WEST VIRGINIA STATE UNIVERSITY

BOARD OF GOVERNORS MEETING PACKET
MAY 8, 2020

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WEST VIRGINIA STATE UNIVERSITY

West Virginia State University Board of Governors

Schedule

May 8, 2020

10:00 AM

The Committee Meetings will follow consecutively in order for 30 minutes each

Join Zoom Meeting

https://zoom.us/j/993243513

Meeting ID: 993 243 513

Dial by your location

+1 646 558 8656 US

Meeting ID: 993 243 513

Committee Meetings will follow consecutively for 30 minutes.
The Full Board Meeting will commence immediately following

Academic Policy Committee

Adhoc Bylaws and Policies Committee

Finance Committee

Institutional Advancement Committee

Recruitment and Retention Committee

Board of Governors
West Virginia State University
Committees of the Board of Governors

Date/Time: 5/8/2020 -- 10:00 AM

Location:

Zoom Meeting
Join Zoom Meeting
https://zoom.us/j/993243513
Meeting ID: 993 243 513

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Meeting ID: 993 243 513

Purpose: The business of the Committees and Full Board.

Notes:

Meeting was approved : 4/9/2020 3:20:08 PM

AGENDA
West Virginia State University Board of Governors
Academic Policy Committee
Zoom Conference Call
May 8, 2020

1. Call to Order and Roll Call –
2. Verification of Appropriate Notice of Public Meeting — Action
3. Review and Approval of Agenda — Action
4. Review and Approval of Minutes of Previous Meeting — Action
5. University Recommendations and Reports
   a. Research and Public Service Update
   b. Associate Degrees Update
   c. Program Review Revised Format
   d. Program Reviews
      i. English, B.A.
      ii. Biology, B.S.
6. Next Meeting Date – June 18, 2020
7. Adjournment

Public Meeting held by Zoom
Join Zoom Meeting https://zoom.us/j/993243513
Meeting ID: 993 243 513

Dial by your location
+1 646 558 8656 US
Meeting ID: 993 243 513

Agenda prepared by Ms. Brittany Fletcher, Administrative clerk for Academic Policy Committee, April 17, 2020

MEETING MINUTES
West Virginia State University Board of Governors
Academic Policy Committee
Erickson Alumni Center, Grand Hall
February 6, 2020
11:30 A.M.

1. **Call to Order and Roll Call**
   With a quorum being present, the meeting was called to order at 11:43 a.m.

   Members Present: Ms. Kitty Dooley, Dr. Ann Brothers Smith, Mr. Kenneth Gray, Mr. Chuck E. Jones, Jr, Mr. Mark Davis Mr. William Lipscomb, Mr. James Payne and Dr. Frank Vaughan
   Members of the administration, faculty, and staff were also present.
   Members Absent: Mr. James Buchanan, Mr. Mark Kelly, Mrs. E. Gail Pitchford and Ms. Deja Smoot

2. **Verification of Appropriate Notice of Public Meeting**
   Ms. Kitty Dooley announced the Verification of Appropriate Notice of Public Meeting.

3. **Review and Approval of Meeting Agenda**
   Dr. Ann Brothers Smith motioned for approval of the agenda, seconded by Mr. Kenneth Gray Academic Policies Committee approved the meeting agenda.

4. **Review and Approval of Minutes of Previous Meeting**
   Dr. Ann Brothers Smith motioned for the approval of the previous Meeting Minutes, seconded by Dr. Frank Vaughan. The motion passed.

5. **Committee Recommendations and Reports**

Dr. Byers presented to the committee with an update in the Academic Affairs office regarding office relocations and new programs that are in the works. Examples of such include Interdisciplinary Studies degree that will allow students to do the first two years of courses in any college, MBA program, a Masters of Sociology, and a minor in Business Studies.

Chair Dooley requested an update regarding the status of the HLC visit. Dr. Woodard informed the committee that everything is on track regarding the HLC visit that will take place in April. The HLC document will be a copy of the Assurance Argument from which the team will work from when they come. A pdf version of the HLC document will be made public to everyone in March.

5.1 Updates from the College of Arts and Humanities – Dean Wallace
Dean Wallace presented to the committee with updates in the College of Arts and Humanities.

Dr. Byers asked that the committee hear from Dr. Pandher regarding updates in the College of Business and Social Sciences. Chair Dooley asked that it be tabled until the next meeting.

6. **Next Meeting Date**
   May 8, 2020

7. **Adjournment**

With there being no further business, a motion was made by Mr. Kenneth Gray and seconded by Dr. Frank Vaughan to adjourn the meeting. The motion passed. The meeting adjourned at 12:22 p.m.

Respectfully Submitted by –Brittany Fletcher, Administrative clerk for Academic Policy Committee, February 12, 2020

Approve:

R. Charles Byers, Ph.D.
Interim Provost and Vice President for Academic Affairs
Academic Policy Committee Administrator

Program Review Report Template

Revised February 3rd 2020

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Academic Program Review Report

Revised February 3, 2020

Program: Click or tap here to enter text.

Program Options: Click or tap here to enter text.

Professional Accreditation Organization: Click or tap here to enter text.

Date of Last Accreditation Review: Click or tap to enter a date.

Last Review and Suggested Action: Click or tap to enter a date.

- ☐ Continuation of the program at the current level of activity
- ☐ Continuation of the program at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like
- ☐ Discontinuance of the program

Submitted on: Click or tap to enter a date.

Steps of the Program Review Report

	ACTION ITEM
Step 1	The Program Review Report is the responsibility of the Program Chair to produce. This should be done in consultation with the College Dean and members of the program.
Step 2	Program submits draft of Program Review to the Chair of the Program Review Committee.
Step 3.a	IF PRC finds inadequacies or issues in report, the Chair may return the report to the Program for revision.
Step 3.b	PRC completes Program Review Committee Report and reports its findings and recommendations to the Dean and Chair / Coordinator of the Program.
Step 4	PRC forwards its report and final recommendation to the Provost / Vice President of Academic Affairs. Provost / VPAA accepts / rejects / amends PRC recommendation and sends decision to the Board of Governors Academic Policies Committee via Executive Summary Report
Step 5	BOG APC reviews Executive Summary and Provost / VPAA decision. BOG APC accepts / rejects / amends decision and sends it to the full BOG for vote.
Step 6	BOG takes official action on Program Review Outcome and sends decision to WVHEPC.
Step 7	Dean meets with program faculty to review results of PRC report, discuss proposed goals and possible action steps.
Step 8	Chair of the PRC gathers all decisions for report to the Faculty Senate on Decisions
Note:	All steps except 4 are open to attendance of a representative of the program. The PRC recommends attendance at the initial draft review and strongly urges attendance at the BOG APC and BOG meeting.

Table of Contents

Component I – Consistency with Mission

A. Program Mission and Purpose - Briefly describe where your program fits within the university structure (e.g. school/dept.) and what degrees or concentrations it grants. State your program's mission and purpose and how it helps to fulfill the broader mission and Academic Vision of West Virginia State University Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve. Please indicate the centrality of the program to the institution, explain how the program complements other programs offered, and state how the program draws upon or supports other programs. Any aspect of the institution that relies on the program should be addressed. The effects (positive or negative) that discontinuance of the program might have upon the institution's ability to accomplish its mission should be stated.

Click or tap here to enter text.

B. Program Learning Outcomes – Please list your Program Learning Outcomes (PLOs) below

Click or tap here to enter text.

C. Progress Since Last Review – If your program's last review called for some corrective action or follow-up document, discuss what actions were taken by your program to meet the recommended steps. If no actions were required, skip this step.

Click or tap here to enter text.

D. Curriculum – List your curriculum below. Use separate sheet for each option in your program.

Degree Program: NAME OF PROGRAM	**Total number of credit hours required for graduation:** 120
Professional society that may have influenced the program offering and requirements:	

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Core: (COURSES OFFERED BY YOUR DEPARTMENT REQUIRED OF ALL MAJORS)	Hours for each course in Core list	COURSES REQUIRED IN CONCENTRATIONS AND/OR RESTRICTED ELECTIVE LISTS		COURSES REQUIRED FOR YOUR MAJORS THAT ARE OFFERED BY OTHER DEPARTMENTS		First Year Experience Written Communication Oral Communication Math Scientific Reasoning Arts Humanities Natural Sciences Social Science International Perspectives Histories Wellness	3 6 3 3-4 3 3 3 3-4 3 3 3 3
Total Required Major Hours:		**Total Additional Major Hours:**		**Total Cognate Hours:**		**Total Gen. Ed. / Elective Hours:**	**39-41**

Note:

Component II – Adequacy

A. Analysis of Faculty Qualifications - From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Faculty production, outside of instructional, should be noted as well as any special awards or recognition (regionally or nationally) that have been conferred. If your faculty have been awarded grants, be sure to note the number and award amount. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled

Click or tap here to enter text.

B. Analysis of Program Assessment - Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, such as a capstone, thesis, or dissertation, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these result

Click or tap here to enter text.

C. Analysis of Student Exit / Entrance Abilities – Describe the abilities of your students from when they enter to leave your program. Although you may discuss any entrance standards your program may have (especially if they are different from the school's admission requirements), your narrative should be a statistical profile of your majors when they start the program and when the finish. Entrance abilities should include any data about the scores and/or high school GPAs of your entering students (Computer services can provide scores.) and exit abilities should include any data you have about scores on field examinations, performance on assessment rubrics, evaluations in field placements, etc.

Click or tap here to enter text.

D. Analysis of Facilities and Activities – Briefly describe the facilities designated to your program and how they contribute to fulfilling the mission of the program and the University. This narrative should mention all instructional facilities, such as scientific labs, computer labs, multimedia rooms, etc. that the program is responsible for. You may also briefly mention other facilities that you regularly use. If a facility is maintained by student fees, please discuss how the fees are used to maintain the area.

Click or tap here to enter text.

Data Exhibit A.1 - Faculty Qualifications Faculty listed below are those who taught courses for the program within the academic year Click or tap here to enter text.

Faculty Qualifications				
Name of Faculty Member	Rank	Highest Degree Earned and Date of Acquisition	Institution of highest degree	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
[Full-time faculty listed here]				
[Part-time faculty listed here]				
[Adjunct faculty listed here]				
[Affiliated faculty listed here]				

Data Exhibit A.2 - Faculty Demographics Faculty listed below are those who taught courses for the program within the academic year Click or tap here to enter text.

Faculty Demographics												
	Full-time								Adjunct		Total	
	Female				Male				Female	Male	Female	Male
	Instructor	Assistant	Associate	Professor	Instructor	Assistant	Associate	Professor				
a. Faculty who are												
Non-resident (International)												
Asian												
Black, non-Hispanic												
Hispanic												
American Indian or Alaska												
Native Hawaiian / Other Pacific												
Two or more races												
Unknown (Or Decline to Identify)												
White, non-Hispanic												
Totals												
a. Number of faculty with Tenure												
b. Number of faculty with doctorate or other terminal degree												
c. Number of faculty whose highest degree is a master's, but not a terminal master's												
d. Number of faculty whose highest degree is a bachelor's												

Data Exhibit A.3 – Faculty Annual Review Scores The following table shows the average scores for faculty evaluation over the last 5 years, ending in Academic Year Click or tap here to enter text.

Average Annual Review Scores			
Academic Year	**Teaching**	**Research**	**Service**

Annual Evaluation Criteria:

Categories/Rating	MARGINAL	SATISFACTORY	EXCELLENT
TEACHING	13-24	25-31	32-39
RESEARCH	0-9	10-19	20+
SERVICE	0-14	15-24	25+

Data Exhibit A.4 – Faculty Research, Scholarship, and Grant Writing – Using the table below, please show faculty production in terms of published research, scholarship, and written grants. The data provided should cover the last two years, ending in the current review period

Non-Instructional Production of Faculty – Data from last two years, ending in academic year Click or tap here to enter text.					
Type	2017-2018	2018-2019	Award Amount	Totals	
				Number	Award Amount
Peer-Reviewed Publication					
Academic Book					
Creative Work / Installation					
Non-Peer Reviewed Publication					
Conference Presentation					
Internal Grant					
External Grant					
Other (specify)					

Data Exhibit B.1 – Assessment Analysis - The table below represents the scores from the rubric for program assessment as calculated by the Director of Assessment.

Overall Evaluation of Programmatic Assessment Plan And Report				
Academic Year	Distinguished (49-56)	Accomplished (39-48)	Emerging (29-38)	Developing (28)
2014-2015				
2015-2016				
2016-2017				
2017-2018				
2018-2019				

Data Exhibit C.1 – Entrance / Exit Abilities – The table below should record any data on entrance / exit abilities of students in the program. This may include any data you have about scores on field examinations, performance on assessment rubrics, evaluations in field placements, etc. Amend the table to add these scores as needed. Listed below are examples and may not fit your program. At a minimum, GPAs must be included in the chart.

Entrance / Exit Abilities				
Academic Year	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
GPA Comparison				
Program				
WVSU Average				
PLO Assessment Score				
1				
2				
3				
4				
Field Placements				
Average of Accepted Placement				

Data Exhibit D.1 – Lab Fees – The table below show list the courses which require a student fee and what rooms / labs they cover.

Courses with Student Fees		
Course	Amount	Facility (please indicate if it is a classroom, lab, or other)

Component III – Necessity

A. Analysis of Program Necessity - include whether the program is necessary for the institution's service region, and whether the program is needed by society (as indicated by current employment opportunities, evidence of future need, rate of placement of the programs' graduates). Whether the needs of West Virginia justify the duplication of programs in several geographic service regions shall also be addressed. Feel free to justify narrative with regional and national data on similar programs.

Click or tap here to enter text.

B. Analysis of Post Program Placement – Using data provided or additional data inserted into the report, comment on the success of students being placed in discipline-related jobs, graduate school, and/or passing required competency exams. **Note: Programs may also respond with other data that better indicate graduate success, but please provide a clear description of said data.**

Click or tap here to enter text.

Data Exhibit A.1 – Similar Programs – Use the table below to identify similar programs to yours.

School		Title of Program
Alderson Broaddus University	☐	
Bluefield State College	☐	
Concord University	☐	
Fairmount State University	☐	
Glenville State University	☐	
Marshall University	☐	
Shepherd University	☐	
University of Charleston	☐	
West Liberty University	☐	
West Virginia University	☐	

Data Exhibit B.1 - Graduate Success Indicators - The table below includes findings from your program's alumni. Percentage should be calculated for the 5-year review period. If data is unavailable, or there are reporting discrepancies, please indicate that in your narrative.

Graduate Success Indicators				
Review Period:	# of graduates placed in discipline-related jobs	# of graduates in graduate school	# of graduates who passed national licensure, certification or other exams	# of graduates where data is unavailable
Click or tap here to	Click or tap here to	Click or tap here to	Click or tap here to	Click or tap here to

Component IV - Viability

A. Cost Analysis – Using the data provided, offer an analysis of unit cost factors, sustaining a critical mass, and relative productivity of the program. Discuss any past trends in enrollment, patterns of graduates, and the best predictive data available. Assess the program's past ability and future prospects to attract students and sustain a viable, cost-effective program. If there is a high or low cost per major, explain the reason.

Click or tap here to enter text.

B. Academic Opportunities and Class Size Analysis - Using the evidence provided in the exhibits, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

Click or tap here to enter text.

C. Outside Course Service Analysis – Provide a narrative discussing the programs courses that are offered as service to other areas of the university. Discuss the importance of your program's courses offered for the General Education curriculum, cognates or requirements in other programs, and courses offered off-campus.

Click or tap here to enter text.

Data Exhibit A.1 – FTE and Instructional FTE - Traditionally, Full Time Equivalent (FTE) is calculated using the formula FTE = Full-time faculty +1/3(∑of adjuncts). However, this number does not truly represent the instructional FTE for several reasons. This includes the fact that some of our full-time faculty teach undergraduate and graduate level courses, other departments teach several service courses, and many full-time faculty members also have administrative or non-teaching releases. Additionally, adjunct instructors are no longer limited in the number of courses they may teach and term faculty teach an extra class and are released from service and research duties. If we were to uphold the traditional method of calculating faculty FTE we would be duplicating the faculty FTE number in the department and underestimating a true student: faculty ratio for our programs as well as calculating an unfair cost per program. In order to avert this from happening, we will use the following methodology to calculate Instructional FTE over the last two years of the review:

Instructional FTE:
Departmental:
Instructional FTE Formula:

$$\frac{\boldsymbol{Average\ Number\ of\ Teaching\ Units\ (x)\ 3}}{\boldsymbol{Standard\ Teaching\ Unit\ Load\ per\ Year\ (24)}}$$

Program:
Program Instructional FTE Formula:

$$\frac{\boldsymbol{Average\ Number\ of\ Program\ Teaching\ Units\ (x)\ 3}}{\boldsymbol{Standard\ Teaching\ Unit\ Load\ per\ Year\ (24)}}$$

Full Time Equivalent Faculty	
Traditionally Calculated FTE	
Instructional FTE	
Program Instructional FTE	

Data Exhibit A.2 – Cost Analysis **/ Return on Investment–** The following calculation is based on an estimated return on investment (ROI) as determined by the Provost / Vice President of Academic Affairs in the 2017-2018 academic year. Numbers for the formula include the total cost of program salaries divided by the total credit hours produced by the program. If the total revenue created is higher than the total salaries, then the program ROI is above 100% and it is making money for the University. If below 100% please discuss in the narrative

Return on Investment

$$\frac{Total\ of\ Program\ Salaries}{Average\ Credit\ Hours\ Produced * \$\ per\ credit\ hour\ (\$316)}$$

Program Calculation:

Enter numbers below		ROI Percentage
—Click or tap here to enter text.Click or tap here to enter text. * 316	=	Click or tap here to enter text.

—Click or tap here to enter text.Click or tap here to enter text. * 316

Data Exhibit B.1 – Program Enrollment Data – Use the chart below to show the number of majors and graduates for each year under the review period.

Academic Year	**Number of Majors**	**Number of Graduates**
Click or tap here to enter text.		
Click or tap here to enter text.		
Click or tap here to enter text.		
Click or tap here to enter text.		
Click or tap here to enter text.		

Data Exhibit B.3.a – Program Student Faculty Ratio - The following table includes student to faculty ratios for the 5 most recent years for which data are available. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general education courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Student: Faculty Ratio for Program Courses					
Academic Year	2014-15	2015-16	2016-17	2017-2018	2018-2019
FTE Faculty					
# of Students					
Student: FTE Faculty Ratio*					

*Full-time equivalent (FTE) is calculated using the following formula:
Total # Full-Time Faculty + One-third Total # Part-Time Faculty (or Students)

Data Exhibit B.3.b – Overall Student Faculty Ratio - Programs that offer courses in which students from outside the program often enroll (e.g., general education courses), may wish to include additional data such as the average number of students per course taught by program faculty. This is an optional table for programs where that information is may be added. You may delete the chart if you do not wish to add this data

Student: Faculty Ratio for ALL Courses					
Academic Year	2014-15	2015-16	2016-17	2017-2018	2018-2019
FTE Faculty					
# of Students					
Student: FTE Faculty Ratio*					

*Full-time equivalent (FTE) is calculated using the following formula:
Total # Full-Time Faculty + One-third Total # Part-Time Faculty (or Students)

Data Exhibit B.4 – Course Enrollment Data – Below list ALL courses your program offered during the review period. Calculate the Credit Hours Produced (CHP) by multiplying the enrollment by 3.

YEAR	ENROLLMENT	FALL	SPRING	CHP
2009-2010	Lower division			
	Upper division			
2010-2011	Lower division			
	Upper division			
2011-2012	Lower division			
	Upper division			
2012-2013	Lower division			
	Upper division			
2013-2014	Lower division			
	Upper division			

Data Exhibit B.5 - Special study options - The following table includes the number of students enrolled in special academic opportunities available through your department/program. When appropriate, the number of Credit Hours Produced (CHP) by the option is provided.

Special Study Option	**Number of Students Who Participated/Number of Units Generated for each Study Option Offered by the Program**									
	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	# of students	CHP	# of students	CHP	# of students	CHP	# of students	CHP	# of students	CHP
Online Courses										
Online Degrees										
By-Arrangement Courses										
Thesis										
Research / Teaching Assistants										
Internships										
Experiential Learning										
Other (Please specify)										

Data Exhibit C.1.a – General Education Service Courses – Use the chart below to identify courses that your department offers as part of programs OUTSIDE of the one being reviewed. All General Education courses and cognates should be listed here.

General Education Courses		
Course Number	Course Name	Average Sections per Year

Data Exhibit C.1.b – Cognate Service Courses - Use the chart below to identify courses that your department offers as part of programs OUTSIDE of the one being reviewed. All cognates for other programs should be listed here.

Cognate Service Courses		
Course Number	Course Name	Program(s) Serviced

Data Exhibit C.2 – Off-Campus Courses – Use the chart below to indicate any off-campus courses taught by in your program. DO NOT input Early Enrollment / Dual Credit courses as they will be entered in a different exhibit. For location, please use Banner Abbreviations

Off-Campus and Early Enrollment Courses						
Academic Year	Course	Location	# of Sections	Credit Hours	Enrollment	Credit Hours Produced

Data Exhibit C.2 – Early Enrollment / Dual Credit Courses – Use the chart below to show all Early-Enrollment / Dual Credit courses offered over the review period

Course	**Number of sections (locations) and total number of enrolled students for Early Enrollment Courses**									
	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students

Data Exhibit C.3 – Articulation Agreements– Use the chart below to show any articulation agreements your program has with programs at other institutions (e.g. 2+2 agreements).

Articulation Agreements	
Institution	Type of Agreement

Component V – Program Direction and Future Needs

A. Program Strengths – After analyzing the data in this report, please provide a bullet list of the strengths you see in your program.

- Click here to enter text.
- Click here to enter text.
- Click here to enter text.
- Click here to enter text.
- Click here to enter text.
- Click here to enter text.

B. Program Weaknesses – After analyzing the data in this report, please provide a bullet list of the weaknesses you see in your program.

- Click here to enter text.
- Click here to enter text.
- Click here to enter text.
- Click here to enter text.
- Click here to enter text.
- Click here to enter text.

C. Summary Conclusions - Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

Click or tap here to enter text.

D. Needs for Future Success – Using the area provided below, discuss what institutional needs your program requires for continued success in your program. Be sure to justify these needs by explaining how they would make the program stronger or more competitive.

Click or tap here to enter text.

Other Exhibits

(*Any documents you wish to include other than the requested data. Exhibits should only include items specifically referred to in this document.*

Program Review Executive Summary

West Virginia State University

Program: Click or tap here to enter text.

Program Options: Click or tap here to enter text.

Date of Review: Click here to enter a date. **Recommended Date of Next Review:**

Consistency With Mission (HEPC Series 10.5.4)

Centrality to Institutional Mission:

Program Learning Outcomes:
Click or tap here to enter text.

Adequacy (HEPC Series 10.5.2)

Faculty Demographics

	Full-time								Adjunct		Total	
	Female				Male				Female	Male	Female	Male
	Instructor	Assistant	Associate	Professor	Instructor	Assistant	Associate	Professor				
b. Faculty who are												
Non-resident (International)												
Asian												
Black, non-Hispanic												
Hispanic												
American Indian or Alaska												
Native Hawaiian / Other Pacific												
Two or more races												
Unknown (Or Decline to Identify)												

White, non-Hispanic													
Totals													
e. Number of faculty with Tenure													
f. Number of faculty with doctorate or other terminal degree													
g. Number of faculty whose highest degree is a master's, but not a terminal master's													
h. Number of faculty whose highest degree is a bachelor's													

Faculty Qualifications	Click or tap here to enter text.
Student Assessment	Click or tap here to enter text.
Instructional Facilities	Click or tap here to enter text.

Necessity (HEPC Series 10.5.3)

Duplication and Demand	Click or tap here to enter text.
Post Program Placement	Click or tap here to enter text.

Review Period:	# of graduates placed in discipline-related jobs	# of graduates in graduate school	# of graduates who passed national licensure, certification or other exams	# of graduates where data is unavailable
Click or tap here to	Click or tap here to	Click or tap here to	Click or tap here to	Click or tap here to

Viability (HEPC Series 10.5.1)

Program Enrollment

Academic Year	**Number of Majors**	**Number of Graduates**
Click or tap here to enter text.		
Click or tap here to enter text.		
Click or tap here to enter text.		
Click or tap here to enter text.		
Click or tap here to enter text.		

Program Cost	Return on Investment Percentage: Click or tap here to enter text.
Academic Opportunities and Class Size	Click or tap here to enter text.
Enrollment and Recruitment	Click or tap here to enter text.
Outside Services	**Number of Service Courses Taught:** Click or tap here to enter text. **Number of Early Enrollment Courses Taught:** Click or tap here to enter text. Click or tap here to enter text.
Summary / Future Needs	
Program Strengths	• • Click here to enter text. • Click here to enter text. • Click here to enter text. • Click here to enter text. • Click here to enter text. • Click here to enter text.
Program Weaknesses	• • Click here to enter text. • Click here to enter text. • Click here to enter text. • Click here to enter text. • Click here to enter text. • Click here to enter text.
Summary Conclusions	Click or tap here to enter text.
Future Needs	Click or tap here to enter text.
Program Review Committee Recommendation	
Recommendation	☐ Continuation of the program at the current level of activity ☐ Continuation of the program at a reduced level of activity ☐ Identification of the program for further development

	☐ Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like ☐ Discontinuance of the program
Justification:	Click or tap here to enter text.
Provost / Vice President of Academic Affairs Recommendation	
Recommendation:	☐ Continuation of the program at the current level of activity ☐ Continuation of the program at a reduced level of activity ☐ Identification of the program for further development ☐ Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like ☐ Discontinuance of the program
Explanation:	Click or tap here to enter text.

Academic Program Review Report

Revised January 22nd 2020

Program: B.A. in English

Program Options: Literature, Professional Writing, Technical Writing (online)

Professional Accreditation Organization: N/A

Date of Last Accreditation Review: N/A

Last Review and Suggested Action: AY 2013-2014

- ☒ Continuation of the program at the current level of activity
- ☐ Continuation of the program at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like
- ☐ Discontinuance of the program

Submitted: AY 2019-2020

Steps of the Program Review Report

	ACTION ITEM
Step 1	The Program Review Report is the responsibility of the Program Chair to produce. This should be done in consultation with the College Dean and members of the program.
Step 2	Program submits draft of Program Review to the Chair of the Program Review Committee.
Step 3.a	IF PRC finds inadequacies or issues in report, the Chair may return the report to the Program for revision.
Step 3.b	PRC completes Program Review Committee Report and sends its findings and recommendations to the Dean and Chair / Coordinator of the Program.
Step 4	PRC forwards its report and final recommendation to the Provost / Vice President of Academic Affairs. Provost / VPAA accepts / rejects / amends PRC recommendation and sends decision to the Board of Governors Academic Policies Committee via Executive Summary Report
Step 5	BOG APC reviews Executive Summary and Provost / VPAA decision. BOG APC accepts / rejects / amends decision and sends it to the full BOG for vote.
Step 6	BOG takes official action on Program Review Outcome and sends decision to WVHEPC.
Step 7	Dean meets with program faculty to review results of PRC report, discuss proposed goals and possible action steps.
Step 8	Chair of the PRC gathers all decisions for report to the Faculty Senate on Decisions
Note:	All steps except 4 are open to attendance of a representative of the program. The PRC recommends attendance at the initial draft review and strongly urges attendance at the BOG APC and BOG meeting.

Table of Contents

Component I – Consistency with Mission

A. Program Mission and Purpose - Briefly describe where your program fits within the university structure (e.g. school/dept.) and what degrees or concentrations it grants. State your program's mission and purpose and how it helps to fulfill the broader mission and Academic Vision of West Virginia State University Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve. Please indicate the centrality of the program to the institution, explain how the program complements other programs offered, and state how the program draws upon or supports other programs. Any aspect of the institution that relies on the program should be addressed. The effects (positive or negative) that discontinuance of the program might have upon the institution's ability to accomplish its mission should be stated.
(limit response to 500 words or less)

West Virginia State University's mission, "to meet higher education and economic development needs of the state and region through innovative teaching and applied research" is well met by the Bachelors of Art English Program. The English Department offers three rigorous major options: the Literature option, the Professional Writing option, and the Technical Writing option (online). These prepare our students for graduate study and careers in many different fields.

Moreover, West Virginia State University's vision, as articulated by President Anthony L. Jenkins in 2016, states that the school aspires to become a premier regional research university that is recognized nationally for its quality education, innovative teaching, and experiential learning. Faculty contribute to the mission and vision by engaging in research and creative efforts, producing conference papers and publications. This research contributes to the mission by advancing "innovative teaching" in all aspects of the classroom, including the instruction of online, face to face, and hybrid classrooms.

WVSU is "a living laboratory of human relations" and a historically black university, which values "our rich and diverse heritage." To support this mission, students take major courses to make sure they understand and appreciate gender, age, racial/ethnic, and regional diversity, as well as further develop "human capacities for integrity, compassion, and citizenship." Specifically, students must take at least one course designated for developing an understanding of diversity: 337, Black Writer in America; 338, Black Novelists in America; 339, Black Poets in America; 340, Readings in African Literature; 342, Women Writers; 343, Appalachian Literature and Culture, or 369 Gay and Lesbian Literature. A number of other regularly taught courses also address diversity issues, such as 350, World Literature; and 440, Interpreting the Holocaust.

The mission states that students will learn a core "that includes effective communication." This "value" begins in the English Department with 101, Composition I and 102, Composition II. In addition to being a large part of the General Education curriculum, these courses are vital to the "outcomes" of our three major options.

The Department endeavors to provide "accountability through shared responsibility and continuous improvement" through various levels of assessment, and the use of assessment findings.

B. Program Learning Outcomes – Please list your Program Learning Outcomes (PLOs) below

Before graduating, English majors will be able to:

1. Analyze historical and contemporary literature.
2. Synthesize theory with a variety of texts.
3. Conduct research using print and online sources.
4. Compose texts for specific audiences.
5. Evaluate language variety and development.

C. Progress Since Last Review – If your program's last review called for some corrective action or follow-up document, discuss what actions were taken by your program to meet the recommended steps. If no actions were required, skip this step.

After the 2010- 2014 Program Review, the recommendation was for the continuation of the program at the current level of activity with a follow up on assessment. The department presented that assessment report in Spring 2015 and has continued the assessment process outlined in that plan.

D. Curriculum – List your curriculum below. Use separate sheet for each option in your program.

Degree Program: Bachelor of Arts: English – Literature Option	**Total number of credit hours required for graduation:** 120
Professional society that may have influenced the program offering and requirements:	

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
230 Introduction to General Linguistics	3	*American Literature*--**Select one**: 316 American Literature to 1860 317 American Literature, 1860-1940 408 Contemporary American Literature	3	Foreign Language at 200 level or above (*These cannot be courses in foreign culture taught in English*)	6	First Year Experience Written Communication Oral Communication Math Scientific Reasoning	3 6 3 3-4 3
250 Introduction to English Literature	3						
303 Expository Writing	3	*World Literature*—**Select one:** 320 Literature of the Western World I 321 Literature of the Western World II 350 World Literature, Classical Era 351 World Literature, Modern Era	3	British, American, or World History course (can be cross- listed with General Education)	3	Arts Humanities Natural Sciences Social Science International Perspectives Histories Wellness	3 3 3-4 3 3 3 3
315 Shakespeare	3						
334 Principles of Literary Criticism	3	*Diversity Component***--Select one:** 337 The Black Writer in America 338 Black Novelists in America 339 Black Poets in America 340 Readings in African Literature 342 Women Writers 343 Appalachian Literature and Culture	3	Electives as needed	28		
401 History of the English Language	3						
477 Senior Seminar	3	Select **four** more literature courses at the 300-400 level	12				
Total Required Major Hours:	**21**	**Total Additional Major Hours:**	**21**	**Total Cognate Hours:**	**37**	**Total Gen. Ed. / Elective Hours:**	**39-41**

Degree Program: Bachelor of Arts: English – Professional Writing Option	**Total number of credit hours required for graduation:** 120
Professional society that may have influenced the program offering and requirements:	

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
112 Technical Writing	3	*Language--**Select one:***	3	Foreign Language at 200 level or above	6	First Year Experience	3
204 Writing for Business and Other Professions	3	*230 Introduction to General Linguistics* *255 The Power of Language* *306 Principles of Grammar* *401 History the English Language*		(*These cannot be courses in foreign culture taught in English*)		Written Communication Oral Communication Math Scientific Reasoning	6 3 3-4 3
225 Journalism I	3	*American Literature—**Select one:***	3	Art/technology - **Select one:**	3		
228 Introduction to Desktop Publishing	3	*316 American Literature to 1860* *317 American Literature, 1860-1940* *408 Contemporary American Literature*		Art 217 Computer Graphics Art 230 Graphic Design		Arts Humanities Natural Sciences	3 3 3-4
250 Introduction to English Literature	3	*Diversity Component--**Select one:***	3	Area Study— Select **three related** classes outside English**.**	9	Social Science International Perspectives Histories	3 3 3
303 Expository Writing	3	*337 The Black Writer in America* *338 Black Novelists in America* *339 Black Poets in America* *340 Readings in African Literature* *342 Women Writers* *343 Appalachian Literature and Culture*				Wellness	3
304 Introduction to Creative Writing	3			Electives as Needed	16		
315 Shakespeare	3	*Writing Workshop--Select one:*	3				
334 Principles of Literary Criticism	3	*227 Copy Editing* *430 Poetry Writing Workshop* *431 Fiction Writing Workshop* *432 Creative Nonfiction*					
477 Senior Seminar	3						
		Advanced Writing--Select one	3				
		310 Technical & Report Writing *311 Editing for Technical Writers* *326 Journalism II* *429 Writing for Publication*					
Total Required Major Hours:	**30**	**Total Additional Major Hours:**	**15**	**Total Cognate Hours:**	**34**	**Total Gen. Ed. / Elective Hours:**	**39-41**

Degree Program: Bachelor of Arts: English – Technical Writing Option	**Total number of credit hours required for graduation:** 120
Professional society that may have influenced the program offering and requirements:	

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
112 Technical Writing	3	*English Literature--**Select one:***	3	Foreign Language at 200 level or above (*These cannot be courses in foreign culture taught in English*)	6	First Year Experience	3
160 Practical English Grammar and Usage	3	*250 Introduction to English Literature* *315 Shakespeare* *402 Early English Lit through the 15th C* *403 The English Renaissance* *405 Lit. of the Restoration and the 18th C* *406 English Romanticism* *407 The Victorian Period* *409 Modern British Literature*				Written Communication Oral Communication Math Scientific Reasoning	6 3 3-4 3
204 Writing for Business and Other Professions	3			Area Study— Select **four** courses from one outside field	12		
228 Introduction to Desktop Publishing	3	*American Literature--**Select one:***	3			Arts Humanities Natural Sciences Social Science	3 3 3-4 3
310 Technical and Report Writing	3	*316 American Literature to 1860* *317 American Literature, 1860-1940* *408 Contemporary American Literature*		Electives as Needed	19	International Perspectives Histories Wellness	3 3 3
311 Editing for Technical Writers	3	*Diversity Component--**Select one:***	3				
410 Digital Literacies	3	*337 The Black Writer in America* *338 Black Novelists in America* *339 Black Poets in America* *340 Readings in African Literature* *342 Women Writers* *343 Appalachian Literature and Culture* *347 The Immigrant Experience*					
412 Information Design	3						
477 Senior Seminar	3	*Comparative/World Literature--Select one:*	3				
Comm 285 Web Design and Digital Media	3	*320 Lit of the Western World, Part I* *321 Lit of the Western World, Part II* *350 World Literature, Classical Era* *351 World Literature, Modern Era* *413 Development of the Novel* *414 The Modern Novel* *415 The Modern Drama*					
Total Required Major Hours:	**30**	**Total Additional Major Hours:**	**12**	**Total Cognate Hours:**	**37**	**Total Gen. Ed. / Elective Hours:**	**39-41**

Note: Program is 100% online

Component II – Adequacy

A. Analysis of Faculty Qualifications - From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Faculty production, outside of instructional, should be noted as well as any special awards or recognition (regionally or nationally) that have been conferred. If your faculty have been awarded grants, be sure to note the number and award amount. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled. **(Limit response to 300 words or less)**

At the present time, there are seven full-time tenure or tenure track faculty members, and all of them have a Ph.D. In other words, 100% of full-time members of the English Department have terminal degrees. Of these, six are tenured and one is currently in the pre-tenure process. During this review period, the department had one faculty member retire. The English Department Faculty earned their degrees from impressive programs ranging from Yale University to Illinois State University and have continued their research and teaching agendas while here at State. Evidence of faculty contributions can be seen in the Self-Analysis Report where program faculty averaged scores in the Adequate and Excellent range.

The English Department has many excellent faculty members who meet the various needs of its students in American literature; British literature; comparative literature; literary and critical theory; teacher preparation in language arts; professional writing; and technical writing. Importantly, the program faculty is extremely diverse in both race and gender.

Faculty members also contribute to the school's research agenda and have produced 1 book, and 4 peer-reviewed articles. 25 conferences were attended, and 23 research papers presented. Grant work by the faculty has expanded since the last Program Review with members proposing several grants and, in the past two years, have been awarded $7500 in external grants, and $5000 in internal grants. Currently out for review, but not included in this review period, is over $100,000 in grant award money that we hope to receive word on soon.

B. Analysis of Program Assessment - Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, such as a capstone, thesis, or dissertation, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these result. **(Limit response to 300 words or less**

To strengthen the program and students in the program options of Literature, Professional Writing, Technical Writing, and English Education, the English Department documents the learning development of our majors. For this documentation, we use a four-stage process to assess progress and achievement through portfolios, interviews, and surveys. Two of the three papers for the portfolio must be nonfiction prose. Our assessment process shows that there is a clear "value learned" when comparing PLO scores from 200, 300, and 400 level courses.

In the last recorded rubric, as scored by the Director of Institutional Assessment, the English Department recorded a perfect score of 56/56. As this is the first year of reporting in this fashion, scores from previous years are not available.

The English Department continues to use the same process of assessment, collecting data, analyzing data, and closing the loop. This has allowed the program to refine the process and revise courses and objectives. As we move forward, we will be using this assessment to make the program more nimble and current. The department came to this decision by looking at our majors, realizing that a lot of majors declare as English Majors after 30 hours of course work. Because of this analysis, the program began to reduce prerequisites on courses so that students would not need to "double-back" and fall behind in their degree path.

C. Analysis of Student Exit / Entrance Abilities – Describe the abilities of your students from when they enter to leave your program. Although you may discuss any entrance standards your program may have (especially if they are different from the school's admission requirements), your narrative should be a statistical profile of your majors when they start the program and when the finish. Entrance abilities should include any data about the scores and/or high school GPAs of your entering students (Computer services can provide scores.) and exit abilities should include any data you have about scores on field examinations, performance on assessment rubrics, evaluations in field placements, etc. **(Limit response to 300 words or less)**

Based on the qualitative standards of the portfolio review for the Professional Writing and Technical Writing majors, the students are meeting and, in many cases, exceeding the expectations established in the Program Learning Outcomes. Currently, all components of assessment are working well, and whereas in the last review, adjustments were needed, the departmental assessment committee did not have any new suggestions for improvement during the last two cycles of analysis. Since this was done, we have seen a successful growth in student achievement in the PLO's. Graduating students average scores of 3.30/4 in the English Program PLO's

Students in the English Program also see improvement in GPA scores from high school to our program. In comparison to the rest of the university, English majors carry a GPA of 3.17, on par with the average WVSU score of 3.1

Since English Education content is similar to the Literature option for English majors, PRAXIS II scores were studied. The Assessment Committee examined at pass rates for the past four years, and all students passed.

D. Analysis of Facilities and Activities – Briefly describe the facilities designated to your program and how they contribute to fulfilling the mission of the program and the University. This narrative should mention all instructional facilities, such as scientific labs, computer labs, multimedia rooms, etc. that the program is responsible for. You may also briefly mention other facilities that you regularly use. If a facility is maintained by student fees, please discuss how the fees are used to maintain the area. **(Limit response to 300 words or less)**

The English Department operates and maintains two computer-based classrooms in Ferrell Hall, 315 and 316. 315 is a multi-media room with fifteen desk-top computers, one LCD projector, and two carts, each with a TV, as well as a VCR and DVD player. 316 is used more for composition classes and has 25 desk-top computers, enough to accommodate a full class of writing students. All of the equipment and supplies are maintained through lab fees collected from students taking English 101 and English 101E.

Data Exhibit A.1 - Faculty Qualifications Faculty listed below are those who taught courses for the program within the academic year 2018-2019

Faculty Qualifications				
Name of Faculty Member	Rank	Highest Degree Earned and Date of Acquisition	Institution of highest degree	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
Alderman, Timothy (Retired)	Associate Professor	Ph.D. in English	Purdue University	
Anderson, Karen	Instructor	M.A. in Literature, M.L.S.	Marshall University	
Barnes-Pietruszynski, Jessica	Associate Professor	Ph.D. in English Studies	Illinois State University	Woman's Studies Certificate
Bonnett, Renae	Instructor	M.A. in English	Marshall University	
Carema. Cathryn	Adjunct	Ed.D. in Education	University of Bath, Bath UK	WV Teaching Certificate WV Administrative Certificate
Kiddie, Tom	Professor	Ph.D. in Comparative Literature	Rutgers University	
Ladner, Barbara	Professor	Ph.D. in American Studies	Yale University	
McConnell, Anne	Professor	Ph.D. in Comparative Literature	University of Colorado	
Minney, Katrina	Adjunct	M.A. in English	Marshall University	WV Teaching Certificate
Morris, Aaron	Adjunct	M.F.A. in Creative Writing M.A. in English	WV Wesleyan College Marshall University	
Pietruszynski, Jeffrey	Associate Professor	Ph.D. in English Studies	Illinois State University	
Taylor-Johnson, Carol	Professor	Ph.D. in English	Ohio State University	
Wallace, Robert	Professor	Ph.D. in English	Indiana University of Pennsylvania	
Wang, Lan	Assistant Professor	Ph.D. in English	Indiana University of Pennsylvania	

Data Exhibit A.2 - Faculty Demographics Faculty listed below are those who taught courses for the program within the academic year 2018-2019

Faculty Demographics												
	Full-time								Adjunct		Total	
	Female				Male				Female	Male	Female	Male
	Instructor	Assistant	Associate	Professor	Instructor	Assistant	Associate	Professor				
a. Faculty who are												
Non-resident (International)												
Asian		1										
Black, non-Hispanic				1								
Hispanic												
American Indian or Alaska	1		1	2								
Native Hawaiian / Other Pacific												
Two or more races												
Unknown (Or Decline to Identify)												
White, non-Hispanic							1	2				
Totals	1	1	1	3			1	2	1	1	7	4
a. Number of faculty with Tenure											4	3
b. Number of faculty with doctorate or other terminal degree											4	3
c. Number of faculty whose highest degree is a master's, but not a terminal master's											4	
d. Number of faculty whose highest degree is a bachelor's												

Data Exhibit A.3 – Faculty Annual Review Scores The following table shows the average scores for faculty evaluation over the last 5 years, ending in Academic Year 2018-2019

Average Annual Review Scores			
Academic Year	**Teaching**	**Research**	**Service**
2014-2015	**Excellent**	**Satisfactory**	**Satisfactory**
2015-2016	**Excellent**	**Satisfactory**	**Excellent**
2016-2017	**Excellent**	**Satisfactory**	**Excellent**
2017-2018	**Excellent**	**Satisfactory**	**Excellent**
2019-2019	**Excellent**	**Satisfactory**	**Excellent**

Annual Evaluation Criteria:

Categories/Rating	MARGINAL	SATISFACTORY	EXCELLENT
TEACHING	13-24	25-31	32-39
RESEARCH	0-9	10-19	20+
SERVICE	0-14	15-24	25+

Data Exhibit A.4 – Faculty Research, Scholarship, and Grant Writing – Using the table below, please show faculty production in terms of published research, scholarship, and written grants. The data provided should cover the last two years, ending in the current review period

Non-Instructional Production of Faculty – Data from last two years, ending in academic year 2018-2019					
Type	2017-2018	2018-2019	Total Award Amount	Totals	
				Number	Award Amount
Peer-Reviewed Publication	3	1		4	
Academic Book		1		1	
Creative Work / Installation		2		2	
Non-Peer Reviewed Publication	1			1	
Conference Presentation	11	12		23	
Internal Grant	1		$5000	1	$5000
External Grant	1		$7,500	1	$7500
Public Discussion Program	3	2		5	
Peer Reviewer (Journal)	2	2		4	
Conference / Seminar Attendance	7	8		15	
				57	$12,500

Data Exhibit B.1 – Assessment Analysis - The table below represents the scores from the rubric for program assessment as calculated by the Director of Assessment.

Overall Evaluation of Programmatic Assessment Plan And Report				
Academic Year	Distinguished (49-56)	Accomplished (39-48)	Emerging (29-38)	Developing (28)
2014-2015	N/A			
2015-2016	N/A			
2016-2017	N/A			
2017-2018	56			
2018-2019				

Data Exhibit C.1 – Entrance / Exit Abilities – The table below should record any data on entrance / exit abilities of students in the program. This may include any data you have about scores on field examinations, performance on assessment rubrics, evaluations in field placements, etc. Amend the table to add these scores as needed. Listed below are examples and may not fit your program. At a minimum, GPAs must be included in the chart.

Entrance / Exit Abilities					
Academic Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
GPA Comparison					
Program	3.17	3.14	3.18	3.17	3.17
WVSU Average	3.1	3.1	3.1	3.1	3.1
PLO Assessment Score					
1	3.40/4	3.16/4	3.28/4	3.39/4	3.40/4
2	3.25/4		3.09/4	2.30/4	3.004
3		2.89/4	3.08/4	3.13/4	3.11/4
4		3.18/4	3.40/4	2.97/4	3.18/4
5		3.20/4	3.00/4	3.51/4	3.51/4
Field Placements					
Average of Accepted Placement	N/A	N/A	N/A	N/A	N/A

Data Exhibit D.1 – Lab Fees – The table below show list the courses which require a student fee and what rooms / labs they cover.

Courses with Student Fees		
Course	Amount	Facility (please indicate if it is a classroom, lab, or other)
English 101	$7.00	A315 and A316 (Writing Labs)
English 101E	$7.00	A315 and A315 (Writing Labs)

Component III – Necessity

A. Analysis of Program Necessity - include whether the program is necessary for the institution's service region, and whether the program is needed by society (as indicated by current employment opportunities, evidence of future need, rate of placement of the programs' graduates). Whether the needs of West Virginia justify the duplication of programs in several geographic service regions shall also be addressed. Feel free to justify narrative with regional and national data on similar programs.

Both Marshall University and West Virginia University offer majors in English and the two four-year colleges closest to West Virginia State University, West Virginia University Institute of Technology and the University of Charleston do was well. As for the Technical Writing option within the English major at West Virginia State, there is no major in technical writing at any other school in the state.

An English Degree, despite many misconceptions, is a very useful degree, proving students with the opportunity begin work directly after graduation or the option of graduate school or law schools. In fact, in a recent article entitled "English majors, rejoice: Employers want you more than business majors," the skills learned in English Programs are highly desirable.

The quality of the faculty at West Virginia State University also makes the degree distinctive. As stated earlier, all 13 faculty who currently teach courses in the major hold a Ph.D. Several other departments are run by a small number of full-time faculty and large numbers of adjuncts. In one case, University of Charleston, they have an English Degree, but no dedicated department. During the review period, faculty have: published extensively in both creative and scholarly writing, in regional and national journals. This includes a faculty member under editing her second book. They have presented papers at regional and national conferences, and have been honored with awards. They have also received grants form various agencies such as the West Virginia Humanities Council.

B. Analysis of Post Program Placement – Using data provided or additional data inserted into the report, comment on the success of students being placed in discipline-related jobs, graduate school, and/or passing required competency exams. **Note: Programs may also respond with other data that better indicate graduate success, but please provide a clear description of said data.**

Many of the students who graduated with English degrees during the last five years are either attending graduate school or employed in fields which use the knowledge and skills that they developed at West Virginia State. Graduate schools are included in this section because in most cases the students are working as graduate assistants to finance their education.

It should be noted that several graduates of the English program have transitioned into the Masters of Public Administration program at WVSU.

Although data is difficult to come by without a strong alumni database system or reporting data, the English Department attempts to keep track of its graduates by keeping track of requests for letters of reference as well as though social media.

Data Exhibit A.1 – Similar Programs – Use the table below to identify similar programs to yours.

School	Title of Program
Alderson Broaddus University	
Bluefield State College	
Concord University	B.A. in English
Fairmount State University	B.A. in English
Glenville State University	
Marshall University	B.A. in English, M.A. in English
Shepherd University	B.A. in English
University of Charleston	B.A. in English
West Liberty University	B.A. in English
West Virginia University	B.A. in English, M.A. in English, Ph.D. in English

Data Exhibit B.1 - Graduate Success Indicators - The table below includes findings from your program's alumni. Percentage should be calculated for the 5-year review period. If data is unavailable, or there are reporting discrepancies, please indicate that in your narrative.

Graduate Success Indicators				
Review Period:	# of graduates placed in discipline-related jobs	# of graduates in graduate school	# of graduates who passed national licensure, certification or other exams	# of graduates where data is unavailable
2014-2019	28	17	N/A	25

Component IV - Viability

A. Cost Analysis – Using the data provided, offer an analysis of unit cost factors, sustaining a critical mass, and relative productivity of the program. Discuss any past trends in enrollment, patterns of graduates, and the best predictive data available. Assess the program's past ability and future prospects to attract students and sustain a viable, cost-effective program. If there is a high or low return on investment, explain the reason.

Looking at the overall numbers for the English program using very traditional methods of evaluating cost and student enrollment creates an incomplete picture of the strength of the English Program and its contribution to the University. If we use traditional methods of evaluation, we see a decline in numbers that often equates to an increase in cost for the major. Admittedly, a 4:1 student to faculty ratio may not inspire confidence in a program. This number is derived by assuming that all members of the department are teaching only classes that are program related. During this review period, the program has not added any new members and has absorbed retirements. The department employment has not matched this trend for two reasons. First, in order to maintain a strong, rigorous program, faculty specialized in different areas are needed. Removing members from the department would mean that there would be gaps in important areas of study for English Majors. Secondly, a healthy number of full-time faculty are needed to help provide service for General Education and other service courses

The first place this is evident is in the ROI established in this document. Using traditional numbers, English Department salaries, the program continues to operate in the black, with a 44% ROI percentage, an acceptable number to show that the program brings money into the school. However, several members of the English Department Faculty do not teach a full load as the program contains a Dean, The Director of the Center for Online Learning, The Director of the ESL program, and the Coordinator of General Education. They, along with the Department Chair, receive administrative releases each semester. When these releases are factored into ROI, we see even more of a cost-effective department with an ROI of 28%. Furthermore, no members of the English Department teach a full-time load strictly within the program major with more than half of teaching loads going towards General Education and Cognate courses. Doing one last factor of these responsibilities, the ROI percentage drops to 14%. In other words, much of the cost for the program is defrayed by the service teaching done by faculty members.

Now this is not to say that fewer faculty members would make the program more cost effective. English Professors, like every other program, are specialists. To have a program that meets accreditation standards, multiple genres, literary eras, and writing methods must be taught. This is done not only for English majors, but for English Education majors as well. The department mitigates the challenges of course enrollment by offering a rotating schedule, depending on specific specializations at different points of the program.

We also see the importance of the program in the cognate courses the department teaches. These are courses that are required by our majors as well, meaning that class size is increased while meeting the needs of our students as well as other programs. If we take that information into consideration, then upper-level courses, even with the decline in enrollment, continue to retain a healthy enrollment with 413 students served in upper-division courses during the final year of this review period. If we use the Instructional FTE for these courses, we see a viable program with a student to faculty ratio of 13:1, the average for WVSU.

Finally, not calculated in traditional methods is the number of students the English Program helps reach graduation with arranged courses to help students keep on course. These uncompensated courses are offered for students who transfer into the program late in their academic path. Instead of falling behind, they finish on time.

In all, even as we see a fall in English Major numbers overall, the department itself remains an important and financially viable part of the institution.

B. Academic Opportunities and Class Size Analysis - Using the evidence provided in the exhibits, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

Nationwide, the number of English Majors is in decline. When coupled with the lack of students seeking higher education experiences overall, there is a clear explanation for a decrease in majors AND students who take upper-level English classes. Whereas there are definite cost drawbacks to this trend, there are actually positives for our program as well.

First, one of the biggest places we see positive numbers is within the Technical Writing option within the program. The 100% online program has seen a steady increase in numbers from 1 at the start of the review period, to 18 currently registered. During this time, we have seen the graduation of the first 100% online student from the department, and, importantly, the program was named one of the top 15 online programs in the county by thebestschools.org. The department hopes to build on this growth with new certificates and expansions into the technical writing field.

Upper-level English courses involve a lot of reading and writing. The Association of Departments of English, along with the Modern Language Association recommend instructors should teach no more than twenty-five in a writing-intensive course, with a "sweet spot" of 12-15 students. At State, the student to faculty ratio for these courses is 13:1, making the interaction between the student, his/her/their classmates, and the professor more intimate. It allows for rigorous feedback on assignments and timely return. These aspects of a classroom are proven factors in retention and graduation.

Interestingly, it is important to note that the average number of students in these upper-level courses has remained at a consistent level, even with the addressed decline, thanks to cognate courses and students seeking minors. The biggest drops in enrollment come from the lower-level courses as more and more students are taking advantage of Early Enrollment opportunities, using the lower-cost courses to start college with credit for these General Education courses.

As the usefulness of an English degree becomes more known nationwide, we, as well as departments around the world, are hoping to reverse the trend of lower enrollment. However, instead of just waiting, the department is actively working to increase class size by revising curriculum, offering experiential learning courses, and expanding its reach into other programs as well as recruitment in Early Enrollment courses.

c. Outside Course Service Analysis – Provide a narrative discussing the programs courses that are offered as service to other areas of the university. Discuss the importance of your program's courses offered for the General Education curriculum, cognates or requirements in other programs, and courses offered off-campus.

The English Department's role in service to other areas in the university is a remarkably strong aspect of the program. The credit hours produced in General Education courses, cognate courses, and Early Enrollment courses are extremely high.

The English Program's role outside of the major itself is vital to the mission of the University as well as other programs. Most visible is the connection between the department and General Education. WVSU resides in an area where our students are academically underserved in writing. Helping these students learn to write at a level consistent with higher education and beyond can be a daunting task. To accomplish this goal, Faculty within the English Program teach at least one course in the General Education curriculum, with most teaching two to three writing courses. In all, the Program offers 9 courses within the curriculum, more than any other program. A loss of the department would greatly affect the pass / fail rate of students who have not received the level of instruction we offer in these classes.

In addition to the courses listed in the exhibit, the English Department actively works with other programs to offer services in writing. This includes programs in every college at the university. Recently, the department helped to create an interdisciplinary research writing course that will be a required cognate in 3 programs. Other programs have contacted the department as well, seeking ways to improve the writing for their majors. These cognates show that the Program has dual role in service as well as providing for the English Program.

The English Department at WVSU has the largest selections of WVSU Courses in the Early Enrollment Program. The growth of this program is evident as during the five-year review period, offerings by the English Department in English 101, English 101E, English 102, and English 150 grew from 471 students in AY 2014-2015 to 1,803 in AY 2018-2019.

Data Exhibit A.1 – FTE and Instructional FTE - Traditionally, Full Time Equivalent (FTE) is calculated using the formula FTE = Full-time faculty +1/3(∑of adjuncts). However, this number does not truly represent the instructional FTE for several reasons. This includes the fact that some of our full-time faculty teach undergraduate and graduate level courses, other departments teach several service courses, and many full-time faculty members also have administrative or non-teaching releases. Additionally, adjunct instructors are no longer limited in the number of courses they may teach and term faculty teach an extra class and are released from service and research duties. If we were to uphold the traditional method of calculating faculty FTE we would be duplicating the faculty FTE number in the department and underestimating a true student: faculty ratio for our programs as well as calculating an unfair cost per program. In order to avert this from happening, we will use the following methodology to calculate Instructional FTE over the last two years of the review:

Instructional FTE:
Departmental:
Instructional FTE Formula:

$$\frac{\boldsymbol{Number\ of\ Teaching\ Units\ (x)\ 3}}{\boldsymbol{Standard\ Teaching\ Unit\ Load\ per\ Year\ (24)}}$$

Program:
Program Instructional FTE Formula:

$$\frac{\boldsymbol{Number\ of\ Program\ Teaching\ Units\ (x)\ 3}}{\boldsymbol{Standard\ Teaching\ Unit\ Load\ per\ Year\ (24)}}$$

Full Time Equivalent Faculty	
Traditionally Calculated FTE	**10.9**
Instructional FTE	**9**
Program Instructional FTE	**4.5**

Data Exhibit A.2 – Cost Analysis **/ Return on Investment–** The following calculation is based on an estimated return on investment (ROI) as determined by the Provost / Vice President of Academic Affairs in the 2017-2018 academic year. Numbers for the formula include the total cost of program salaries divided by the total credit hours produced by the program. If the total revenue created is higher than the total salaries, then the program ROI is above 100% and it is making money for the University. If below, or if the percentage is negative please discuss in the narrative

Return on Investment

$$\frac{Total\ of\ Program\ Salaries}{(Credit\ Hours\ Produced * \$\ per\ credit\ hour\ (\$316))}$$

Program Calculation:

Enter numbers below		ROI Percentage
$\frac{\$632{,}316.40}{(5833.5 * \$316)}$	=	44.90%

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44.90%

Data Exhibit B.1 – Program Enrollment Data – Use the chart below to show the number of majors and graduates for each year under the review period.

Academic Year	Number of Majors	Number of Graduates
2014-2015	80	16
2015-2016	78	11
2016-2017	66	16
2017-2018	48	9
2018-2019	44	18
	Total	70

Data Exhibit B.3.a – Program Student Faculty Ratio - The following table includes student to faculty ratios for the 5 most recent years for which data are available. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general education courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Student: Faculty Ratio for Program Courses					
Academic Year	2014-15	2015-16	2016-17	2017-2018	2018-2019
FTE Faculty*	11.6	11.6	11.5	10.9 (4.5)	10.9 (4.5)
# of Students	80	78	66	48	44
Student: FTE Faculty Ratio**	7:1	7:1	6:1	5:1 (11:1)	4:1 (8:1)

*Full-time equivalent (FTE) is calculated using the following formula:
Total # Full-Time Faculty + One-third Total # Part-Time Faculty (or Students)
** The ratio is calculated using the following formula:
(# of students / FTE) / # of courses for a full-teaching load each year (8)

Data Exhibit B.3.b – Overall Student Faculty Ratio - Programs that offer courses in which students from outside the program often enroll (e.g., general education courses), may wish to include additional data such as the average number of students per course taught by program faculty. This is an optional table for programs where that information is may be added. You may delete the chart if you do not wish to add this data

Student: Faculty Ratio for ALL Courses					
Academic Year	2014-15	2015-16	2016-17	2017-18	2018-19
FTE Faculty*	11.6	11.6	11.5	10.9	10.9
# of Students	2064	1990	1730	1584	1359
Student: FTE Faculty Ratio**	23:1	21:1	18:1	18:1	16:1

*Full-time equivalent (FTE) is calculated using the following formula:
Total # Full-Time Faculty + One-third Total # Part-Time Faculty (or Students)
** The ratio is calculated using the following formula:
(# of students / FTE) / # of courses for a full-teaching load each year (8)

Data Exhibit B.4 – Course Enrollment Data – Below list ALL courses your program offered during the review period. Calculate the Credit Hours Produced (CHP) by multiplying the enrollment by 3.

YEAR	ENROLLMENT	FALL	SPRING	CHP
2014-2015	Lower division	895	689	4752
	Upper division	264	216	1440
2015-2016	Lower division	878	579	4371
	Upper division	270	263	1599
2016-2017	Lower division	674	533	3621
	Upper division	267	256	1569
2017-2018	Lower division	622	511	3399
	Upper division	229	222	1353
2018-2019	Lower division	537	409	2838
	Upper division	192	221	1239

Data Exhibit B.5 - Special study options - The following table includes the number of students enrolled in special academic opportunities available through your department/program. When appropriate, the number of Credit Hours Produced (CHP) by the option is provided.

	Number of Students Who Participated/Number of Units Generated for each Study Option Offered by the Program									
	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Special Study Option	# of students	CHP	# of students	CHP	# of students	CHP	# of students	CHP	# of students	CHP
Online Courses										
Online Degrees (1)										
By-Arrangement Courses							2	6	5	15
Thesis										
Research / Teaching Assistants										
Internships									4	12
Experiential Learning									4	12
Other (Please specify)										

Data Exhibit C.1.a – General Education Service Courses – Use the chart below to identify courses that your department offers as part of programs OUTSIDE of the one being reviewed. All General Education courses and cognates should be listed here.

General Education Courses		
Course Number	Course Name	Average Sections per Year
English 101E	English and Composition I (Enhanced)	8
English 101	English and Composition I	12
English 102	English and Composition II	12
English 104	Memoir: Turning your Life into Literature	1
English 150	Introduction to Literature	8
English 350	World Literature: Classical Era	1
English 351	World Literature: Modern Era	1
English 440	Interpreting the Holocaust	1

Data Exhibit C.1.b – Cognate Service Courses - Use the chart below to identify courses that your department offers as part of programs OUTSIDE of the one being reviewed. All cognates for other programs should be listed here.

Cognate Service Courses		
Course Number	Course Name	Program(s) Serviced
English 112	Technical Writing	Political Science Pre-Law Sociology
English 160	Practical Grammar and Usage	Business Education Criminal Justice
English 201	Advanced Effective Communication	Elementary Education Mathematics Education Political Science Pre-Law Sociology
English 202	Writing for the Sciences	College of NSM
English 204	Writing for Business and Other Professions	Accounting Business Education Community Health Education Finance Heath Sciences International Business Management Management Information Systems Marketing Sociology
English 206	Introduction to Interdisciplinary Research Writing	New Course
English 303	Expository Writing	Communications Journalism English Education

Data Exhibit C.2 – Off-Campus Courses – Use the chart below to indicate any off-campus courses taught by in your program. DO NOT input Early Enrollment / Dual Credit courses as they will be entered in a different exhibit. For location, please use Banner Abbreviations

Off-Campus Courses						
Academic Year	Course	Location	# of Sections	Credit Hours	Enrollment	Credit Hours Produced

Data Exhibit C.2 – Early Enrollment / Dual Credit Courses – Use the chart below to show all Early-Enrollment / Dual Credit courses offered over the review period

Course	**Number of sections (locations) and total number of enrolled students for Early Enrollment Courses**									
	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students
English 101E									12	280
English 101	12	408	12	358	20	621	22	1004	20	599
English 102	3	63	9	251	16	441	18	605	27	707
English 150					5	109	8	240	12	217
Totals	**15**	**471**	**21**	**609**	**40**	**1171**	**48**	**1849**	**71**	**1803**

Data Exhibit C.3 – Articulation Agreements– Use the chart below to show any articulation agreements your program has with programs at other institutions (e.g. 2+2 agreements).

Articulation Agreements	
Institution	Type of Agreement

Component V – Program Direction and Future Needs

A. Program Strengths – After analyzing the data in this report, please provide a bullet list of the strengths you see in your program.

- The Bachelor of in English represents a strong academic curriculum with a wide variety of course offerings. One option (Technical Writing) has been nationally recognized by thebestscools.org in the top 15 online writing programs in the country.
- The program has diverse full-time faculty with excellent preparation (100% with a doctorate) and a high level of professional involvement in scholarly, community, departmental, and campus activities.
- The program excels at teaching students who are academically underserved in writing and is evidenced by having the best increase pass/fail rate for English 101 in the State.
- English Department faculty members promote student engagement and success by providing English majors and minors with extensive individual attention. Students have the opportunity to experience smaller classes (better faculty-to-student ratios that promote student engagement and critical thinking), personal attention from their advisors, a twice-yearly English Majors' luncheon to mix socially with professors and other students, and an English club to promote esprit de corps.
- Students have the opportunity to engage in experiential learning through internships.
- Students have the opportunity to qualify for membership in the national literary honorary society, Lambda Iota Tau, and/or the national English honorary society, Sigma Tau Delta.
- The program serves multiple programs in cognate courses, has the largest number of students served in Early Enrollment, and the faculty hold numerous leadership and administrative responsibilities.

B. Program Weaknesses – After analyzing the data in this report, please provide a bullet list of the weaknesses you see in your program.

- Program enrollment effected by national trends of lower enrollment of English majors. Although local efforts to turn the tide are happening, the importance of an English Major needs to be advertised on a national level.
- Reliance on temporary instructors to teach regularly offered classes may endanger the quality of instruction. Temporary instructors lack the long-term commitment that will help ensure their active participation in curricular coherence and quality, and part-time instructors are less readily accessible to students who need help.
- The English Department needs to hire instructors with specialized writing training, especially technical writing. Currently, there are only a few faculty members qualified to teach technical writing courses. Of these, all have at least one teaching release and another is running the Center for Online Learning. As we continue to grow this program, the ability to offer quality courses with expert faculty will become harder.

C. Summary Conclusions - Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on presentable evidence.

The B.A. in English program is an important program with many strengths. It has identified weaknesses and current issues facing the future of the degree. The teaching, service, and research of the faculty set it apart from other programs in the state. It is a program that works towards all elements of the university, including overall enrollment, with the contribution it makes towards service, cognate, and Early Enrollment courses.

In a time of national decline in English Majors, new offerings (Technical Writing) continues to grow and receive national recognition.

Graduates from the program have a high success rate at obtaining employment related to their major and/or acceptance into graduate programs, including those offered here at State.

Finally, the program is financially viable, able to offer its own major with options while also serving multiple other programs.

D. Needs for Future Success – Using the area provided below, discuss what institutional needs your program requires for continued success in your program. Be sure to justify these needs by explaining how they would make the program stronger or more competitive.

As identified in the report, the major problem the program is encountering is dealing with both the decline of overall enrollment for the university combined with the current national downward trend of students who declare themselves as English majors. Although we are taking steps to combat these issues, more needs to be done to advertise our program. As do all departments, we rely on enrollment success to grow our program. As we have done, we can revise curriculum, offer new, exciting, and relevant programs, but without a push towards encouraging students to come to State, enter into the Humanities, and become an English Major.

The department is constantly looking for curriculum revision and increased program offerings, however, to do so, additional faculty with specific writing training are needed. For example, Dr. Tom Kiddie runs most of our technical writing program with a reduced teaching load due to administrative duties. An addition writing specialist would allow for additional certificates and programs related to jobs that are currently in need in the state of West Virginia.

Other Exhibits

(*Any documents you wish to include other than the requested data. Exhibits should only include items specifically referred to in this document*

Program Review Executive Summary

West Virginia State University
Program: B.A. in English
Program Options: Literature, Professional Writing, Technical Writing (online)
Date of Review: AY 2019-2020

Consistency With Mission (HEPC Series 10.5.4)

Centrality to Institutional Mission:

West Virginia State University's mission, "to meet higher education and economic development needs of the state and region through innovative teaching and applied research" is well met by the Bachelors of Art English Program. The English Department offers three rigorous major options: the Literature option, the Professional Writing option, and the Technical Writing option (online). These prepare our students for graduate study and careers in many different fields.

Moreover, West Virginia State University's vision, as articulated by President Anthony L. Jenkins in 2016, states that the school aspires to become a premier regional research university that is recognized nationally for its quality education, innovative teaching, and experiential learning. Faculty contribute to the mission and vision by engaging in research and creative efforts, producing conference papers and publications. This research contributes to the mission by advancing "innovative teaching" in all aspects of the classroom, including the instruction of online, face to face, and hybrid classrooms.

WVSU is "a living laboratory of human relations" and a historically black university, which values "our rich and diverse heritage." To support this mission, students take major courses to make sure they understand and appreciate gender, age, racial/ethnic, and regional diversity, as well as further develop "human capacities for integrity, compassion, and citizenship." Specifically, students must take at least one course designated for developing an understanding of diversity: 337, Black Writer in America; 338, Black Novelists in America; 339, Black Poets in America; 340, Readings in African Literature; 342, Women Writers; 343, Appalachian Literature and Culture, or 369 Gay and Lesbian Literature. A number of other regularly taught courses also address diversity issues, such as 350, World Literature; and 440, Interpreting the Holocaust.

The mission states that students will learn a core "that includes effective communication." This "value" begins in the English Department with 101, Composition I and 102, Composition II. In addition to being a large part of the General Education curriculum, these courses are vital to the "outcomes" of our three major options.

The Department endeavors to provide "accountability through shared responsibility and continuous improvement" through various levels of assessment, and the use of assessment findings.

Program Learning Outcomes:

Before graduating, English majors will be able to:

1. Analyze historical and contemporary literature.
2. Synthesize theory with a variety of texts.
3. Conduct research using print and online sources.
4. Compose texts for specific audiences.

Evaluate language variety and development.

Adequacy (HEPC Series 10.5.2)

Faculty Demographics												
	Full-time								Adjunct		Total	
	Female				Male				Female	Male	Female	Male
	Instructor	Assistant	Associate	Professor	Instructor	Assistant	Associate	Professor				
b. Faculty who are												
Non-resident (International)												
Asian		1										
Black, non-Hispanic				1								
Hispanic												
American Indian or Alaska	1		1	2								
Native Hawaiian / Other Pacific												
Two or more races												
Unknown (Or Decline to Identify)												
White, non-Hispanic							1	2				
Totals	1	1	1	3			1	2	1	1	7	4
e. Number of faculty with Tenure											4	3
f. Number of faculty with doctorate or other terminal degree											4	3
g. Number of faculty whose highest degree is a master's, but not a terminal master's											4	
h. Number of faculty whose highest degree is a bachelor's												

Faculty Production

Non-Instructional Production of Faculty – Data from last two years, ending in academic year 2018-2019					
Type	2017-2018	2018-2019	Total Award Amount	Totals	
				Number	Award Amount
Peer-Reviewed Publication	3	1		4	
Academic Book		1		1	
Creative Work / Installation		2		2	
Non-Peer Reviewed Publication	1			1	
Conference Presentation	11	12		23	
Internal Grant	1		$5000	1	$5000
External Grant	1		$7,500	1	$7500
Public Discussion Program	3	2		5	
Peer Reviewer (Journal)	2	2		4	
Conference / Seminar Attendance	7	8		15	
				57	$12,500

Necessity (HEPC Series 10.5.3)	
Duplication and Demand	Both Marshall University and West Virginia University offer majors in English and he two four-year colleges closest to West Virginia State University, West Virginia University Institute of Technology and the University of Charleston do was well. As for the Technical Writing option within the English major at West Virginia State, there is no major in technical writing at any other school in the state. An English Degree, despite many misconceptions, is a very useful degree, proving students with the opportunity begin work directly after graduation or the option of graduate school or law schools. In fact, in a recent article entitled "English majors, rejoice: Employers want you more than business majors," the skills learned in English Programs are highly desirable. The quality of the faculty at West Virginia State University also makes the degree distinctive. As stated earlier, all 13 faculty who currently teach courses in the major hold a Ph.D. Several other departments are run by a small number of full-time faculty and large numbers of adjuncts. In one case, University of Charleston, they have an English Degree, but no dedicated department. During the review period, faculty have published extensively, both creative and scholarly writing, in regional and national journals. This includes a faculty member under editing her second book. They have presented papers at regional and national conferences, and been honored with awards. They have also received grants form various agencies such as the West Virginia Humanities Council.
Post Program Placement	Many of the students who graduated with English degrees during the last five years are either attending graduate school or employed in fields which use the knowledge and skills that they developed at West Virginia State. Graduate schools are included in this section because in most cases the students are working as graduate assistants to finance their education. It should be noted that several graduates of the English program have transitioned into the Masters of Public Administration program at WVSU. Although data is difficult to come by without a strong alumni database system or reporting data, the English Department attempts to keep track of its graduates by keeping track of requests for letters of reference as well as though social media.

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Graduate Success Indicators				
Review Period:	# of graduates placed in discipline-related jobs	# of graduates in graduate school	# of graduates who passed national licensure, certification or other exams	# of graduates where data is unavailable
2014-2019	28	17	N/A	25

Graduate Success Indicators				
Review Period:	# of graduates placed in discipline-related jobs	# of graduates in graduate school	# of graduates who passed national licensure, certification or other exams	# of graduates where data is unavailable
2014-2019	28	17	N/A	25

Viability (HEPC Series 10.5.1)

Program Enrollment

Academic Year	Number of Majors	Number of Graduates
2014-2015	80	16
2015-2016	78	11
2016-2017	66	16
2017-2018	48	9
2018-2019	44	18
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Program Cost

The following percentage is based on an estimated return on investment (ROI) as determined by the Provost / Vice President of Academic Affairs in the 2017-2018 academic year. Numbers for the formula include the total cost of program salaries divided by the total credit hours produced by the program. If the total revenue created is higher than the total salaries, then the program ROI is above 100% and it is making money for the University.

Return on Investment Percentage: 44.90%

Outside Services

Number of Service Courses Taught: 15

Number of Early Enrollment Courses Taught: 4 courses (71 sections in AY 2018-1019)

The English Department's role in service to other areas in the university is a remarkably strong aspect of the program. The credit hours produced in General Education courses, cognate courses, and Early Enrollment courses are extremely high.

The English Program's role outside of the major itself is vital to the mission of the University as well as other programs. Most visible is the connection between the department and General Education. WVSU resides in an area where our students are academically underserved in writing. Helping these students learn to write at a level consistent with higher education and beyond can be a daunting task. To accomplish this goal, Faculty within the English Program teach at least one course in the General Education curriculum, with most teaching two to three writing courses. In all, the Program offers 9 courses within the curriculum, more than any other program. A loss of the department would greatly affect the pass / fail rate of students who have not received the level of instruction we offer in these classes.

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Summary / Future Needs	
Program Strengths	• The Bachelor of in English represents a strong academic curriculum with a wide variety of course offerings. One option (Technical Writing) has been nationally recognized by thebestscools.org in the top 15 online writing programs in the country. • The program has diverse full-time faculty with excellent preparation (100% with a doctorate) and a high level of professional involvement in scholarly, community, departmental, and campus activities. • The program excels at teaching students who are academically underserved in writing and is evidenced by having the best increase pass/fail rate for English 101 in the State. • English Department faculty members promote student engagement and success by providing English majors and minors with extensive individual attention. Students have the opportunity to experience smaller classes (better faculty-to-student ratios that promote student engagement and critical thinking), personal attention from their advisors, a twice-yearly English Majors' luncheon to mix socially with professors and other students, and an English club to promote esprit de corps. • Students have the opportunity to engage in experiential learning through internships. • Students have the opportunity to qualify for membership in the national literary honorary society, Lambda Iota Tau, and/or the national English honorary society, Sigma Tau Delta. • The program serves multiple programs in cognate courses, has the largest number of students served in Early Enrollment, and the faculty hold numerous leadership and administrative responsibilities.
Program Weaknesses	• Program enrollment effected by national trends of lower enrollment of English majors. Although local efforts to turn the tide are happening, the importance of an English Major needs to be advertised on a national level. • Reliance on temporary instructors to teach regularly offered classes may endanger the quality of instruction. Temporary instructors lack the long-term commitment that will help ensure their active participation in curricular coherence and quality, and part-time instructors are less readily accessible to students who need help. The English Department needs to hire instructors with specialized writing training, especially technical writing. Currently, there are only a few faculty members qualified to teach technical writing courses. Of these, all have at least one teaching release and another is running the Center for Online Learning. As we continue to grow this program, the ability to offer quality courses with expert faculty will become harder.
Summary Conclusions	The B.A. in English program is an important program with many strengths. It has identified weaknesses and current issues facing the future of the degree. The teaching, service, and research of the faculty set it apart from other programs in the state. It is a program that works towards all elements of the university, including overall enrollment, with the contribution it makes towards service, cognate, and Early Enrollment courses. In a time of national decline in English Majors, new offerings (Technical Writing) continues to grow and receive national recognition. Graduates from the program have a high success rate at obtaining employment related to their major and/or acceptance into graduate programs, including those offered here at State. Finally, the program is financially viable, able to offer its own major with options while also serving multiple other programs.
Future Needs	As identified in the report, the major problem the program is encountering is dealing with both the decline of overall enrollment for the university combined with the current national downward trend of students who declare themselves as English majors. Although we are taking steps to combat these issues, more needs to be done to advertise our program. As do all departments, we rely on enrollment success to grow our program. As we have done, we can revise curriculum, offer new, exciting, and relevant programs, but without a push towards encouraging students to come to State, enter into the Humanities, and become an English Major. The department is constantly looking for curriculum revision and increased program offerings, however, to do so, additional faculty with specific writing training are needed. For example, Dr. Tom Kiddie runs most of our technical writing program with a reduced teaching load due to administrative duties. An addition writing specialist would allow for additional certificates and programs related to jobs that are currently in need in the state of West Virginia.

Program Review Committee Recommendation Form

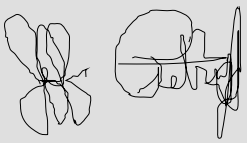
2019-2020

Program: B.A. in English

Date: April 2nd, 2020

Recommendation	☒ Continuation of the program at the current level of activity ☐ Continuation of the program at a reduced level of activity ☐ Identification of the program for further development ☐ Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like ☐ Discontinuance of the program
Justification:	The Program Review Committee recommends the Bachelor of Arts in English be continued at the current level of activity. The program has a strong, diverse curriculum and a highly qualified faculty that publishes regularly and promotes student engagement. Many of the graduates of the program are currently in graduate school or are employed in fields which make use of the knowledge and skills that they gained at WVSU. The English Department also shows a strong culture of assessment where "closing the loop" impacts programmatic changes and revisions. Enrollment in the program does show a decline slightly above the average decline for the university and can be attributed more to recruitment than retention. Students who enter the program finish with a degree, but more focus is needed on the initial recruitment of English Majors, perhaps in conjunction with the Offices of Enrollment and Recruitment. Finally, the program excels in service to WVSU. Several members of the faculty hold important administrative roles, multiple programs depend on service courses offered by the program, and they continue to spearhead the Early Enrollment program. These outside services play a vital role in university operations as well as keeping the cost for the program low.

Signature of Committee Chairperson:



Jeffrey Pietruszynski, Ph.D.

PROGRAM REVIEW Committee
Committee Recommendation Form

2019-2020

Program: Bachelor of Science in Biology **Date:** April 2nd, 2020

Type of Review: X Comprehensive Self-Study
Follow-Up / Progress Report

Recommendation to the Board of Governors:

x **1.** Continuation of the program at the current level of activity with specific action as described in the Rationale section of this Form;

2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;

3. Identification of the program for further development (e.g., providing additional institutional commitment);

4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;

5. Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)

6. Other. Specify.

Rationale for Recommendation:

The Program Review Committee recommends the Bachelor of Science in Biology be continued at the current level of activity.

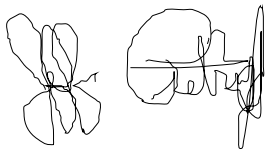
The program continues to maintain a highly qualified faculty, most of whom engage in grant-funded research. It is important to note how vital this aspect of academia is to the enhancement of both professional development, student engagement and the fulfillment of the WVSU Land-grant mission. Clearly students in the program are receiving the best, and often cutting-edge, education in the field.

During this review period, the program revised its curriculum to make it stronger and assessable via updated PLOs. Also of note is the assessment plan / practices that have been put into place in regards to the most recent revisions. Working with the Director of Assessment, Dr. Aaron Settle, it is clear that the program is "on the right track" in this area.

The program has seen a decline in enrollment during the review period, but it is at a level that mirrors the decline in enrollment for the University as a whole. Unlike other programs, however, the Biology department (and the College of Natural Sciences and Mathematics in general) have created several recruitment programs to combat the issue.

Finally, the program's commitment to service is noted as it fulfills many requirements for General Education and several programs across the campus.

Signature of Committee Chairperson



West Virginia State University

Comprehensive Program Review

for

Bachelor of Science in Biology

Submitted to

The Program Review Committee

Fall 2014-Spring 2019

TABLE OF CONTENTS BS BIOLOGY 2014 - 2019

TABLE OF CONTENTS BS BIOLOGY 2014 - 2019

SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

Program Purpose Statement
The purpose of the Baccalaureate program in Biology is to offer students a comprehensive, research-enriched curriculum in the modern life sciences.

Mission Statement
The Department of Biology exists to provide students with an opportunity to learn about science in general, and about the science of biology specifically. To that end the Department offers courses designed to serve a diverse community of students as follows:

- planning a career in science, medicine, research, or the allied health sciences,
- planning a career as science teachers,
- serving those with an avocational interest in living organisms.

Graduates of the program are prepared for graduate education, professional education (medicine, dentistry, veterinary medicine, pharmacy, etc.) and appropriate employment related to the discipline. The program also prepares secondary education Biology students for secondary public school teaching.

The program has a modern curriculum that reflects current developments in the field. Faculty provide effective instruction, effective advising, and maintain modern research and teaching equipment and facilities.

B. Program Outcomes

2014 - 2018: The outcomes for our graduates may also be found in the program's assessment plan (see Section II. E.1). Upon successful completion of the program graduates should be able to:

1. Demonstrate an understanding of the knowledge base in the diverse field of Biology.
2. Apply the scientific method to devise, test, and evaluate scientific hypotheses regarding natural phenomena related to biological topics.

2018 - 2019: During the 2018 - 2019 academic year, three new program outcomes were developed in addition to PLO #1. Data were collected on PLO: demonstrate Field Knowledge. The additional three new PLOs adopted were

2. Demonstrate the ability to write professionally in the Biology field of study
3. Demonstrate the ability to think critically in the Biology field of study and express this thought in writing
4. Demonstrate the ability to communicate through oral presentation and/or public speaking

C. Consistency with University Mission

The WVSU Mission Statement provides the framework from which the Biology program derives its activities. The Mission Statement describes the University as, among other important things, a land-grant university. Additionally, the values that are part of the mission include the advancement of knowledge through teaching, research, scholarship, creative endeavor and community service.

The Biology Program provides opportunities for undergraduate students to interact with a diverse population of international graduate teaching and research students and faculty in a setting where the classroom learning comes to life in the research lab. Students participate in fulfilling the Land-Grant and research missions of the University. Students contribute to the research efforts of faculty in the research laboratory. Students are authors on peer-reviewed scientific journal articles and make oral and poster presentations at scientific meetings and other public venues.

D. Previous Reviews and Corrective Actions

The BS in Biology program was most recently reviewed in fall 2014 for the 2009 - 2014 review period. The program was recommended for continuation at its current level of activity. However, a Follow-up report on assessment with evidence of data collection and program improvement was required. The Follow-up report was submitted to the WVSU Board of Governors in October of 2017. Please see Exhibit I, page 58 for details.

E. Accreditation Information

1. Accreditation organization:

The Biology program, as a part of WVSU, is accredited through the Higher Learning Commission of the North Central Association of Colleges and Schools.

SECTION II: ADEQUACY

A. Curriculum

The Department of Biology offers a program of courses for students interested in a career in science or medicine or who have a vocational interest in living organisms. The program is also designed to enhance the scientific literacy of all college students.

During the first year of the 2014 - 2019 review period the Biology program curriculum offered three options to Biology majors: A. Organismal and Environmental Biology, B. Biotechnology and Genetics and C. Pre-Medical and Biomedical Sciences. These three programs differed only in the electives required for the degree. All other required cognates were the same. See Appendix II-A.

For the remainder of the review period, the program offered the BS in Biology with no special programmatic options. Biology majors could select any upper level biology electives that suited their career options or interests. See Appendix II -A.

B. Faculty

The faculty members who teach the majors' courses in the Biology program all hold the PhD and have specializations that cover the breadth of the discipline of Biology. The specialization areas include Genetics and/or Genomics, Botany, Horticulture and Plant Physiology, Ecology and Evolution, Zoology, Human Anatomy and Physiology, Aquaculture and Fisheries, Microbiology, Biostatistics, and Cancer Biology. The faculty member who does not hold the terminal degree does not teach courses that are part of the requirements for the major.

During most of the review period, the Department of Biology comprised 11 fulltime teaching faculty and 4 fulltime research faculty, one of whom holds a 10% teaching appointment. In the 2017 - 2018 academic year, there were 5 fulltime research faculty. Of the fulltime teaching faculty, 10 held the PhD and one the MS. All of the research faculty members hold the PhD.

One of the strengths of the faculty members is their ability to successfully receive extramural funding to support their research and teaching. In the five-year report period, Department of Biology faculty members secured $8.9M in research, teaching, and programmatic funding from US Department of Agriculture, the National Institutes of Health, the National Science Foundation, the WV HEPC, and the US Department of Defense. When the research scientists affiliated with the Land-Grant Research Institute are included, this value increases to nearly $10.6M. Most of the faculty members with active research programs regularly publish. Please see Appendix II.B for some of their publications.

C. Students

1. Entrance Standards:

Apart from the entrance standards for the University (see below), there are no additional entrance standards required of Biology students. Students may join the BS Program in Biology by self-identifying at the time of admission with the

Admissions Office or if they change majors by self-identifying at the Office of Registration and Records.

Persons seeking admission to the University's baccalaureate programs must have successfully completed certain minimum high school academic core unit requirements prior to admission. These include

- 4 English (including English 12CR and courses in grammar, composition, and literature)
- 3 Social Studies (including U.S. studies/history)
- 4 Mathematics (three units must be Algebra I and higher or Math I or higher; Transitional Math for Seniors will also be accepted). Courses designed as "support courses", such as Math I Lab or Math I Support, that provide extra instructional time but no additional content shall not be acceptable as meeting the required 4 mathematic course core requirements.
- 3 Science (all courses to be college preparatory laboratory science, preferably including units from biology, chemistry, and physics)
- 1 Arts
- 2 World Language (two units of the same world language; sign language is also acceptable)

For first time freshmen the requirements include a 2.0 or higher high school GPA and an ACT composite of 18 or Composite SAT score of 870.

Students must

- be a graduate of an accredited secondary school and have at least a 2.0 GPA or C average;
- be a graduate or an accredited secondary school with at least a score of 18 on the composite ACT or 870 on the Composite SAT;
- hold a General Education Certificate (GED) with a minimum score of 45 on each of the five parts, or an average score of 55 (ACT scores must also be submitted);
- be a transfer or transient student in good academic standing at the last institution attended (2.0 GPA or above).

2. Entrance Abilities:

During the 2014 - 2019 review period, the average high school gpa for entering freshmen Biology majors was 3.11 while that of all entering freshmen was 2.95. The average ACT composite score for the majors was 20; this was slightly higher than the average ACT composite score of 19.36 for all entering freshmen. The ACT Math scores for Biology majors and for all entering freshmen was nearly the same 18.2 for all students and 18.49 for Biology majors.

3. Exit Abilities:

The average gpa of BS Biology graduates during the review period was 3.11. of the 61 graduates, 9 graduated *cum laude*, 10 graduated *magna cum laude* and 7 graduated *summa cum laude*.

WVSU Biology majors take the ETS Major Field Test in Biology in Biology 411 Senior Seminar generally the semester before or the semester of graduation. During the review period, WVSU student average scores improved from 148.7 to 151 as compared to the ETS Institutional mean of 153.

4. Graduates:

Sixty-one students received the BS in Biology during the review period. Twenty-one students (34%) attended or are attending graduate or professional school. Four attended or are currently enrolled in medical school at Marshall University Joan C. Edwards School of Medicine (MU), the West Virginia School of Osteopathic Medicine or the West Virginia University (WVU) School of Medicine; one graduated from the West Virginia University (WVU) School of Dentistry. Six graduates are attending graduate school in such programs as Public Health (WVU MPH) or Biomedical Sciences (MU PhD).

Seven students (~11%) are employed as Laboratory or Field Technicians or other similar jobs requiring a bachelor's degree in science.

Three students are attending Physician's Assistant school, and one is receiving training in Physical Therapy.

We were unable to find information on 28 of our graduates.

D. Resources

1. Financial

The BS Biology program is supported through two primary funding sources. The primary funding source is the Science Lab Fee. This fee is assessed in the amount of $61 per course which provides students with a "wet" laboratory activity. During the program reporting period, the Biology program's share of this fund was over $186,000. This was spent to purchase consumables and small pieces of equipment to support labs delivered by the Biology program.

Over the five-year period of this report, The University provided E and G (Education and General) monies in the amount of $6,400 for the support of Biology office supplies and other education related activities.

2. Facilities

The Biology program is primarily delivered in the facilities housed in Hamblin Hall. This building was originally constructed in the early 1950s and was renovated in 1989 – 1991. In 2010 additional renovations were completed on the teaching and research labs 205, 207 and 209.

The spaces in Hamblin Hall are generally available to any department/program on an as needed basis, however there are teaching and research labs that primarily are used by the Biology program. Facilities in Hamblin Hall used by the Department of Biology to deliver the Biology program consist of seven instructional wet labs of over 7000 sq. ft. and four lecture spaces including the Hamblin Auditorium seating approximately 280 students in total. All four major lecture spaces and five of the instructional labs are equipped with computer projection or a smart podium.

In addition to the facilities in Hamblin Hall, four Biology faculty members also hold primarily research appointments with the Gus R. Douglass Land Grant Institute. These faculty members and researchers have laboratory space in the recently renovated Integrated Research & Extension Building on the West end of campus. These scientists frequently guide Biology undergraduates in research and independent projects. They also have access to two greenhouse facilities located on the south end of the WVSU campus. These facilities are part of a research station which also features two small on-campus field plots. The greenhouse space consists of 4,980 sq. ft. of floor and bench space that is climate controlled, and a 128 sq. ft. isolation greenhouse.

E. Program-Level Assessment

1. Assessment Procedures

During most of the 2014 - 2019 Review period, assessment for the BS Biology program focused on two Program Learning Outcomes
1. Demonstrate an understanding of the knowledge base in the diverse field of Biology and
2. Apply the scientific method to devise, test, and evaluate scientific hypotheses regarding natural phenomena related to biological topics.

Content Knowledge was assessed using two main tools. Content knowledge was assessed using an ETS tool - the Biology Major Field test. This test was given in both fall and spring semesters to all graduating seniors enrolled in the capstone course Biology 411 Senior Seminar. The other tool used to assess content knowledge were tests developed by Biology faculty members. These tests were administered in the spring semester in Biology 121, Biology 250, Biology 270, and Biology 385. Please see an example of one of these assessment tests in Appendix II-E on page 44.

Ability to apply the scientific method was assessed by applying a rubric to the lab reports and resulting oral presentations of students in Biology 120 and Biology 385 the first and last core course respectively of the major. These assessments were conducted in the spring semesters. Please see an example of the rubric in Appendix II-E on page 45.

The faculty member teaching the capstone course administered the Major Field Test. Faculty members teaching the core courses delivered the assessment tests as part of the final exam. The Department of Biology Assessment Committee members applied the assessment rubric to the oral presentation reports.

2. Use of Assessment Data: Learning-Teaching-Curriculum

2014 - 2017

In October of 2017, the WVSU Department of Biology submitted a Program Review Follow-up Report on Assessment to the WVSU Office of Academic Affairs and the WVSU Board of Governors. Please see Exhibit 1, page 58 for a copy of this report in its entirety. This report details the data collected and actions taken during the fall 2014 - spring 2017 portion of the review period.

The Program Learning Outcomes (PLOs) assessed during this period were as follows:

1. Demonstrate Field Knowledge
2. Apply the scientific method to answer a biologically relevant question.

The Assessment methods and tools use for the assessment were

1. PLO #1
    a. Major Field Test
    b. Departmental faculty-developed questions embedded in the final exam.
2. PLO #2: Departmental faculty-developed rubric designed to assess various aspects of the scientific method.

PLO #1

Data collected on PLO #1 from the Major Field Test indicated that WVSU Biology majors scored on average 147.8 - slightly under the ETS Institutional mean of 153. A goal of increasing WVSU average student score to the National average of 153 was sought in the 2017 - 2018 assessment cycle.

Data collected on PLO #1 from the departmental faculty-developed questions embedded in the final exam may be found beginning on page 6 of the Follow Up Report (Exhibit 1). Generally, students did not score as well on the departmental faculty-developed tests as we expected. Strategies to improve these scores were assessed in the 2017 - 2018 assessment cycle.

PLO #2

PLO #2 was assessed using a rubric designed to measure students' ability to successfully use the Scientific Method to answer a biologically relevant question. The results from Biology 120 (first core course in the major) and Biology 385 (last core course in the major) were compared to determine if students improved from the beginning of the program to the end in their ability to use the scientific method. Students were scored as follows advanced = 4, proficient = 3, satisfactory = 2, poor = 1 in the categories of Identify Problem, Measure Observations, Organize Data, Analyze Observations, Apply Model, and Communicate Results. Data may be found in Exhibit 1 page 69 of this document. Statistically significant improvement in performance for three of the categories was seen between the two groups. Strategies to increase performance in all six categories were assessed in the 2017 - 2018 assessment cycle.

2017 - 2018

A copy of the WVSU Assessment report is shown in Exhibit 2 on page 70.

PLO #1

Data show that WVSU Biology majors improved the scaled average score on the Major Field Test (PLO#1, Assessment tool a.) from 148.7 to 151; the goal of 153 was not met.

Strategies designed to show improvement in student performance on Departmental Faculty-Developed exam questions showed mixed results. Students assessed in Biology 121 showed no improvement in the ability to use Phylogenetic trees when compared to students participating in the same assessment in spring of 2015, 2016, and 2017 despite additional exercises provided in labs to practice interpreting and creating/using phylogenetic trees.

A goal of 50% of students answering Departmental Faculty-Developed exam questions correctly in the 2017 - 2018 assessment cycle for Biology 250 was not seen, but the correct answer percentage for the question dealing with productivity grew from 16% in 2016 to 35% in the 2017 - 2018 assessment cycle.

62% of students participating in the assessment in Biology 270, Genetics, scored as "proficient." This was consistent with data collected in spring 2016 that showed 50% of students scored at level or above. Upon review of earlier assessment data, the department thought no corrective action needed to be taken.

Higher order thinking skills (compare and contrast) were assessed in Biology 385, Cell Biology. The goal set was for 75% of student scores to be in the proficient/excellent category by spring of 2019. However, by spring 2018, the scores in this subject area improved from 12% of students scoring in the Proficient/Excellent range to 63% of students scoring in this range.

PLO #2
Data from the 2017 - 2018 showed that a comparison of scores between Biology 120 students and Cell Biology students showed improvement in 5 of the six components of the scientific method assessed. No improvement was seen in the component of "apply model."

The 2017 – 2018 academic year was the fourth year of the assessment program started in 2014 - 2015. Although we originally planned to collect another year of data on the current two PLOs, we were advised to shorten our assessment programs to three year cycles. Therefore, we decided to stop collecting data on the PLOs indicated above and address new outcomes.

In 2018 - 2019 we developed the new PLOs shown on page 1 of this document and collected rubrics to assess these (please see .

3. Graduate Satisfaction

This data is currently unavailable due to the COVID-19 related campus shutdown.

F. Advisory Committee(s)

The Biology Program does not have an Advisory Committee.

G. Program Strengths and Weaknesses

One of our greatest strengths is that of research opportunities for undergraduates. Students may participate in Research Rookies (RR), Summer Undergraduate Research Experience (SURE), NASA WV Space Grant Scholarship program and the various individually grant-funded research projects being conducted by faculty. This aspect of the program makes it unique among others in our region.

The faculty participating in the program are active in research and other professional development activities. They have successful records of securing extra-mural funds and publish in peer-reviewed journals (see Appendix II-B). This is a valuable resource for the students in particular and the University and community.

The Biology program has access to a variety of excellent teaching and research laboratory equipment. This is due to a variety of reasons including good faculty track records with grant-funding, HBCU and Land-grant status of the University, and the Science lab fee. The department has good basic lab equipment such as microscopes and electrophoresis apparatus as well as adequate supplies of laboratory consumables. In addition to the everyday basic equipment, students have access to research grade equipment such as thermalcyclers, gas chromatographs, DNA analysis and sequencing equipment, high-speed and ultracentrifuges, and research grade microscopes (bright field, confocal, fluorescence, digital). Faculty and students also have access to a 400 MHz NMR spectrometer and a time-of-flight Liquid Chromatography Mass Spectrometer.

The number of full-text journals that the students have access to in the Drain-Jordan Library is insufficient for them to conduct library research to support their laboratory research. The Interlibrary Loan program has improved significantly since the last reporting period. This improvement makes it easier for students to get the articles they need, but it is still not an ideal situation.

SECTION III: VIABILITY

A. Program Enrollment

Number of students in the major has dropped by nearly 32% during the 2014 - 2019 review period. See Appendix III-A for data. Seventy-three students enrolling as freshmen identified as Biology majors in Fall 2014. This fell to 20 in the fall of 2018. This drop parallels the drop in total students enrolling as freshmen at West Virginia State University. During the 2014 - 2019 review period, the WVSU Fact Book reports the highest number of entering freshmen as 646 for the fall of 2015. This fell to 382 in the fall of 2018.

B. Course Enrollment

Enrollment in Biology 120 Fundamentals of Biology, the first course in the core of the major dropped %17 during the review period. This is a reflection of overall enrollment trends experienced in the major and University-wide. Enrollment in other Biology courses also shows this same overall trend with similar drops in majors' course enrollment. Biology 250 Ecology showed decrease in enrollment of 29%, Biology 270 Genetics a 25% decrease and Biology 385 Cell Biology a 6% decrease. The only course in the core which showed an increase was Biology 411 Senior Seminar. Enrollment in this course increased 41%.

Biology 331 Human Anatomy and Physiology I and Biology 332 Human Anatomy and Physiology II continue to be the most popular upper division electives offered. The average enrollment in these courses during the review period was 48 and 32 respectively. These courses are taken by pre-med, pre-physical therapy, pre-pharmacy, pre-physician's assistant and pre-nursing students. Enrollment in these courses should continue to hold steady or increase due to the new BS in Nursing program to be started in fall 2019. Other popular allied health - related courses include Biology 341 Microbiology and Biology 370 Pharmacology with average enrollments of 19 and 13 respectively.

C. Enrollment Projections

As discussed in section B, enrollment in courses taken by students whose career goals include medical and other health related fields will continue to be popular. The new BSN program which officially began in fall 2019 should experience strong growth in the coming years. Because those students take the cognates Biology 120 fundamentals of Biology, Biology 331 Human Anatomy and Physiology I and Biology 332 Human Anatomy and Physiology II, and Biology 241 Basic Microbiology, enrollment in those courses is expected to increase.

D. Cost Analysis

The Departmental Cost of Instruction (DCI) encompasses two components: (1) departmental cost to offer the major and (2) departmental cost to offer courses in the department. To determine the departmental cost to offer the major, calculations were conducted to generate the program cost per graduate and the cost per student in the major. In this cost analysis we only considered salaries, including fringe benefits.

$$cost\ per\ student\ in\ major = \frac{2018-2019\ program\ faculty\ salary}{average\ number\ of\ majors\ 2014-2019}$$

$$cost\ per\ student\ in\ major = \frac{\$\ 655{,}774.20}{158.2}$$

$$cost\ per\ student\ in\ major = \$\ 4{,}145.22\ per\ major$$

$$cost\ per\ graduate = \frac{2018-2019\ program\ faculty\ salary}{average\ number\ of\ graduates\ 2014-2019}$$

$$cost\ per\ graduate = \frac{\$655{,}774.20}{10.4}$$

$$cost\ per\ graduate = \$63{,}055.21\ per\ graduate$$

The total salary including fringe benefits for BS Biology faculty members during the 2018-2019 year of the review period was $655,774.20. This value was provided by the Office of the Provost and Vice President for Academic Affairs. Dividing by the average number of (unduplicated) majors in the degree program annually, which is 158.2, the cost per major is calculated to be $4,145.22. To calculate the program cost per graduate, the numerator remains the same but the denominator used is the average number of annual program graduates for the 2014-2019 review period, which was found to be 10.4 thus the BS Biology cost per graduate was determined to be $63,05521.

$$cost\ of\ courses\ offered\ in\ the\ program = \frac{2018-2019\ faculty\ salary}{average\ SCH\ produced\ by\ program\ 2014-2019}$$

$$cost\ of\ courses\ offered\ in\ the\ program = \frac{\$655{,}774.20}{81.97}$$

$$cost\ of\ courses\ offered\ in\ the\ program = \$8{,}000.17\ per\ SCH$$

The cost of offering courses in the program for all students is calculated using the same numerator; the denominator is the average number of student credit hours produced for the academic years 2014 - 2019. Aggregating Fall and Spring terms, there was an average of 81.97 credit hours associated with courses taken by both majors and non-majors during this period. Based on these numbers, the cost per credit hour (CPCH) in the program is $8,000.17

The Facilities and Administrative cost (non-instructional operational cost) is also computed the using total faculty compensation for the 2014 - 2019 review period. In calculating this value, it is multiplied by the federal indirect rate of 56.9% or .569, which is a measure that is used to determine the cost of operation for grant administration. The BS Biology Facilities and Administrative *cost* (non–instructional cost) is therefore $655,774.20 * 0.569 = $373,135.50.

The costs calculated above are based upon the total salaries of all faculty delivering courses for the Biology Department. These faculty members also deliver courses in the Masters in Biotechnology (MS and MA) program and for General Education. These student credit hours, and courses are not reflected in the denominator for the cost per

course calculation or the cost per SCH calculation. Were these costs calculated on a faculty load basis (Faculty Full Time Equivalent or FTFTE), they would be lower.

E. Service Courses

The Department of Biology offers four courses which are part of the University's General Education and Honors programs. Those courses are Biology 101 Principles of Biology, 108 Environmental Biology, 110 Economic Biology, 120 Fundamentals of Biology (also the first core course in the major) and Biology 101H Principles of Biology for Honors. The Department of Biology also offers cognate courses for the following degree programs: BS Chemistry Pre-Med option, BS Computer Science, BS Mathematics, BS Sports Studies General and Pre-professional tracks, BS Health Sciences, BS Secondary Education 9 - Adult, and the Regents BA. The department also offers courses for the Natural Sciences and Scientific Thinking categories of the University General Education program. Please see Appendix III-E, page 52 for a complete listing of these offerings.

F. Off-Campus Courses

The Department participates in the University's Early Enrollment program (formerly known as Dual Credit). Participating high schools during the review period are Buffalo High School, George Washington High School, Poca High School, Riverside High School and Sissonville High School. Please see Appendix III-F, page 54 for more details.

G. Articulation Agreements

The Biology program had no articulation programs with other institutions during the review period.

SECTION IV: NECESSITY

A. Similar Programs

Marshall University, the University of Charleston, and West Virginia University Institute of Technology are the closest institutions of higher learning to WVSU. All three of these offer BS Biology programs. The WVSU BS in Biology curriculum is distinct from that of the University of Charleston in that Ecology and Cell Biology are required core courses at State; they are electives at UC. The Biology electives at WVSU are more numerous, and cover a wider range of topics than those offered at UC. The WVUIT and Marshall University programs are similar to that of WVSU in core requirements. What makes the WVSU program unique are the wide-ranging, paid and for-credit research opportunities available to students at State. Seven of the ten tenured WVSU Biology faculty members, and all four of the Biology faculty members who are research scientists conduct extensive, long-term research programs that feature projects in which undergraduates routinely participate. While Marshall University Biology faculty have active research programs, the smaller size of WVSU's faculty makes it easier for students to get to know their faculty and become involved in their research efforts.

The BS Biology program is unique in the region in that WVSU is a Land Grant institution and the WVSU Biology faculty provide research programs necessary for the WVSU Land Grant Mission. Three faculty members receive release time from their teaching duties to conduct research consistent with the USDA Plan of Work for the Gus R. Douglass Land Grant Institute and GRDI research scientists collaborate with Biology faculty frequently if not daily. This results in a program that is unique to the area in that research faculty provide applied and basic research that is germane to the USDA's Plan of Work. The plan addressed the following challenge areas during the review period:

- Food Security
- Climate Variability and Change
- Water
- Sustainable Bioenergy
- Childhood Obesity Prevention
- Food Safety

B. Post-Program Placement

As indicated in the section devoted to graduates, we were able to find post-program placement information on 61% of these. Twenty-one students (34%) attended or are attending graduate or professional school. Six graduates are attending graduate school in diverse programs ranging from Public Health to Wildlife Management. Seven students (~11%) are employed as Laboratory or Field Technicians or other similar jobs requiring a bachelor's degree in science while others are employed in related fields such as farming or nursing.

We were unable to find information on 28 of our graduates

Appendices

Appendix II-A

Curriculum

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Biology - Option A Organismal and Environmental	**Total number of credit hours required for graduation:** 128
Professional society that may have influenced the program offering and requirements: NA	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Biol 120 Fundamentals of Biology	4	Option A Organismal and Environmental Biology:		Chem 105 General Chem. I	3	NSM 101 Freshman Exper.	1
Biol 121 Biological Diversity	4	18 – 20 hours of electives specific to Option A		Chem 106 General Chem. II	3	G Ed 100 Origins	3
Biol 250 General Ecology	4	Biol 306 General Zoology	4	Chem 107 Gen. Chem. I Lab.	2	G Ed 200 Human Diversity	3
Biol 270 Genetics	4	Biol 310 Conservation Ecology	3	Chem 108 Gen. Chem. II Lab.	2	International Perspectives	6
Biol 385 Cell Biology	4	Biol 320 Entomology	4	Chem 205 Organic Chem. I	3	Hist 201 World History OR	3
Biol 411 Senior Seminar	1	Biol 321 Animal Parasitism	4	Chem 206 Organic Chem. II		Hist 202 World History	
		Biol 325 Invertebrate Zoology	4	Chem 207 Org. Chem. I Lab.	3		
		Biol 326 Vertebrate Zoology	4	Chem 208 Org. Chem II Lab.		Engl 101 Engl. Composition I	3
		Biol 341 Microbiology	4		2	Engl 102 Engl. Composition II	3
		Biol 350 Evolution	3	Phys 201 General Physics I		Mathematics (see cognates)	
		Biol 365 Biology of the Fishes	4	Phys 203 Gen. Physics I Lab	2	Comm 100 Speech Communic.	3
		Biol 375 Principles of Aquaculture	4				
		Biol 395 Practicum in Biology	1	Math 206 Analytic Geometry		HHPLS 157 Healthy Living OR	2
		Biol 399 Special Topics	1-4	and Calculus I	4	HHPLS 122 Fitness for Living	
		Biol 435 Comparative Vert. Morph.	4	OR			
		Biol 440 Field Botany	4	Math 222 Elementary	1	Engl 150 Literature	3
		Biol 442 Plant Geography	3	Statistics for Math and		Natural Science (Biol 120)	
		Biol 443 Plant Tissue Culture	4	Natural Science		Fine Arts	6
		Biol 444 Plant Physiology	4		3-4	American Traditions	3
		Biol 460 Environmental Microbiology	4			Social Structures/ Hum. Behav.	3
		Biol 490 Directed Student Research	1-4			Free Electives (to total 128)	16-19
		Biol 491 Undergrad. Stud. Independent Study or Research	1-4				
		Biol 492 Undergrad. Library Research	1-2				
		Biol 499: Special Topics in Biology	1-4				
Total Required Major Hours:	**21**	**Total Additional Major Hours:**	**18 - 20**	**Total Cognate Hours:**	**28 - 29**	**Total Gen. Ed./Elective Hours:**	**58-61**

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Biology – Option B Biotechnology and Genetics	**Total number of credit hours required for graduation:** 128
Professional society that may have influenced the program offering and requirements: NA	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Biol 120 Fundamentals of Biology	4	Option B Biotechnology and		Chem 105 General Chem. I	3	NSM 101 Freshman Exper.	1
Biol 121 Biological Diversity	4	Genetics: 18 – 20 hours to include		Chem 106 General Chem. II	3	G Ed 100 Origins	3
Biol 250 General Ecology	4			Chem 107 Gen. Chem. I Lab.	2	G Ed 200 Human Diversity	3
Biol 270 Genetics	4	Biol 341 Microbiology	4	Chem 108 Gen. Chem. II Lab.	2		
Biol 385 Cell Biology	4	Chem 331	3	Chem 205 Organic Chem. I	3	International Perspectives	6
Biol 411 Senior Seminar	1	Chem 333	2	Chem 206 Organic Chem. II	3		
				Chem 207 Org. Chem. I Lab.	2	Hist 201 World History OR	
		Plus 9-11 additional hours of restricted electives specific to Option B:		Chem 208 Org. Chem II Lab.	2	Hist 202 World History	3
				Phys 201 General Physics I	4	Engl 101 Engl. Composition I	3
		Biol 345 General Virology	3	Phys 203 Gen. Physics I Lab	1	Engl 102 Engl. Composition II	3
		Biol 347 Immunology	4				
		Biol 350 Evolution	3	Math 206 Analytic Geometry	4 or 3	Mathematics (see cognates)	
		Biol 361 Microbial Genetics	4	and Calculus I			
		Biol 373 Eukaryotic Mol. Genetics	4	OR		Comm 100 Speech Communic.	3
		Biol 375 Principles of Aquaculture	4	Math 222 Elementary			
		Biol 395 Practicum in Biology	1	Statistics for Math and Natural		HHPLS 157 Healthy Living OR	
		Biol 399 Special Topics	1-4	Science		HHPLS 122 Fitness for Living	2
		Biol 443 Plant Tissue Culture	4				
		Biol 444 Plant Physiology	3			Engl 150 Literature	3
		Biol 460 Cancer Biology	3				
		Biol 490 Directed Student Research	1-4			Natural Science (Biol 120)	
		Biol 491 Undergrad. Stud. Independent Study or Research	1-4			Fine Arts	6
		Biol 492 Undergrad. Library Research	1-2			American Traditions	3
		Biol 499 Special Topics in Biology	1-4			Social Structures/ Hum. Behav.	3
						Free Electives (to total 128)	16-19
Total Required Major Hours:	**21**	**Total Additional Major Hours:**	**18-20**	**Total Cognate Hours:**	**28-29**	**Total Gen. Ed./Elective Hours:**	**58-61**

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Biology – Option C Pre-Medical and Biomedical Sciences	**Total number of credit hours required for graduation:** 128
Professional society that may have influenced the program offering and requirements: NA	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Biol 120 Fundamentals of Biology	4	Option C Pre-Medical and Biomedical		Chem 105 General Chem. I	3	NSM 101 Freshman Exper.	1
Biol 121 Biological Diversity	4	Sciences 18 – 20 hours to include		Chem 106 General Chem. II	3	G Ed 100 Origins	3
Biol 250 General Ecology	4			Chem 107 Gen. Chem. I Lab.	2	G Ed 200 Human Diversity	3
Biol 270 Genetics	4	Biol 331 Human Anat. and Phys I		Chem 108 Gen. Chem. II Lab.	2		
Biol 385 Cell Biology	4	Biol 332 Human Anat. and Phys II	4	Chem 205 Organic Chem. I	3	International Perspectives	6
Biol 411 Senior Seminar	1	Biol 341 Microbiology	4	Chem 206 Organic Chem. II	3		
		Chem 331 Biochemistry	4	Chem 207 Org. Chem. I Lab.	2	Hist 201 World History OR	
			3	Chem 208 Org. Chem II Lab.	2	Hist 202 World History	3
		Plus 3-5 additional hours of restricted					
		electives specific to Option C:		Phys 201 General Physics I	4	Engl 101 Engl. Composition I	3
		Biol 306 General Zoology	4	Phys 203 Gen. Physics I Lab	1	Engl 102 Engl. Composition II	3
		Biol 321 Animal Parasitism	4				
		Biol 326 Vertebrate Zoology	4	Math 206 Analytic Geometry	4 or 3	Mathematics (see cognates)	
		Biol 330 Vertebrate Histology	4	and Calculus I			
		Biol 345 General Virology	3	OR		Comm 100 Speech Communic.	3
		Biol 347 Immunology	4	Math 222 Elementary Statistics			
		Biol 361 Microbial Genetics	4	for Math and Natural Science		HHPLS 157 Healthy Living OR	
		Biol 370 Pharmacology	4			HHPLS 122 Fitness for Living	2
		Biol 395 Practicum in Biology	1				
		Biol 399 Special Topics	1-4			Engl 150 Literature	3
		Biol 435 Comparative Vert. Morph.	4				
		Biol 466 Cancer Biology	3			Natural Science (Biol 120)	
		Biol 490 Directed Student Research	1-4				
		Biol 491 Undergrad. Stud.				Fine Arts	6
		Independent Study or Research	1-4				
		Biol 492 Undergrad. Library				American Traditions	3
		Research	1-2				
		Biol 499 Special Topics in Biology	1-4			Social Structures/ Hum. Behav.	3
		Chem 333	2			Free Electives (to total 128)	16-19
Total Required Major Hours:	**21**	**Total Additional Major Hours:**	**18-20**	**Total Cognate Hours:**	**28-29**	**Total Gen. Ed./Elective Hours:**	**58-61**

APPENDIX II-A: Curriculum

Degree Program: BS Biology	**Total number of credit hours required for graduation:** 120
Professional society that may have influenced the program offering and requirements:	

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Core:		Restricted Electives		Cognates			
Biol 120 Fundamentals of Biology	4	Biol 306 General Zoology	4	Chem 105 General Chem. I	3	First Year Experience	3
Biol 121 Biological Diversity	4	Biol 310 Conservation Ecology	3	Chem 106 General Chem. II	3	Written Communication	3
Biol 250 General Ecology	4	Biol 320 Entomology	4	Chem 107 Gen. Chem. I Lab.	2	Oral Communication	6
Biol 270 Genetics	4	Biol 321 Animal Parasitism	4	Chem 108 Gen. Chem. II Lab.	2	Math	3
Biol 385 Cell Biology	4	Biol 325 Invertebrate Zoology	4	Chem 205 Organic Chem. I	3	Scientific Reasoning	3-4
Biol 411 Senior Seminar	1	Biol 326 Vertebrate Zoology	4	Chem 206 Organic Chem. II	3		
		Biol 330 Vertebrate Histology	4	Chem 207 Org. Chem. I Lab.	2	Arts	3
		Biol 331 Human Anatomy and Physiology I	4	Chem 208 Org. Chem II Lab.	2	Humanities	3
		Biol 332 Human Anatomy and Physiology II	4			Natural Sciences	3-4
		Biol 341 Microbiology	4	Phys 201 General Physics I	4	Social Science	3
		Biol 345 General Virology	3	Phys 203 Gen. Physics I Lab	1	International Perspectives	3
		Biol 347 Immunology	4			Histories	3
		Biol 350 Evolution	3	Phys 202 General Physics II	4	Wellness	3
		Biol 361 Microbial Genetics	4	Phys 204 Gen. Physics Lab II	1		
		Biol 363 Crop Evolution and Biodiversity	4				
		Biol 365 The Biology of Fishes	4	Math 206 Analytic Geometry			
		Biol 370 Pharmacology	4	and Calculus I	4		
		Biol 373 Eukaryotic Molecular Genetics	4	OR			
		Biol 375 Principles of Aquaculture	4	Math 222 Elementary			
		Biol 395 Practicum in Biology	1 - 4	Statistics for Math and Natural			
		Biol 399 Special Topics in Biology	1 - 4	Science	3		
		Biol 435 Comparative Vertebrate Morphology	4				
		Biol 440 Field Botany	4				
		Biol 442 Plant Geography	3				
		Biol 443 Plant Tissue Culture	4				
		Biol 444 Plant Physiology	4				
		Biol 460 Environmental Microbiology	4				
		Biol 466 Cancer Biology	3				
		Biol 490 Directed Student Research	1 - 4				
		Biol 491 Undergraduate Independent Study	1 - 4				
		Biol 492 Undergraduate Library Research	1 - 2				
		Biol 499 Special Topics in Biology	1 - 4				
		Chem 331 Biochemistry	3				
		Chem 333 Biochemistry Laboratory	2				
Total Required Major Hours:	**21**	**Total Additional Major Hours:**	**18 - 20**	**Total Cognate Hours:**	**33 - 34**	**Total Gen. Ed. / Elective Hours:**	**39-41**

Appendix II-B

Faculty Data Sheets

APPENDIX II-B: Faculty Data

Name: Jonathon Mark Chatfield	**Rank: Professor**
Status: X Full-Time ☐ Part-Time ☐ Adjunct ☐ Graduate Asst.	**Highest Degree Earned: PhD.**
Degree Conferred by: Oregon State University	**Date Degree Received: 1986**

Professional registration/licensure: Am. Soc. Plant Biologists
Years of employment at present institution: 29
Years of employment in higher education: 36
Years of related experience outside higher education: 0

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE		ENROLLMENT
Fall 2017	Biology 101-01	Principles of Biology	22
	Biology 101-02	Principles of Biology	27
	Biology 101-01 101H	Principles of Biology for Honors	1
	Biology 440-01	Field Botany	8
	Biology 640-01	Field Botany	2
Spring 2018	Biology 121-01	Biological Diversity (*Team Taught 50% with Collins*)	17
	Biology 121-02	Biological Diversity (*Team Taught 50% with Collins*)	11
	Biology 121-03	Biological Diversity (*Team Taught 50% with Collins*)	11
	Chemistry 331-01	Biochemistry	20
	Chemistry 531-01	Biochemistry	10
Fall 2018	Biology 101-01	Principles of Biology	23
	Biology 101-02	Principles of Biology	25
	Biology 444-01	Plant Physiology	4
	Biology 644-01	Plant Physiology	9
	Biology 491-04	Undergraduate Independent Study	1
	Biotech 591-04	Graduate Independent Study	1
	Biotech 695-11	Master's Thesis Research	1
Spring 2019	Biology 110-01	Economic Biology	16
	Biology 121-01	Biological Diversity (*Team Taught 50% with Collins*)	12
	Biology 121-03	Biological Diversity (*Team Taught 50% with Collins*)	11
	Biotech 590-03	Graduate Research	1
	Biotech 591-02	Graduate Independent Study	1
	Biotech 695-03	Master's Thesis Research	1

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

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

Obtained Federal grant funding to develop online laboratory activities in Science. USDA grant - Online Training in Science/Agriculture

Obtained local funding and students to develop a Survey of Native Truffle species in WV and supported several students to study this topic. One MS thesis was produced in this. Mickey Fowler was the student

Bobbie Seyedmonir PhD Thesis, 2017 Marshall University

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

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

I update my lectures in all my classes annually and keep up with technology to deliver best experience for students.

(F). List professional books/papers published during the last five years.

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

Seyedmonir, Medhi & Bobbie, Chatfield, J. M. 2013-2016 US Department of Agriculture- CBG Online Education in Agricultural Sciences $499,000

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Sean A. Collins	**Rank: Associate Professor**
Status: Full-Time	**Highest Degree Earned: Ph.D**
Degree Conferred by: University of Illinois, Urbana-Champaign	**Date Degree Received: May 2004**

Professional registration/licensure:
Years of employment at present institution: 14
Years of employment in higher education: 14
Years of related experience outside higher education: 0

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE		ENROLLMENT
Fall 2017	Biology 121-01	Biological Diversity	18
	Biology 250-01	General Ecology	7
	G ED 101-07	First Year Experience (NSM)	26
Spring 2018	Biology 121-01	Biological Diversity (*Team Taught 50% with Chatfield*)	17
	Biology 121-02	Biological Diversity (*Team Taught 50% with Chatfield*)	11
	Biology 121-03	Biological Diversity (*Team Taught 50% with Chatfield*)	11
	Biology 250	General Ecology	14
	Biology 399	Special Topics - Herpetology	7
Fall 2018	Biology 121-01	Biological Diversity	18
	Biology 250-01	General Ecology	15
	Biology 325-01	Invertebrate Zoology	8
Spring 2019	Biology 121-01	Biological Diversity (*Team Taught 50% with Chatfield*)	12
	Biology 121-03	Biological Diversity (*Team Taught 50% with Chatfield*)	11
	Biology 250-01	General Ecology	10
	Biology 399-01	Special Topics - Mammalogy	7

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

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

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

I was appointed Dean for the WV Governor's School of Mathematics and Science for the years 2015-2017

I served as the Academic Coordinators for the Health Sciences and Technology Academy for the year 2016

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

(F). List professional books/papers published during the last five years.

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

USDA Capacity Building Grant: "An integrated approach of genomics and metabolomics for incorporation of whitefly resistance in cultivated watermelon"- 299,042 (3 years)

APPENDIX II-B: Faculty Data

Name: Jonathan C. Eya	**Rank: Professor**
Status: ☒ Full-Time ☐ Part-Time ☐ Adjunct ☐ Graduate Asst.	**Highest Degree Earned: Ph. D**
Degree Conferred by: Auburn University, Alabama	**Date Degree Received: 1997**

Professional registration/licensure
Years of employment at present institution: 20
Years of employment in higher education: 25
Years of related experience outside higher education: 3

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE		ENROLLMENT
Fall 2017	Biology 210-01	Basic Anatomy & Physiology	17
	Biology 210-02	Basic Anatomy & Physiology	14
Spring 2018	Biology 210-01	Basic Anatomy & Physiology	27
	Biology 375-01	Principles of Aquaculture	4
	Biology 575-01	Principles of Aquaculture	2
Fall 2018	Biology 210-01	Basic Anatomy & Physiology	18
	Biology 210-02	Basic Anatomy & Physiology	9
	Biotech 591-02	Graduate Independent Study	1
Spring 2019	Biology 101-03	Principles of Biology	22
	Biology 210-01	Basic Anatomy & Physiology	27

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

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

Research Presentations at National/International/Regional Conferences

Daniel, V.R., Brant, J.E., Ojeogwu, J., Abanikannda, M., Dillard-Sims, T. & **Eya, J.C.** 2019. Association of mitochondrial function with weight gain in rainbow trout: diets and temperature interactive effects. Poster Presentation at 19th Biennial Research Symposium of Association of 1890 Research Directors, March 30-April 3, 2019, Jacksonville, Florida.

Eya, J.C., Yossa, R., Perera, D., Okubajo, O. and Gannam, A.L. 2016. Interactive effects of diets and temperature on mitochondrial function, growth and nutrient efficiency in rainbow trout (*Oncorhynchus mykiss*). Oral presentation at 18th Biennial Research Symposium of Association of 1890 Research Directors, April 1-4, 2017, Atlanta, Georgia.

Perara, D.A., Gainer, C.G. and **Eya, J.C**. 2016. The Performance of fish diets containing alternate protein sources and lipid concentrations on growth characteristics of rainbow trout (*Oncorhynchus mykiss*). Poster presentation at 18th Biennial Research Symposium of Association of 1890 Research Directors, April 1-4, 2017, Atlanta, Georgia.

Review of papers for journals for publication: These journals include: PLOS ONE, Aquaculture, Journal of World Aquaculture Society, FASEB, North American Journal of Aquaculture, Aquaculture Nutrition, Comparative Biochemistry and Physiology, Part B, Journal of Applied Aquaculture, Journal of Fish Biology, and Bio Research

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

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

Review of papers and acquiring new knowledge from recent developments in my area of expertise and the incorporation of such knowledge in my teachings.

(F). List professional books/papers published during the last five years.

Eya, J.C., Yossa, R.; Perera, D. Okubajo, O. and Gannam, A.L. 2017. Combined effects of diets and temperature on mitochondrial function, growth and nutrient efficiency in rainbow trout (*Oncorhynchus mykiss*). Comparative Biochemistry and Physiology Part B 212: 1-11.

Eya, J.C., Ukwuaba, V.O., Yossa, R. and Gannam, A.L. 2015**.** Interactive Effects of Dietary Lipid and Phenotypic Feed Efficiency on the Expression of Nuclear and Mitochondrial Genes Involved in the Mitochondrial Electron Transport Chain in Rainbow Trout. International Journal of Molecular Sciences 16: 7682-7706; doi: 10.3390/ijms16047682.

Eya, J.C., Ukwuaba, V.O., Yossa, R., Ashame, M.F., Pomeroy, C.F., Gannam, A.L. 2015. Growth performance and mitochondrial function in juvenile rainbow trout (*Oncorhynchus mykiss*) fed graded dietary lipid levels. Annals of Aquaculture and Research 2(1): 1006-1018.

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

USDA/NIFA – Capacity Building Grant No. 2018-38821-27752 ($300,000), PI.

USDA/NIFA – Capacity Building Grant No. 2015-38821-2434

APPENDIX II-B: Faculty Data

Name: Richard A. Ford	**Rank: Associate Professor**
Status: ☒ Full-Time ☐ Part-Time ☐ Adjunct ☐ Graduate Asst.	**Highest Degree Earned: Ph.D**.
Degree Conferred by: Miami University (Ohio)	**Date Degree Received: 1993**

Professional registration/licensure:
Years of employment at present institution: 18
Years of employment in higher education: 20
Years of related experience outside higher education: 2

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE		ENROLLMENT
Fall 2017	Biology 120-03	Fundamentals of Biology	25
	Biology 120-04	Fundamentals of Biology	20
	Biotech 501-01	Seminar for Teaching Assistants	4
Spring 2018	Biology 101-01	Principles of Biology	25
	Biology 101-05	Principles of Biology	23
	Biotech 501-01	Seminar for Teaching Assistants	2
Fall 2018	Biology 120-03	Fundamentals of Biology	24
	Biology 120-04	Fundamentals of Biology	11
	Biotech 501-01	Seminar for Teaching Assistants	4
Spring 2019	Biology 101-04	Principles of Biology	25
	Biology 120-02	Fundamentals of Biology	20
	Biotech 501-01	Seminar for Teaching Assistants	2

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

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

I continue to learn my job. I started doing the Faculty Senate Chair job, which has been a real learning experience.

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

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

I continue to try new things in the classroom, and to adapt to each new group of students.

I have prepared a set of lecture notes for Biol 120 that could fulfill the need for students to buy a textbook.

I continue to work with the Graduate Teaching Assistants to improve their teaching.

(F). List professional books/papers published during the last five years.

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

APPENDIX II-B: Faculty Data

Name: Gerald R. Hankins	**Rank: Associate Professor**
Status: ☒ Full-Time ☐ Part-Time ☐ Adjunct ☐ Graduate Asst.	**Highest Degree Earned: Ph.D.**
Degree Conferred by: The University of Virginia	**Date Degree Received: 1991**

Professional registration/licensure: N/A
Years of employment at present institution: 14
Years of employment in higher education: 31
Years of related experience outside higher education: 8

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE		ENROLLMENT
Fall 2017	Biology 466-01	Cancer Biology	1
	Biology 666-01	Cancer Biology	5
	G Ed 101-08	First Year Experience (NSM)	26
Spring 2018	Biotech 555-01	Biostatistics	10
	Biotech 572-01	Techniques in Biotech II *(75% team taught with Huber)*	10
Fall 2018	Biology 101-08	Principles of Biology	18
	Biotech 591-06	Graduate Independent Study	1
	Biotech 592-02	Graduate Library Research	1
	Biotech 695-06	Master's Thesis Research	1
Spring 2019	Biology 490-06	Directed Student Research	1
	Biology 492-01	Undergraduate Library Research	1
	Biotech 555-01	Biostatistics	5
	Biotech 572-01	Techniques in Biotech II *(75% team taught with Huber)*	5
	Biotech 590-02	Graduate Research	1
	Biotech 695-12	Master's Thesis Research	1

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

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

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

"Non-classical sex steroid receptors in CNS tumors", Grand Rounds, Department of Neurosurgery, Marshall University, Huntington WV, April 4 2019.

"Investigation of sex steroid effects in brain tumors", Second International Congress on Frontiers in Biotechnology: Opportunities and Perspectives for Biochemical Engineers, Universidad Autonoma de Coahuila, Facultad de Ciencias Biologicas, Torreon, Coahuila, Mexico, Oct. 24 2016.

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

Communication science training sessions run by the Alan Alda Center for Communicating Science at the 24th NSF EPSCoR National Conference, Portsmouth NH, Nov. 2, 2015.

National Science Foundation workshop on communicating science,:"Becoming EPSCoR Champions", West Virginia University, Aug. 14, 2015.

(F). List professional books/papers published during the last five years.

Perla V, Nadimi M, Reddy R**, Hankins GR**, Nimmakayala P, Harris RT, Valluri J, Sirbu C, Reddy UK, Effect of ghost pepper on cell proliferation, apoptosis, senescence and global proteomic profile in human renal adenocarcinoma cells. *PLoS One* 13(10). e0206183, 2018 [PMID: 30379886]

Nimmakayala P, Abburi VL, Saminathan T, Alaparthi SB, Almeida A, Davenport B, Nadimi M, Davidson J, Tonapi K, Yadav L, Malkaram S, Vajja G, **Hankins G**, Harris R, Park M, Choi D, Strommel J, Reddy UK, Genome-wide diversity and association mapping for capsaicinoids and fruit weight in *Capsicum annuum L*. *Scientific Reports*: 6**:** 38081, 2016 [PMID: 27901114]

Nimmakayala P, Abburi VL, Saminathan T, Alaparthi S, Almeida A, Davenport B, Davidson J, Reddy CVDM, **Hankins G**, Ebert A, Choi D, Strommel J, Reddy UK, Genome-wide divergence and linkage disequilibrium analyses for *Capsicum baccatum* revealed by genome-anchored single nucleotide polymorphisms. *Frontiers in Plant Science*: 7**:** 1646, 2016 [PMID: 27857720]

Perla V, Nimmakayala P, Nadimi M, Alaparthi S, **Hankins GR**, Ebert AW, Reddy U, Vitamin C and reducing sugars in the world collection on *Capsicum baccatum* L. genotypes. *Food Chemistry* 202: 189-198, 2016 [PMID: 26910563]

Nimmakayala P, Abburi VL, Abburi L, Alaparthi SB, Cantrell R, Park M, Hhoi D, **Hankins G**, Malkaram S, Reddy UK, Linkage disequilibrium and population-structure analysis among *Capsicum annuum* L. cultivars for use in association mapping. *Mol Genet Genomics* 289: 513-521, 2014 [PMID 24585251]

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

Funding for HSTA graduate Brittany Graham to work on "Anti-tumor activity of Photoactivatable Organometallic Compounds" Subaward PI, West Virginia IDeA Network of Biomedical Research Excellence, NIH Grant #P20GM103434-18, Aug.1 2018 -Sept. 10 2019, $14,108.

"*Nigella sativa* compounds as potential anti-tumor therapy", Charleston Area Medical Center Cancer Center, May 1 2018-April 30 2020, $30,000.

"Harnessing whole genome sequence of pepper for association mapping of novel fruit quality phenotypes with enhanced phytonutrients", USDA/NIFA 2016-06614, Feb. 1 2017-April 30 2020, $296,942.

"Anti-tumor Activity of Photoactivatable Organometallic Compounds", Oct 7 2016-Aug 15, 2017, Faculty Research Enhancement Award, NASA WV Space Grant Consortium, $1,800.

"Effect of Ghost Pepper on Epigenetic Modifications in Human Renal Cell Adenocarcinoma *In Vivo*", January 15 2015-July 31 2015, WV-INBRE Center for Natural Products Research, Subaward from NIH 2P20GM103434, $38,500.

APPENDIX II-B: Faculty Data

Name: Katherine Harper	**Rank: Professor**
Status: ☒ Full-Time ☐ Part-Time ☐ Adjunct ☐ Graduate Asst.	**Highest Degree Earned: Ph. D.**
Degree Conferred by: West Virginia University	**Date Degree Received: 1986**

Professional registration/licensure:
Years of employment at present institution: 33
Years of employment in higher education: 33
Years of related experience outside higher education: 1

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE		ENROLLMENT
Fall 2017	Biology 270-01	Genetics	13
	Biology 385-01	Cell Biology	7
	Biology 395-01	Practicum in Biology	1
Spring 2018	Biology 101-01	Principles of Biology	21
	Biology 385-01	Cell Biology	8
	Biology 395-01	Practicum in Biology	2
Fall 2018	Biology 270-01	Genetics	11
	Biology 385-01	Cell Biology	11
Spring 2019	Biology 385-01	Cell Biology	8
	G Ed 101-01	First Year Experience	4

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

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

Chairperson, Department of Biology 2014 - 2019
Member, WV INBRE Steering Committee 2014 - 2018
Member, WVSU STEP Grant Steering Committee
Liaison, WVSU Early Enrollment Committee
Liaison, WVSU Assessment Committee

WVSU Faculty Development Phase III workshop

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

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

WVSU Faculty Development Fund $1800 March 2015 “Identifying Progesterone Receptors in Meningioma Cells”

Baley Beckwith, Katherine Harper, Gerald Hankins, “G-Protein Coupled Progesterone Receptor Expression in Central Nervous System Tumors” WVSU Research Symposium poster 2016,

WV Improving Teacher Quality Proposal Reader, 2014 - 2017

Collaborator with G. Hankins on “Effects of the G-protein Coupled Estrogen Receptor (GPER1) on NF-κB Pathways and on Progesterone Synthesis and Progesterone Receptors” $4850.00 PEER Grant April 2016

(F). List professional books/papers published during the last five years.

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

APPENDIX II-B: Faculty Data

Name: Robert T. Harris	**Rank: Professor**
Status: ☒ Full-Time ☐ Part-Time ☐ Adjunct ☐ Graduate Asst.	**Highest Degree Earned: Ph. D.**
Degree Conferred by: Ohio University	**Date Degree Received: 1992**

Professional registration/licensure:
Years of employment at present institution: 24
Years of employment in higher education: 26
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE		ENROLLMENT
Fall 2017	Biology 331-01	Human Anatomy & Physiology I	25
	Biology 332-01	Human Anatomy & Physiology II	8
	Biology 370-01	Pharmacology	10
	Biology 399-03	Special Topics - Pharmacology	1
Spring 2018	Biology 330-01	Vertebrate Histology	5
	Biology 331-01	Human Anatomy & Physiology I	19
	Biology 332-01	Human Anatomy & Physiology II	24
	Biology 599-02	Special Topics - Vertebrate Histology	3
Fall 2018	Biology 331-01	Human Anatomy & Physiology I	27
	Biology 332-01	Human Anatomy & Physiology II	11
	Biology 370-01	Pharmacology	11
	Biology 490-08	Directed Student Research	1
	Biology 399-03	Special Topics - Pharmacology	1
Spring 2019	Biology 331-01	Human Anatomy & Physiology I	30
	Biology 332-01	Human Anatomy & Physiology II	27
	Biology 347-01	Immunology	14

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

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

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

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

(F). List professional books/papers published during the last five years.

Nimmakayala P, Abburi VL, Saminathan T, Alaparthi SB, Almeida A, Davenport B, Nadimi M, Davidson J, Tonapi K, Yadav L, Malkaram S, Vajja G, Hankins G, **Harris R**, Park M, Choi D, Strommel J, Reddy UK, Genome-wide diversity and association mapping for capsaicinoids and fruit weight in *Capsicum annuum L*. *Scientific Reports*: 6**:** 38081, 2016 [PMID: 27901114]

Perla, V., M. Nadimi, R. Reddy, G. R. Hankins, P. Nimmakayala**, R. T. Harris**, J. Valluri, C. Sirbu and U. K. Reddy (2018). "Effect of ghost pepper on cell proliferation, apoptosis, senescence and global proteomic profile in human renal adenocarcinoma cells." *PloS one* 13(10).

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

APPENDIX II-B: Faculty Data

Name: David H. Huber	**Rank: Professor**
Status: ☒ Full-Time ☐ Part-Time ☐ Adjunct ☐ Graduate Asst.	**Highest Degree Earned: Ph.D.**
Degree Conferred by: Michigan State University	**Date Degree Received: 1996**

Professional registration/licensure:
Years of employment at present institution: 20
Years of employment in higher education: 32
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE		ENROLLMENT
Fall 2017	Biology 341-01	Microbiology	21
	Biotech 567-01	Current Concepts in Biotechnology	14
	Biotech 695	Master's Thesis Research	2
Spring 2018	G Ed 101-02	First Year Experience (NSM)	17
	Biology 361-01	Microbial Genetics	2
	Biology 561-01	Microbial Genetics	5
	Biotech 572-01	Techniques in Biotech II *(25% team taught with Hankins)*	10
Fall 2018	Biology 341-01	Microbiology	
	Biology 490-08	Directed Student Research	19
	Biotech 567-01	Current Concepts in Biotechnology	1
	Biotech 590-01	Graduate Research	8
	Biotech 695-08	MS Thesis Research (BT 695)	1
			1
Spring 2019	Biology 241-01	Introduction to Microbiology	
	Biology 460-01	Environmental Microbiology	5
	Biology 660-01	Environmental Microbiology	2
	Biotech 572-01	Techniques in Biotech II *(25% team taught with Hankins)*	4
	Biotech 695-05	MS Thesis Research (BT 695)	5
			1

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

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

Professional Conferences Attended: American Society for Microbiology Annual Meeting , Ecological Society of America Annual Meeting , American Ecological Engineering Society

New Academic Appointment: Adjunct Professor, Environmental Science Center, WVU; 2015 – 2019.
Grant Collaborator and founding Member, NSF EPSCoR Track I Grant: *Appalachian Freshwater Initiative* This grant involves WVU, Marshall and WVSU.

Faculty Trip to Mexico: I traveled to three Mexican universities during summer 2015 with a team of WVSU researchers to pursue possible research collaborations.

Journal Reviewer: Microbial Biotechnology, PLOS ONE, Limnology and Oceanography, etc.

USDA Grant Panel Reviewer: USDA NIFA grant panel reviewer

Research Presentations at National/International/Regional Conferences

American Society for Microbiology, ASM Microbe 2017 Meeting, New Orleans (LA), June 1-5. Crude Glycerol Induced Stress and Slow Resilience in Thermophilic Anaerobic Digestion. **D.H. Huber**, T. Espinosa-Solares, A. Ramirez-Garcia, J.E. Chavarria-Palma, N. A. Montnegro-Garcia, V.Lhilhi Noundou, C. Martin.

American Society for Microbiology ASM Microbe meeting, Atlanta, GA, June 7-11, 2018. Ugwuanyi, I.R., S. A. Malkaram, A. Hass, N. A. Montenegro-Garcia, V. Lhilhi Noundou, A. L. Kemajou, **D. H. Huber**. Spatial Structure of the Upper Sediment Microbiome of an Industrialized Appalachian River, West Virginia

Ecological Society of America Annual Meeting, New Orleans (LA), August 5-10, 2018. **Huber, David H.**, Ifeoma R. Ugwuanyi, Sridhar A. Malkaram, Amir Hass, Natalia A. Montenegro-Garcia, Vadesse Lhilhi Noundou, Jesus E. Chavarria-Palma, Andrielle Larissa Kemajou. Microbial diversity patterns in the sediment of a high-flow, industrialized Appalachian River (West Virginia) reflects both phylogeny and geochemistry.

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

WVSU Excellence in Teaching Award; Received August 2017
Lead news story in the magazine *Neuron*, Fall 2018 issue

(E). Indicate any other activities that have contributed to effective teaching.
(F). List professional books/papers published during the last five years.

Rivera-Salvador, V., I.L. Lopez-Cruz, T. Espinosa-Solares, J.S. Aranda-Barradas, **D.H. Huber**, D. Sharma, J.U. Toledo. 2014. Application of Anaerobic Digestion Model No. 1 to describe the syntrophic acetate oxidation of poultry litter in thermophilic anaerobic digestion. *Bioresource Technology* 167:495-502.

Hernandez-De Lira, **David H. Huber**, Teodoro Espinosa-Solares, Nagamani Balagurusamy. 2015. Methane emission and bioenergy potential from livestock manures in Mexico. *Journal Renewable and Sustainable Energy* 7:053117.

Hernandez-De Lira, **David H. Huber**, Teodoro Espinosa-Solares, Nagamani Balagurusamy. 2015. Methane emission and bioenergy potential from livestock manures in Mexico. *Journal Renewable and Sustainable Energy* 7:053117. (doi:10.1063/1.4934564)

Huber, David H., Ifeoma R. Ugwuanyi, Sridhar A. Malkaram, Vadesse Lhilhi Noundou, Jesus E. Chavarria-Palma. 2018. Metagenome Sequences of Sediment from a Recovering Industrialized Appalachian River in West Virginia. *Genome Announcements* 6(18): e00350-18. (doi.org/10.1128/genomeA.00350-18).

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

USDA, 1890 Research Capacity Building Grant. Bioengineering the Carboxylate Platform in Thermophilic Anaerobic Microbiomes. **David Huber** (Principal Investigator), Michael Fultz, Sridhar Malkaram, Marek Krasnansky. October, 2014. Amount awarded $299,884.

USDA Evans Allen Grant. Microbiome functional diversity driving plant biomass decomposition in engineered environments. **David H. Huber** (Principal Investigator). Grant period: October 2015 – September 2020. Amount awarded $60,000.

USDA NIFA 1890 Research Capacity Building Grant. **David H. Huber** (Project Director), Co-PDs: Micheal Fultz, Amir Hass, Sridhar Malkaram. Healthy Rivers: Environmental Stressors and Resilience in Riverine Microbial Ecosystems. Notification: Oct, 2018. Amount awarded $595,561.

APPENDIX II-B: Faculty Data

Name: **Padma Nimmakayala**	**Rank: Professor**
Status: ☒ Full-Time ☐ Part-Time ☐ Adjunct ☐ Graduate Asst.	**Highest Degree Earned: PhD**
Degree Conferred by: University of Agrl. Sciences, Bangalore, India	**Date Degree Received: 1993**

Professional registration/licensure: ASHS, ISHS, CSA
Years of employment at present institution: 16
Years of employment in higher education: 22
Years of related experience outside higher education: 8

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Spring 2019	Biology 363/599Crop Evolution and Biodiversity	3
Spring 2019	Biotechniques II (BT572) – (guest lecturer)	7

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

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

Member, American Society of Plant Biology (ASPB), American Society of Horticultural Sciences (ASHS) and National Association of Plant Breeders (NAPB), Participated in both oral and poster presentations.

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

Nimmakayala P. 2017. Genome-wide Divergence and Linkage Disequilibrium Analyses for *Capsicum baccatum* Revealed by Single Nucleotide Polymorphisms. Annual conference of the American Society for Horticultural Science, 19–22 September 2017, Waikoloa, Hawaii

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

Organized a national level Molecular Breeding and genomics workshop (27th to 30th June, 2017) for undergraduate, graduate students and faculty from 10 different universities (Alabama A&M University, Alcorn State University, Arizona State University, California state university, Delaware State University, Florida A&M University, Tennessee State University, Fort Valley State University, Kansas State University, Inter-American University of Puerto Rico).

Organized NIH funded HSTA-Fun with science workshop for 10 high school teachers and 88 students (July 2019)

(F). List professional books/papers published during the last five years.

Nimmakayala, P.; Saminathan T.; Abburi, V.L.; Yadav, L.K.; Levi, A.; Weng, Y.; Reddy, U. K. Comparative Genomics of the Cucurbitaceae. (Book chapter). R. Grumet et al. (eds.), Genetics and Genomics of Cucurbitaceae, Plant Genetics and Genomics: Crops and Models, DOI 10.1007/ 7397_2016_34. Springer International Publishing AG 2017.

Levi, A.; Jarret, R. L.; Kousik, S.; Wechter, W. P.; **Nimmakayala, P**.; Reddy, U. K. Genetic Resources of Watermelon. (Book chapter). R. Grumet et al. (eds.), Genetics and Genomics of Cucurbitaceae, Plant Genetics and Genomics: Crops and Models, DOI 10.1007/ 7397_2016_34. Springer International Publishing AG 2017

Saminathan T, García M, Ghimire B, Lopez C, Bodunrin A, **Nimmakayala P**, Abburi VL, Levi A, Balagurusamy N, Reddy UK. Metagenomic and metatranscriptomic analyses of diverse watermelon cultivars reveal the role of fruit associated microbiome in carbohydrate metabolism and ripening of mature fruits. *Frontiers in Plant Science*, 2018, 9, 4.

Joshi Vijay, Suhas Shinde, **Padma Nimmakayala**, Venkata Lakshmi Abburi, Suresh Babu Alaparthi, Carlos Lopez-Ortiz, Amnon Levi, Girish Panicker, and Umesh K. Reddy. "Haplotype Networking of GWAS Hits for Citrulline Variation Associated with the Domestication of Watermelon." *International Journal of Molecular Sciences* 20, no. 21 (2019): 5392.

Garcia-Lozano, Marleny, Sudip Kumar Dutta, Purushothaman Natarajan, Yan R. Tomason, Carlos Lopez, Ramesh Katam, Amnon Levi, **Padma Nimmakayala**, and Umesh K. Reddy. "Transcriptome changes in reciprocal grafts involving watermelon and bottle gourd reveal molecular mechanisms involved in increase of the fruit size, rind toughness and soluble solids*." Plant Molecular Biology* (2019): 1-11.

(G). List externally funded research (grants and contracts) received during the last five years.
USDA-NIFA Proposal no. 2017-07557 - $499,876. Title - Phenotyping a diversity panel for exploring natural variation within nutraceutically important metabolites for use in watermelon breeding. Sub-award with ASU. WVSU Budget- $239,497

USDA-NIFA 2019-38821-29064: Amount - $299, 954. Title: Speed breeding for introgression and fine mapping of diverse alleles of pepper fruit size, shape, flavor and color. (as PI)

USDA-NIFA Proposal no. 2016-06616-$597,406. Title: Strengthening Vegetable Improvement Center with genomic selection tools for nutraceuticals and fruit quality. PI-Dr. Padma Nimmakayala

USDA-NIFA Proposal no 2016-06614 -$296,942. Title: Harnessing whole genome sequence of pepper for association mapping of novel fruit quality phenotypes with enhanced phytonutrients. PI-Dr. Gerald Hankins; Co-PD - Dr. Nimmakayala.

Department of Defense award for STEM instrumentation - $499,400. Proposal No. 68876-RT-REP: Enhancing Genome Mapping Infrastructure for Vegetable Crop Improvement (as PI).

APPENDIX II-B: Faculty Data

Name: Umesh K. Reddy	**Rank: Professor**
Status: ☒ Full-Time ☐ Part-Time ☐ Adjunct ☐ Graduate Asst.	**Highest Degree Earned: PhD**
Degree Conferred by: Osmania University, Hyderabad, India	**Date Degree Received: 1997**

Professional registration/licensure:
Years of employment at present institution: 16
Years of employment in higher education: 24
Years of related experience outside higher education: 8

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE		ENROLLMENT
Fall 2017	Biology 411-01	Senior Seminar	8
	Biology 599-01	Special Topics - Crop Evolution & Biodiversity	5
	Biotech 511-01	Biotechnology Seminar	7
	Biotech 571-01	Techniques Biotech I	10
2018 Spring	Biology 270-01	Genetics	16
	Biology 411-01	Senior Seminar	9
	Biotech 511-01	Biotechnology Seminar	11
	Biotech 591	Graduate Independent Study	5
	Biotech 695	Master's Thesis Research	4
Fall 2018	Biology 411-01	Senior Seminar	6
	Biology 490-04	Directed Student Research	1
	Biotech 511-01	Biotechnology Seminar	11
	Biotech 571-01	Techniques Biotech I	8
	Biotech 591-03	Graduate Independent Study	1
	Biotech 591-07	Graduate Independent Study	1
	Biotech 591-08	Graduate Independent Study	1
	Biotech 695-02	Master's Thesis Research	1
	Biotech 695-04	Master's Thesis Research	2
	Biotech 695-13	Master's Thesis Research	1
2019 Spring	Biology 270-01	Genetics	15
	Biology 411-01	Senior Seminar	7
	Biology 490-02	Directed Student Research	1
	Biology 491-04	Undergraduate Independent Study	1
	Biotech 511-01	Biotechnology Seminar	8
	Biotech 591-03	Graduate Independent Study	5
	Biotech 695-04	Master's Thesis Research	2
	Biotech 695-06	Master's Thesis Research	2

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

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

Professional Conferences Attended: Plant and Animal Genome Conferences XXIII - XXVII (2015 - 2019), 58th and 59th Annual *Drosophila* Research Conference (2017and 2018), ASA, CSSA and SSSA International Annual Meetings (2015 and 2016)

Grant Reviewer: USDA NIFA Panels 2015 - 2019

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

WVSU Outstanding Research Award 2015 and WVSU Professor of the Year Award 2018
Editorial Board Member for BMC Genomics, BMC Plant Biology, Nature Scientific Reports, Frontiers in Plant Science and Physiology and Molecular Biology of Plants

(E). Indicate any other activities that have contributed to effective teaching: Nextgen Sequencing and big data analysis capabilities in our research lab

(F). List professional books/papers published during the last five years.

Garcia-Lozano, M., S. K. Dutta, P. Natarajan, Y. R. Tomason, C. Lopez, R. Katam, A. Levi, P. Nimmakayala and **U. K. Reddy** (2019). "Transcriptome changes in reciprocal grafts involving watermelon and bottle gourd reveal molecular mechanisms involved in increase of the fruit size, rind toughness and soluble solids." *Plant Molecular Biology*: 1-11.

Lopez-Ortiz, C., S. K. Dutta, P. Natarajan, Y. Pena-Garcia, V. Abburi, T. Saminathan, P. Nimmakayala and **U. K. Reddy** (2019). "Genome-wide identification and gene expression pattern of ABC transporter gene family in *Capsicum* spp." *PloS one* 14(4).

Saminathan, T., M. García, B. Ghimire, C. Lopez, A. Bodunrin, P. Nimmakayala, V. L. Abburi, A. Levi, N. Balagurusamy and **U. K. Reddy** (2018). "Metagenomic and metatranscriptomic analyses of diverse watermelon cultivars reveal the role of fruit associated microbiome in carbohydrate metabolism and ripening of mature fruits." *Frontiers in Plant Science* 9: 4.

Levi, A., A. M. Simmons, L. Massey, J. Coffey, W. P. Wechter, R. L. Jarret, Y. Tadmor, P. Nimmakayala and **U. K. Reddy** (2017). "Genetic diversity in the desert watermelon Citrullus colocynthis and its relationship with Citrullus species as determined by high-frequency oligonucleotides-targeting active gene markers." *Journal of the American Society for Horticultural Science* 142(1): 47-56.

Nimmakayala P, A. V., Saminathan T, Alaparthi SB, Almeida A, Davenport B, Nadimi M, Davidson J, Tonapi K, Yadav L, Malkaram S, Vajja G, Hankins G, Harris R, Park M, Choi D, Stommel J, **Reddy UK** (2016). "Genome-wide Diversity and Association Mapping for Capsaicinoids and Fruit Weight in Capsicum annuum L." *Scientific Reports* 6(38081).

Nimmakayala, P. and **U. K. Reddy** (2016). "Utilizing Genetic Diversity in the Desert Watermelon Citrullus colocynthis for Enhancing Watermelon Cultivars for Resistance to Biotic and Abiotic Stress." *Cucurbitaceae* 2016: 105.

Reddy, U. K., A. Almeida, V. L. Abburi, S. B. Alaparthi, D. Unselt, G. Hankins, M. Park, D. Choi and P. Nimmakayala (2014). "Identification of gene-specific polymorphisms and association with capsaicin pathway metabolites in Capsicum annuum L. collections." *PloS one* 9(1).

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

USDA -NIFA Proposal no 2016-06616 Strengthening vegetable improvement center with genomic selection tools for nutraceuticals and fruit quality.; award total: $597,406

Department of Defense award for STEM instrumentation - $500,000. Proposal No. 68876-RT-REP: Enhancing Genome Mapping Infrastructure for Vegetable Crop Improvement.

USDA-NIFA-$300,000. Title: Harnessing whole genome sequence of pepper for association mapping of novel fruit quality phenotypes with enhanced phytonutrients.

USDA-NIFA Proposal no. 2015-09260. CUCCAP: Leveraging Applied Genomics to Increase Disease Resistance in Cucurbit Crops. (01 SEP 2015 - 31 AUG 2019) $6,515,655 (Research grant; as Co-PI for $300,000). Current

USDA-NIFA Proposal no. 2015-05304. An integrated approach of genomics and metabolomics for incorporation of whitefly resistance in cultivated watermelon (01 SEP 2015 - 31 AUG 2018), $299,042. Current

USDA-NIFA Proposal no. 2015-06226. Phenomics for crop improvement: tools to create next generation plant breeders (01 SEP 2015 - AUG 2018), $299,940 (Research grant; as PI). Current

USDA-NIFA Proposal no. 2013-04053. Summer academy of plant breeding: A platform to develop minority workforce in molecular plant breeding (01 SEP 2013 - 31 AUG 2016), $120,000 (Higher Education grant; as Co-PI). Current

USDA-NIFA Proposal no. 2013-03685. Diversifying the watermelon cultivar genetic base using genomic selection to improve nutraceutical traits and use them as parental lines (01 SEP 2013 - 31 AUG 2016), $444,346 (Research grant; as PI). Current

APPENDIX II-B: Faculty Data

Name: Tim Ruhnke	**Rank: Professor**
Status: ☒Full-Time ☐ Part-Time ☐ Adjunct ☐ Graduate Asst.	**Highest Degree Earned: Ph.D.**
Degree Conferred by: University of Connecticut	**Date Degree Received:1993**

Professional registration/licensure:
Years of employment at present institution: 24
Years of employment in higher education: 26
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE		ENROLLMENT
Fall 2017	Biology 120-01	Fundamentals of Biology	24
	Biology 120-02	Fundamentals of Biology	21
	Biology 399-01	Special Topics - Systematics	1
	Biology 599-01	Special Topics - Systematics	3
Spring, 2018	Biology 120-01	Fundamentals of Biology	19
	Biology 120-02	Fundamentals of Biology	22
	Honors 301-01	Philosophy of Research	8
	NSM 490H-01	NSM Honors Research	1
Fall, 2018	Biology 120-01	Fundamentals of Biology	21
	Biology 120-02	Fundamentals of Biology	22
	Biology 490-02	Directed Student Research	1
	Biotech 695-09	Master's Thesis Research	1
	Honors 101-01	Honors Seminar I	2
	G Ed 101-05	First Year Experience (NSM)	14
Spring, 2019			
	Biology 120-01	Fundamentals of Biology	20
	Biology 321-01	Animal Parasitism	6
	Biology 490-01	Directed Student Research	1
	Biology 490-05	Directed Student Research	1
	Biotech 695-09	Master's Thesis Research	1

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

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

Attended annual meetings of the American Society of Parasitologists (2015-2019)

Presented History and Progress in the Systematics of Non-Hooked "Tetraphyllideans": The Order Phyllobothriidea 2015
Presented "A taxonomic and systematic assessment of the tetraphyllidean genus *Anthobothrium* 2016
Presented Towards a resolution of the *incertae sedis* species of the Phyllobothriidea and Rhinebothriidea 2017
Presented Global phylogenetic analyses of *Paraorygmatobothrium* 2018

Introduction of William C Campbell – 2016 recipient of the ASP Eminent Parasitologist Award

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

2016 - Provost Excellence in Service Award, West Virginia State University

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

2017-19 – Developed content for BIOL 120 as a WEB30 course
2019 – Developed use of Google Classroom in BIOL 321
2018-19 – Developed and used an in-house lab manual for BIOL 120, authoring the following labs:

- Library Skills; Bioinformatics and Genbank; Ecology

(F). List professional books/papers published during the last five years.

Dedrick, E. A., F. B. Reyda, E. K. Iwanyckyj, and **T. R. Ruhnke**. 2018. Two new species of *Stillabothrium* (Cestoda: Rhinebothriidea) from stingrays of the genus Fontitrygon from Senegal. *Folia Parasitologica* 65(014): 12 pp.

Caira, J. N., K. Jensen and **T. R. Ruhnke**. 2017. "Tetraphyllidea van Beneden, 1849" Relics. *In* Planetary Biodiversity Inventory (2008–2016): Tapeworms from vertebrate bowels of the earth. J. N. Caira and K. Jensen (eds.). *University of Kansas, Natural History Museum, Special Publication No. 25*, Lawrence, KS, USA.

Ruhnke, T. R., F. B. Reyda, and F. P. L. Marques. 2017. Rhinebothriidea Healy, Caira, Jensen, Webster & Littlewood, The University of Kansas Natural History 300 Museum Special Publication No. 25 2009. *In* Planetary Biodiversity Inventory (2008–2017): Tapeworms from Vertebrate Bowels of the Earth. J. N. Caira and K. Jensen (eds.). *University of Kansas, Natural History Museum, Special Publication No. 25*, Lawrence, KS, USA.

Ruhnke, T.R., J.N. Caira, and M. Pickering. 2017. Phyllobothriidea Caira, Jensen, Waeschenbach, Olson & Littlewood, 2014. *In* Planetary Biodiversity Inventory (2008–2016): Tapeworms from vertebrate bowels of the earth. J. N. Caira and K. Jensen (eds.). *University of Kansas, Natural History Museum, Special Publication No. 25*, Lawrence, KS, USA.

Reyda, F. B., C. J. Healy, A. R. Haslach, **T. R. Ruhnke**, T. L. Aprill, M. P. Bergman, A. L. Daigler, E. A. Dedrick, I. Delgado, K. S. Forti, K. S. Herzog, R. S. Russell, and D. D. Willsey. 2016. A new genus of rhinebothriidean cestodes from batoid elasmobranchs, with the description of five new species and two new combinations. *Folia Parasitologica* 63: 038.

Ruhnke, T. R., J. N. Caira, and A. Cox. 2015. The cestode order Rhinebothriidea no longer family-less: a molecular phylogenetic investigation with erection of two new families and description of eight new species of *Anthocephalum*. *Zootaxa* 3904(1): 051-081.

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

2015-16 Collaborator, NSF PBI: A survey of the tapeworms (Cestoda: Platyhelminthes) from the vertebrate bowels of the earth. NSF (J.N. Caira P.I.).

2015-19 NASA Space Science Research Enhancement Awards. Annual Award. Total amount awarded since 2015 approximately $11,000.

Appendix II-E

Assessment

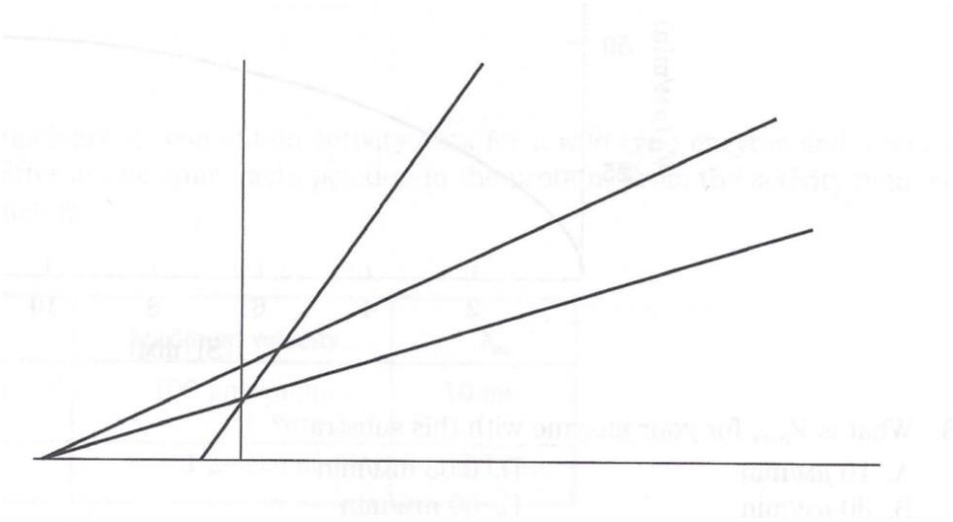
PLO #1 Example of Departmental faculty-developed questions embedded in the final exam

1. (8) Draw the structure of glucose as it normally exists in cells.

a) Show the carbon atom involved in oxidation/reduction reactions that make us classify glucose as a reducing sugar.
b) Glucose is central to intermediary metabolism. Show how it is "activated" to undergo oxidation during glycolysis.

2. (21) Enzyme mechanisms and regulation can often be studied using kinetic analyses and plots of [substrate] and enzyme activity (reaction rates). Label the double reciprocal plot below with the letters corresponding to items (a)-(g).

a. A typical Michaelis-Menton enzyme in the absence of inhibitors
b. Enzyme activity in the presence of a noncompetitive inhibitor
c. Enzyme activity in the presence of a competitive inhibitor
d. 1/[S]
e. $1/V_o$
f. $-1/K_m$
g. $1/V_{max}$



3. (20) The chloroplast and the mitochondrion both have electron transport chains and carbon-based metabolic reactions that function to produce reductants and ATP. Compare and contrast how these two organelles accomplish similar goals in quite different processes.

PLO #2 Assessment Rubric

Biology Program Sci Method Assessment Rubric **Year** ____ **Term** ____ **Class** _____ **Project** _____ **Student** _____ **Evaluator** _____

Scientific Method Components	SCORING 4 = Advanced (excellent, next level)	3 = Proficient (good)	2 = Satisfactory/Basic (OK but weak)	1 = Not satisfactory / Below basic (significant problems)	SCORE	Comments
Identify relevant properties of the system / problem / observation	Identifies the role of specific parts of relevant concepts and how they interact to create the outcome of the system / problem / observation.	Identifies what specific parts of relevant concepts contribute to the outcome of the system/ problem/ observation, but doesn't distinguish the role of their contributions or how they interact.	Identifies relevant concepts, which contribute to outcome of system /problem / observation.	Needs to identify concepts of system / problem / observation, which contribute to outcome.		
Measure/Assess quantified observations in a reproducible manner in standard units of measurement	Objective-quantified observations are made through reproducible measurements of the relevant quantities contributing to the system, while minimizing error and using standard units of measurement	Objective-quantified observations are made through reproducible measurements of the relevant quantities contributing to the system, using standard units of measurement	Objective-quantified observations are made of the relevant quantities contributing to the system, using standard units of measurement.	Observations are made of the relevant quantities contributing to the system but are neither quantified nor objective.		
Organize collected observations	• Selects and applies an appropriate method for organizing quantitative or qualitative data, including, when applicable: a database, graphs, tables or images. • Data are ranked, grouped or tabulated in a manner for clear interpretation. • Units are included.	• Selects or applies an appropriate method for organizing quantitative or qualitative data, including, when applicable: a database, graphs, tables or images. • Data need to be ranked, grouped or tabulated in a manner for clear interpretation. • • Units are included.	• Quantitative or qualitative data is collected, but is not arranged in an organized manner. • Data need to be ranked, ordered or grouped according to variables of interest. • Units need to be included.	• Neither quantitative nor qualitative data was collected or organized.		
Analyze collected observations	• Correctly selects and applies an appropriate method for analysis of observations, including, when applicable: pattern recognition, measures of central tendency (mean, median, and mode), standard deviation, and other statistical analysis (Chi-Squared, student T-test), and error analysis appropriate for the course, discipline and/or question. • Discusses the factors that contributed to the outcome, & any sources of error. • Strong, valid connections drawn between outcome & theoretical or conceptual understandings in the field.	• Selects or applies an appropriate method for analysis of observations, such as, including, when applicable: pattern recognition, measures of central tendency (mean, median, and mode), standard deviation, and other statistical analysis (Chi-Squared, student T-test), error analysis as is expected for the course, discipline and/or question. • Discusses the factors OR sources of error which have contributed to the outcome. • Connects the outcome to theoretical or conceptual understandings in the field.	• Selects or applies a method for analysis of observations. • Needs to discuss factors that may have contributed to the outcome. • Needs to connect the outcome to theoretical or conceptual understandings in the field.	• Needs to select or apply a method for analysis of observations. • Needs to discuss factors that may have contributed to the outcome. • Needs to connect the outcome to theoretical or conceptual understandings in the field.		
Apply model based on results to predict future outcomes/explain/interpret the initial system/ problem/ observation	• Summarizes and explains results. • Draws inferences that are consistent with the data and scientific reasoning • Explains expected results & offers explanations/ suggestions for further research of unexpected results • Distinguishes between raw data & inferences, avoids overgeneralization, and accepts/rejects hypothesis (if appropriate)	• Summarizes and explains the results. • Draws inferences that are consistent with the data and scientific reasoning. • Explains expected results but needs to acknowledge unexpected results. • Distinguishes between raw data and inferences.	• Results summarized, but not interpreted or explained.	• Results need to be summarized.		
Communicate & defend results	Conveys detailed, specific information, orally, in writing, and visually describing results of investigation of system/problem/observation.	Conveys specific information, orally and in writing, describing results of investigation of system/problem/observation.	Conveys general information describing results of investigation in system/problem/observation	Needs to describe results of investigation.		

Revised 10/24/14

Appendix III-A

Program Enrollment Data

APPENDIX III-A: Program Enrollment Data

Academic Year	Number of Majors	Number of Graduates
2014 - 2015	189	11
2015 - 2016	169	14
2016 - 2017	152	15
2017 - 2018	152	12
2018 - 2019	129	12

Appendix III-B

Course Enrollment Data

APPENDIX III-B: Course Enrollment Data

Biology Course Enrollment Data Fall 2014 - Spring 2019
Biology Core Courses

Course	Academic Year	No. of Sections	Credit Hours	Enrollment	C.H.P.	FTE.
Biol 120	2014 - 2015	7	4	133	532	35.4
Biol 120	2015 - 2016	7	4	133	532	35.5
Biol 120	2016 - 2017	6	4	120	480	32.0
Biol 120	2017 - 2018	6	4	128	512	34.1
Biol 120	2018 - 2019	6	4	111	444	29.6
Biol 121	2014 - 2015	5	4	120	256	17.1
Biol 121	2015 - 2016	4	4	57	228	15.2
Biol 121	2016 - 2017	4	4	44	176	11.7
Biol 121	2017 - 2018	4	4	57	228	15.2
Biol 121	2018 - 2019	3	4	41	164	10.9
Biol 250	2014 - 2015	2	4	35	140	9.3
Biol 250	2015 - 2016	2	4	44	176	11.7
Biol 250	2016 - 2017	2	4	40	160	10.7
Biol 250	2017 - 2018	2	4	24	96	6.4
Biol 250	2018 - 2019	2	4	25	100	6.7
Biol 270	2014 - 2015	2	4	34	136	9.1
Biol 270	2015 - 2016	2	4	39	156	10.4
Biol 270	2016 - 2017	2	4	28	112	7.5
Biol 270	2017 - 2018	2	4	29	116	7.7
Biol 270	2018 - 2019	2	4	26	104	6.9
Biol 385	2014 - 2015	2	4	18	72	4.8
Biol 385	2015 - 2016	2	4	20	80	5.3
Biol 385	2016 - 2017	2	4	17	68	4.5
Biol 385	2017 - 2018	2	4	15	60	4.0
Biol 385	2018 - 2019	2	4	19	76	5.0
Biol 411	2014 - 2015	2	1	8	8	0.5
Biol 411	2015 - 2016	2	1	14	14	1.0
Biol 411	2016 - 2017	2	1	13	13	0.9
Biol 411	2017 - 2018	2	1	17	17	1.1
Biol 411	2018 - 2019	2	1	13	13	0.9

Biology Course Enrollment Data Fall 2014 - Spring 2019
Biology Elective Courses

Course	Academic Year	No. of Sections	Credit Hours	Enrollment	C.H.P.	FTE.
Biol 306	Not offered during review period					
Biol 310	Not offered during review period					
Biol 320	Not offered during review period					
Biol 321	2014 - 2015	1	4	5	20	1.3
Biol 321	2016 - 2017	1	4	5	20	1.3
Biol 321	2018 - 2019	1	4	6	24	1.6
Biol 325	2015 - 2016	1	4	9	36	2.4
Biol 325	2018 - 2019	1	4	8	32	2.1
Biol 326	2016 - 2016	1	4	9	36	2.4
Biol 330	2014 - 2015	1	4	3	12	0.8
Biol 330	2017 - 2018	1	4	5	20	1.3
Biol 331	2014 - 2015	2	4	55	220	14.7
Biol 331	2015 - 2016	2	4	47	188	12.5
Biol 331	2016 - 2017	2	4	39	156	10.4
Biol 331	2017 - 2018	2	4	44	176	11.8
Biol 331	2018 - 2019	2	4	57	228	15.2
Biol 332	2014 - 2015	2	4	30	120	8.0
Biol 332	2015 - 2016	2	4	34	136	9.1
Biol 332	2016 - 2017	2	4	31	124	8.3
Biol 332	2017 - 2018	2	4	32	128	8.5
Biol 332	2018 - 2019	2	4	33	132	8.8
Biol 341	2014 - 2015	1	4	21	84	5.6
Biol 341	2015 - 2016	1	4	15	60	4.0
Biol 341	2016 - 2017	1	4	19	76	5.1
Biol 341	2017 - 2018	1	4	21	84	5.6
Biol 341	2018 - 2019	1	4	19	76	5.1
Biol 345	2015 - 2016	1	3	3	9	0.6
Biol 347	2014 - 2015	1	4	12	48	3.2
Biol 347	2016 - 2017	1	4	9	36	2.4
Biol 347	2018 - 2019	1	4	14	56	3.7
Biol 350	2016 - 2016	1	3	4	12	0.8
Biol 361	2017 - 2018	1	4	2	8	0.5
Biol 363	2015 - 2016	1	4	1	4	0.3
Biol 363	2017 - 2018	1	4	3	12	0.8
Biol 365	2016 - 2017	1	4	6	24	1.6
Biol 370	2015 - 2016	1	4	11	44	2.9
Biol 370	2016 - 2017	1	4	20	80	5.3
Biol 370	2017 - 2018	1	4	10	40	2.7
Biol 370	2018 - 2019	1	4	11	44	2.9
Biol 373	2014 - 2015	1	4	1	4	0.3
Biol 373	2016 - 2017	1	4	1	4	0.3
Biol 375	2017 - 2018	1	4	4	16	1.1
Biol 395[1]	2014 - 2015	1	1	1	1	0.1
Biol 395[1]	2015 - 2016	2	3	3	3	0.2

Biology Elective courses continued

Biol 395[1]	2016 - 2017	1	1	1	1	0.1
Biol 395[1]	2017 - 2018	2	2	3	3	0.2
Biol 399	2016 - 2017[2]	1	4	8	32	2.1
Biol 399	2017 - 2018[3]	2	7	8	31	2.5
Biol 399	2018 - 2019[4]	1	4	7	28	1.9
Biol 435	Not offered during review period					
Biol 440	2015 - 2016	1	4	4	16	1.1
Biol 440	2017 - 2018	1	4	8	32	2.1
Biol 442	Not offered during review period					
Biol 443	Not offered during review period					
Biol 444	2014 - 2015	1	4	3	12	0.8
Biol 444	2016 - 2017	1	4	3	12	0.8
Biol 444	2018 - 2019	1	4	4	16	1.1
Biol 460	2014 - 2015	1	4	1	4	0.3
Biol 460	2016 - 2017	1	4	2	8	0.5
Biol 460	2018 - 2019	1	4	2	8	0.5
Biol 466	2015 - 2016	1	3	2	6	0.4
Biol 466	2017 - 2018	1	3	3	3	0.2
Biol 490[1]	2014 - 2015	2	3	2	3	0.2
Biol 490[1]	2015 - 2016	7	16	9	21	1.4
Biol 490[1]	2016 - 2017	4	8	7	11	0.7
Biol 490[1]	2017 - 2018	2	3	2	3	0.2
Biol 490[1]	2018 - 2019	9	17	9	17	1.1
Biol 491[1]	2014 - 2015	1	1	1	1	0.1
Biol 491[1]	2015 - 2016	1	4	1	4	0.3
Biol 491[1]	2016- 2017	1	2	1	2	0.1
Biol 491[1]	2017 - 2018	3	6	3	6	0.4
Biol 491[1]	2018 - 2019	2	8	2	8	0.6
Biol 492[1]	2014 - 2015	1	2	1	2	0.1
Biol 492[1]	2015 - 2016	2	3	2	3	0.2
Biol 492[1]	2016 - 2017	1	1	1	1	0.1
Biol 492[1]	2018 - 2019	1	1	1	1	0.1
Biol 499	Not offered during review period					

[1]These courses carry variable credit. Credit hours reported are total credit hours.
[2] Ornithology
[3] Herpetology (4 cr) and Systematics (3 cr)
[4] Mammalogy

Appendix III-E

Service Courses

APPENDIX III-E: Service Courses

Department of Biology
Service Courses 2014 - 2019

Course	Title	Credit hours	Department/Program served
Biology 101	Principles of Biology	4	General Education – Scientific Thinking
Biology 101H	Principles of Biology (for Honors Students)	4	General Education – Scientific Thinking for Honors Program
Biology 108	Environmental Biology	4	General Education – Natural Sciences
Biology 110	Economic Biology	4	General Education – Natural Sciences
Biology 120	Fundamentals of Biology	4	General Education – Scientific Thinking BS Chemistry – Pre-med Cognate BS Computer Science – Cognate BS Mathematics – Cognate
Biology 121	Biological Diversity	4	Secondary Education – Biology 9 – Adult BS Mathematics – Cognate BS Sports Studies Pre-Professional Track - Cognate
Biology 210	Basic Anatomy and Physiology	4	BS Sports Studies, General Track - Cognate BS Health Science - Cognate
Biology 250	General Ecology	4	Secondary Education – Biology 9 – Adult
Biology 270	Genetics	4	Secondary Education – Biology 9 – Adult
Biology 303	Nutrition	3	Regents Bachelor of Arts - upper level science course
Biology 331	Human Anatomy and Physiology I	4	BS Chemistry – Pre-med Cognate BS Sports Studies Pre-Professional Track - Cognate
Biology 332	Human Anatomy and Physiology II	4	BS Chemistry – Pre-med Cognate BS Sports Studies Pre-Professional Track - Cognate
Biology 341	Microbiology	4	BS Chemistry – Pre-med Cognate
Biology 385	Cell Biology	4	Secondary Education – Biology 9 – Adult BS Chemistry – Pre-med Cognate

Appendix III-F

Off-Campus Courses

APPENDIX III-F: Off-Campus Courses

Biology Off-Campus Courses 2014 - 2019

Course	**Enrollment**	**Location**	**Semester**
Biol 101 Principles of Biology	21	Buffalo HS	Fall 2015
Biol 108 Environmental Biology	5	George Washington HS	Fall 2015
Biol 101 Principles of Biology	18	Buffalo HS	Spring 2016
Biol 101 Principles of Biology	9	Sissionville HS	Fall 2016
Biol 108 Environmental Biology	9	George Washington HS	Fall 2016
Biol 101 Principles of Biology	14	Buffalo HS	Spring 2017
Biol 101 Principles of Biology	14	Poca HS	Spring 2017
Biol 108 Environmental Biology	11	George Washington HS	Fall 2017
Biol 101 Principles of Biology	23	Poca HS	Spring 2018
Biol 101 Principles of Biology	23	Buffalo HS	Spring 2018
Biol 101 Principles of Biology	9	Poca HS	Fall 2018
Biol 101 Principles of Biology	11	Poca HS	Spring 2019
Biol 101 Principles of Biology	12	Buffalo HS	Spring 2019

Exhibits

Exhibit 1

Program Review Follow-Up Report October 2017

West Virginia State University
Department of Biology
Program Review Follow-Up Report on Assessment

Fall 2017

I. BS Biology Program Learning Outcomes
    1. Demonstrate Field Knowledge
    2. Apply the scientific method to answer a biologically relevant question

II. Assessment methods/tools
    3. PLO #1
        a. Major Field Test
        b. Departmental faculty-developed questions embedded in the final exam.
    4. PLO #2: Departmental faculty-developed rubric designed to assess various aspects of the scientific method

III. Courses in which the assessments were conducted
    1. PLO #1: Biology 120, Biology 121, Biology 250, Biology 270, Biology 385, Biology 411
    2. PLO #2: Biology 120 and Biology 385

IV. Data collection schedule
    1. Spring semesters: Biology 120, 121, 250, 270, 385
    2. Spring and fall semesters: Biology 411, Biology 385

V. Assessment Report Narrative: 2014 – 2015, 2015 – 2016 and 2016 – 2017

Introduction

The WVSU BS Biology program is currently being assessed using two Program Learning Outcomes: demonstrate field knowledge and apply the scientific method to answer a biologically relevant question. This current cycle of assessment was begun in the 2014 – 2015 academic year, and data have been collected according to the data collection schedule since that time.

Program Learning Outcome #1, demonstrate field knowledge is assessed with two tools, the ETS Major Field Test and a series of departmental-faculty designed test questions given in the final exam of four of the five Biology major core courses. The ETS Major Field Test is a nationally-normed tool that uses national comparative data that can demonstrate the strengths and weaknesses of the academic program[1]. The departmental faculty-developed questions were designed to assess important themes or concepts the faculty deemed to be necessary learning outcomes of those courses.

Program Learning Outcome #2, apply the scientific method to answer a biologically relevant question, is assessed with a departmental faculty-designed rubric in the first laboratory core course of the major, Biology 120 (Fundamentals of Biology) and the last laboratory core course of the major Biology 385 (Cell Biology).

[1] https://www.ets.org/mft

Results from fall 2014 through spring 2017

Data were derived from the following number of students in each cohort. In some instances spring 2015 and fall 2015 data were combined to create an analysis (no analysis can take place on a data set with less than 5 individuals).

Table 1. Number of Students in each Cohort Taking the Biology Major Field Test.

Cohort	Number of Students	WVSU scaled mean score
Fall 2014	6	151
Spring 2015	2	148
Fall 2015	4	148
Spring 2016	10	148
Fall 2016	5	148
Spring 2017	8	149
Total	35	

Our students are consistently scoring on average 148.7 over the 3 years (ranging from 148-151) slightly under the ETS Institutional Mean (153), however at no point were the scores more than 5 points away from the mean. Occasionally a student score exceeds the ETS Institutional Mean.

The Cell Biology sub scores of our senior Biology students averaged 50.3 with a range from 46 to a high of 56 over the last three years compared to an individual mean of 53 and institutional mean of 52.4. This is one sub area that our students exceeded both the individual and institutional means in the spring of 2017.

The Molecular Biology & Genetic sub scores of our senior Biology students averaged 49.3 with a range from 44 to a high of 58 over the last three years compared to an individual mean of 52.7 and institutional mean of 52.3. In the last four semesters our students have had lower sub scores in this area which may be due to the majority of this topic being introduced to them in their sophomore year instead of the previous junior or senior years.

The sub scores of our senior Biology students for Organismal Biology averaged 47.2 with a range from 42 to a high of 55 over the last three years compared to an individual mean of 53.3 and institutional mean of 52.2. In the last five semesters our students have had lower sub scores in this area which may be due the change in our curriculum to no longer require organismal courses such as botany and zoology of all students.

The Population Biology, Evolution and Ecology sub scores of our senior Biology students averaged 48.3 with a range from 44 to a high of 53 over the last three years compared to an individual mean of 52.2 and institutional mean of 51.3. The large SD seen in the spring of 2015 is due to data from only 2 students.

The Biochemistry and Cell Energetics Assessment indicator of our senior Biology students averaged 49 with a range from 44 to a high of 56 over the last three years compared to an institutional mean of 45. Our students are doing at or above the national institutional mean consistently. This is most likely the result of their taking our Cell Biology required course during their senior year when they would also be taking this exam.

The Cell Structure, Organization and Function Assessment indicator of our senior Biology students averaged 39 with a range from 31 to a high of 45 over the last three years compared to an institutional mean

of 46. Our students have mostly underscored in this area, which is surprising because it is a component of our required Cell Biology course they take usually during their senior year.

The Molecular Biology & Molecular Genetics Assessment indicator of our senior Biology students averaged 38.2 with a range from 35 to a high of 42 over the last three years compared to an institutional mean of 44. Our seniors are consistently scoring under the national mean in this area, which is likely due to the majority of these topic being introduced to student in their sophomore year.

The Diversity of Organisms Assessment indicator of our senior Biology students averaged 48.4 with a range from 42 to a high of 54 over the last three years compared to an institutional mean of 51.2.

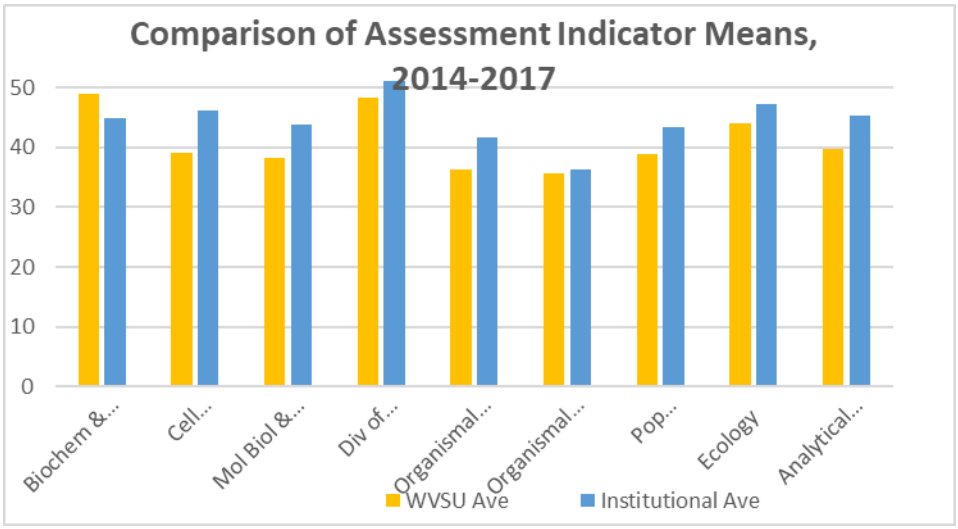
The Organismal - Animals Assessment indicator of our senior Biology students averaged 36.2 with a range from 31 to a high of 46 over the last three years compared to an institutional mean of 41.7. The Organismal - Plants Assessment indicator of our senior Biology students averaged 35.6 with a range from 31 to a high of 44 over the last three years compared to an institutional mean of 36.3.

The Population Genetics and Evolution Assessment indicator of our senior Biology students averaged 38.8 with a range from 35 to a high of 43 over the last three years compared to an institutional mean of 43.5.

The Ecology Assessment indicator of our senior Biology students averaged 44 with a range from 42 to a high of 49 over the last three years compared to an institutional mean of 47.3.

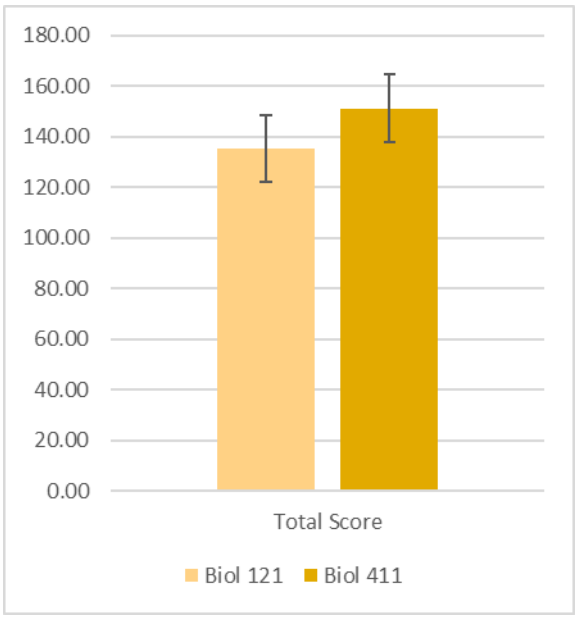
The Analytical Skills Assessment indicator of our senior Biology students averaged 39.8 with a range from 38 to a high of 41 over the last three years compared to an institutional mean of 45.2.

Figure 1. Comparison of Institutional Assessment Indicator Mean Scores (Range 0 -100) compared to ETS Institutional Assessment Indicator Mean for all Subject Areas Assessed



Comparing all of the Assessment Indicators, the only one we have scored above the national institutional mean is the Biochemistry & Cell Energetics area. In all others our students score below.

Figure 2. Comparison of average individual student scores Biol 121[2] and 411 classes



Comparing ETS individual student scores of students in Biol 121[3] Diversity of Organisms and Biol 411 Senior Seminar did identify that we are improving student scores during their four years of training.

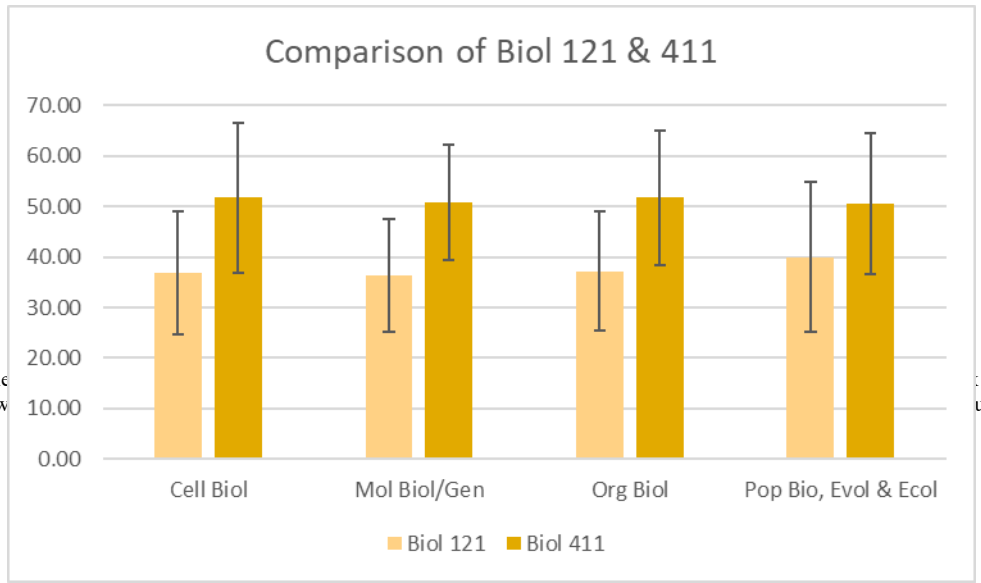


Figure 3. Comparison of average individual

[2] Biology Major Fie : Biology 120. We intended to assess content know ue to cost.

Biology 121[3] and Biology 411 sub scores

[3] Biology Major Field test was given to students enrolled in Biology 121 at the very beginning of the semester just after students took Biology 120

Comparing ETS individual student sub scores of students in Biol 121[3] Diversity of Organisms and Biol 411 Senior Seminar did identify that we are moving our student scores up during their four years of training. Three of the sub scores showed a similar increase (approx. 14.5 pt) over the course of the curriculum, but in the area of Population Biology, Evolution and Ecology we only improved by 10.5. In addition, this is the lowest sub score of our graduating seniors, but the highest of our entering freshmen.

A goal of increasing WVSU average student score of 148.7 to the National average of 153 will be sought.

PLO #1 Demonstrate Field Knowledge; Analysis of Departmental Faculty – Developed Final Exam – Embedded Questions

Prior to the 2014 – 2015 academic year, Department of Biology faculty developed questions to be given in the final exams of four of the five content core courses in the major: Biology121 Biological Diversity, Biology 250 General Ecology, Biology 270 Genetics and Biology 385 Cell Biology. These questions were designed by faculty members teaching the courses and approved by the department. Questions were designed/chosen to assess important concepts covered in each course. Every effort was taken to use the same questions for each assessment.

Results: Biology 121 Biological Diversity

The questions given in this final exam were designed to assess students' knowledge of Animal and Plant taxonomy and phylogeny. Students were asked to group the organisms based on major structural characteristics and to assign those to an evolutionary characteristics phylogeny tree. Four questions, each dealing with Land Plant taxon identification, plant phylogeny, animal taxon identification or animal phylogeny were scored and categorized according to the percentage of possible points earned.

Table 2. Number of students scoring in category indicated: Animal and Plant Taxonomy and Phylogeny spring 2015. Biological Diversity

	Numbers of students scoring in categories indicated				Total
	Poor 0% - 49% of points earned	Fair 50% - 69% of points earned	Proficient 70% - 89% of points earned	Excellent 90 – 100% of points earned	number of students evaluated
Land Plants: taxon	20	12	5	5	42

[3] Biology Major Field test was given to students enrolled in Biology 121 at the very beginning of the semester just after students took Biology 120.

identification					
Plant phylogeny	35	4	2	1	42
Animals: taxon identification	31	5	5	1	42
Animal phylogeny	37	3	2	0	42

Table 3. Number of students scoring in category indicated: Animal and Plant Taxonomy and Phylogeny spring 2016 Biological Diversity

	Numbers of students scoring in categories indicated				Total number of students evaluated
	Poor 0% - 49% of points earned	Fair 50% - 69% of points earned	Proficient 70% - 89% of points earned	Excellent 90 – 100% of points earned	
Land Plants: taxon identification	24	11	4	2	41
Plant phylogeny	29	5	6	1	41
Animals: taxon identification	19	13	6	3	41
Animal phylogeny	32	5	2	1	41

Table 4. Number of students scoring in category indicated: Animal and Plant Taxonomy and Phylogeny spring 2017 Biological Diversity

	Numbers of students scoring in categories indicated				Total number of students evaluated
	Poor 0% - 49% of points earned	Fair 50% - 69% of points earned	Proficient 70% - 89% of points earned	Excellent 90 – 100% of points earned	
Land Plants: taxon identification	12	10	4	7	33
Plant phylogeny	22	3	2	6	33

Animals: taxon identification	19	8	3	3	33
Animal phylogeny	16	9	5	3	33

As can be seen from Tables 2 - 4, most students scored in the poor performance category for all four questions. The number of students scoring in the excellent performance category for all questions increased from 16.7% in 2014 – 2015 to 57.6% in 2016 – 2017.

Discussion and closing the loop: Biology 121

Data indicate that students generally have not scored well on these departmental faculty- generated assessment questions with most students scoring in the poor or fair performance categories. Students need practice in interpreting and using phylogeny trees. Faculty teaching these courses will create a laboratory exercise that allows students to practice interpreting and creating/using this tool. Data from next two academic years will be evaluated to assess learning in this area to see if learning improves. A goal of 75% of students scoring in proficient or excellent by spring 2019 will be sought.

Results: Biology 250 General Ecology

Three multiple choice questions were given in the final exam of General Ecology to assess student knowledge of succession, productivity and conservation three topics important to a students' understanding of modern ecology.

Table 5. Number of students answering correctly spring 2015 – 2017. General Ecology

	Number of students answering correctly		
Category of question	2015	2016	2017
Succession	12	9	15
Productivity	5	3	3
Conservation	21	7	12
Total	38	19	30

A standard statistical test (3 x 3 X^2 test for homogeneity) showed no significant difference among the three years for the three categories of test questions. However when tested separately, using right answers versus wrong answers, a significant differences between productivity and conservation and between productivity and succession were seen.

Discussion and closing the loop: Biology 250

Although a 3 x 3 X^2 test of homogeneity shows no statistical difference among categories of questions, casual inspection of the data shows that students need work on the category of productivity. Student achievement in the category of succession improved from spring 2015 to spring 2017, and varied in the category of conservation. The faculty member teaching General Ecology would like to improve the scores in the category of productivity by providing more material on this topic. A goal of 50% of students answering this question correctly by spring 2019 will be sought.

Results: Biology 270 Genetics

A series of 12 problems were developed to assess student learning in four of the major sub-categories of the discipline. Those categories are Mendelian or Classical Genetics, Molecular Genetics, Quantitative Genetics and Population Genetics. Data collected in spring 2015 and 2016 are shown in tables 5, and 6). Because students were allowed to choose from among a list of questions, and because there were few students

assessed, this resulted in 0 students scoring in some categories; data in poor/fair categories were pooled and data from proficient/excellent categories were pooled (Table 7).

Table 5. Number of students* scoring in the category indicated Genetics spring 2015

Category of assessment	Number of students scoring in the category indicated*				Total no. of students evaluated
	Poor	Fair	Proficient	Excellent	
	0% - 49% of points earned	50% - 69% of points earned	70% - 89% of points earned	90 – 100% of points earned	
Mendelian Genetics	3	5	0	3	11
Molecular Genetics	1	5	4	2	12
Quantitative Genetics	1	1	4	6	12
Population Genetics	2	2	0	8	12

*The faculty member teaching the course allowed students to choose from among the 12 questions provided. Not all students answered questions from every category or all questions in each category.

Table 6. Number of students* scoring in the category indicated: Genetics spring 2016

Category of assessment	Number of students scoring in the category indicated*				Total no. of students evaluated
	Poor	Fair	Proficient	Excellent	
	0% - 49% of points earned	50% - 69% of points earned	70% - 89% of points earned	90 – 100% of points earned	
Mendelian Genetics	1	5	2	5	13
Molecular Genetics	4	3	9	2	18
Quantitative Genetics	2	3	4	5	14
Population Genetics	1	0	0	9	10

*The faculty member teaching the course allowed students to choose from among the 12 questions provided. Not all students answered questions from every category or all questions in each category.

Table 7. Number of students scoring in the category indicated: Genetics spring 2015 – 2016.

Category of assessment	Number of students scoring in the category indicated		Total number of students evaluated
	Poor/Fair 0% - 69% points earned	Proficient/Excellent 70% - 100% points earned	
Mendelian Genetics	14	10	24

Molecular Genetics	13	17	30
Quantitative Genetics	7	19	26
Population Genetics	5	17	22

Discussion and closing the loop: Biology 270

X^2 test for homogeneity shows that the student scores in the categories of Mendelian/Molecular are significantly different than scores in the categories of quantitative/population genetics. This may be due to the amount of emphasis placed on these categories by the professor.

Additional data will be collected in the categories indicated and data will be analyzed next year. A possible strategy to increase data collection will be to include fall semesters. Additional discussions by Biology faculty will determine whether more emphasis needs to be placed on the categories of Quantitative and Population Genetics. Additional effort will be made to ensure that the same assessment procedures are the same from year to year for each assessment activity.

Results: Biology 385 Cell Biology

Three questions assessing student knowledge in the categories of structure and chemistry of biological molecules, structure, function and metabolism (chemistry) of subcellular organelles and enzyme kinetics were developed. Data were collected in the spring semesters 2015, 2016, 2017 of Biology 385 Cell Biology.

Table 8. Number of Students Scoring in Category Indicated Cell Biology spring 2015

Category of Assessment	Number of students scoring in the category indicated		Total number of students evaluated
	Poor/Fair 0% - 69% points earned	Proficient/Excellent 70% - 100% points earned	
Structure/chemistry of biological molecules	4	4	8
Structure/function/chemistry of subcellular organelles	8	0	8
Enzyme kinetics	3	5	8

Table 9. Number of Students Scoring in Category Indicated Cell Biology spring 2016

Category of Assessment	Number of students scoring in the category indicated		Total number of students evaluated
	Poor/Fair 0% - 69% points earned	Proficient/Excellent 70% - 100% points earned	
Structure/chemistry of biological molecules	7	2	9
Structure/function/chemistry of subcellular organelles	6	3	9
Enzyme kinetics	3	6	9

Table 10. Number of Students Scoring in Category Indicated Cell Biology spring 2017

Category of Assessment	Number of students scoring in the category indicated		Total number of students evaluated
	Poor/Fair 0% -	Proficient/Excellent	

	69% points earned	70% - 100% points earned	
Structure/chemistry of biological molecules	3	4	7
Structure/function/chemistry of subcellular organelles	7	0	7
Enzyme kinetics	4	3	7

Table 11. Number of Students Scoring in Category Indicated Cell Biology spring 2015 - 2017

Category of Assessment	Number of students scoring in the category indicated		Total number of students evaluated
	Poor/Fair 0% - 69% points earned	Proficient/Excellent 70% - 100% points earned	
Structure/chemistry of biological molecules	14	10	24
Structure/function/chemistry of subcellular organelles	21	3	24
Enzyme kinetics	10	14	24

Casual inspection of the data indicate that students do most poorly in the category of structure, function and chemistry of biological molecules (Tables 8, 9, 10 and 11). This is supported with a X^2 test for homogeneity that indicates the scores for the three categories of assessment differ significantly ($p << 0.05$) with students scoring most poorly in the category of structure/function/chemistry of subcellular organelles.

Discussion and closing the loop: Cell Biology

The question that tests student knowledge of structure/function/chemistry of subcellular organelles question assesses the ability of students to compare and contrast (a higher order thinking skill[4]) subcellular organelles using subject material from throughout the semester. Perhaps students are less able to organize and analyze information learned from throughout the semester than they are material learned from discrete chapter units (enzyme kinetics and structure/function of biological molecules). In order to improve scores in this category of assessment students in Cell Biology will practice comparing and contrasting throughout the semester rather than at the end only. In addition to this category, improvement in all three categories will be sought until at least 75% of student score in the proficient/excellent category by spring of 2019.

Summary PLO #1

Major Field Test results show the WVSU institutional average score is slightly below the national 148.7 vs 153 respectively. Sub scores were also below average in every category but Biochemistry and Cell Energetics. Table 15 shows that most students scored fair or poor (0 – 69%) on the faculty developed final exam questions.

Table 12. Summary Scores ranges from faculty-developed embedded final exam questions.

Course in which assessment took place	Percentage of students from 2015 – 2017 scoring in the category indicated

[4] http://www.fresnostate.edu/academics/oie/documents/assesments/Blooms%20Level.pdf

	Poor to Fair (0% - 69 %)	Proficient to Excellent (70% - 100%)
Biology 121	82.8	17.2
Biology 250	87.7	12.3
Biology 270*	37.8	62.2
Biology 385	62.5	37.5

*Data were not collected 2017.

Assessment data collected in spring 2018 and 2019 will be analyzed to see if stated goals for improvement have been met with the strategies discussed.

PLO #2 Apply the scientific method to answer a biologically relevant question.

The Scientific Method is generally defined as a series of steps that scientists use to answer a question. This process is essential to biology and other scientific disciplines.[5]Since it is so important to the discipline, proper and meaningful use of the scientific method was identified by the faculty as an outcome for assessment.

This Program Learning Outcome is assessed at the beginning of the BS Biology program in Biology 120, the first core course of the major and near the end of the program in Cell Biology. Although WVSU Catalog Suggested Course Sequence for the BS Biology program indicates Cell Biology be taken in the junior year, many students wait to take the course in the first or second semester of the senior year.

By using either a survey tool or standard experimental approach, groups of students in Biology 120, are given the assignment of designing, and implementing an activity and analyzing the results. Student groups are then required to present the findings in class. In Cell Biology, the activity is more refined, less open-ended. After receiving some basic information and techniques about enzymes and enzyme assays, groups of students are asked to design, implement, analyze and present findings on some aspect of enzyme kinetics. A rubric designed by the Departmental Assessment Committee is used to evaluate group achievement in the following assessment areas: ability to clearly identify a problem, measure observations, organize data, analyze the observations (data), apply a model and communicate the results. The results from Biology 120 and Cell Biology were compared to determine if students improved from the beginning of the program to the end in their ability to use the scientific method. Students were scored as follows advanced = 4, proficient = 3, satisfactory = 2, poor = 1 in the categories specified above.

[5] https://www.khanacademy.org/science/biology/intro-to-biology/science-of-biology/a/the-science-of-biology

Results: Apply the scientific method to answer a biologically relevant question

Table 13. Scores earned by Biology 120 student groups spring 2016 and spring 2017*

	Identify problem	Measure observations	Organize data	Analyze observations	Apply model	Communicate results
	3	3	3	2.5	2	2
	1.5	2	2	1.5	2	2
	3	2	2.5	2	2	2
	2	2	2	2	1	2
	2	2	2	2	2	2
	1.5	2	1.9	1.5	2	2
	1	1	1	1	1	1.5
	2.5	2	2	2	2.5	2
	2	2	2	2	1	2
	2	2	2	2	2	2
	2	2	3	1	2.5	2
	1	1	2	1	1	1
	2	2	2	2.5	2.9	2
	2.5	2.5	2.5	2.5	2.5	2.5
	3	3	3	3	3	3
	2	2	2	2.5	3	2
	2	2	2	2	2	2
	2	2	2	1	2	2
	3	3	3	3	3	3
	2	2	2	1	1	2
	3	3	3	3	3	3
Mean	2.14286	2.11905	2.23333	1.95238	2.06667	2.09524

*Data were collected in 2015 using a different rubric and were not included in this analysis.

Table 14. Scores earned by Biology 385 Cell Biology student groups spring 2016 and 2017*

	Identify problem	Measure observations	Organize data	Analyze observations	Apply model	Communicate results
	3	1	2	2	2	2.5
	4	3	4	3	3	3
	3	3	3	3	3	3
	4	2	2	2	3	3
	3	3	3	3	3	3
	3	3	3	2	3	2
Mean	3.33333	2.50000	2.83333	2.50000	2.83333	2.75000

*Data were collected in 2015 using a different rubric and were not included in this analysis.

A casual inspection of the data shows that the student groups in Cell Biology scored higher than the student groups in Biology 120 (Tables 13 and 14). However when Biology 120 and Cell Biology group scores were compared for each category using the large sample approximation to the Wilcoxon Rank Sum Test,[6] significant differences were seen in only some of the categories (Table 15). Those categories showing significant improvement by Biology 385 students are identify problem, apply model and communicate results.

Table 15. Scientific Method: comparison of Biology 120 and Biology 385 Student Groups Using Wicoxson Rank Sum Test

Category of Assessment	Identify problem	Measure observations	Organize data	Analyze observations	Apply model	Communicate results
W statistic	137	106.5	113.5	111	120.5	125
P value	0.0018**	p > 0.1	0.06	0.08	0.026*	0.013*

*statistically significant at the level of 0.01

Discussion and closing the loop – scientific method

Students are explicitly taught to use the scientific method in Biology 120 and do not see it again in core courses until Cell Biology. Efforts to improve scores upper level student group scores will be made in other core courses with significant inquiry based lab components. A goal of a minimum average score of 3 in all components will be sought for upper level students by spring 2019.

[6] Hollander & Wolfe, Nonparametric Statistical Methods, John Wiley & Sons, NY, 1973, p68

Exhibit 2

Assessment of Student Learning Report 2017- 2018

WEST VIRGINIA STATE UNIVERSITY
1891
Find Your Passion.

Academic Affairs Assessment of Student Learning
Report for Academic Year _2017- 2018

Department/Program __Biology_____
Assessment Coordinator's Name: K. Harper
Assessment Coordinator's Email Address: harperkl@wvstateu.edu

1. **Which learning outcomes did you measure this past year?** Learning Outcomes assessed:

PLO #1: Demonstrate Field Knowledge
PLO #2: Apply the scientific method to answer a biologically relevant question

Data collection schedule
1. Spring semesters: Biology 120, 121, 250, 270, 385
2. Spring and fall semesters: Biology 411 Major Field Test

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

PLO #1: Biology 121, Biology 250, Biology 270, Biology 385, Biology 411
PLO #2: Biology 120 and Biology 385

3. **How did you assess the selected program learning outcomes?** (i.e., what did you assess –group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. *and*- what tool (measure) did you use - rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)

PLO #1
- ETS Biology Major Field Test (nationally normed exam)
- Department of Biology Faculty-developed questions embedded in the final exam.

PLO #2: Departmental faculty-developed rubric designed to assess various aspects of the scientific method

4. How many students were included in the assessment(s) of each PLO in a course?

Table 1. Number of students participating in PLO assessment for courses listed

Course	PLO Assessed	Number of Students
Biology 120	2	41
Biology 121	1	35
Biology 250	1	17
Biology 270	1	13
Biology 385	1,2	8, 8
Biology 411*	1	17

***Combined cohort fall 2017 and spring 2018

5. **How were students selected to participate in the assessment of each outcome (**Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

PLO #1: Biology 121: all students taking the final exam in spring sections were assessed
Biology 250: all students taking the final exam in spring sections were assessed
Biology 270: all students taking the final exam in the spring section were assessed
Biology 385: all students taking the final exam in the spring section were assessed
Biology 411: all students taking senior seminar in fall and spring were assessed.

PLO #2: Biology 120: all students enrolled in spring sections of Biology 120 were assessed
Biology 385: all students enrolled in the spring section of Biology 385 were assessed.

6. **In general, describe how each assessment tool (measure) was constructed**

PLO #1 is assessed with the Biology Major Field Test, and faculty developed questions embedded in the final exam
PLO #2 is assessed with a faculty-developed rubric designed to assess various aspects of the scientific method

7. Who analyzed results and how were they analyzed

ETS analyzes the Major Field test and the data are downloaded from their website. The Assessment Coordinator uses a statistical analysis to analyze the other data collected.

8. **Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome.** *Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.* Please see Appendix I for results.

PLO #1

Students participating in the assessment of PLO #1 in Biology 121 in the 2018 spring semester did not show improvement in their ability to use Phylogenetic trees when compared to students participating in the same assessment as measured by the same tool in spring semesters of 2015, 2016 and 2017 (see Biology Program Review Follow-up, 2017). Faculty teaching the course developed a laboratory exercise that allowed students

to practice interpreting and creating/using phylogenetic trees, but this did not improve the scores as was hoped.

Scores in Biology 270 program assessment tool (see Table 3) showed that students improved their performance on the subject of productivity, but this subject is still the one in which students perform the lowest. In 2015 only 13% if students were able to answer the question on productivity correctly. Scores were little better in 2016 and 2017 (16% and 10% respectively). Faculty teaching this course set a goal of 50% of students answering this question correctly for 2018. Although this goal was not met, improvement was seen: 35% of students answered this question correctly.

Students continue to perform best in the subject of Molecular Genetics. Table 5 shows that 62% of students participating in the assessment scored as "proficient." This is consistent with data collected in spring 2016 that showed 50% of students scored at this level or above. Upon review of earlier assessment data, the department thought no corrective action needed to be taken.

Upon reviewing assessment data from the 2017 Department of Biology Program Review Follow-up, faculty set a goal of improving students' ability to compare and contrast (a higher-order thinking skill) the structure and function of subcellular organelles. This is assessed in Cell Biology. The goal set was for 75% of student scores to be in the proficient/excellent category by spring of 2019. The scores in this subject area improved from 12% of students scoring in the Proficient/Excellent range to 63% of students scoring in this range.

Major Field Test assessment data show that WVSU students have a scaled average score of 151 (see Table 10). Sub scores showed 2017 – 2018 students did best in the subcategory of Population Biology, Evolution, and Ecology followed by Molecular Biology and Genetics. This is consistent with our faculty – developed assessment results showing acceptable student performance in Molecular Genetics (Biology 270) and improvement in Ecology (Biology 250).

PLO #2

The Scientific Method is generally defined as a series of steps that scientists use to answer a question. This process is essential to biology and other scientific disciplines.[7] Since it is so important to the discipline, proper and meaningful use of the scientific method was identified by the faculty as an outcome for assessment.

This Program Learning Outcome is assessed at the beginning of the BS Biology program in Biology 120, the first core course of the major and near the end of the program in Cell Biology. Although WVSU Catalog Suggested Course Sequence for the BS Biology program indicates Cell Biology be taken in the junior year, many students wait to take the course in the first or second semester of the senior year.

By using either a survey tool or standard experimental approach, groups of students in Biology 120, are given the assignment of designing, and implementing an activity and analyzing the results. Student groups are then required to present the findings in class. In Cell Biology, the activity is more refined, less open-ended. After receiving some basic information and techniques about enzymes and enzyme assays, groups of students are asked to design, implement, analyze and present findings on some aspect of enzyme kinetics. A rubric designed by the Departmental Assessment Committee is used to evaluate group achievement in the following assessment areas: ability to clearly identify a problem, measure observations, organize data, analyze the observations (data), apply a

[7] https://www.khanacademy.org/science/biology/intro-to-biology/science-of-biology/a/the-science-of-biology

model and communicate the results. The results from Biology 120 and Cell Biology were compared to determine if students improved from the beginning of the program to the end in their ability to use the scientific method. Students were scored as follows advanced = 4, proficient = 3, satisfactory = 2, poor = 1 in the categories specified above.

Comparison of scores between Biology 120 students and Cell Biology students shows improvement in 5 of the six components of the scientific method assessed. No improvement was seen in the component of "apply model." However, the goal set in the 2017 Department of Biology Program Review Follow-up of a minimum average score of 3 in all components for upper level students was achieved (see Table 11).

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

This year (2017 – 2018) is the fourth year of the current assessment program. Although we had intended to collect another year of data on the current two PLOs, this is the final year of collecting data on the PLOs indicated above. We developed the assessment outcomes, rubrics and in-house final exam embedded questions ourselves with little experience or knowledge of assessment. While I am not confident of the validity of our in-house attempts at assessment tools and data, I am happy that we now have a better culture of assessment in our department. This will improve development of our future assessment PLOs, data collection and program improvement in the coming assessment cycles.

We plan to develop new learning outcomes that specifically address scientific writing and oral communication.

Exhibit 3

Assessment of Student Learning Report 2018- 2019

WEST VIRGINIA STATE UNIVERSITY
1891
Find Your Passion.

Academic Affairs Assessment of Student Learning
Report for Academic Year _2018- 2019

Department/Program __Biology_____
Assessment Coordinator's Name: K. Harper
Assessment Coordinator's Email Address: harperkl@wvstateu.edu

10. Which learning outcomes did you measure this past year? Learning Outcomes assessed:
PLO #1: Demonstrate Field Knowledge

11. In which course(s) were assessments conducted?
PLO #1: Biology 411

12. **How did you assess the selected program learning outcomes?** (i.e., what did you assess –group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. and- what tool (measure) did you use - rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)
PLO #1
- ETS Biology Major Field Test (nationally normed exam)

13. How many students were included in the assessment(s) of each PLO in a course?
Number of students participating in PLO #1: 13

14. **How were students selected to participate in the assessment of each outcome (**Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?
PLO #1: Biology 411: all students taking senior seminar in fall 2018 and spring 2019 were assessed.

15. **In general, describe how each assessment tool (measure) was constructed**
PLO #1 is assessed with the Biology Major Field Test

16. Who analyzed results and how were they analyzed
ETS analyzes the Major Field test and the data are downloaded from their website.

17. **Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome.** *Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.* Please see Appendix I for results.

PLO #1

Major Field Test assessment data show that WVSU students have a scaled average score of 141 (see Table 10). Sub scores showed 2018 - 2019 students did best in the subcategory of Population Biology, Evolution, and Ecology followed by Cell Biology and Molecular Biology and Genetics. A program assessment goal of meeting the national average of 153 was not achieved.

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

    This year (2018 - 2019) we will continue to administer the Biology Major Field test and to assess PLO #1. We also developed three new PLOs and will begin to collect assessment data on those PLOs in the 2019 - 2020 academic year.

10. New **Program Learning Outcomes** (in addition to Demonstrate field knowledge)
    2. Demonstrate the ability to write professionally in the Biology field of study (lab report rubric)
    3. Demonstrate the ability to think critically in the Biology field of study and express this thought in writing (Scientific Thinking Rubric)
    4. Demonstrate the ability to communicate through oral presentation and/or public speaking
11. **Please attach an example of the assessment tool used to measure your PLO(s).**

The assessment tool used in 2018 - 2019 is a nationally normed test and therefore is not available as an attachment. Following is a summary of the ETS report.

Table 13. PLO #1 Demonstrate Field Knowledge: Biology Major Field Test. Combined Cohort Fall 2018 and Spring 2019. Sub score Results N=13

TOTAL TEST		
Scaled Score Range	**Number in Range**	**Percent Below**
200	0	100
195-199	0	100
190-194	0	100
185-189	0	100
180-184	0	100
175-179	0	100
170-174	0	100
165-169	0	100
160-164	2	83.5
155-159	1	76.5
150-154	1	68
145-149	2	53.5
140-144	3	31
135-139	2	15.5
130-134	1	14
125-129	0	14
120-124	1	0

National scaled average = 153.

Table 14. PLO #1 Demonstrate Field Knowledge: Biology Major Field Test. WVSU averages fall 2018 and spring 2019 N = 13

	Mean
Total Test Scaled Score	141
Subscore 1	43
Subscore 2	43
Subscore 3	44
Subscore 4	48.5

Subscore 1: Cell Biology
Subscore 2: Molecular Biology and Genetics
Subscore 3: Organismal Biology
Subscore 4: Population Biology, Evolution and Ecology

Data show that students did best in the subcategory of Population Biology, Evolution, and Ecology.

Program Review Schedule 2013-2014 to 2022-2023
Based on CIP Classifications

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
R.B.A. #24.0102	B.S. Communications #09.0101 M.A. Media Studies #09.0102	B.S. Education #13.1202 #13.1205	B.S. Computer Science #11.0701	B.A. Economics #45.0601 B.A. Political Science #45.1001 B.A. Sociology #45.1101
B.A. International Studies #30.2001	B.A. English #23.0101	B.A. Psychology #42.0101	B.S. Mathematics #27.0101	B.A. Business Administration #52.0201
B.S. Athletic Sports Training #31.0301 B.S. Sports Studies #31.0501	M.S. Biotechnology #26.1201		B.S. Chemistry #40.0501	B.A. History #54.0101
B.S. Criminal Justice #43.0104 M.S. Law Enforcement & Administration #43.0103			M. Public Administration	
B.S. Social Work #44.0701				
B.A. Art #50.0701 B.A. Art History #50.0701 B.F.A. Music #50.0901				
B.S. Health Sciences #51.9999				

Program Review Follow-up Report Due Dates
West Virginia State University

Academic Policy Committee

None Pending

*Institutional Academic Program Reviews Due Annually May 31: Accordance with Series 10

**Institutional Post Audit Program Reviews for New Programs Due every 3 years for due through 2020:: Accordance with Series 11

Agenda
West Virginia State University Board of Governors
Adhoc Bylaws and Policies Review Committee
Zoom Meeting
May 8, 2020

1. Call to Order and Roll Call – Committee Chair Mark Kelley, presiding

2. Verification of Appropriate Notice of Public Meeting

3. Review and Approval of Agenda — Action

4. Review and Approval of February 6, 2020 Meeting Minutes — Action

5. Committee Discussion
   a. Status BOG Policy #17- Equal Opportunity and Affirmative Action
   b. Proposal for Academic Program Review Process

6. Proposed Intent to Draft BOG Policy on Reductions in Force and Layoffs — Action
   Presented by Ms. Kristi Williams, Interim Vice President for Business and Finance

7. Other Matters

8. Next Meeting Date – *June 11, 2020*

9. Adjournment

Public Meeting held by Zoom
Join Zoom Meeting https://zoom.us/j/993243513
Meeting ID: 993 243 513#

Dial by your location: 1 646 558 8656 (US)
Meeting ID: 993 243 513#

Agenda prepared by Crystal Walker, Committee Clerk, April 13, 2020

Meeting Minutes
West Virginia State University Board of Governors
Bylaws and Policies Special Committee
Erickson Alumni Center, Grand Hall
February 6, 2020

1. Call to Order and Roll Call

Presiding Officer, Mr. Davis called the meeting to order at 8:34 a.m. and asked for the roll call.

Members Present: Mr. Davis, Ms. Dooley, and Mr. Jones. Non-committee Board members present were Dr. Vaughan and Mr. Payne.

Member Absent: Mr. Kelley.

2. Verification of Appropriate Notice of Public Meeting

Mr. Davis verified the Appropriate Notice of Public Meeting.

3. Review and Approval of Agenda

Ms. Dooley motioned for approval of the agenda as presented. Mr. Jones seconded the motion, and the motion carried.

4. Review and Approval of December 13, 2019 Committee Minutes

Ms. Dooley motioned for approval of the minutes of the December 13, 2019 meeting. Mr. Jones seconded the motion, and the motion carried.

5. Committee Discussion

5.1 Procedures and Timeline for Academic Program Review

Mr. Davis inquired about the status of the proposed amendments for the academic program review process. Dr. Vaughan said that the University's Program Review Committee of the Faculty Senate is working with Dr. Scott Woodard on the proposed amendments to streamline the program review process. The proposal will indicate what information needs to be shared with faculty, the Board, and HEPC. Ms. Dooley asked if maintaining and keeping programs based on budget and other tangibles are considered in the process and Dr. Vaughan affirmed they are. President Jenkins noted that streamlining the process has been discussed previously by the Board and in town hall meetings with faculty. Dr. DeNeia Thomas shared that the institutional report is due annually to HEPC on May 31. Mr. Davis asked if the University would follow the current process in order to meet the HEPC deadline for institutional reports and President Jenkins indicated yes.

5.2 Proposal to Amend BOG Policy 17 Equal Opportunity and Affirmative Action

Mr. Davis said the proposal to amend BOG Policy #17 Equal Opportunity and Affirmative Action (EEO/AA) is to align the policy with changes that HEPC made in December 2019. Dr. Carolyn Stuart was present to provide further explanation. Dr. Stuart provided an overview of the proposed amendments to the policy.

Section 1.1.1, fifth line from the bottom, add the language "*These principles of non-discrimination and anti-harassment also apply to business relationships of the University, such as the selection and treatment of independent contractors and the selection and treatment of independent contractors, personnel working on University premises, and any other persons or firms doing business with the University."*

Section 2.1, fourth line from the bottom, add the language, "*The University will conform both to the letter and the spirit of the law and regulations with respect to prohibiting any such discrimination or harassment and will encourage and support voluntary affirmative action where necessary to ensure that institutions employ, advance in employment, and treat all qualified persons without discrimination in any employment practices."*

Section 2.2, added the language, "*Under the HEPC's additional authority to allocate specified functions and responsibilities among the institutions within the jurisdiction of the HEPC, each institution shall accept primary and long-term responsibility for the development and implementation of equal employment opportunity and where necessary, affirmative action policies consistent with the HEPC's guidance and all applicable State and federal laws and regulations."*

Section 2.4.1 adds the actual EEO/AA statement, *" West Virginia State University is an equal opportunity/ affirmative action institution and does not discriminate against any person because of race, color, religion, sex/gender, national origin, ancestry, age, blindness, disability, pregnancy, genetic information, sexual orientation, gender identity, veteran or military status or other category that is protected under federal, State, or local anti-discrimination laws as protected characteristics."*

Dr. Stuart said the amendments are also in accordance with federal law and state code. The last two pages show examples which statement to use depending on the type of media or communication. Dr. Stuart said that Mr. Jack Bailey worked with her on the amendments and a website has been developed with information on EEO and AA.

Ms. Dooley moved that the Committee recommend approval of the amendments to the full Board. Mr. Jones seconded the motion. It was noted that typographical errors would be corrected prior to distributing the policy for comments. The motion carried.

6. Other Matters

Ms. Dooley asked if there were additional HEPC policy changes that affect Board policies. Dr. Thomas said the Office of the President receives the new rules from HEPC, the information is distributed to the appropriate areas to make changes to current practices and propose changes to policies following the BOG policy #1 guidelines.

7. Next Meeting Date

May 8, 2020

8. Adjournment

With there being no further business, Mr. Jones motioned for adjournment. Ms. Dooley seconded the motion, and the meeting adjourned at 8:57 a.m.

Respectfully Submitted by – Crystal Walker, Committee Clerk, February 17, 2020.

West Virginia State University Board of Governors
Adhoc Bylaws and Policies Committee
May 8, 2020

I. Purpose

Effective March----West Virginia State University, Equal Opportunity and Affirmative Action, BOG Policy #17

II. Background

The full Board approved this Committee's recommendation of the intent to draft proposal to amend the Equal Opportunity and Affirmative Action BOG Policy 17 effective October 6, 2005, at its February 7 meeting to align with the Title 133, WV HEPC Procedural Series 40, Equal Opportunity and Affirmative Action and West Virginia Code §18B-1-6 and §18B-1B-5 that was effective, December 1, 2019, repealing and replacing the former rule of November 7, 2013.

III. Discussion

The intent to draft to amend the policy was posted on the university Board of Governors webpage on February 12-February 20, 2020 for seven (7) workdays, followed by the distribution of the amended draft policy for a 30-day public comment period on February 21-March 21, in accordance with BOG Policy #1 and WV Code §18B-1-6, and Series 4 of the West Virginia Higher Education Policy Commission.

There was one question received addressed by Dr. Carolyn Stuart, EEO Compliance Officer and Title IX Coordinator.

With the authority granted to the President, the final version of the policy, along with the intermediate draft and summaries of the comment has been forwarded to the Chancellor of the West Virginia Higher Education Policy Commission. Awaiting any response from the Chancellor. If the Chancellor does not object to the policy within thirty (30) days of the receipt of the final version, it is deemed approved and effective.

Upon approval from the Chancellor's Office, copies shall be sent to student representatives, faculty and staff employees and made available at no cost to the University's constituents and to the public at the Drain-Jordan Library, in accordance with BOG Policy #1.

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West Virginia State University Board of Governors
Adhoc Bylaws and Policies Committee
May 8, 2020

I. Purpose
To establish a formal policy in the event that the University needs to have undergo a reduction in force or layoff.

II. Background
This Policy establishes the process for the reduction in force or layoff of regular staff employees.

III. Discussion
While West Virginia State University strives to provide a stable and secure environment in which to work, under certain circumstances, it may be necessary to lay off employees temporarily or eliminate employee positions due to budgetary needs, program reductions, reorganization, or for other business requirements. When a reduction in force or layoff occurs, the University will follow a defined course of action to ensure appropriate treatment of affected employees. This course of action ensures fairness and consistency, determines whether layoff or RIF is appropriate, determines which employees are subject to such workforce reduction action, and notifies employees in advance of any such reduction.

IV. Recommendation(s)
To be considered by the West Virginia State University Board of Governors

Presented by Ms. Kristi Williams

Interim Vice President, Business and Finance

WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS

West Virginia State University

BOG Policy #//

Title: Reductions in Force and Layoffs

1. General

1.1 **Scope:** This Policy establishes the process for the reduction in force or layoff of regular staff employees whose employment, if continued, accumulates to a minimum total of 1,040 hours during a calendar year and extends over at least nine months in a calendar year.

1.2 **Exceptions:** Part-time regular, casual, project, and/or temporary employees are not covered under the provisions of this Policy.

1.3 **Authority:** W. Va. Code §§ 18B-2A-4, 18B-3-1, and 18B-7-3

1.4 **Passage Date:** TBD

1.5 **Effective Date:** 30 days following passage

2. Definitions

2.1 **Affected Employee.** – An employee of the University who has been or will be involved in a workforce reduction action of the University.

2.2 **Layoff.** – A reduction in the number of employees resulting in involuntary separation from employment or reduction in work schedule due to business necessity. A layoff is usually temporary, but may become permanent in certain circumstances, at the discretion of the University.

2.3 **Reduction in Force.** – A separation from employment due to lack of funds, lack of work, redesign or elimination of position(s) or reorganization, with no likelihood or expectation that the employee will be recalled, because the position itself is eliminated. A reduction in force (RIF) may be necessary or appropriate when there is a redesign or elimination of work, redundancy in roles, or excess capacity within a work group or across work groups, such that it would be economically feasible and responsible to reduce the number of employees in a unit or department.

2.4 **Workforce Reduction.** – An action that decreases the number of employees employed at the University, either through layoff or reduction in force, which action is taken out of business necessity in order to reduce the operational costs of the University.

3. Policy Applicable to All Workforce Reductions

3.1 While West Virginia State University strives to provide a stable and secure environment in which to work, under certain circumstances, it may be necessary to lay off employees temporarily or eliminate employee positions due to budgetary needs, program reductions, reorganization, or for other business requirements. When a reduction in force or layoff occurs, the University will follow a defined course of action to ensure appropriate treatment of affected employees. This course of action ensures fairness and consistency, determines whether layoff or RIF is appropriate, determines which employees are subject to such workforce reduction action, and notifies employees in advance of any such reduction.

3.2 It shall be the policy of the Board of Governors to undertake workforce reductions in a consistent and equitable manner, in adherence to the provisions of W. Va. Code § 18B-7-3 and any other applicable provisions of State and federal law. To that end, following the decision that a financial condition necessitating a reduction in the University's labor budget exists, the President shall undertake program, administrative, and service reviews and consider all pertinent information in determining the best interests of the University as a whole. The President may recommend to the Board of Governors the elimination or reduction of programs or services deemed appropriate and necessary given financial, enrollment, and other relevant considerations. The primary consideration in any resulting decision to eliminate positions and/or to reassign or reduce the number of affected staff positions and personnel will be the preservation of the quality and effectiveness of the University's programs and overall mission.

3.3 When a unit or department becomes aware that there may be a need for a workforce reduction, the head of that unit or department should contact Human Resources, which will guide the unit or department in assessing options and developing a plan for implementing the workforce reduction. The plan must be based on the work of the eliminated position(s) being reassigned to other position(s) or no longer being performed. If the unit or department determines the work needs to be resumed, the appropriate reduction measure is layoff. If the unit or department head determines that the work will not likely be resumed, the reduction measure is RIF. No workforce reduction action can occur without the approval of the President and the Board of Governors.

3.4 Institutional need for workforce reduction ultimately shall be determined by the President and the Board of Governors through careful analysis and consultation with University administrators in the affected unit(s) or department(s). This analysis shall determine which employees, units, departments, programs, services, etc. should be reduced:

a. Identification of the positions within the affected unit(s) or department(s) to be eliminated;

b. Identification of the jobs and functions that will need to be performed after any reductions;

c. Assessment of competencies of affected staff;

d. Assessment of competencies of retained staff to perform the job duties and functions remaining; and

e. Opportunities for reassignment with other units or departments.

3.5 **Notice.** – In the event of workforce reduction, either by reduction in force or layoff, the University shall notify the affected employees of such action in writing as soon as feasible, but not less than 30 days prior to the effective date of the action. The written notification shall include the reason for the action; the effective date of the action; the date the affected employee(s) is expected to return to work, if applicable; and the affected employees' rights during the workforce reduction period, including severance benefits, if applicable. For employees not entitled to severance benefits, the notification must provide information on continuance of life and health insurance (COBRA).

4. Reduction in Force

4.1 Following an analysis of the academic and business needs of the unit(s) or department(s) and a determination of the new organizational structure, as outlined in Section 3 above, the University shall follow the following steps to identify the positions that will be reduced eliminated by a RIF:

a. First, the head of the affected unit or department shall conduct an analysis of the job functions that the unit or department needs going forward and the positions that will be retained and eliminated. This step is based solely on the job functions of positions and the business needs of the unit or department.

b. Only when there are multiple incumbents in a position that has been selected for elimination, the second step is to evaluate the skills and qualifications of the individual employees. Human Resources will assist in the review process, evaluate performance criteria, and provide seniority validations. In this multiple incumbent situation, the following factors may be considered in this assessment:

1. Abilities – any special skills, qualifications, additional education, licensure, certification, etc. exhibited and/or held by the employees;

2. Performance – a comparison of performance reviews, recognized exceptional performance as documented in the employee's personnel records, performance improvement plans, discipline, attendance, etc.; and

3. Seniority – review the length of employment at the University based on University hire date, to the extent that employees are otherwise equal in skills, qualifications, and performance.

(i) For staff, abilities and performance will take precedence over seniority in determining which employees are subject to the RIF.

(ii) For employees who have been designated as at-will, seniority is neither a factor nor a consideration in determining RIF of such positions, as such employees are considered at-will and serve at the discretion of the President.

4. Those employees who are deemed by Administration to be of key importance to a specific program or service will be retained in preference to other staff members, whatever their status.

4.2. The head of the affected unit(s) or department(s) shall determine a RIF plan, in collaboration with Human Resources, which includes the timeline of the RIF, a plan to communicate the action to the affected employees and the University at large, and the employee notification process.

4.3 Recall Procedures. – An employees affected by a RIF will have the option of being reinstated into his or her former position, if the position is restored within 12 months of the date of the RIF notification. Recall will take place in reverse order of position elimination. Individuals recalled under this provision will not be required to serve the new employee probationary period. An employee who rejects an offer of recall will forfeit any remaining benefits of this Policy. An employee will not be eligible for recall if, on the RIF notification date, there is a documented performance improvement plan or disciplinary action in the previous 12-month period.

4.4 Reemployment of Affected Personnel

a. Employees whose positions have been eliminated via a RIF may be provided a reasonable opportunity to interview for other employment at the University, if such employment is available. The University is under no obligation to create new jobs for affected employees, but affected employees may apply for posted, vacant positions through the normal recruiting and selection process.

b. Salary offerings will remain consistent with current policies and salary schedules. No annual increment service time or other service time will be accrued during the RIF period.

c. In order to be considered for other available employment at the University, the affected employee must meet the following criteria:

1. Performance evaluations for the immediately preceding 12 months reflect at least “meets expectations” job performance;

2. No documented performance improvement plan or equivalent in the preceding 12 months; and

3. No documented disciplinary action or equivalent for the preceding 12 months.

4.5 Employees affected by a RIF may appeal the decision in accordance with the procedure outlined in Section 6 below.

5. Layoff

5.1 In the event the President determines, based on the analysis described in Section 3 above, that a layoff is more appropriate than a RIF, the head of the unit(s) or department(s) affected by the layoff shall file a plan with Human Resources that includes

a. A statement of the circumstances requiring the layoff;

b. The unit(s) or department(s) in which the proposed layoff will take place;

c. A list of the employees in each class affected by the layoff, in order of retention; and

d. A determination of whether placement options exist within the University for the affected employees, which may include placement in a different position within the University, so long as that position is in the same pay grade and commensurate with the affected employee(s) competencies; demotion without prejudice in lieu of layoff, if any such position(s) is available and the affected employee(s) is qualified for the job; or layoff of the affected employee(s).

5.2 After the Administration has determined the number and class of positions to be reduced by the layoff, and such plan has been approved by the Board of Governors, the order of separation or reduction shall be applied in the following manner and order.

a. Employees without permanent status in the same class or classes identified for layoff, in the following order: seasonal, exempt part-time professional, provisional, and probationary. However, an employee in the unit or department to which the layoff applies may volunteer to be separated through layoff in place of a probationary or permanent employee with less tenure.

b. Permanent employees by job class in accordance with the plan outlined in Subsection 5.1 above. Seniority shall not be a consideration in determining which employees will be subject to the layoff, except in the event of a tie in the order of separation or reduction, in which case, seniority will be used to break the tie. If the unit or department affected by the layoff wishes to lay off a more senior employee, the unit or department must demonstrate that the more senior employee cannot perform any other job duties held by less senior employees within the unit or department or any other equivalent or lower job class for which the more senior employee is qualified.

5.3 Once approved by the President and the Board of Governors, Human Resources shall provide notice of the layoff to the affected employees in accordance with Section 3.5 above.

5.4 Recall

a. Recall of a permanent employee separated or reduced in hours due to layoff shall be in reverse order of the layoff to the class from which the employee was laid off or any lower class in the class series or to any class previously held in the occupational group. The affected unit(s) or department(s) shall create a recall list reflecting this order.

b. A permanent employee affected by the layoff shall remain on the recall list for the length of his or her tenure on the date of the layoff or for a period of two years, whichever is less.

c. The University shall first consider for reemployment those former permanent employees whose names appear on the recall list for the class in which a vacancy has occurred. The University shall not make an original appointment of a new employee or reinstatement of a former permanent employee to the class until all former permanent employees on the recall list have been given first chance of refusal of the vacancy.

d. The University shall notify any laid off permanent employee who is eligible for recall to a position under the provisions of this section of the vacancy by certified mail, return receipt requested. It is the responsibility of the affected employee to notify the University of any change in his or her mailing address.

e. Affected employees who have been hired for permanent employment after layoff do not forfeit the remainder of the recall eligibility period and are not required to serve a probationary period.

6. Appeal. – All personnel affected by a workforce reduction have the option to appeal such decision five (5) working days of receipt of the written notification of the workforce reduction action. Within ten (10) working days of receipt of an employee's appeal, administration will review the decision and make a written determination to the employee. Use of the appeal procedure will not delay the effective date of employment termination. Any employee aggrieved by the final decision of the administration may appeal that decision to the West Virginia Public Employees Grievance Board in accordance with W. Va. Code § 6C-2-1, et seq.

AGENDA
West Virginia State University Board of Governors
Finance Committee
May 8, 2020

1. Call to Order and Roll Call – Chair, Mr. Mark Davis

2. Verification of Appropriate Notice of Public Meeting

3. Review and Approval of Meeting Agenda

4. Review and Approval of Minutes of Previous Meeting

5. University Recommendations and Reports
    a. FY2021 Tuition and Fees — Action
    b. FY2021 Proposed Budget — Action
    c. Budget Reports – March 2020
    d. Accounts Payable Report
    e. Accounts Receivable Report
    f. Faculty Housing

6. Other Matters

7. Next Meeting Date – June 11, 2020

8. Adjournment

Join Zoom Meeting
https://zoom.us/j/993243513
Meeting ID: 993 243 513

Dial by your location
+1 646 558 8656 US
Meeting ID: 993 243 513

Agenda prepared by Kristi Williams, Interim Vice President for Business & Finance April 24, 2020.

MEETING MINUTES
West Virginia State University Board of Governors
Finance Committee
Erickson Alumni Center, Grand Hall
February 6, 2020
9:30 a.m.

1. **Call to Order and Roll Call**
   Chair, Mr. Mark Davis called the meeting of the West Virginia State University Board of Governors to order at 9:30 a.m.

   Members Present: Mr. Mark Davis, Mr. Charles E. Jones, Jr., Dr. Ann Brothers Smith, Mr. James Payne, Ms. Katherine L. "Kitty" Dooley, Mr. Kenneth Gray, Mr. William Lipscomb, and Dr. Frank Vaughan

   Members Absent: Mr. Mark Kelley, Mrs. E. Gail Pitchford, and Ms. Deja Smoot

   Others Present: President Anthony L. Jenkins, administrators, faculty and staff, and members of the community.

2. **Verification of Appropriate Notice of Public Meeting**
   Mr. Davis announced the verification of appropriate notice of a public meeting.

3. **Review and Approval of Meeting Agenda**
   Mr. Davis asked for a motion to approve the agenda. Ms. Dooley made a motion, and it was seconded by Mr. Payne. Motion carried.

4. **Review and Approval of Minutes of the Previous Meeting**
   Mr. Davis asked for a motion to approve the meeting minutes. Mr. Gray made a motion, and it was seconded by Mr. Lipscomb. Motion carried.

5. **University Recommendations and Reports**
   5.1 Monthly Budget Reports – December 31, 2019
   Ms. Kristi Williams, Interim Vice President for Business and Finance, provided the budget report as of December 31, 2019. The target was 50% with an actual year-to-date revenue collected of $17,888,855 which was 46.1% of what was expected to be collected. The total expenses were $16,974,030 which is 45.5% of the annual total. Both revenue and expenses are below the target of 50% with revenue outpacing the expenses.

   The Auxiliary Report started with a fund balance of $58,456 with an ending balance of $162,384. As of December 31, 2019, there is a cumulative change of $130,928 for the year.

The year-to-year comparison as of December 31 FY18 to December 31 FY19 has an overall revenue of $17,888,855 compared to $15,472,149 from FY18. An additional $2,416,706 was collected as of December 31, 2019.

The FY19 expenses were $16,974,030 compared to $15,802,489 in FY18, resulting in an additional $1,171,540 spent. There was $2,000,004 more collected year-over-year with $1,245,166 to the good.

5.2 Accounts Payable Report

The Accounts Payable, Vendor by Vendor account total as of December 31, 2019, is listed as $3,393,250. A month-to-month comparison from December 31, 2019 to November 31, 2019 the accounts payable has decreased by $74,199,035. The Aging Summary reflects in which month and category the changes occurred.

Mr. Davis has asked that a running balance is kept for past due amounts to make sure debts are not getting behind; list it in two categories, a current and past due so the Board can see how the balance decreases per month and supply a repayment agreement. Ms. Dooley requested a comprehensive plan to address the debt. Mr. Jones would like to look at the cash infusion, plan, and expenses of the university. Learning House is listed as a revenue sharing account and are paid as student accounts are paid.

Additional accounts payable information, year-over-year, from December 31, 2019 shows $3,393,250 versus December 31, 2018 $3,184,272.85 reflecting an increase of $208,977. Mr. Davis requested that the repayment agreement is forwarded to the Board for review. Mr. Payne also suggested a document to detail the long-term debt to provide an overview of accounts and list the top five (5) debts to see the activity over the last twelve months, this will give a breakdown of what’s being paid. Ms. Williams stated that the Foundation loan is not listed on the document as it is considered a notes payable.

5.3 Accounts Receivable Report

The trend data as of December 31, 2019 does not reflect any collection activity as the tuition dollars are due in January which is when the majority of the revenue is obtained. In December FY19, $5,926,714 in fees was assessed for students that were registered during that time which shows a decrease of $200,000 in tuition fees for the spring. The spring 2020 disbursed $7,000,000 is student loans and grants of which $4,649,222 came back to the school in tuition and fees. Compared to January 2018, $261,393 more was collected in January 2019.

5.4 Faculty Housing

Faculty Housing currently has two vacancy as of December 31, 2019 with a beginning cash balance of $169,122.65.There was approximately $66,276 collected in revenue and approximately $24,962 in expenses with a $210,435 ending cash balance. Faculty Housing is listed as an auxiliary fund.

5.5 Early Enrollment Summary

Per the request of the Finance Committee, Ms. Kristi Williams provided figures detailing Early Enrollment which reflect the previous four (4) years. The current fiscal year has a beginning cash balance of $443,947, with $231,341 in revenue, $219,266 in expenses, and $456,022 as the ending balance.

6. Next Meeting Date

May 8, 2020

7. Adjournment

With their being no other business, Mr. Davis asked for a motion to adjourn. Ms. Dooley motioned to adjourn, and it was seconded by Mr. Payne. Motion carried. The meeting adjourned at 10:10 a.m.

Respectfully Submitted by Natasha Tyson, Administrative Clerk for the Finance Committee, February 11, 2020.

Approved by:

Kristi Williams

Kristi Williams
Interim Vice President for Business and Finance

West Virginia State University Board of Governors
Finance Committee
Proposed FY21 Tuition and Fees
May 8, 2020

I. Purpose
To propose a draft of FY2021 Tuition and Fees to be submitted to HEPC.

II. Background
These forms are required by HEPC each year for approval.

III. Discussion
Presentation of various highlights to Board members.

IV. Recommendation(s)
Request approval from the Board to adopt these fees for FY2021.

Fee Planning Schedule- Per Semester
Academic Year 2020-21

Institution: WEST VIRGINIA STATE UNIVERSITY

Student Institutional Level: UNDERGRADUATE
(Community College, Undergraduate, Graduate, Health Professions)

I. Regular Fees Charged to All Students	Resident 2017-18	Resident 2018-19	Resident 2019-20	Resident 2020-21	Increase (Decrease)	Non-Resident 2017-18	Non-Resident 2018-19	Non-Resident 2019-20	Non-Resident 2020-21	Increase (Decrease)	Metro 2017-18	Metro 2018-19	Metro 2019-20	Metro 2020-21	Increase (Decrease)
a. Tuition and Required Education and General Fees	$3,159	$3,330	$3,330	$3,330	$0	$7,186	$7,582	$7,582	$5,699	$0	$5,392	$5,699	$5,699	$0	($5,699)
b. Required Educational and General Capital Fees															
i. System E&G Capital Fees	$175	$175	$175	$175	$0	$650	$650	$650	$650	$0	$650	$650	$650	$0	($650)
ii. Special Institutional E&G Capital Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
c. Auxiliary and Auxiliary Capital Fees															
i. Standard Auxiliary Fees	$148	$160	$160	$260	$100	$148	$160	$160	$260	$100	$148	$160	$160	$0	($160)
ii. Mandatory Auxiliary Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
iii. Auxiliary Capital Fee	$131	$131	$131	$131	$0	$131	$131	$131	$131	$0	$131	$131	$131	$0	($131)
d. Special Equity Fee	$60	$60	$60	$60	$0	$60	$60	$60	$60	$0	$60	$60	$60	$0	($60)
Total Student Fee Request	$3,673	$3,856	$3,856	$3,956	$100	$8,175	$8,583	$8,583	$6,800	($1,783)	$6,381	$6,700	$6,700	$0	($6,700)
Percentage of Increase Requested Over Previous Year		4.98%	0.00%	2.59%			4.99%	0.00%	-20.77%			5.00%	0.00%	-100.00%	
Three-year Average Increase					2.53%					-5.26%					-31.67%

Fee Planning Schedule- Per Semester
Academic Year 2020-21

Institution: WEST VIRGINIA STATE UNIVERSITY

Student Institutional Level: GRADUATE

(Community College, Undergraduate, Graduate, Health Professions)

I. Regular Fees Charged to All Students	Resident 2017-18	Resident 2018-19	Resident 2019-20	Resident 2020-21	Increase (Decrease)	Non-Resident 2017-18	Non-Resident 2018-19	Non-Resident 2019-20	Non-Resident 2020-21	Increase (Decrease)
a. Tuition and Required Education and General Fees	$3,442	$3,625	$3,625	$3,625	$0	$8,231	$8,671	$8,671	$8,671	$0
b. Required Educational and General Capital Fees										
i. System E&G Capital Fees	$133	$133	$133	$133	$0	$490	$490	$490	$490	$0
ii. Special Institutional E&G Capital Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
c. Auxiliary and Auxiliary Capital Fees										
i. Standard Auxiliary Fees	$111	$120	$120	$195	$75	$111	$120	$120	$195	$75
ii. Mandatory Auxiliary Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
iii. Auxiliary Capital Fee	$99	$99	$99	$99	$0	$99	$99	$99	$99	$0
d. Special Equity Fee	$60	$60	$60	$60	$0	$60	$60	$60	$60	$0
Total Student Fee Request	$3,845	$4,037	$4,037	$4,112	$75	$8,991	$9,440	$9,440	$9,515	$75
Percentage of Increase Requested Over Previous Year		4.99%	0.00%	1.86%			4.99%	0.00%	0.79%	
Three-year Average Increase					2.28%					1.93%

Fee Planning Schedule- Per Semester
Academic Year 2020-21

Institution: WEST VIRGINIA STATE UNIVERSITY

II. Special Fees and Charges	Rate Per Semester/ Occurrence 2017-18	Rate Per Semester/ Occurrence 2018-19	Rate Per Semester/ Occurrence 2019-20	Requested Rate Per Semester/ Occurrence 2020-21	Increase (Decrease)	Estimated Revenue 2019-20	Estimated Revenue Increase 2020-21	Estimated Number of Students 2020-21	Estimated Revenue 2020-21
Application Fees:									
Undergraduate - In/State	$ 23	$ 20	$ 20	$ 20	$ -	$ 20,400	$ -	1,020	$ 20,400
Undergraduate - Out/State	$ 23	$ 20	$ 20	$ 20	$ -	$ 1,200	$ -	60	$ 1,200
Graduate - In/state	$ 29	$ 28	$ 28	$ 28	$ -	$ 700	$ -	25	$ 700
Graduate - Out/state	$ 41	$ 28	$ 28	$ 28	$ -	$ 420	$ -	15	$ 420
Course Fees:									
Applied Music Fee	$ 44	$ 46	$ 46	$ 46	$ -	$ 4,631	$ -	100	$ 4,631
Applied Music Fee (Non-music majors only)	$ 147	$ 154	$ 154	$ 154	$ -	$ 4,631	$ -	30	$ 4,631
Art Fee	$ 50	$ 53	$ 53	$ 53	$ -	$ 21,168	$ -	400	$ 21,168
Communications Fee	$ 44	$ 46	$ 46	$ 46	$ -	$ 27,783	$ -	600	$ 27,783
Science Lab Fee	$ 58	$ 61	$ 61	$ 61	$ -	$ 84,893	$ -	1,400	$ 84,893
Education 299-07: Praxis Content Elementary	$ 195	$ 205	$ 205	$ 205	$ -	$ 4,095	$ -	20	$ 4,095
Education 299-08: Praxis Content Secondary	$ 146	$ 153	$ 153	$ 153	$ -	$ 3,066	$ -	20	$ 3,066
Education 299-09: Praxis Content Special Education	$ 170	$ 179	$ 179	$ 179	$ -	$ 3,570	$ -	20	$ 3,570
Education 299-10: Praxis Content Foreign Language	$ 160	$ 168	$ 168	$ 168	$ -	$ 3,360	$ -	20	$ 3,360
English Course Fee	$ 6	$ 7	$ 7	$ 7	$ -	$ 3,969	$ -	600	$ 3,969
HHP 106 & HHP 122	$ 16	$ -	$ -	$ -	$ -	$ -	$ -	100	$ -
Internship Fee	$ 124	$ 130	$ 130	$ 130	$ -	$ 9,757	$ -	75	$ 9,757
Math 020 Course Fee	$ 36	$ -	$ -	$ -	$ -	$ -	$ -	100	$ -
Math Computer Science Fee	$ 36	$ 37	$ 37	$ 37	$ -	$ 3,749	$ -	100	$ 3,749
Nursing Course HESI Testing Fee (202,301,318,405,409)				$ 308	$ 308	$ -	$ 6,160	20	$ 6,160
Nursing Course Lab Fee (202,301,316,318,405,409				$ 80	$ 80	$ -	$ 1,600	20	$ 1,600
Nursing Program Fee (200)				$ 600	$ 600	$ -	$ 12,000	20	$ 12,000
English as a Second Language (ESL) - One Month	$ 3,500	$ 3,000	$ 3,000	$ 3,000	$ -	$ 150,000	$ -	50	$ 150,000
English as a Second Language (ESL) - Two Month	$ 7,000	$ 6,000	$ 6,000	$ 6,000	$ -	$ 120,000	$ -	20	$ 120,000
English as a Second Language (ESL) - Semester	$ 11,338	$ 5,400	$ 5,400	$ 5,400	$ -	$ 54,000	$ -	10	$ 54,000
Diploma Replacement	$ 37	$ 39	$ 39	$ 39	$ -	$ 965	$ -	25	$ 965
Transcript (after first)	$ 11	$ 12	$ 12	$ 12	$ -	$ 42,735	$ -	3,700	$ 42,735
Transcript (online)	$ 14	$ 15	$ 15	$ 15	$ -	$ -			$ -
Thesis Binding Fee (formerly Electronic Thesis Fee)	$ 189	$ 198	$ 198	$ 198	$ -	$ 2,977	$ -	15	$ 2,977
Graduation and Diploma	$ 160	$ 168	$ 168	$ 168	$ -	$ 55,301	$ -	330	$ 55,301
Graduation (Graduate) and Diploma	$ 160	$ 168	$ 168	$ 168	$ -	$ 1,676	$ -	10	$ 1,676
Information Literacy Fee (FT students only)	$ 100	$ 105	$ 105	$ 105	$ -	$ 252,000	$ -	2,400	$ 252,000
Internet Course Fee - Undergraduate (Web 80-100)	$ 160	$ 168	$ 168	$ 168	$ -	$ 335,160	$ -	2,000	$ 335,160
Internet Course Fee - Graduate (Web 80-100)	$ 234	$ 246	$ 246	$ 246	$ -	$ 2,459	$ -	10	$ 2,459
Internet Course Fee - Online (Web-50)	$ 63	$ 66	$ 66	$ 66	$ -	$ 52,920	$ -	800	$ 52,920
Key Deposit	$ 13	$ 13	$ 13	$ 13	$ -	$ 2,646	$ -	200	$ 2,646
Late Registration	$ 37	$ 39	$ 39	$ 39	$ -	$ 6,174	$ -	160	$ 6,174
Reinstatement Fee		$ 30	$ 30	$ 30	$ -	$ 3,000	$ -	100	$ 3,000
Campus Fee - Non-WVSU Only	$ 310	$ 325	$ 325	$ 325	$ -	$ 26,019	$ -	80	$ 26,019
ID Card Replacement	$ 23	$ 24	$ 24	$ 24	$ -	$ 485	$ -	20	$ 485
Orientation Fee	$ 75	$ 100	$ 100	$ 100	$ -	$ 65,000	$ -	650	$ 65,000
Parking - Full Year WVSU Faculty and Staff	$ 131	$ 138	$ 138	$ 110	$ (28)	$ 45,478	$ (9,178)	330	$ 36,300
Second Vehicle Full Year WVSU Faculty and Staff	$ 66	$ 69	$ 69	$ 55	$ (14)	$ 695	$ (145)	10	$ 550
Parking - Full Year WVSU Students	$ 109	$ 115	$ 115	$ -	$ (115)	$ 355,446	$ (355,446)	3,100	$ -
Second Vehicle WVSU student One Semester	$ 16	$ 17	$ 17	$ -	$ (17)	$ 827	$ (827)	50	$ -
Second Vehicle WVSU student Full Year	$ 29	$ 31	$ 31	$ -	$ (31)	$ 1,544	$ (1,544)	50	$ -
Parking-Monthly WVSU Faculty and Staff	$ 12	$ 12	$ 12	$ 12	$ -	$ -	$ -	-	$ -
Parking-Monthly WVSU Student	$ 7	$ 8	$ 8	$ 8	$ -	$ -	$ -	-	$ -
Parking-Adjunct per course per semester	$ 12	$ 12	$ 12	$ 12	$ -	$ 606	$ -	50	$ 606
Parking Replacement	$ 16	$ 17	$ 17	$ 17	$ -	$ 827	$ -	50	$ 827
Parking - One Semester Fall, Spring WVSU students	$ 58	$ 61	$ 61	$ -	$ (61)	$ 6,064	$ (6,064)	100	$ -
Parking - January thru August WVSU student	$ 81	$ 85	$ 85	$ -	$ (85)	$ 8,489	$ (8,489)	100	$ -
Parking - Summer	$ 44	$ 46	$ 46	$ -	$ (46)	$ 1,158	$ (1,158)	25	$ -
Parking - Special Event Daily Fee	$ 2	$ 2	$ 2	$ 2	$ -	$ 55	$ -	25	$ 55
Parking - Special Event Half Day Fee	$ 1	$ 1	$ 1	$ 1	$ -	$ 28	$ -	25	$ 28
Placement Testing Fee	$ 29	$ 31	$ 31	$ 31	$ -	$ 3,087	$ -	100	$ 3,087
Proctor Testing Fee	$ 44	$ 46	$ 46	$ 46	$ -	$ 648	$ -	14	$ 648
Regents' BA Degree Evaluation	$ 300	$ 300	$ 300	$ 300	$ -	$ 12,000	$ -	40	$ 12,000
Regents' BA Degree Posting Fee (per credit hour)	$ 10	$ 10	$ 10	$ 10	$ -	$ 6,100	$ -	610	$ 6,100
Resident Hall Breakage/Reservation Deposit *refundable	$ 100	$ 100	$ 100	$ 100	$ -	$ 20,000	$ -	200	$ 20,000
First Time Residence Fee	$ -	$ -	$ -	$ -	$ -	$ -	$ -	100	$ -
Residence Hall Breakage/Reservation Deposit *non-refundable	$ 100	$ 100	$ 100	$ 100	$ -	$ 29,100	$ -	291	$ 29,100
Returned Check Fee	$ 25	$ 25	$ 25	$ 25	$ -	$ 375	$ -	15	$ 375

Fee Planning Schedule- Per Semester
Academic Year 2020-21

Institution: WEST VIRGINIA STATE UNIVERSITY

III. Room and Board Charges	Rate Per Semester 2017-18	Rate Per Semester 2018-19	Rate Per Semester 2019-20	Rate Per Semester 2020-21	Increase (Decrease)	Estimated Revenue 2019-20	Estimated Revenue Increase 2020-21	Estimated Number of Students 2020-21	Estimated Revenue 2020-21
All Residence Halls:									
Keith Scholars Hall 2BR	$ 3,588	$ 3,768	$ 3,881	$ 3,881	$ -	$ 139,703	$ -	18	$ 139,703
Keith Scholars Hall 2BR Handicap	$ 3,588	$ 3,768	$ 3,881	$ 3,881	$ -	$ 62,090	$ -	8	$ 62,090
Keith Scholars Hall 2BR Resident Advisor/Assistant Unit	$ 3,722	$ 3,908	$ 4,025	$ 4,025	$ -	$ 48,305	$ -	6	$ 48,305
Keith Scholars Hall 3BR	$ 3,588	$ 3,768	$ 3,881	$ 3,881	$ -	$ 162,987	$ -	21	$ 162,987
Keith Scholars Hall 4BR	$ 3,588	$ 3,768	$ 3,881	$ 3,881	$ -	$ 1,738,527	$ -	224	$ 1,738,527
Keith Scholars Hall 4BR Handicap	$ 3,588	$ 3,768	$ 3,881	$ 3,881	$ -	$ 108,658	$ -	14	$ 108,658
Sullivan West Single	$ 3,181	$ 3,340	$ 3,440	$ 3,440	$ -	$ -	$ -		$ -
Sullivan West Double	$ 2,195	$ 2,305	$ 2,374	$ 2,374	$ -	$ -	$ -		$ -
Sullivan East Double	$ 2,195	$ 2,305	$ 2,374	$ 2,374	$ -	$ -	$ -		$ -
Sullivan East Single	$ 3,181	$ 3,340	$ 3,440	$ 3,440	$ -	$ -	$ -		$ -
Sullivan East Independent (8th Floor) (no double occupancy)	$ 3,332	$ 3,498	$ 3,603	$ 3,603	$ -	$ -	$ -		$ -
Dawson Single	$ 3,349	$ 3,516	$ 3,621	$ 3,621	$ -	$ 65,186	$ -	9	$ 65,186
Dawson Double	$ 2,292	$ 2,407	$ 2,479	$ 2,479	$ -	$ 441,278	$ -	89	$ 441,278
Dawson Room (Summer only) per week	$ 265	$ 278	$ 287	$ 287	$ -	$ 57,347	$ -	100	$ 57,347
Sullivan Room (Summer only) per week	$ 236	$ 248	$ 256	$ 256	$ -	$ -	$ -		$ -
Keith Scholars Room (Summer only) per week	$ 451	$ 473	$ 487	$ 487	$ -	$ 146,234	$ -	150	$ 146,234
Board Plans:									
Board - Option #1	$ 2,345	$ 2,415	$ 2,488	$ 2,562	$ 75	$ 497,571	$ 14,927.14	100	$ 512,498
Board - Option #2	$ 2,075	$ 2,137	$ 2,201	$ 2,267	$ 66	$ 550,223	$ 16,506.70	125	$ 566,730
Board - Option #3	$ 2,142	$ 2,207	$ 2,273	$ 2,341	$ 68	$ 745,528	$ 22,365.83	164	$ 767,893

Fee Planning Schedule- Per Semester
Academic Year 2020-21

Institution: WEST VIRGINIA STATE UNIVERSITY

IV. Apartment and House Rental Room Rates	Rate Per Month 2017-18	Rate Per Month 2018-19	Rate Per Month 2019-20	Rate Per Month 2020-21	Increase (Decrease)	Estimated Revenue 2019-20	Estimated Revenue Increase 2020-21	Estimated Number of Students 2020-21	Estimated Revenue 2020-21
House A	$943	$991	$991	$991	$0	$11,888	$0	N/A	$11,888
House B	$885	$929	$929	$929	$0	$11,145	$0	N/A	$11,145
House C	$826	$867	$867	$867	$0	$10,401	$0	N/A	$10,401
House D	$885	$929	$929	$929	$0	$11,145	$0	N/A	$11,145
House E	$826	$867	$867	$867	$0	$10,401	$0	N/A	$10,401
House F	$885	$929	$929	$929	$0	$11,145	$0	N/A	$11,145
House G	$885	$929	$929	$929	$0	$11,145	$0	N/A	$11,145
House H	$885	$929	$929	$929	$0	$11,145	$0	N/A	$11,145
House I	$826	$867	$867	$867	$0	$10,401	$0	N/A	$10,401
House J	$885	$929	$929	$929	$0	$11,145	$0	N/A	$11,145
House K	$1,061	$1,114	$1,114	$1,114	$0	$13,374	$0	N/A	$13,374
House L	$1,047	$1,100	$1,100	$1,100	$0	$13,197	$0	N/A	$13,197
House M	$1,047	$1,100	$1,100	$1,100	$0	$13,197	$0	N/A	$13,197
Duplex A	$1,061	$1,114	$1,114	$1,114	$0	$13,374	$0	N/A	$13,374
Duplex B	$1,061	$1,114	$1,114	$1,114	$0	$13,374	$0	N/A	$13,374
Garage	$32	$33	$33	$33	$0	$402	$0	N/A	$402
Keith Scholar Hall Apartments:									
Keith Hall Apartments 1BR	$852	$894	$921	$921	$0	$20,591	$0	2	$20,591
Keith Hall Apartments 2BR	$1,650	$1,732	$1,784	$1,784	$0	$113,807	$0	6	$113,807
Keith Hall Apartments 2BR Handicap	$1,650	$1,732	$1,784	$1,784	$0	$39,887	$0	2	$39,887

West Virginia State University Board of Governors
Finance Committee
Proposed FY21 University Budget
May 8, 2020

V. Purpose
To propose a draft of FY2021 University Budget.

VI. Background
The State Budget Office required WVSU to submit a budget in WVOASIS each year.

VII. Discussion
Presentation of various highlights to Board members.

VIII. Recommendation(s)
Request approval from the Board to adopt this preliminary budget.

University Budget - All Funds

FY 2021 Budget

	Salaries & Benefits					Supplies & Other Services					Total				
	FY21 Budget	Budget Reduction	Revised FY21 Budget	Fiscal YTD Actual	Difference	FY21 Budget	Budget Reduction	Revised FY21 Budget	Fiscal YTD Actual	Difference	FY21 Revenue	Revenue Reduction	Revised FY21 Revenue	Fiscal YTD Actual	Difference
State Appropriations											10,182,512		10,182,512		10,182,512
E&G Tuition											9,309,975		9,309,975		9,309,975
Academic Affairs											3,634,540		3,634,540		3,634,540
Student Affairs											5,400,561		5,400,561		5,400,561
President's Area											3,016,007		3,016,007		3,016,007
Athletics											473,161		473,161		473,161
University Advancement											247,959		247,959		247,959
Finance											3,210,446		3,210,446		3,210,446
College Wide											0		0		0
Sub Total of Revenues											**35,475,161**	**0**	**35,475,161**	**0**	**35,475,161**
Academic Affairs	10,982,206		10,982,206		10,982,206	1,625,143		1,625,143		1,625,143	12,607,349	0	12,607,349	0	12,607,349
Student Affairs	1,675,662		1,675,662		1,675,662	5,795,001		5,795,001		5,795,001	7,470,663	0	7,470,663	0	7,470,663
President's Area	632,443		632,443		632,443	2,980,794		2,980,794		2,980,794	3,613,237	0	3,613,237	0	3,613,237
Athletics	1,052,056		1,052,056		1,052,056	462,144		462,144		462,144	1,514,200	0	1,514,200	0	1,514,200
University Advancement	785,109		785,109		785,109	183,843		183,843		183,843	968,952	0	968,952	0	968,952
Finance	4,005,061		4,005,061		4,005,061	3,552,290		3,552,290		3,552,290	7,557,351	0	7,557,351	0	7,557,351
College Wide	0		0		0	1,700,000		1,700,000		1,700,000	1,700,000	0	1,700,000	0	1,700,000
Sub Total of Expenses	**19,132,537**	**0**	**19,132,537**	**0**	**19,132,537**	**16,299,216**	**0**	**16,299,216**	**0**	**16,299,216**	**35,431,753**	**0**	**35,431,753**	**0**	**35,431,753**
Grand Total											**43,408**	**0**	**43,408**	**0**	**43,408**

West Virginia State University Board of Governors
Finance Committee
Budget Report
May 8, 2020

IX. Purpose
To provide an update on status of the University's budget as of March 31, 2020.

X. Background
This is a report to compare the YTD actual revenue and expenses against the annual budget projections.

XI. Discussion
Presentation of various highlights to Board members.

XII. Recommendation(s)
Information.

University Budget - All Funds

FY 2020 Budget / Actual Expenditures 03/31/2020

	Salaries & Benefits						Supplies & Other Services						Total						Notes	
	FY20 Budget	Budget Reduction	Revised FY20 Budget	Fiscal YTD Actual	Difference	%	FY20 Budget	Budget Reduction	Revised FY20 Budget	Fiscal YTD Actual	Difference	%	FY20 Budget	Budget Reduction	Revised FY20 Budget	Fiscal YTD Actual	Difference	Actual %		Target % 75.00%
State Appropriations													11,342,512	0	11,342,512	7,599,483	3,743,029	67.00%		-8.00%
E&G Tuition													10,522,368	0	10,522,368	7,677,193	2,845,175	72.96%		-2.04%
Academic Affairs													3,296,243	0	3,296,243	3,542,907	(246,664)	107.48%		32.48%
Student Affairs													6,147,958	0	6,147,958	4,629,794	1,518,164	75.31%		0.31%
President's Area													3,181,160	0	3,181,160	2,778,202	402,957	87.33%		12.33%
Athletics													662,144	0	662,144	435,944	226,200	65.84%		-9.16%
University Advancement													247,685	0	247,685	82,595	165,090	33.35%		-41.65%
Finance													3,394,628	0	3,394,628	2,389,717	1,004,912	70.40%		-4.60%
College Wide													0	0	0	0	0	#DIV/0!		#DIV/0!
Sub Total of Revenues													**38,794,698**	**0**	**38,794,698**	**29,135,835**	**9,658,863**	75.10%		0.10%
Academic Affairs	11,143,793	(345,458)	10,798,335	9,471,383	1,326,952	87.71%	1,675,471	(51,940)	1,623,531	929,529	694,002	57.25%	12,819,264	(397,398)	12,421,866	10,400,913	2,020,954	83.73%		8.73%
Student Affairs	1,882,159	(58,347)	1,823,812	1,515,951	307,862	83.12%	6,567,932	(203,606)	6,364,326	4,359,272	2,005,054	68.50%	8,450,091	(261,953)	8,188,138	5,875,222	2,312,916	71.75%		-3.25%
President's Area	737,595		737,595	418,930	318,665	56.80%	4,104,739		4,104,739	1,971,189	2,133,551	48.02%	4,842,335	0	4,842,335	2,390,119	2,452,216	49.36%		-25.64%
Athletics	1,173,264	(36,371)	1,136,893	960,452	176,441	84.48%	462,144	(14,326)	447,818	460,011	(12,193)	102.72%	1,635,408	(50,697)	1,584,711	1,420,463	164,248	89.64%		14.64%
University Advancement	873,748		873,748	559,439	314,309	64.03%	211,643		211,643	141,981	69,662	67.08%	1,085,391	0	1,085,391	701,420	383,972	64.62%		-10.38%
Finance	3,568,397	(110,620)	3,457,777	2,755,029	702,748	79.68%	4,216,949	(130,725)	4,086,224	2,582,312	1,503,912	63.20%	7,785,346	(241,345)	7,544,001	5,337,341	2,206,660	70.75%		-4.25%
College Wide	0		0	30,791	(30,791)	#DIV/0!	1,700,000	(52,700)	1,647,300	771,570	875,730	46.84%	1,700,000	(52,700)	1,647,300	802,361	844,939	48.71%		-26.29%
Sub Total of Expenses	**19,378,957**	**(550,796)**	**18,828,161**	**15,711,975**	**3,116,186**	**83.45%**	**18,938,878**	**(453,297)**	**18,485,581**	**11,215,863**	**7,269,719**	**60.67%**	**38,317,835**	**(1,004,093)**	**37,313,742**	**26,927,838**	**10,385,905**	**72.17%**		**-2.83%**
Grand Total													**476,863**	**1,004,093**	**1,480,956**	**2,207,997**	**(727,041)**			

West Virginia State University
Auxiliary Account Activity for March 2020
Fund 4612

Fund Number	Fund Name	6/30/2019 Fund Balance	3/31/2020 Fund Balance	FY 20 Net Activity
2361	Student Union Operation	(899,056)	(1,299,947)	$ (400,891.48)
2371 - 2374	Housing	(4,645,424)	(4,706,403)	$ (60,978.46)
2381	Dining Food Services	1,699,917	1,945,701	$ 245,783.50
2800	Athletics Current	(2,001,013)	(2,467,821)	$ (466,808.19)
2801 - 2980	Athletic Enhancement Funds	(1,327)	(1,327)	
2580	Faculty Housing	38,282	86,009	$ 47,726.29
2562	Parking	(133,982)	(121,039)	$ 12,942.91
2511	Bookstore	6,001,058	6,787,102	$ 786,044.68
	Fund 4612 Balance	**$ 58,456**	**$ 222,275**	$ 163,819
	Balance in All Funds Report		222,275	

FY20 Actual Talking Points

As of 3/31/20

	FY20 March 2020	FY19 March 2019	Difference
State Appropriations	7,599,483	6,607,031	992,452
E&G Tuition	7,677,193	9,188,581	(1,511,387)
Academic Affairs	3,542,907	2,509,537	1,033,370
Student Affairs	4,629,794	4,448,079	181,715
President's Area	2,778,202	1,101,817	1,676,386
Athletics	435,944	487,830	(51,886)
University Advancement	82,595	79,381	3,214
Finance	2,389,717	2,284,309	105,408
College Wide	0	0	0
Sub Total of Revenues	29,135,835	26,706,563	2,429,271
Academic Affairs	10,400,913	9,440,442	960,471
Student Affairs	5,875,222	5,818,414	56,809
President's Area	2,390,119	1,529,694	860,424
Athletics	1,420,463	1,101,908	318,555
University Advancement	701,420	655,412	46,008
Finance	5,337,341	5,723,810	(386,469)
College Wide	802,361	1,302,881	(500,520)
Sub Total of Expenses	26,927,838	25,572,560	1,355,278
Grand Total	2,207,997	1,134,003	1,073,994

West Virginia State University Board of Governors
Finance Committee
Accounts Payable Update
May 8, 2020

I. Purpose
To provide an update on status of the University's outstanding invoices payable as of March 31, 2020.

II. Background
This information was requested by members of the Finance Committee.

III. Discussion
Presentation of invoices payable by vendor and the change in payables from same time previous month and year.

IV. Recommendation(s)
Information.

Accounts Payable as of 3/31/2020
Vendor List - Alpha Order

Vendor Legal Name	March 2020
AM PHYSICAL SOCIETY Total	870.00
AUTOMOTIVE RENTALS INC Total	4,052.81
BELINDA FULLER Total	238.00
Cengage Learning Total	3,105.00
CORBETT INC Total	10,181.05
GCA SERVICES GROUP Total	474,974.99
GRAND VIEW SYSTEMS INC Total	1,081.21
IATSE LOCAL 271 LABOR CTR LLC Total	1,383.14
LIFE TECHNOLOGIES CORP Total	1,971.00
MBS TEXTBOOK EXCHANGE INC Total	39,171.50
Merchants Fleet Total	12,266.40
MIDWEST LIBRARY SERVICE Total	18,759.78
Millcraft Total	3,909.95
NEBRASKA BOOK CO INC Total	15,588.04
Neon Entertainment Total	2,580.00
NEWTECH SYSTEMS INC Total	12,472.49
NITRO CONSTRUCTION SERVICES INC Total	64,748.74
OCLC Total	670.85
Otis Elevator Total	8,614.00
Pangea Group Total	79.17
Peyton, Mariann C Total	150.00
PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC Total	7,935.72
SCIENCE FIRST Total	2,633.28
STUDIMO Total	2,100.00
THOMPSON HOSPITALITY SERVICES LLC Total	1,709,182.71
Tops Products Total	1,260.18
TURNITIN LLC Total	16,231.08
WEST VIRGINIA STATE UNIVERSITY RESEARCH AND DEVELOPMENT CORP Total	12,569.67
WILLIAMS & FUDGE INC Total	2,710.10
WV ASSOC OF REGIONAL COLLEGES & UNIVERSITIES Total	12,000.00
WV OUTDOOR Total	3,350.00
WV STATE UNIV FOUNDATION INC Total	3,047.44
WVNET Total	348,156.70
XEROX CORPORATION Total	492.22
Total	**2,798,537.22**

Accounts Payable as of 3/31/2020
Vendor List - Monthly Variance by Vendor

Vendor Legal Name	March 2020		Vendor Legal Name	February 2020		Difference
AM PHYSICAL SOCIETY Total	870.00		AM PHYSICAL SOCIETY Total	870.00		0.00
			APPALACHIAN POWER CO Total	81,431.37		(81,431.37)
AUTOMOTIVE RENTALS INC Total	4,052.81		AUTOMOTIVE RENTALS INC Total	4,711.44		(658.63)
			BB & T Total	5,786.40		(5,786.40)
BELINDA FULLER Total	238.00		BELINDA FULLER Total	238.00		0.00
Cengage Learning Total	3,105.00		Cengage Learning Total	3,105.00		0.00
CORBETT INC Total	10,181.05		CORBETT INC Total	10,181.05		0.00
			CRAIG MOORE Total	102.36		(102.36)
			DIGITAL ASSURANCE CERTIFICATION LLC Total	3,250.00		(3,250.00)
			DIRECT ENERGY BUSINESS MARKETING LLC Total	5,702.06		(5,702.06)
			DUNBAR SANITARY BOARD Total	3,328.65		(3,328.65)
			ELECTRONIC SPECIALTY COMPANY Total	66,834.00		(66,834.00)
			Frito Lay Total	221.16		(221.16)
			FRONTIER Total	763.62		(763.62)
GCA SERVICES GROUP Total	474,974.99		GCA SERVICES GROUP Total	542,828.56		(67,853.57)
GRAND VIEW SYSTEMS INC Total	1,081.21		GRAND VIEW SYSTEMS INC Total	1,081.21		0.00
			HF GROUP LLC Total	174.21		(174.21)
			HUNTINGTON NATIONAL BANK Total	8,813.29		(8,813.29)
IATSE LOCAL 271 LABOR CTR LLC Total	1,383.14		IATSE LOCAL 271 LABOR CTR LLC Total	1,383.14		0.00
LIFE TECHNOLOGIES CORP Total	1,971.00		LIFE TECHNOLOGIES CORP Total	1,971.00		0.00
			MALCOM BERNARD HBCU COLLEGE FAIR OF NJ Total	350.00		(350.00)
MBS TEXTBOOK EXCHANGE INC Total	39,171.50		MBS TEXTBOOK EXCHANGE INC Total	39,171.50		0.00
Merchants Fleet Total	12,266.40		Merchants Fleet Total	6,400.00		5,866.40
MIDWEST LIBRARY SERVICE Total	18,759.78		MIDWEST LIBRARY SERVICE Total	22,648.34		(3,888.56)
Millcraft Total	3,909.95		Millcraft Total	110.48		3,799.47
			MORGANTOWN PRINTING & BINDING Total	7,844.42		(7,844.42)
			MOUNTAINEER GAS CO Total	3,536.36		(3,536.36)
NEBRASKA BOOK CO INC Total	15,588.04		NEBRASKA BOOK CO INC Total	17,373.33		(1,785.29)
Neon Entertainment Total	2,580.00		Neon Entertainment Total	2,580.00		0.00
NEWTECH SYSTEMS INC Total	12,472.49		NEWTECH SYSTEMS INC Total	12,472.49		0.00
			NICOLE L SNUFFER Total	1,000.00		(1,000.00)
NITRO CONSTRUCTION SERVICES INC Total	64,748.74		NITRO CONSTRUCTION SERVICES INC Total	64,748.74		0.00
OCLC Total	670.85		OCLC Total	4,633.10		(3,962.25)
Otis Elevator Total	8,614.00		Otis Elevator Total	8,614.00		0.00
Pangea Group Total	79.17		Pangea Group Total	79.17		0.00
			PEOPLEWORK SOLUTIONS INC Total	416.67		(416.67)
			Pepsi Total	558.32		(558.32)
Peyton, Mariann C Total	150.00		Peyton, Mariann C Total	150.00		0.00
PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC Total	7,935.72		PITNEY BOWES Total	3,200.64		4,735.08
			REGROUP Total	6,877.00		(6,877.00)
SCIENCE FIRST Total	2,633.28		SCIENCE FIRST Total	2,633.28		0.00
			SEGRA Total	5,395.28		(5,395.28)
			SILLING ASSOCIATES INC Total	29,247.01		(29,247.01)
STUDIMO Total	2,100.00		STUDIMO Total	2,100.00		0.00
			TEXAS BOOK CO Total	745.30		(745.30)
THOMPSON HOSPITALITY SERVICES LLC Total	1,709,182.71		THOMPSON HOSPITALITY SERVICES LLC Total	1,633,909.34		75,273.37
Tops Products Total	1,260.18		Tops Products Total	1,260.18		0.00
TURNITIN LLC Total	16,231.08		TURNITIN LLC Total	16,231.08		0.00
WILLIAMS & FUDGE INC Total	2,710.10		WILLIAMS & FUDGE INC Total	8,857.75		(6,147.65)
WV ASSOC OF REGIONAL COLLEGES & UNIVERSITIES Total	12,000.00					12,000.00
			WV CENTER FOR AFRICAN AMERICAN ART AND CULTURE INC Total	210.00		(210.00)
WV OUTDOOR Total	3,350.00		WV OUTDOOR Total	8,375.00		(5,025.00)
WV STATE UNIV FOUNDATION INC Total	3,047.44		WV STATE UNIV FOUNDATION INC Total	5,595.39		(2,547.95)
WVNET Total	348,156.70		WVNET Total	348,156.70		0.00
WEST VIRGINIA STATE UNIVERSITY RESEARCH AND DEVELOPMENT CORP Total	12,569.67		WVSU RESEARCH & DEVELOPMENT CORP Total	52,373.41		(39,803.74)
XEROX CORPORATION Total	492.22		XEROX CORPORATION Total	29,563.99		(29,071.77)
Total	**2,798,537.22**		**Total**	**3,090,194.79**		(291,657.57)

AGING SUMMARY Month to Month Variance	March 2020		February 2020	Difference
Over 300	899,298.21	Over 300	771,678.44	127,619.77
120 - 299 days	1,083,913.74	120 - 299 days	1,037,818.87	46,094.87
90 - 119 days	191,379.36	90 - 119 days	240,826.57	(49,447.21)
60 - 89 days	346,539.26	60 - 89 days	251,818.37	94,720.89
0 - 59 days	277,406.65	0 - 59 days	788,052.54	(510,645.89)
Total	**2,798,537.22**	**Total**	**3,090,194.79**	**(291,657.57)**

Accounts Payable as of 3/31/2020
Vendor List - Yearly Variance by Vendor

Vendor Legal Name	March 2020	Vendor Legal Name	March 2019	Difference
		AMERICAN CHEMICAL SOCIETY Total	28,610.00	(28,610.00)
AM PHYSICAL SOCIETY Total	870.00			870.00
		APPALACHIAN POWER CO Total	89,374.13	(89,374.13)
		Apple Total	2,356.00	(2,356.00)
AUTOMOTIVE RENTALS INC Total	4,052.81	AUTOMOTIVE RENTALS INC Total	5,145.41	(1,092.60)
BELINDA FULLER Total	238.00			238.00
		BB & T Total	6,420.72	(6,420.72)
Cengage Learning Total	3,105.00			3,105.00
		CHEMICAL ABSTRACTS SERVICE Total	4,985.00	(4,985.00)
CORBETT INC Total	10,181.05			10,181.05
		D & H DISTRIBUTING CO Total	1,626.36	(1,626.36)
		DELL MARKETING LP Total	4,419.59	(4,419.59)
		DIGITAL ASSURANCE CERTIFICATION LLC Total	250.00	(250.00)
		EBSCO Total	8,188.00	(8,188.00)
		ELECTRONIC SPECIALTY COMPANY Total	39,820.00	(39,820.00)
		FERGUSON ENTERPRISES INC Total	603.84	(603.84)
		FRITO LAY Total	164.49	(164.49)
		FRONTIER Total	7,813.80	(7,813.80)
GCA SERVICES GROUP Total	474,974.99	GCA SERVICES GROUP Total	401,292.68	73,682.31
		GLOBAL PERSPECTIVE SPEAKERS & EVENTS Total	10,750.00	(10,750.00)
GRAND VIEW SYSTEMS INC Total	1,081.21			1,081.21
		HIGHER LEARNING COMMISSION Total	3,400.00	(3,400.00)
		HUNTINGTON NATL BANK Total	4,897.24	(4,897.24)
IATSE LOCAL 271 LABOR CTR LLC Total	1,383.14	IATSE LOCAL 271 LABOR CTR LLC Total	579.64	803.50
		INFINIT TECHNOLOGY SOLUTIONS Total	4,559.73	(4,559.73)
		INSTITUTE VFD Total	3,200.00	(3,200.00)
		Intoprint Total	35.00	(35.00)
		KELLIE TOLEDO Total	137.50	(137.50)
LIFE TECHNOLOGIES CORP Total	1,971.00			1,971.00
		LUMOS NETWORKS LLC Total	283.67	(283.67)
		MAGNETSTREET Total	1,864.85	(1,864.85)
		MAXIMUM PROMOTIONS INC Total	4,847.04	(4,847.04)
MBS TEXTBOOK EXCHANGE INC Total	39,171.50	MBS TEXTBOOK EXCHANGE INC Total	65,799.52	(26,628.02)
		MCGRAW HILL GLOBAL EDUCATION HOLDINGS LLC Total	217.40	(217.40)
Merchants Fleet Total	12,266.40			12,266.40
MIDWEST LIBRARY SERVICE Total	18,759.78			18,759.78
Millcraft Total	3,909.95			3,909.95
		MORGANTOWN PRINTING & BINDING Total	6,505.00	(6,505.00)
		MOUNTAIN EAST CONFERENCE INC Total	4,000.00	(4,000.00)
		MOUNTAINEER GAS CO Total	8,372.92	(8,372.92)
NEBRASKA BOOK CO INC Total	15,588.04			15,588.04
Neon Entertainment Total	2,580.00			2,580.00
		NEUMANN FINANCE COMPANY Total	2,321.44	(2,321.44)
NEWTECH SYSTEMS INC Total	12,472.49			12,472.49
NITRO CONSTRUCTION SERVICES INC Total	64,748.74			64,748.74
		NOAH PHILLIPS Total	32.82	(32.82)
OCLC Total	670.85			670.85
Otis Elevator Total	8,614.00			8,614.00
Pangea Group Total	79.17			79.17
		PEARSON EDUCATION INC Total	3,709.20	(3,709.20)
		PEOPLEWORK SOLUTIONS INC Total	833.34	(833.34)
Peyton, Mariann C Total	150.00			150.00
PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC Total	7,935.72	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC Total	3,167.70	4,768.02
				0.00
		RAWLINGS SPORTING GOODS CO INC Total	3,068.00	(3,068.00)
		RESERVE OIL & GAS INC Total	14,767.27	(14,767.27)
		ROBIN L TABOR Total	111.00	(111.00)
		SANITARY BD CITY OF DUNBAR Total	5,041.08	(5,041.08)
SCIENCE FIRST Total	2,633.28			2,633.28
STUDIMO Total	2,100.00	STUDIMO Total	2,100.00	0.00
		The Eric Ryan Corp Total	692.31	(692.31)
THOMPSON HOSPITALITY SERVICES LLC Total	1,709,182.71	THOMPSON HOSPITALITY SERVICES LLC Total	1,644,308.89	64,873.82
Tops Products Total	1,260.18			1,260.18
TURNITIN LLC Total	16,231.08			16,231.08
WEST VIRGINIA STATE UNIVERSITY RESEARCH AND DEVELOPMENT CORP Total	12,569.67			12,569.67
WILLIAMS & FUDGE INC Total	2,710.10	WILLIAMS & FUDGE INC Total	9,605.97	(6,895.87)
WV ASSOC OF REGIONAL COLLEGES & UNIVERSITIES Total	12,000.00			12,000.00
		WV AM WATER CO Total	24,837.28	(24,837.28)
WVNET Total	348,156.70	WNNET Total	290,153.89	58,002.81
WV OUTDOOR Total	3,350.00	WV OUTDOOR Total	5,025.00	(1,675.00)
WV STATE UNIV FOUNDATION INC Total	3,047.44	WV STATE UNIV FOUNDATION INC Total	2,547.95	499.49
XEROX CORPORATION Total	492.22	XEROX CORP Total	15,034.72	(14,542.50)
Total	**2,798,537.22**	**Grand Total**	**2,747,877.39**	**50,659.83**

AGING SUMMARY Month to Month Variance	March 2020		March 2019	Difference
Over 300	899,298.21	Over 300	1,202,202.36	(302,904.15)
120 - 299 days	1,083,913.74	120 - 299 days	438,984.45	644,929.29
90 - 119 days	191,379.36	90 - 119 days	226,204.90	(34,825.54)
60 - 89 days	346,539.26	60 - 89 days	284,418.06	62,121.20
0 - 59 days	277,406.65	0 - 59 days	596,067.62	(318,660.97)
Total	**2,798,537.22**	**Total**	**2,747,877.39**	**50,659.83**

West Virginia State University Board of Governors
Finance Committee
Accounts Receivable Update
May 8, 2020

I. Purpose
To provide an update on status of the University's student receivables as of March 31, 2020.

II. Background
This information was requested by members of the Finance Committee.

III. Discussion
Presentation of summary information as to how much students owe the University.

IV. Recommendation(s)
Information.

Accounts Receivable Summary
Trend Data
As of March 31, 2020

AS Of March 31, 2020	Total Tuition Assessed to Student Accounts	Total Receivable	% of Tuition Uncollected	Number of Student Accounts with Balances Due	Average Balance
Fall 2017	7,960,355	$ 192,910	2%	336	$ 574
Spring 2018	7,282,877	$ 157,111	2%	254	$ 619
Summer 2018	616,175	$ 17,339	3%	9	$ 1,927
Total		**$ 367,360**		**599**	
Change from Prior Year		$ (53,209)		(123)	
Fall 2018	8,009,528	$ 219,589	3%	388	$ 566
Spring 2019	8,044,582	$ 173,205	2%	349	$ 496
Summer 2019	660,779	$ 52,171	8%	49	$ 1,065
Total		**$ 444,965**		**786**	
Change from Prior Year		(426,640)		(1,169)	
Fall 2019	8,398,868	$ 356,937	4%	1,010	$ 353
Spring 2020	7,936,681	$ 968,359	12%	1,595	$ 607
Summer 2020		$ -		0	
Total		$ 1,325,296		2,605	
Change from Prior Year		1,325,296		2,605	

AS Of March 31, 2019	Total Tuition Assessed to Student Accounts	Total Receivable	% of Tuition Uncollected	Number of Student Accounts with Balances Due	Average Balance
Fall 2017	7,960,355	$ 213,961	3%	391	$ 547
Spring 2018	7,287,521	$ 182,650	3%	319	$ 572
Summer 2018	618,071	$ 23,958	4%	12	$ 1,996
Total		**$ 420,569**		**722**	
Fall 2018	7,614,416	$ 312,691	4%	743	$ 420
Spring 2019	7,128,142	$ 558,914	8%	1212	$ 461
Summer 2019		$ -			
Total		**$ 871,605**		**1,955**	
Fall 2019		$ -		0	
Spring 2020		$ -		0	
Summer 2020		$ -		0	
Total		**$ -**		0	

West Virginia State University Board of Governors
Finance Committee
Faculty Housing Update
May 8, 2020

I. Purpose
To provide an update on status of the University's Faculty Housing as of March 31, 2020.

II. Background
This information was requested by members of the Finance Committee.

III. Discussion
Presentation of summary information for prior fiscal years and YTD info for current fiscal year.

IV. Recommendation(s)
Information.

West Virginia State University
Faculty Housing Summary

	FY20 as of 3/31/20	**FY19**	**FY18**	**FY17**	**FY16**	**FY15**	**FY14**	**FY13**
Beginning Cash	169,122.65	125,406.01	94,494.86	46,294.23	31,815.18	21,491.58	65,635.65	20,093.62
Revenue	101,476.43	96,718.06	72,653.04	102,078.42	97,964.89	104,137.76	106,350.35	143,268.48
Expense	39,859.44	53,001.42	41,741.89	53,877.79	83,485.84	93,814.16	150,494.42	97,726.45
Ending Cash	230,739.64	169,122.65	125,406.01	94,494.86	46,294.23	31,815.18	21,491.58	65,635.65

2 Vacant homes

AGENDA
West Virginia State University Board of Governors
Institutional Advancement Committee
Via Zoom
May 8, 2020

1. Call to Order, Chair Charles E. Jones, Jr., presiding

2. Roll Call, Committee Clerk

3. Verification of Appropriate Notice of Public Meeting — Action

4. Review and Approval of Meeting Agenda — Action

5. Review and Approval of Minutes of Previous Meeting — Action

6. Committee Recommendations and Reports — Information

   a. Report from Athletic Director Nate Burton

   b. Third Quarter Gift Report

   c. Retooling Programs for the Current Environment

      i Communications & Marketing

      ii. Alumni Engagement

      iii. Fundraising

8. Next Meeting Date – June 11, 2020

9. Adjournment

Join Zoom Meeting
https://zoom.us/j/993243513
Meeting ID: 993 243 513

Dial by your location
+1 646 558 8656 US
Meeting ID: 993 243 513

Agenda prepared by Patricia Schumann, Administrator, Institutional Advancement Committee, April 17, 2020.

MEETING MINUTES
West Virginia State University Board of Governors
Institutional Advancement Committee
Erickson Alumni Center, Grand Hall
February 6, 2020
10:00 a.m. – 10:30 a.m.

1. **Call to Order and Roll Call**
   Governor Charles E. Jones, Jr. called the meeting of the Institutional Advancement Committee to order at 10:10 a.m.

2. **Administrative Clerk (Maria Drake) called the roll.**

   Members Present: Governor Charles E. Jones, Jr., Governor Katherine Dooley, Governor Mark Davis, Governor Kenneth Gray, Governor Ryan Kendrick, Governor William Lipscomb, Governor James Payne, Governor Ann Brothers Smith, and Governor Frank Vaughan

   Members Absent: Governor E. Gail Pitchford, Governor Mark Kelley, Governor Deja Smoot

   Others Present: Dr. Anthony L. Jenkins, WVSU President; Patricia Schumann, Vice President for University Advancement, Communications & Marketing; Nate Burton, Athletic Director

3. **Verification of Appropriate Notice of Public Meeting**
   Governor Jones announced verification of appropriate notice of the meeting.

4. **Review and Approval of Meeting Agenda**
   Governor Gray moved approval of the Agenda; the motion was seconded by Governor Dooley. Motion carried.

5. **Review and Approval of Minutes of the Previous Meeting**
   Governor Davis moved approval of the minutes for the December 13, 2019 meetings; the motion was seconded by Governor Dooley. Motion carried.

6. **Committee Recommendations and Reports**
   a. **Report from Athletic Director**
      Nate Burton, Athletic Director, presented the Athletic report: As of December 31, we have raised roughly $241,186. We had a good January, so we are in a solid position to meet our goal of $500,000 for this fiscal year. Friday of last week we announced a $450,000 project to turf the infield at Cal Bailey field and the outfield of the Lady Jackets softball field. The project is 100 percent privately funded, and we currently have 75 percent of the cost committed. For the remainder of this year, we will focus on raising the balance needed for that project as well as reaching the $500,000 goal for program support. As of 4 or 5 years ago, our department was raising just over $130,000 annually, and now we have doubled that in six months. Our annual costs for the conference are dues of $25,000 and fees for officials of approximately $48,000, for an estimated total of $73,000 per year. The officials' fees might fluctuate depending on how many games are played. The donations made to the athletic department are reflected in the foundation giving report; the non-charitable revenue, i.e., concession stand revenue or camp fees, is not included. In the report, the charitable contributions raised to date are $106,313 and non-charitable contributions are $134,873, resulting in a total of $241,186 raised. The funds raised are used for expenses such as equipment, travel, conference dues and other needs within the

department and supporting our student athletes. Scholarships come from the university for athletes in the form of an academic waiver. The university supports athletic scholarships in the amount of $1.8 million. Mr. Burton will report on the number of students who benefit from athletic scholarships at the next meeting.

New Staff
Patricia Schumann, Vice President for University Advancement, Communications & Marketing, introduced new staff: Chris Price, Executive Director of Major and Planned Gifts, and Tara Sweeney, Administrative Assistant.

b. Fundraising Updates

i. Second Quarter Gift Report

Ms. Schumann presented the second quarter gift report, which compares fundraising performance as of December 31, 2019 with performance as of December 31, 2018.

Revenue Financial Report FY2019/2020 – First Two Quarters

	FY2019	FY2020
Revenue – New Pledges	$186,893	$147,700
Revenue – New Cash Gifts	$413,552	$545,522
Gross Revenue–All Cash	$1,136,636	$1,187,756

Percentage of Revenue by Donor Type

	FY2019	FY2020
Organizations	4%	10%
Friends of the University	32%	34%
Foundations	6%	4%
Businesses	22%	21%
Alumni	36%	31%

The number of donors has increased from 822 in FY2019 to 902 in FY2020.

Our goal for this fiscal year is $2.5 million in new gifts and pledges, so we have a lot of work to do between now and June 30. During January we received two gifts of $25,000 and another gift of $35,000, which will be included in the third quarter gift report on March 31. Several major gifts and grants are in the pipeline, and Dr. Jenkins stated that we will also be receiving a $750,000 grant for the 1890 Scholarship.

ii. Tower Club

Ms. Schumann presented a report on the Tower Club, a monthly giving program that recognizes gifts of $18.91 per month or higher. We started the Tower Club two years ago. During the first two quarters of FY2019, 60 donors gave a total of $19,040. During the first two quarters of FY2020, 76 donors gave $28,698. This growth supports our goal of broadening our base of support. Donors may participate in this program through monthly credit card charges or a direct debit from their bank account. In addition, many staff and faculty give through payroll deduction. Tower Club gifts may be designated for any fund; gifts that are not designated go to the WVSU Fund.

iii. Giving Tuesday

Giving Tuesday was very successful thanks to a matching challenge gift of $25,000 from alumnus Fred Thomas. One hundred and five donors contributed $26,280; with the match from Mr. Thomas the total was $51,280. Donations were matched according

to individual donor designations, and the largest designations were WVSU Fund with $9,415, Athletics with $3,955, and the Atlanta Chapter Scholarship with $3,125.

iv. Step Up for State Challenge

The Step Up for State Battle of the Decades Challenge, which ran from Homecoming through December 31, 2019, raised $201,393, and attracted 138 new alumni donors. This was our first social media-based fundraising campaign. The 1960's decade won the battle of the decades with $47,690 in donations and the 1970's was second with $30,286 raised. The largest group overall was Friends (non-alumni) group, which contributed $84,244. This highlights the importance of Friends, particularly in the Kanawha Valley. Gifts were designated according to the wishes of the donors.

c. Upcoming Events

Ms. Schumann highlighted several upcoming events. Delegate Larry Rowe will be doing a talk and book signing this evening as part of Black History Month. WVSU Day at the Capitol is February 21. The Black & Gold Gala will be held April 3. WVSU Cares Day will be April 18. The WVSU National Alumni Association's 25th National Conference will be held in Baltimore April 22-26. Ms. Schumann also highlighted the WVSU Alumni and Friends Seven Night Mexican Rivera Cruise to be held June 19-26, 2021.

7. Next Meeting Date – May 8, 2020

8. Adjournment

Governor Dooley moved for adjournment; the motion was seconded by Governor Lipscomb. With there being no further business, the meeting adjourned at 10:53 a.m.

Approved by:

Patricia J. Schumann

Patricia Schumann
Vice President for University Advancement, Communication, and Marketing

Respectfully Submitted by – Maria Drake, Institutional Advancement Administrative Clerk, February 17, 2020

West Virginia State University Board of Governors
Institutional Advancement Committee
Athletic Director's Report
May 8, 2020

I. Purpose

Provide an update of gifts to Athletics and strategies for meeting FY2020 goals.

II. Background

In FY2019, Athletics set a new record with $430,000 raised in support of athletic programs and student athletes. Although this is well above the average in the Mountain East Conference, fundraising must continue to grow to fund current programs and future progress.

III. Discussion

The report provides an update of funds received during FY2020, with $326,216 raised as of March 31. Although the program was on track to reach the FY2020 goal of $500,000, the COVID-19 pandemic has resulted in the suspension of athletic competitions for the remainder of the semester and has compromised fundraising activities.

IV. Recommendation

This report is presented for information.

FY2020 Fundraising for Athletics

Giving as of March 31, 2020

Charitable Contributions
$169,601

Non-Charitable Contributions (Sponsors, camps, etc.)
$156,615

Total
$326,216

Fundraising in the Current Environment

The COVID-19 pandemic came just as Athletics was preparing to launch a significant campaign targeting former athletes during a “week of giving” in late March. Although we were essentially on track to meet our fundraising goal prior to that time, the suspension of that campaign, along with the cancellation of all athletic events for the remainder of the semester, will lead to a significant shortfall in revenue for FY2020.

Athletics staff are currently focused on staying connected with student athletes and donors, recruiting students for the next academic year, and planning for the resumption of athletic activities in accordance with NCAA guidelines.

West Virginia State University Board of Governors
Institutional Advancement Committee
Third Quarter Giving Report
May 8, 2020

I. Purpose
Provide an update of new gift commitments and revenue for the first three quarters of fiscal year 2020.

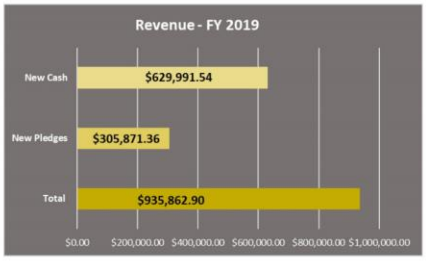
II. Background
This dashboard synthesizes information about revenue, new gift commitments and donors for the first three quarters of FY2020 compared with the same period in FY2019.

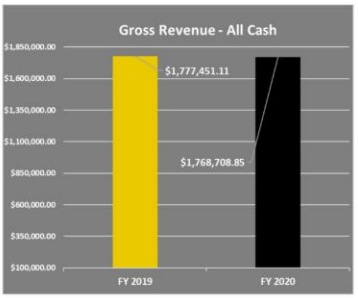
III. Discussion
The report shows a decline in new pledges for the period, but an increase in new cash gifts. Total new gifts for FY2020 were slightly behind FY2019 for this first time this fiscal year. The cancellation of the Black & Gold Gala and suspension of most fundraising activities in mid-March were factors in this decrease, and will have a profound impact on year-end totals. Gross revenue, which includes revenue from current commitments as well as payments on pledges made in previous fiscal years, was off just slightly compared with last year. The number of donors is up this year, with most of the gain having come from the success of the fall annual giving campaigns, Step Up for STATE and the Giving Tuesday matching challenge.

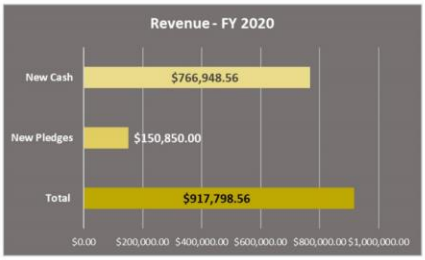
IV. Recommendation
This report is presented for information.

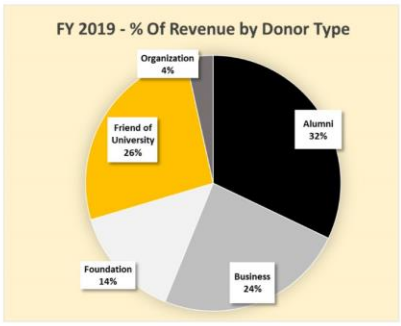
WVSU Foundation

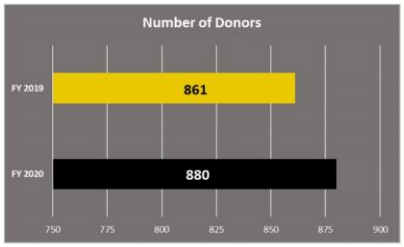
Revenue Financial Report
FY2020/FY2019
First Three Quarters

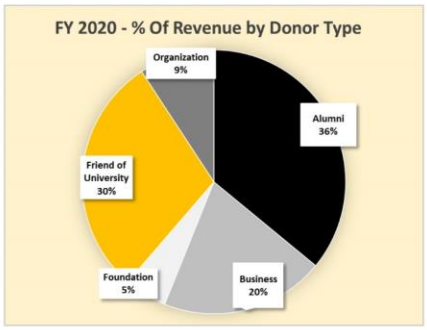












West Virginia State University Board of Governors
Institutional Advancement Committee
Retooling Programs for the Current Environment
May 8, 2020

I. Purpose
Provide information about activities and progress in Communications & Marketing, Alumni Engagement and Fundraising.

II. Background
This report provides information about the department's initiatives in response to the COVID-19 pandemic as well as plans to navigate the coming year as the nation emerges from the pandemic.

III. Discussion
As COVID-19 swept across the nation, and West Virginia State University followed public health guidelines to ensure the safety of students and employees, University Advancement, Communications & Marketing moved quickly to respond to the need for information, outreach, and alternative ways of engaging with University constituents. The cancellation of in-seat classes and events, the need for effective, frequent communications, and a commitment to support students, alumni and friends, led to a significant retooling of University Advancement, Communications & Marketing programs in direct response to the crisis. The department is also developing plans to support the University's success in the future.

IV. Recommendation
This report is presented for information.

Retooling Programs for the Current Environment

University Advancement, Communications & Marketing has launched a number of initiatives to respond effectively to the COVID-19 pandemic and to help position the University for success in the future.

Response During the Pandemic

Communications & Marketing

- In collaboration with offices across campus, Communications & Marketing launched a Coronavirus page on the website on March 11, 2020. As of April 16, the page had received almost 10,000 page visits, making it the second most visited page on the University website behind the homepage.
- The WVSU Emergency Assistance Fund page, launched on April 8, had almost 800 page views as of April 16.
- Social Media has become a critical means of staying in contact with people.
    - Facebook – 12,327 followers now
    - Twitter – 5,051 followers now
    - Instagram – 2,174 followers now
- Video messages from President Jenkins shared on social media included a campus coronavirus response message, a message to May graduates as well as planned messages for employee recognition ceremony, Arbor Day and others.
- Social media has also been positive platform to share ways the University has supported the community in this pandemic, with stories shared about glove donations from the College of Natural Sciences & Mathematics to CAMC and Professor Josh Martin using 3-D printer technology to make masks for the National Guard both garnering high numbers of social media.
- Earned media for March 11, 2020, through April 16, 2020 was very strong in the West Virginia market with 110 earned media mentions. Stories most cited by multiple outlets included the naming of Dr. R. Charles Byers the University's interim president, the University's donation of lab gloves to CAMC, and the University changes to the admissions requirements for Fall 2020.

Alumni Engagement

- The WVSU National Alumni Association (NAA) National Conference was cancelled and rescheduled for April 21-25, 2021 in Baltimore, Maryland. The planning and fundraising for the National Conference has continued, and sponsorships are still coming in.
- Through active engagement with NAA leadership, Alumni Relations is supporting and encouraging alumni chapters across the country.
- Alumni Relations is maintaining an active social media presence, sharing news from the University and fellow alumni.
- Alumni Relations is reaching out personally to alumni who are not active on social media.

Fundraising

- The Eighth Annual Black & Gold Gala was cancelled and rescheduled for April 8, 2021. Thanks to the generous response from honorees, sponsors and patrons, the WVSU Foundation was able to retain $72,000 in gross revenue. After expenses, the net revenue for this year is $64,000. A portion of net revenue has been allocated for the WVSU Emergency Assistance Fund.
- Like institutional advancement programs across the nation, WVSU has suspended most major gift and annual giving fundraising for the remainder of the fiscal year. The Foundation continues to work with foundations who are still accepting applications, though many are on a modified schedule or redirecting funds to direct response to the pandemic.
- WVSU Foundation launched a campaign on April 8 to support students through the WVSU Emergency Assistance Fund, the WVSU Food Pantry and the WVSU Scholarship Fund. During the first week, approximately $10,000 in new gifts were received and combined with $10,000 in proceeds from the Black & Gold Gala to create an initial $20,000 in assistance available to students. During the same period, 126 requests for assistance were received from students through the online application. Fundraising continues as the Foundation seeks to provide assistance to as many students as possible. Sharing stories through social media about the impact of gifts is an important tool in inspiring new gifts.
- Staff members are reaching out to donors and community partners personally, focusing on supporting them and sharing news from the University and the ways the University is supporting students and serving as a resource for the community and the region during this difficult time.

Preparing for the Future

Communications & Marketing

- Recognizing that strong reliance on digital media is likely to continue beyond the immediate crisis, Communications & Marketing will continue to enhance investment in online and social media platforms as a part of its media mix.
- Communications & Marketing is playing a significant role in support of the conversion to virtual platforms for Admissions, New Student Orientation and Campus Events.

Alumni Engagement

- Alumni Relations is moving forward with plans for Homecoming 2020 and is prepared to address modifications to programs in response to public health guidelines that may be in place at that time.
- Alumni Relations is staying in close contact with alumni chapters and groups who typically host events throughout the year, providing guidance and support as they anticipate changes to the way they meet and do their work.

Fundraising

- Advancement staff are closely monitoring news from peer institutions and taking advantage of resources through the Council for the Advancement and Support of Education (CASE) and other organizations to stay up to date on emerging trends in philanthropic support.
- Through a series of strategic planning sessions, Advancement staff are laying the groundwork for robust programs in annual giving, major gifts and planned giving, keeping in mind that the economic impact of the pandemic will linger. Messaging will focus on the importance of supporting student success and highlighting WVSU's role in enhancing the economic opportunity and quality of life of those it serves.

AGENDA
West Virginia State University Board of Governors
Recruitment and Retention Committee
Erickson Alumni Center, Grand Hall
Thursday, May 8, 2020

1.	Call to Order and Roll Call – E. Gail Pitchford presiding	
2.	Verification of Appropriate Notice of Public Meeting	Action 1
3.	Review and Approval of Meeting Agenda	Action 2
4.	Nomination and Election of Committee Chair	Action 3
5.	Review and Approval of Minutes of the Previous Meeting	Action 4
6.	University Recommendations and Reports	Information

a. Recruitment
b. Retention

7. Next Meeting Date – *June 11, 2020*

8. Adjournment

Agenda prepared by – Rhonda Brogan, Recruitment and Retention Committee Clerk, April , 2020

MEETING MINUTES
West Virginia State University Board of Governors
Recruitment and Retention Committee
Erickson Alumni Center, Grand Hall
Thursday, February 6, 2020
10:30 a.m. – 11:00 a.m.

1. **Call to Order and Roll Call** Mr. Kenneth Gray called the Recruitment and Retention Committee meeting to order at 10:58 a.m.

   Members Present: Ms. Katherine Dooley, Mr. Mark Davis, Mr. Kenneth Gray, Mr. Charles E. Jones, Jr., Mr. William Lipscomb, Mr. James Payne, Dr. Ann Brothers Smith, and Dr. Frank Vaughan

   Members Absent: Mr. Mark Kelley, Mrs. E. Gail Pitchford, Ms. Deja Smoot

2. **Verification of Appropriate Notice of Public Meeting**
   Presiding Officer, Mr. Kenneth Gray asked for a motion to approve the Verification of Appropriate Notice of Public Meeting. Mr. Mark Davis made the motion. Mr. William Lipscomb seconded the motion; motion carried.

3. **Review and Approval of Meeting Agenda**
   Mr. Kenneth Gray asked for a motion to approve the agenda. Mr. Charles E. Jones, Jr. made the motion. Mr. Mark Davis seconded the motion; motion carried.

4. **Review and Approval of Minutes of the Previous Meeting**
   Mr. Kenneth Gray asked for a motion of approval for the previous meeting minutes. Mr. Kenneth Jones made the motion. Mr. Mark Davis seconded the motion; motion carried.

5. **University Recommendations and Reports**

   5.1 <u>Recruitment</u>

   Dr. Underdue Murph presented the Spring 2020 Preliminary Enrollment by Classification comparison for Spring 2020 and Spring 2019. Dr. Underdue Murph stated the Spring 2019 comparative headcount and full-time equivalency enrollment for undergraduate, graduate, and dual enrollment/collaborative figures are fluid until the 30th Day Snapshot that occurs on February 24, 2020. The respective departments in the divisions of Academic Affairs, Business and Finance, and Enrollment Management and Student Affairs are still assisting students with financial and academic issues for them to register for the Spring 2020 semester. Dr. Underdue Murph further stated that students registered and enroll into West Virginia State University twice a year – in the Spring and Fall. A challenge for all higher education instructions is that students can chose to leave 365 days out of the year for either financial or personal reason which causes enrollment to fluctuate. Over the past two years we have implemented strategies to retain our continuing student population that has resulted in an overall Fall to Spring retention rate of 92% as of January 27, 2020.

Dr. Underdue Murph presented the Spring 2020 Preliminary New by Classification as of January 27, 2020, 10th Day Snapshot. Dr. Underdue Murph stated we have enrolled 26 new freshmen which exceeded the target goal of 25. She also stated we enrolled 79 new transfer students, which also exceeded the target goal of 75.

The Graduate Program Coordinator, Dr. Mickey Blackwell established a target goal of 25 new graduate students and only 16 enrolled for Spring 2020.

Dr. Underdue Murph present the Spring 2020 Recruitment Strategies and Outcomes. A new strategy utilized to re-engage freshmen admitted in Fall 2019 was to use the National Clearing House database to identify students that are not enrolled at another university that resulted in 15 new freshmen for Spring 2020. Another strategy implemented to impact enrollment will be the Return to Learn to be initiated that will target adult learners to complete their degree at West Virginia State University. An extension of this strategy will be to develop partnerships with local businesses who offer their employees tuition assistance to further their education.

A continuation of a strategy implementation in Fall 2018 to impact transfer students Spring enrollment was to strengthen relationships with our top feeder community and technical colleges that include: Bridge Valley Community and Technical College, Mountwest Community and Technical College, New River Community and Technical College, and Southern West Virginia Community and Technical College by frequent visits to visit with the transfer coordinators.

A new strategy implemented for the Office of Undergraduate Admissions was to host its inaugural Transfer Night Open House. The attendance for the event was marginal due to an unforeseen challenge with the United States Postal Service bulk mail. A new strategy implemented to enhance community college relations was the hire of a Senior Admission Recruiter Transfer Coordinator.

Mr. James Taylor, Director of Academic Educational Outreach, stated there were no specific strategies to recruit students for Spring. Mr. Taylor stated two new target counties to recruit potential student will be Roane and Fayette counties. Mr. Frank Vaughan asked what was been done to enroll Early Enrollment students at West Virginia State University? Mr. Taylor stated we need to show the students they are valued. He also stated that he has collaborated with the Office of Registration and Records to offer the Early Enrollment students the ability to use MyDegree. Access to MyDegree, will allow Early Enrollment students to track credits they have completed toward a major. He also suggested to provide Early Enrollment students with a West Virginia State University student ID card. Dr. Ann Brothers Smith expressed concern about the limited scholarships available to students. Mr. Taylor explained the Loyalty Tuition Program is available to Early Enrollment students who have completed six credit hours or more are guaranteed tuition freeze for four years.

Dr. Mickey Blackwell, Graduate Program Coordinator, stated that there is opportunity to grow the graduate program. He stated that currently each program is responsible for marketing and recruiting students for their graduate degrees. Dr. Blackwell stated that he recently received a budget to create recruitment materials and will work with our Communications and Marketing Department to create brochures. Dr. Blackwell further stated that there is a need for graduate housing and has shared this concern with Dr. Jenkins and Dr. Byers, his ideas have been dismissed.

Dr. Underdue Murph stated we need to develop and sustain bold and innovative strategies to recruit undergraduate and graduate students to West Virginia State University. For example, since Bluefield State College does not offer master degree programs West Virginia State University can enter into an articulation agreement with this institution to recruit their undergraduate students for our graduate degree programs.

Dr. Underdue Murph presented a graph titled "West Virginia Four-Year Public Colleges and Universities." The graph illustrates that West Virginia University enrollment declined by 2.50% and Marshall University has increased by 0.30% over a four-year period and bother of these institutions have more resources than West Virginia State University and still were impacted with enrollment challenges.

Dr. Underdue Murph stated that external challenges impact enrollment. For example, West Virginia Senate Bill 1 offers free tuition to students that enrolled in community and technical tuition for students. Fall 2019 the community and technical colleges had a 9% increase in freshmen enrollment, this equates to 3000 new freshmen students and normally many of these freshmen students would enrolled at West Virginia State University.

5.2 Retention

Dr. Underdue Murph presented the First-Time Full-Time Retention Rate for 2015-2018. The Fall 2018 cohort retention rate was 61%. This was a 6% increase compared to the Fall 2017 cohort of 55%. Dr. Underdue Murph stated the retention strategies was orchestrated by Dr. Shannon McGhee and included the collective efforts of staff, faculty, deans, and administrators in Enrollment Management and Student Affairs, Academic Affairs, Business and Finance, and Athletics.

Dr. Underdue Murph further presented Fall to Spring Retention Rate by classification as of January 27, 2020 that indicates an undergraduate retention rate of 92%, graduate retention rate of 97% and an overall retention rate of 92%.

Ms. Jameelah Means, Director of Undergraduate Admissions, attended the Deans Council meeting to refine a strategy to enhance faculty involvement with recruitment. First, the Deans will share the local high school visit with their respective faculty and sign up with Ms. Means to join recruiters on visits. Second, each college has been given a recruitment bag with materials for visits at conferences they may attend.

A robust discussion between Mr. Kenneth Gray, Mr. Frank Vaughn, Dr. Ann Brothers Smith, and Ms. Katherine Dooley about how recruitment is a campus wide initiative that includes faculty, staff, students and administrators who together can make a real impact.
Ms. Katherine Dooley acknowledged Dr. Shannon McGhee, Director of Retention and Student Success, for her leadership with retention initiatives. Also to Ms. Jameelah Means for her presence at the Martin Luther King celebration to distribute recruitment materials to prospective students.

Dr. Underdue Murph acknowledged the Office of Financial Aid for their hard work and efforts to ensure our students and their parents receive guidance throughout the financial aid process.

Next Meeting Date May 8, 2020

6. **Adjournment**

With there being no further business, Mr. Kenneth Gray requested a motion to adjourn. Ms.

Katherine Dooley made the motion. Mr. Charles E. Jones Jr. second the motion; motion carried and the meeting adjourned at 11:42 a.m.

Respectfully Submitted by Mrs. Rhonda Brogan, Recruitment and Retention, Committee Clerk February 13, 2020.

2-13-20

Dr. Yvette Underdue Murph
Vice President of Enrollment Management and Student Affairs

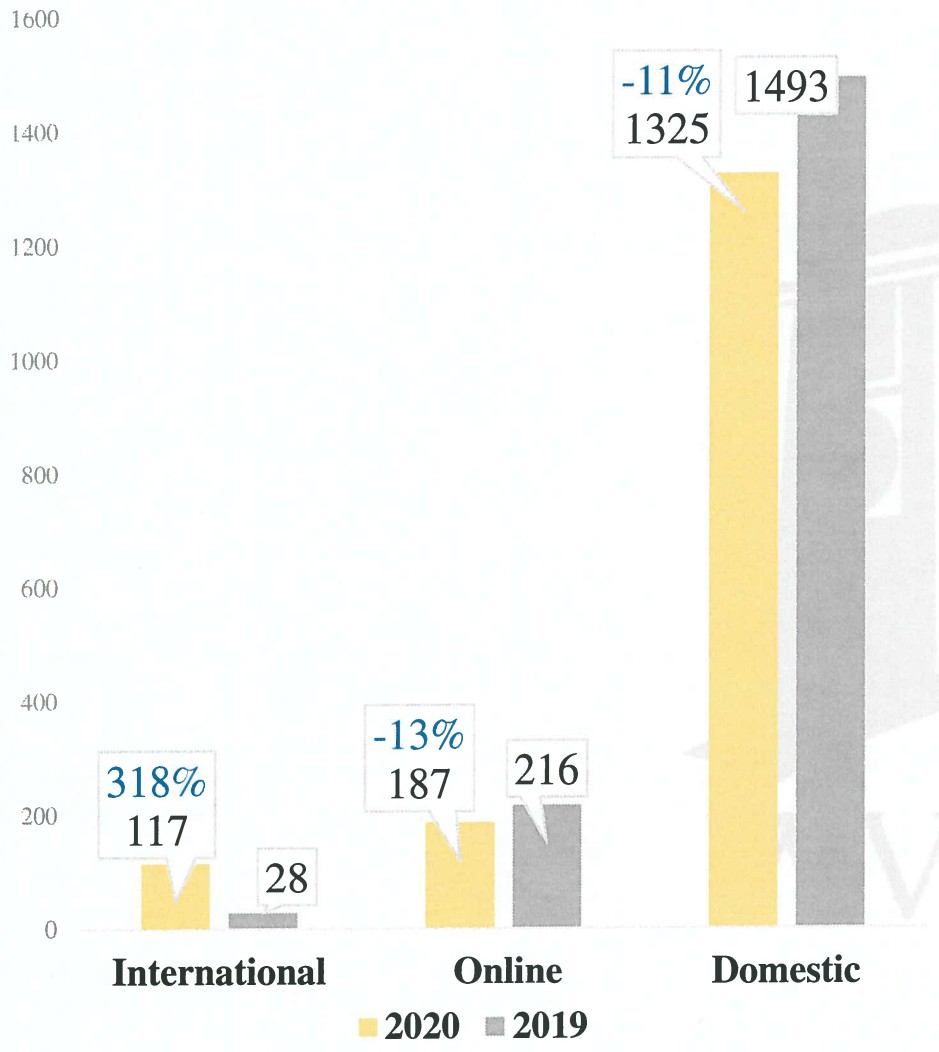
Date

Board of Governor's
Recruitment and Retention Committee

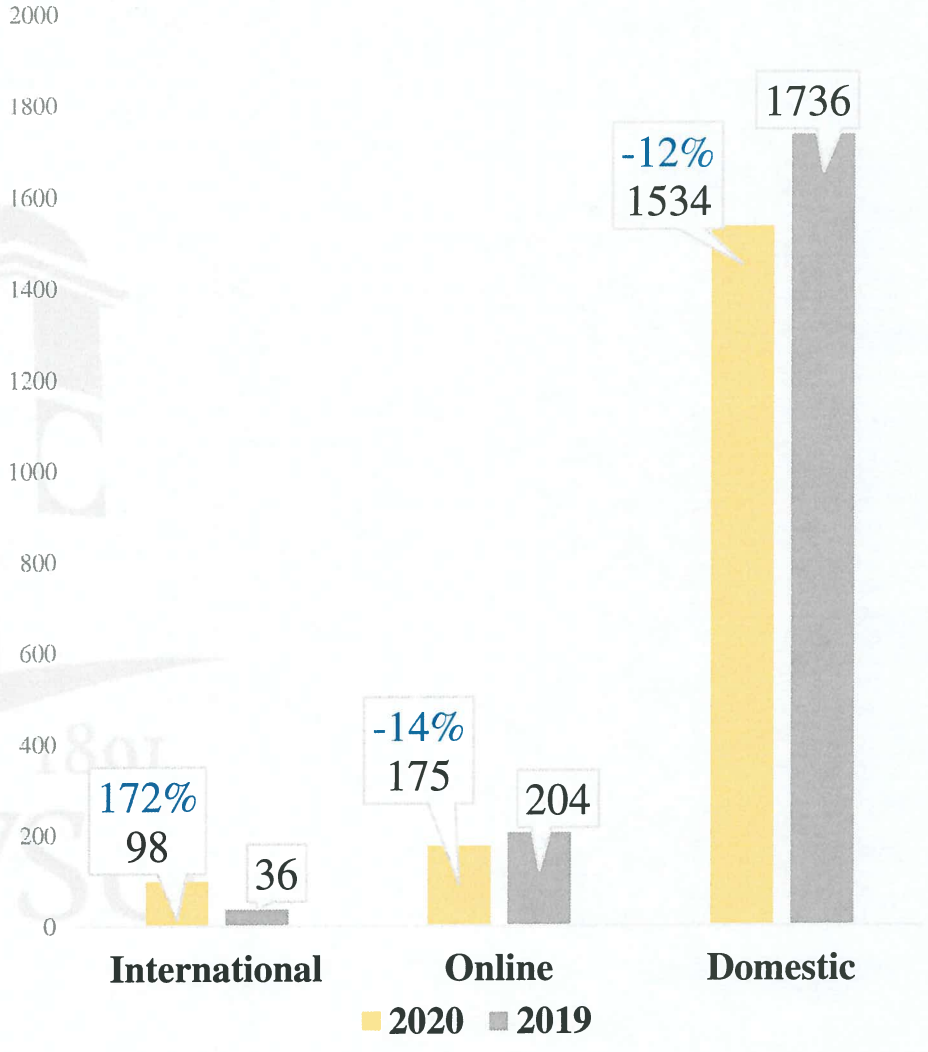
May 8, 2020

The Division of Enrollment Management and Student Affairs

Spring 2020 30th Day Census
Undergraduate Headcount

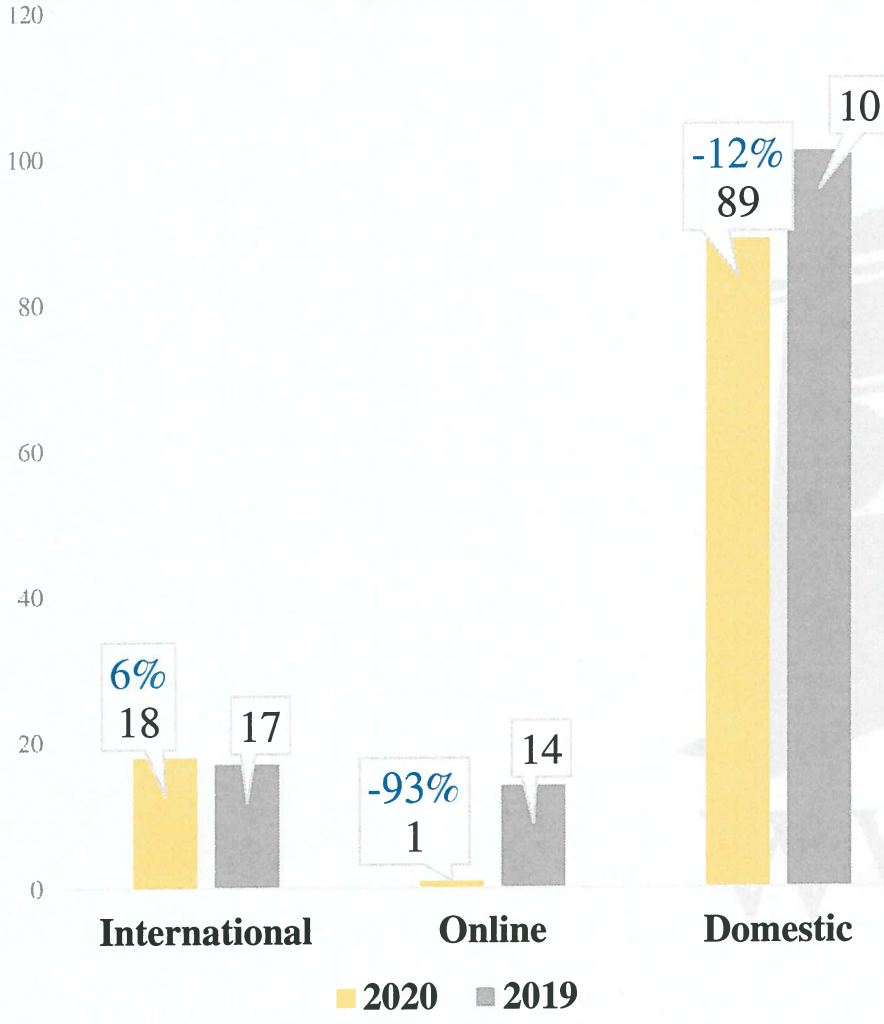


Spring 2020 30th Day Census
Undergraduate FTE

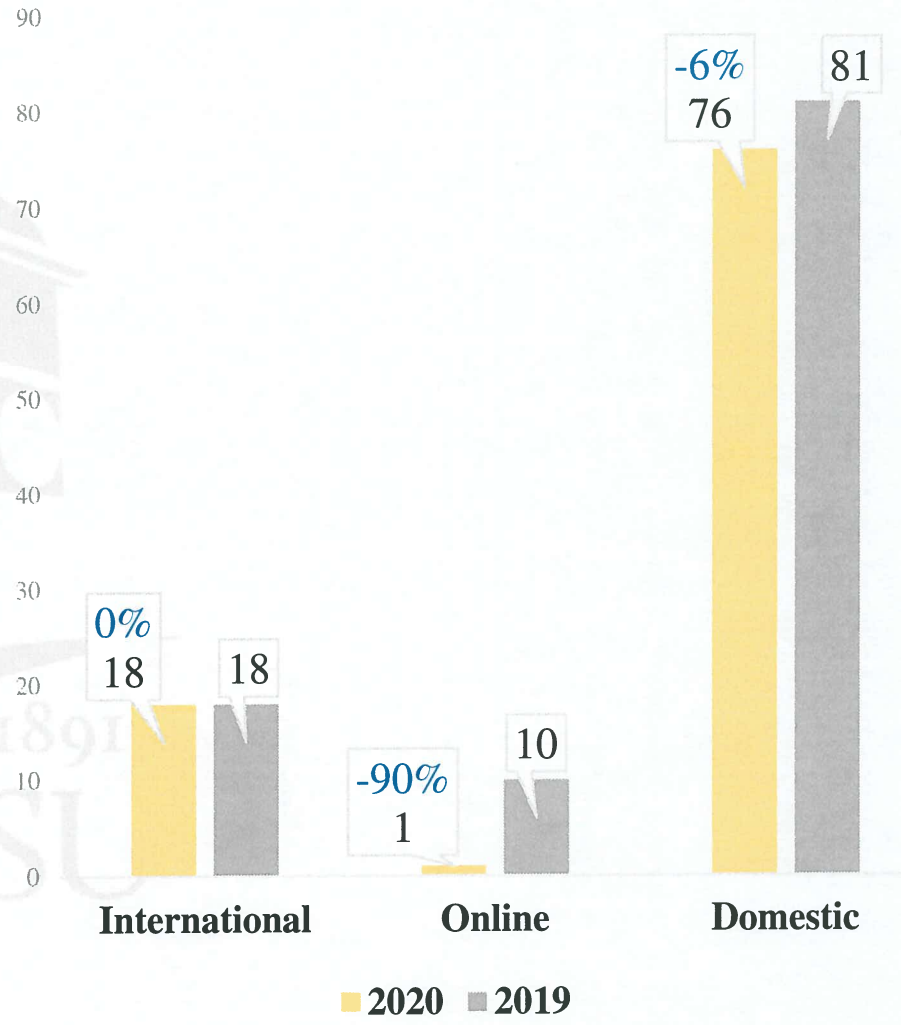


WEST VIRGINIA STATE UNIVERSITY

Spring 2020 30th Day Census
Graduate Headcount



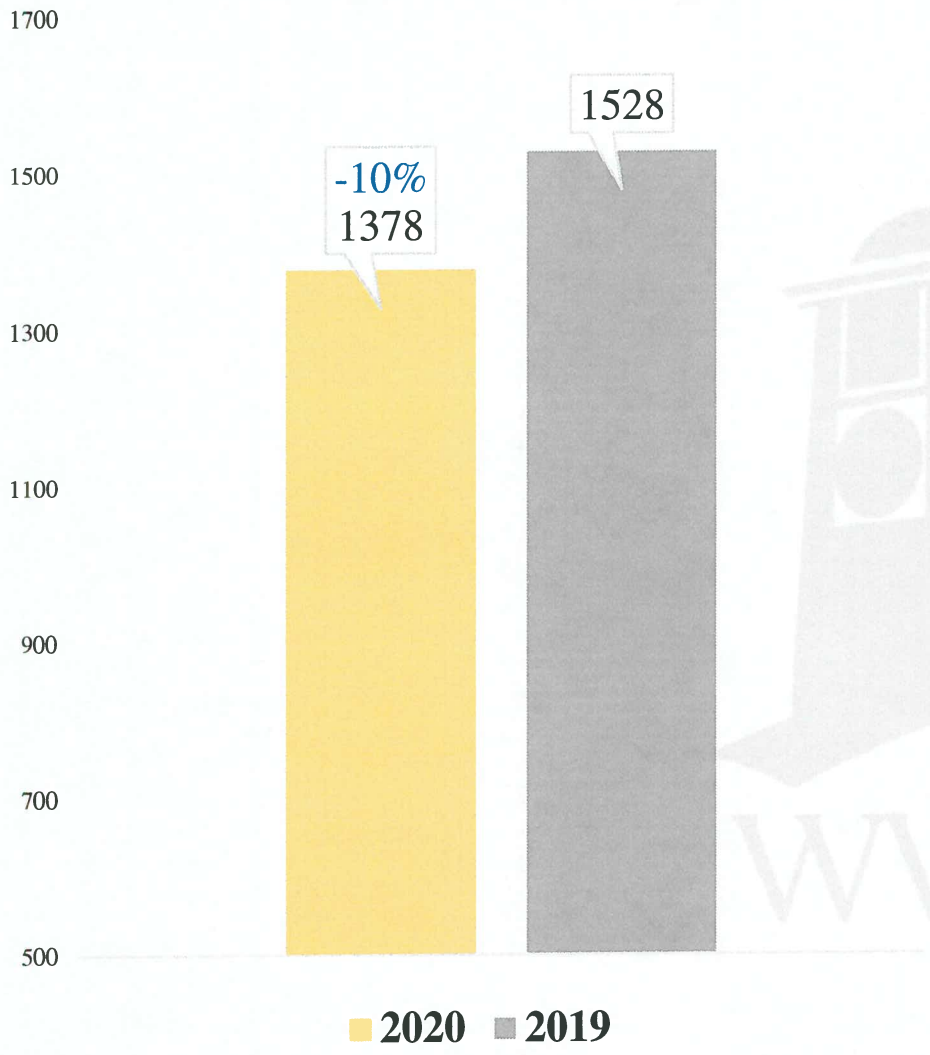
Spring 2020 30th Day Census
Graduate FTE



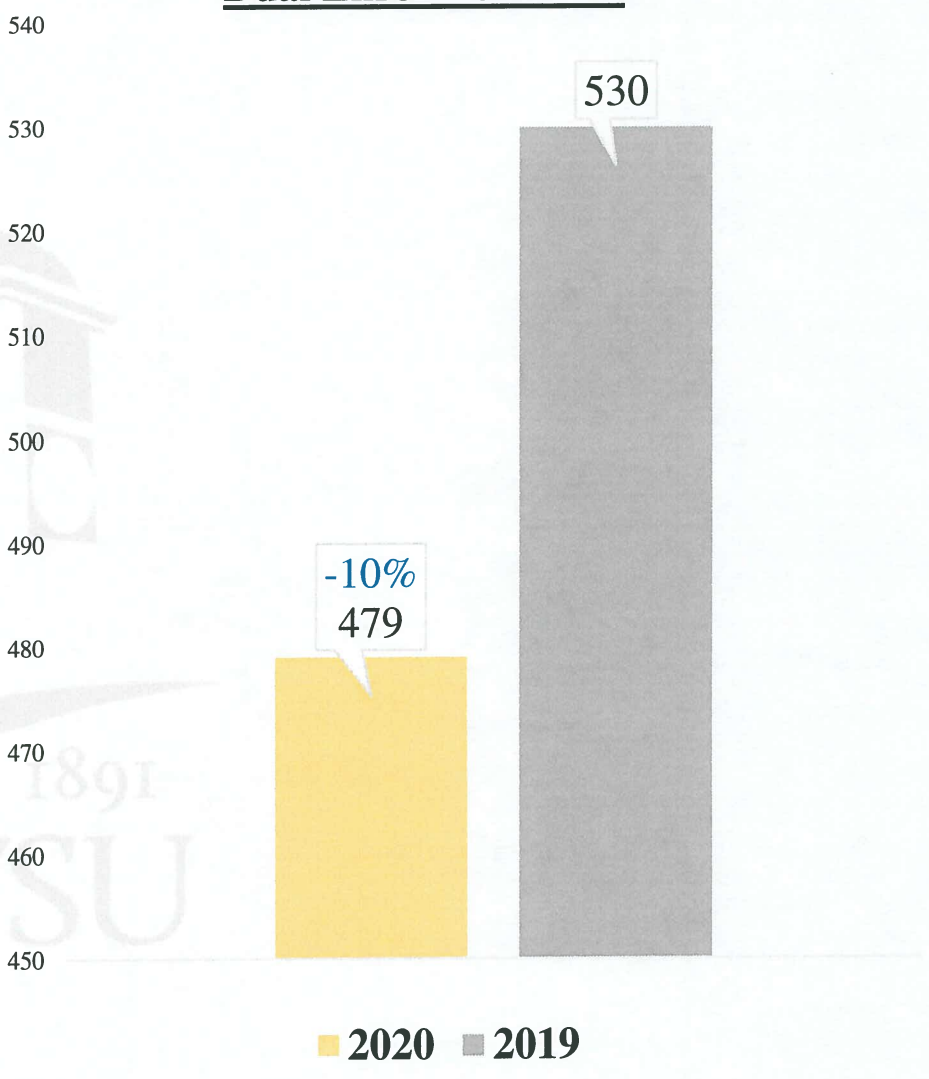
WEST VIRGINIA STATE UNIVERSITY

www.wvstateu.edu

Spring 2020
Dual Enrollment Headcount



Spring 2020
Dual Enrollment FTE



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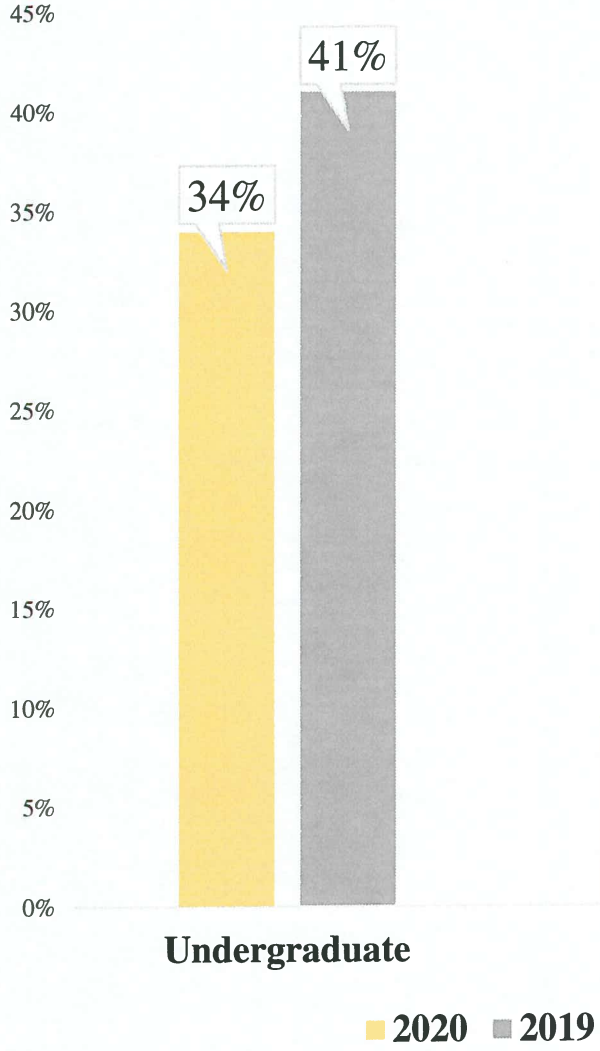
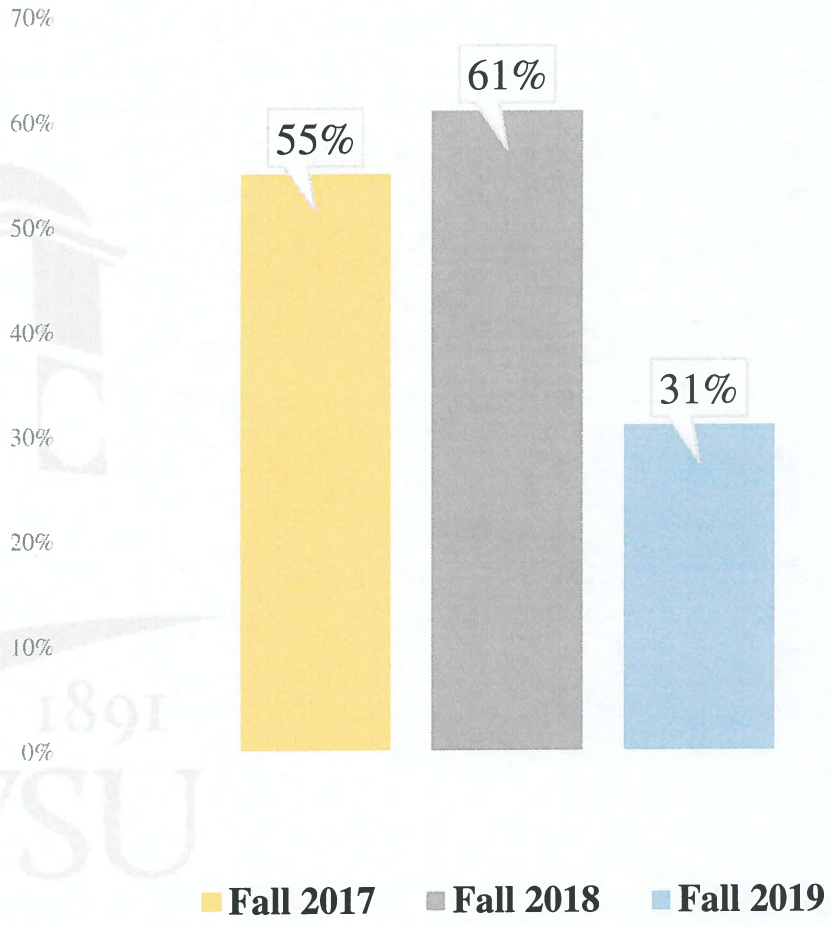
Fall 2020 Continuing Student Enrollment
As of April 14, 2020



First-Time Full-Time Freshman Cohort Retention Rate
As of April 14, 2020



Adaptations Implemented to Delivery of Student Services
During the COVID-19 Pandemic

Undergraduate Admissions

- Virtual Campus Tours
- Online View Book
- Video Messaging from Admissions Recruiters
- Black College Virtual Expo April 17, 2020
- Transfer Virtual College Fair April 22, 2020
- Career and Transfer Virtual Fair April 23, 2020

Counseling and Accessibility Services

- Telehealth Counseling Services
- WVSU Food Pantry – Online requests and designated pick-up
- Peer Recovery – Virtual meetings three times a week

Career Services

- Virtual job search readiness sessions
- Virtual individual career counseling session
- Online career and personality inventories

Adaptations Implemented to Delivery of Student Services
During the COVID-19 Pandemic

Retention and Student Success

- Virtual tutoring and supplemental instruction
- Distance learning video modules, including an Orientation to Online Learning
- Remote learning resources available within Achieve for students and faculty

Student Life and Engagement

- Virtual New Student Orientation Program – Implementation Phase One: 4/17/20
- Virtual competitive games, tournaments, discussions and chat groups
- Netflix watch parties with student virtual movie reviews
- Social Media student engagement: TikTok, Instagram and Snapchat challenges
- Video messaging to engage students to participate in virtual programming and activities

Housing and Residence Life

- Residence Hall accommodations given to international and domestic students unable to return to home locations due extenuating circumstances
- Resident personal effects safely stored in residence hall room until retrieval

Adaptations to Delivery of Student Services
During the COVID-19 Pandemic

Student Financial Services

- Remote packaging and awarding of new and continuing student financial aid
- Virtual financial aid awareness sessions for students and parents on FASFA process
- Administer CARES Act funds in compliance with Department of Education guidelines
- Administer WVSU Emergency Assistance Fund with University Advancement

International Student Services

- Remote processing and signing of SEVIS I-20
- Remote processing of student Affidavit of Support
- Remote administration Optional Practical Training (OPT)
- Virtual sessions with current students to ensure maintain appropriate status with Department of Homeland Security and US Customs Immigration Service
- Virtual International College Fair with Office of Undergraduate Admissions

Scholarships

- Implemented texting platform to augment email to new and continuing students
- Virtual Scholarship Portal training for staff and faculty to administer scholarships

WEST VIRGINIA STATE UNIVERSITY

AGENDA
West Virginia State University
BOARD OF GOVERNORS
May 8, 2020

1. Call to Order and Roll Call, Chair, Mr. Charles E. Jones, Jr., presiding
2. Verification of Appropriate Notice of Public Meeting
3. Review and Approval of Meeting Agenda — Action
4. Review and Approval of April 15, 2020, Meeting Minutes — Action
5. President's Report
6. Academic Policy Committee Recommendation — Action
    a. Academic Program Review for English, BA
    b. Academic Program Review for Biology, BS
7. Adhoc Bylaws and Policies Committee Recommendation — Action
    a. Intent to Draft Reduction In Force/Layoff Policy
8. Finance Committee Recommendation — Action
    a. FY2021 Tuition and Fees
    b. FY2021 Proposed Budget
9. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel, and Property Matters — Action
10. Approval of Presidential Search Timeline — Action
11. Approval of Interim President Contract — Action
12. Presentation by Board Chair Jones
13. Other Matters
14. Next Meeting Date- June 11, 2020
15. Adjournment

Agenda prepared by – DeNeia M. Thomas, Ph.D., Chief of Staff and Board Liaison,
April 28, 2020

Mission Statement: West Virginia State University will meet the higher education and economic development needs of the state and region through innovative teaching and applied research.

Board of Governors
West Virginia State University
Full Board

Date/Time: 5/8/2020 -- 12:00 PM
Location: Virtual Zoom
Zoom Meeting-Full Board meeting will follow the consecutive meetings of the Board Committees starting at 10:00AM for approximately 30 minutes each.
Join Zoom Meeting https://zoom.us/j/993243513 Meeting ID: 993 243 513
Purpose: Regular scheduled meeting of the Board
Notes:
Meeting was approved : 5/3/2020 7:32:17 PM

Mission Statement: West Virginia State University will meet the higher education and economic development needs of the state and region through innovative teaching and applied research.

Meeting Minutes
West Virginia State University Board of Governors
Zoom Conference Call
April 15, 2020

1. **Call to Order and Roll Call**
   Mr. Jones called the meeting to order at 1:30 p.m. and asked the clerk to call the roll.

   Members Present: Mr. Davis, Ms. Dooley, Mr. Gray, Mr. Jones, Mr. Kelley, Mr. Kendrick, Mr. Lipscomb, Mr. Payne, Mrs. Pitchford, Dr. Smith, Ms. Smoot, and Dr. Vaughan

2. **Verification of Appropriate Notice of Public Meeting**
   Mr. Jones announced the verification of Appropriate Notice of Public Meeting.

3. **Review and Approval of Meeting Agenda**
   Mrs. Pitchford motioned for approval of the meeting agenda, and Mr. Gray seconded the motion. The motion carried.

4. **Review and Approval of April 9, 2020 Meeting Minutes**
   Mrs. Pitchford motioned for approval of the minutes of the April 9, 2020 meeting. Dr. Smith seconded the motion, and the motion carried.

5. **Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel Matters**
   Dr. Smith motioned for approval to go into executive session under the authority of West Virginia Code §6-9A-4 to discuss legal, personnel matters. Mr. Kelley seconded the motion, and the motion carried.

   Mrs. Pitchford motioned to arise from the executive session and reconvene into the regular session. Ms. Dooley seconded the motion, and the motion carried. Mrs. Pitchford asked for the record to reflect that the Board only discussed items related to the topics listed, that no decisions were made in executive session, and no motions or votes were taken.

6. **Interim President Position**
   Dr. Smith moved that the Board of Governors appoint Dr. R. Charles Byers as Interim President of West Virginia State University until a new permanent president has been named. Dr. Vaughan seconded the motion. The motion carried by unanimous vote.

7. **Next Meeting Date**
   The next regular scheduled meeting of the Board will be held on May 8, 2020.

8. **Adjournment**
   With there being no further business, Dr. Vaughan motioned to adjourn the meeting. Mr. Davis seconded the motion, and the meeting adjourned at 3:08 p.m.

Respectfully submitted,

Katherine L. Dooley
Secretary

Approved:

_____
Charles E. Jones
Chair