's rights; and other related topics. The conference invited interdisciplinary abstracts, papers, presentations, posters, roundtables, workshops, and panels that directly or indirectly address the conference theme. Academicians, practitioners, and students were invited and encouraged to participate.

Target population: traditional college-aged student and non-traditional students, government officials, government agencies, academicians and social and civic justice leaders from across the country. Support and collaboration for the 2016 conference included: Office of the President; Academic Affairs; Research and Public Service; Foundation; Continuing Education; Alumni Relations; Bookstore; and University Relations & Operations. In 2017, outside institutions and agencies will be invited to participate in the formation of the conference such as the WV Human Rights Commission.

The 2016 conference keynote speaker was Adrienne Belafonte Biesemeyer. She is the coordinator of the Center for International Medicine and Cultural Concerns at the West Virginia School of Osteopathic Medicine in Lewisburg, W.Va. She is also executive director of Anir Foundation/Anir Experience, a 501(c) 3 non-profit organization she founded with daughter Rachel Blue in 1997. Adrienne Belafonte Biesemeyer is the oldest child of performer and social activist Harry Belafonte who has introduced generations of Americans to the music of Jamaica's streets and fields, and with it, an awareness-raising message about poverty and inequality.

Different human rights and energy topics were covered in 2016 as compared to 2014 and 2015 conferences. Attendance rose from 50 in 2014, to 65 in 2015, and to 80 in 2016. The lunch was sponsored by Southern Christian Leadership Foundation of Alabama. The conference will collaborate with outside groups and agencies to increase the number of the participants and variety of the topic. To raise and sustain awareness, a conference was produced for YouTube. The 2014 conference video was viewed 239 times over the past two years. The 2015 conference video has 194 views. The 2016 video has 46 views in only two months time. The 2016 conference was free and open to public.

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

Populations:

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

Degree Areas:

☑ Health ☐ STEM ☐ STEM Education

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

The College of Business and Social Science, along with the National Center for Human Relations, provided man hours and personnel support for the 2016 Human Rights Conference. Other University offices provided support for various aspects of the event. Financial support was minimal and pertained to posters to promote the event which was in addition to earned media and digital promotions. Lunch was sponsored by an outside entity.
The Community Assessment and Education to Promote Health Planning and Evaluation (CAPE) project, phase II was implemented in February of 2015 by the Department of Criminal Justice in collaboration with the Department of Social Work and Extension Service. The projects include two separate communities: Kanawha County as an Index Community to track and analyze the long term prevalence and incidence of various health behaviors in a community; Cabell County as an innovation community to develop and implement an innovative community wide intervention based on the data from the early warning system. The Kanawha County project was funded with a grant of $101,756 and the Cabell County project was funded with a grant of $148,480 from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Agriculture (USDA), and the Regional Rural Development Centers (RRDC). The project was implemented from February 1, 2015 to May 31, 2016. Kanawha County was one of eight communities selected and Cabell County was one of four communities selected nationally. West Virginia State University's Upward Bound Math Science (UBMS) program is funded by a grant from the Department of Education.

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

Support and collaboration for the 2016 Human Rights Conference included: Office of the President; Academic Affairs; Research and Public Service; WVSU Foundation; Continuing Education; Alumni Relations; Bookstore; and University Relations & Operations.
As part of the CAPE II Kanawha project, our team selected 30 panelists from a variety of behavioral health areas including social workers, law enforcement officers, counselors, administrators, and government officials. Our team was in constant contact with these participants as they completed bi-weekly surveys and reviewed monthly data analysis. Based on the feedback of this survey, the WVSU Department of Social Work is implementing the Grandparents 360 program with the Kanawha County Healthy Grandparent and the PRIDE foster parenting group.
In June 2016, Upward Bound and UBMS in collaboration with the Partnership of African American Churches (PAAC) the West Side Ward 4 Substance Abuse Prevention Coalition with Dr. Terry Smith hosted the 3rd annual UB/UBMS Teen Summit.

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

Collaborations for CAPE II: As part of the CAPE II Cabell project, our team worked with the United Way of the River Cities, Cabell County Substance Abuse Prevention Partnership (CCSAPP), Mayor's Office of Drug Control Policy, and the Huntington Police Department to develop and implement an early warning system. Once we analyzed the data from our system, we worked with groups above and St. Mary's Medical Center and Branches Domestic Violence Shelter to develop and implement a training to Cabell and surround areas to highlight the link between domestic violence and substance abuse. We also worked with Cabell County Drug Court and Cabell County School System to implement a drug abuse prevention curriculum.

Activity for UB and UBMS: The assessment results for part 3 were at 96% for learning new strategies to prevent substance abuse, 97% for learning strategies to prevent e-cigarette use and 93% for learning to prevent the misuse of prescription drugs. The encouraging results from the 2016 Teen Summit Evaluation in all 4 parts continue to show the Upward Bound Program is a much needed and successful tool in the war on drugs in our collective communities.

West Virginia Higher Education Policy Commission

Institution
West Virginia State University

Strategy
Critical Regional Issues Plan - Strategy C

Leading the Way Access. Success. Impact.

Compact Update Instructions

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

Strengthen the regional economy by educating today's and tomorrow's workforce.
WVSU's mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research. WVSU is strengthening its role in developing an educated workforce to meet the economic needs of the state now and in the future by coordinating with all levels of academia as well as private business. The best example of this effort can be found in the science, technology, engineering and mathematics (STEM) programs. WVSU also focuses on addressing energy industry needs. From support of K-12 county school systems, including STEM disciplines, to unique research opportunities for WVSU College of Natural Sciences and Mathematics students, WVSU is diligently invested in all levels of academia to meet various industry needs and, thereby, strengthen the regional economy. WVSU is invested in developing a cultural shift in attitude toward the STEM disciplines. These efforts are evident in several areas across the University: 1-Summer Undergraduate Research Experience (SURE); 2-Student Members of the American Chemical Society (SMACS) outreach; 3- Upward Bound Math & Science (UBMS)

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

Activity 1:

(1-SURE) SURE participants were exposed to multiple graduate and professional schools from the region promoting advanced degrees and how they can help West Virginia. The program concluded by the students giving an oral presentation (on July 29, 2016) on their work and preparing abstracts they will submit for the Undergraduate Research Day at the Capital. The success of the SURE program can be seen in part by looking at the graduation and retention rates of the 2015 participants. Of the 19 students who took part in the program 14 are still enrolled in STEM fields, 5 of theses students have graduated with a STEM degree. Nine of these individuals work with the ACS activities in reaching out to the schools. This is the final year of the HEPC grant and funding will need to be found for SURE 2017.
(2-SMACS) The Student Members of the American Chemical Society were involved in a number of science based outreach activities this academic year. The group worked to host the RESA III 2015 Jim Brimhall Science bowl which involved 8 regional high schools for the local Department of Energy's statewide science bowl competition. We also worked to host the first Putnam County Science Fair for middle schools. Four schools participated and we provided awards for the top three students in each of the 7 divisions. For a second year the group recruited and organized the You be the Chemist competition. With support from the Chemical Education Foundation and Dow we were able to provide this science outreach activities for 10 middle schools as compared to 9 schools last year.

We also have traveled to 5 different elementary schools to provide an afternoon of science to these children. These activities are done at low income schools that do not have the science infrastructure to conduct activities in density, hygiene, cells, plants, and other hands on activities. This is an increase from 4 schools visited last year.

The school administrators from the elementary schools have been so impressed with our visits in this and past years that they have asked us to return next year. We have a list of 15 more elementary schools that we have been asked to visit in the next couple of years. We are limited to the number of schools we visit based on time availability and fiscal resources needed to buy supplies. We try to visit two schools a semester.

RESA III, Chemical Education Foundation, Putnam County Schools, and Dow deemed our activities so successful that they have already decided they would like us to repeat as host sites for the science competitions mentioned above. These activities plus their professional development activities has once again lead them to be awarded the Outstanding Chapter Rating and Green Chemistry Award from the American Chemical Society.
(3-UBMS) See additional Info section

Activity 2:

The Teacher-in-Residence (TIR) Program addresses teacher education candidates who are enrolled in student teaching, which occurs during their final semester at West Virginia State University (WVSU). The TIR program is implemented on an "as-needed" basis in that a local board of education will request the services of a TIR when a vacancy exists and no certified teacher is available to fill the vacancy. A TIR must meet all qualifications--(1) possesses a 3.0 GPA, (2) has completed all coursework, and (3) has passed all PRAXIS II Assessments.

The number of TIR student teachers for the 2015-2016 academic year was 8; placements were in eight schools in Kanawha County. Survey results from the 2015-2016 academic year show that TIR candidates succeeded during their TIR placements at roughly the same rates as the non-TIR student teachers. That is, for each element of the STAR Rubric, which is used for all student teachers, 80% of the TIRs were scored at accomplished or better. This is a high rate of achievement and is comparable to that of other student teachers.

In response to the difficulties reported in the 2014 TIR survey, WVSU instituted an informal program wherein the University Supervisor visited the principal and veteran mentor teacher to make sure that both understood the requirements of the program. Informal interviews of candidates at the end of their TIR semester shows that this informal Professional Development program was not effective for all candidates. Some candidates still had less support from the county than was desirable. Some candidates could not leave their schools to attend required WVSU Professional Development because their principal would not approve a substitute teacher for them. Some candidates were visited by their veteran mentor teacher infrequently; one candidate reported only two visits and neither of them were observation visits. In light of this continued area of difficulty the WVSU TIR program has initiated a new procedure to being in Fall 2016, wherein the Manager of Field Experiences and/or the University Supervisor will conduct a formal training session on the requirements of the TIR Program, to be conducted no later than the end of the day on the first day of the TIR placement. The school principal, the assigned veteran teacher and the central office administrator from the county board of education will all be trained on critical aspects of support for the TIR at that time.

In addition, the TIR agreement will be updated to reflect the changes associated with the initial meeting with the building principal, the veteran teacher mentor, and the central office administrator who is responsible for the placement of the TIR at the local school district level.

Activity 3 (If applicable):

The 2013-2014 academic year was the first year for the Research Rookies Program. This program was supported for the 2015-2016 academic year by external funds raised through University Advancement, and its funding is secured through the Dow Chemical Company Foundation and AT&T. A total of eight students participated during Academic Year 2016. Annually, the Research Rookies present their year-long research during the College of Natural Sciences and Mathematics symposium held each April. In April 2016, the symposium was well attended with approximately 35-40 attendees resulting in a standing room only crowd during the Research Rookies presentation. The students present their research to members of the public-at-large and WVSU faculty and researchers. Success of the program includes comparing year-to-year growth of application requests (i.e., 10 in 2013 and a goal of 20 in 2014- 2016), of student participation (i.e., 8 in 2013 and a goal of 17 in 2014- 2016) and complexity of the end of the year presentations. For Academic Year 2016-2017, applications are currently being accepted and the application process will conclude by Aug. 31, 2016. For AY16, external supporters have decreased by one impacting the number of students who can take advantage of this program to 5 students annually. Program supporters currently include the DOW Chemical Company. Additional supporters are currently being sought to meet the participant goals previously set. AY 16 presentations included complex research in a wide variety of fields such as Microbiology, Parasitology, Herpetology, Organic and Analytical Chemistry, mathematics, computer science, among others.

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

Populations:	Degree Areas:
☑ Low Income ☐ Adult Learner ☑ Underrepresented Minority	☐ Health ☑ STEM ☐ STEM Education
☐ Transfer Students ☐ Part-Time Students	

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

(1-SURE) SURE participation grew from 19 undergraduate students in 2015 to 22 in 2016 (9 funded through EPSCoR, 2 pre-service and 2 inservice teachers through EPSCoR, 3 through LSAMP, 8 from HEPC SURE grant). Students receive a $3,500 stipend for a 10-week period, working with faculty members to continue research projects.

(2- SMACS) The Student Members of the American Chemical Society is a group of 30 students and two faculty members who travel throughout the region to promote science activities. We have been funded through support from Community Interaction grants and matching funding from alumni and money the students raise through fundraisers. We have been fortunate to also receive funding from community partnerships such as Dow Chemical.

(3-UBMS) UBMS, a TRIO program, funded by the federal government. In 2012 UBMS received a five-year grant from the U.S. Department of Education with annual increments. WVSU faculty and staff support this program which runs after-school in the fall, on weekends and is also a six-week-long residential program each summer.

Research Rookies has been supported by external donors.

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

(1-SURE) Various WVSU offices including the College of Natural Sciences & Mathematics faculty, and Kanawha and Mercer County Schools.
(2-SMACS) When we travel to elementary schools, we always try to work with the WVSU Department of Education. We try to engage pre-service teachers in these hands on science activities. We also collaborate with the professional ACS society here in the Kanawha Valley to get help with technical expertise in areas that the university is more limited. Dow Chemical has been an incredible community partner sponsoring several of the outreach and service activities within our community.

(3-UBMS) For 2015/2016, TRIO awarded WVSU a $284,754 grant. A new grant application is to be written and submitted for the next grant award cycle.
WVSU's College of Professional Studies collaborates with the requesting K-12 county school system for the Teacher-in-Residence Program (TIR).

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

(1-SURE) The 2014 and 2015 SURE programs were conducted in much the same way as the 2016 program and have provided promising results showing how important practical experiences are to the retention and graduation rates of our students. This success can be seen in the 26 unique students that have taken part in the SURE program since its inception. Of these students, seven have graduated with a STEM degree, one with a science education degree, and is currently working on her Master's degree through WVU. Of the remaining students 16 are still STEM majors at WVU, one has transferred to WVU as the first student to take advantage of our 2 + 2 degree program in engineering between our schools with only one student transferring to a non-STEM major while she pursues a route to law school to specialize in patent law. (2-SMACS) The group has received two additional grants for the 2016-2017 academic year to continue science activities at Weimer Elementary, and develop a new science competition for the fall semester, "Superheroes of the Periodic Table" which allows the 3-12 grade students a chance to design their own superhero from an element on the periodic table. (3-UBMS)The role of the UBMS program is to invest in and prepare participants who can show economic need and /or be the first students in their family to graduate from a 4-year institution in a STEM degree field. The program is funded for 50 students; 2016 UBMS graduates have a 100% college-going rate and 86% are majoring in a STEM discipline. In 2015, 89% of participants went on to college & 65% were majoring in STEM.