

West Virginia State University

**West Virginia State University
Institute, West Virginia**

Dr. Anthony L. Jenkins, President
Dr. Orlando F. McMeans, Project Director

Comprehensive Development Plan

On July 1, 2016, West Virginia State University (WVSU) began a new era of leadership when Dr. Anthony Jenkins became the 11th President of the University. Student retention and graduation, high academic standards, research growth, community engagement, fundraising, and upgrading facilities continues to be the main institutional goals. In order to grow the University, a reaffirmation by the Board of Governors and Dr. Jenkins was made to push forward on each goal. The United States Department of Education's Title III approved funding will assist and play a significant role in obtaining these goals during this planning period.

Programs of additional emphasis to the 2017-2022 Comprehensive Development Plan (CDP) includes Science, Technology, Engineering Agriculture/Arts, and Math (STEAM) outreach, and community and economic development programs. There is a growing need in our region to meet increase demands in each of these areas.

The WVSU Comprehensive Development Plan traditionally is compiled with input from many constituent groups. Goals with objectives are set to cover a five-year period. Strategies are

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developed to achieve the desired outcomes for measured success. All of the planning and justification documents are presented to President Jenkins for final approval. After decades of fulfilling CDPs, Project Directors over time have garnered early support to continue in a positive direction for fulfilling institutional goals. Major changes will be reflected in our CDP in order to meet demands of our ever-changing curriculum, facility needs, and unintended challenges.

Vision 20/20 is West Virginia State University's "Roadmap for the Future". The goals and objectives in this 5-year strategic plan are congruent with and complement the programmatic areas of emphasis for the U.S. Department of Education Title III Part B, Strengthening Historically Black Colleges and Universities Program.

Key focus areas of this plan that are continued, include: (1) continuing to build the University's technology infrastructure, (2) Expanding the University's graduate programs, (3) increasing the library's electronic capacity and holdings to accommodate new undergraduate and graduate programs, (4) adding new academic undergraduate and graduate programs, (5) developing economic development programs, and (6) improving academic and student-centered assessment.

Abstract

Since 1988, West Virginia State University (WVSU) has benefited greatly as a Title III Part B institution. One of the most salient highlights of this U.S. Department of Education's investment in our University is the significant impact on first generation students. Their progress towards graduation, which still needs the support for academic and student services programs to make a positive difference in their lives. New programs are needed to adjust to the changing student

needs. As society changes, WVSU must remain current with innovation and new modes for reaching first generation students. Title III continues to make a difference in the lives of all of our students who will benefit from these programs.

The Office of Institutional Service of the United States Department of Education continues to evolve as it fulfills the intended Title III legislation to meet the needs for historically black institutions. New modes of operations, reassessment of evaluation, expanding legally allowable expenditures, and oversight will result in stronger programs that recognize the individual differences among institutions. Constant improvement by staffs at the federal level are providing change to strengthen institutions through greater collaboration, national meetings, more sharing of best projects/programs and practices among institutions, and frequent communication resulting in a stronger Title III Part B for all recipients.

The unpredictability of the local, state, and national economies has caused forecasting of budgets to become more uncertain from year to year. Although five-year planning is necessary and desirable, fiscal management of available resources from year to year often requires adjustments in planning, budgeting, and actual expenditures in fulfilling the CDP. Declining state support has forced an increase in student tuition and fees in order for institutions to maintain a balanced budget. Without Title III support, WVSU would not be able to make the advances needed to strengthen academic and student initiatives. Title III Part B continues to make a positive difference in students attaining their educational goals. This institution would not possess the resources to support many first-generation college students in their quest to make their lives and

this nation better. It is with this overview that we seek approval of this Comprehensive Development Plan.

Summary of the Institution's Planning Process

West Virginia State University has maintained strong planning processes since 1987. Proper planning has been our major strength. The University Strategic Plan sets goals to fulfill the institutional mission and Vision 20/20. Focus groups of students, faculty, staff, administrators, alumni, and community leaders comprise those who develop goals, objectives, and strategies for planning. The Comprehensive Development Plan (CDP) utilizes information from the strategic plan to provide needed direction for future projects and programs. Special projects that support and enhance areas of need are the focus of our Title III Part B Comprehensive Development Plan.

The development of the CDP for Part B seeks input from those who benefit directly throughout a grant period. Information obtained from Accountability Forms, assessment data, evaluation forms and outcome data determines the need to eliminate, alter or continue a project. Recommendations are presented during the annual CDP Workshop.

Administration of the Title III Part B Grant

The Activity Directors are the Vice Presidents (or their designee) for each of the below listed Administrative Areas. The Directors supervise the project directors in their areas.

Administrative Areas

1. Academic Affairs;

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2. Business and Finance;
3. Enrollment Management and Student Affairs;
4. Research and Public Service;
5. University Advancement; and
6. Program Administration

The CDP objectives will be achieved by monitoring programs and projects within each activity. Activity Directors meet as needed to ensure that each project strengthens opportunities to achieve goals. The major focus of each meeting is to review planned projects outcomes. The expenditure of funds according to plans becomes the responsibility of each Activity Director. Project Coordinators are directly accountable for fund expenditures, reports, and monitoring. The dedication of all personnel involved will make the difference in a program or projects success. Proper monitoring and adjustments will account for efficiency gains in Title III Part B.

Introduction

History of Title III

Title III of the Higher Education Act of 1965, as amended, Strengthening Historically Black Colleges and Universities (HBCU) Program authorizes a program of special assistance to strengthen the quality of developing institutions which have the desire and potential to make a substantial contribution to the higher education resources of the Nation, but as struggling for survival and are isolated from the main stream of academic life. Amendments to the Act have altered some of the elements of the program, but it remains basically as written, an instrument to provide assistance to institutions demonstrating a constructive effort to strengthen themselves.

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Under the Strengthening Historically Black Colleges and Universities Program, Part B, grants are awarded to HBCUs to assist in establishing and strengthening physical plants, academic programs, faculty and staff development, fiscal management and student services. The grant amount was based upon a statutory formula set forth in 608.31 of the regulations.

The purpose of Title IIIB is to provide financial assistance to establish or strengthen the physical plants, financial management, academic resources, and endowments of HBCUs.

Title III of the Higher Education Act of 1965, as amended, Strengthening Historically Black Colleges and Universities (HBCU) authorizes special assistant to strengthen the quality of developing institutions which have the desire and potential to make a substantial contribution to the higher education resources of the nation. Amendments to the Act have altered some elements of the program, but it remains as written – an instrument to provide assistance to institutions demonstrating a constructive effort to strengthen themselves.

Title III has funded project activities designed to help meet various strategic goals of the University. Activities that qualify for Title III funding for the current Comprehensive Development Plan 2017-2022 are:

- (1) Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional or research purposes. *
- (2) Construction, maintenance, renovation, and improvement in classroom, library, laboratory, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services. *
- (3) Support of faculty exchanges, faculty development and faculty fellowships to assist these faculty members in attaining advanced degrees in their fields of instruction.
- (4) Academic instruction in disciplines in which Black Americans are underrepresented.

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(5) Purchase of library books, periodicals, microfilm, and other educational materials, including telecommunications program materials. *

(6) Tutoring, counseling, and student service programs designed to improve academic success.

(7) Funds and administrative management, and acquisition of equipment for use in strengthening funds management.

(8) Joint use of facilities, such as laboratories and libraries.

(9) Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.

(10) Establishing or enhancing a program of teacher education designed to qualify students to teach in a public elementary or secondary school in the State that shall include, as part of the program, preparation for teacher certification. *

(11) Establishing community outreach programs that will encourage elementary and secondary students to develop the academic skills and the interest to pursue postsecondary education.

(12) Acquisition of real property in connection with the construction, renovation, or addition to or improvement of campus facilities.

(13) Education or financial information designed to improve the financial literacy and economic literacy of students or the students' families, especially with regard to student indebtedness and student assistance programs.

(14) Services necessary for the implementation of projects or activities that re described in the grant application and that are approved, in advance, by the secretary, except that not more than two percent of the grant amount may be used for this purpose.

(15) Other activities proposed in the application submitted pursuant to section 1063a of this title that –

(A) contribute to carrying out the purpose of this part; and

(B) are approved by the Secretary as part of the review and acceptance of such application.

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Activity 1 Narrative

Purchase, Rental, or Lease of Scientific or Laboratory Equipment for Educational Purposes,
Including Instructional and Research Purposes.

Abstract: For the past three decades, West Virginia State University's Title III program has provided students and faculty with state-of-the-art scientific and computer equipment, as well as educational materials that have enhanced academic program delivery. The University is committed to continue providing this equipment and to seek both state appropriated and other outside funds to further support such purchases. Access to modern labs, lab equipment and relevant scientific literature by faculty and students further enhances and ensures student's academic success.

Moreover, as the University continues to build its research portfolio and establishes new research areas, additional research equipment and associated maintenance is also necessary. New areas of research include plant biotechnology, biomass and bioenergy research, water quality with emphasis in toxicology bioinformatics, and health and human performance.

Project Plan (Objective):

1. Develop a list of priority instrumentation to conduct high velocity research;
2. Ensure that maintenance and service agreements are in place to maintain research, laboratory and teaching equipment; and
3. Seek opportunities to lease equipment when resources are not adequate to purchase said equipment.

Performance Indicators:

1. Improved research capacity and infrastructure via the acquisition of essential equipment and instrumentation; and
2. Maintenance of new and leased equipment for the purpose of research and teaching related lab courses.

BASELINE DATA

Baseline Data for Activity 1 will be contingent upon previous year's progress.

Developmental Mathematics Computer Laboratory

Abstract: A significant number of first-time, full-time freshmen at WVSU require developmental courses in Mathematics and English. The department of Mathematics and Computer Sciences in the College of Natural Sciences and Mathematics is determined to create a Developmental Mathematics Computer Laboratory to support students requiring MATH 020 and other STEAM oriented coursework.

Project Plan:

1. Assess hardware and software needs and develop a proposal;
2. Purchase the computers and equip the computer laboratory; and
3. Recruit junior/senior level students to administer the lab.

Performance Indicators:

1. Transitioning from traditional teaching classes to smart classes;
2. Updated and current lab equipment;
3. Facilitate development of on-line delivery of mathematics courses;
4. Evolve MATH 020 into a predominately lab-based course; and
5. Enhancement of other educational and infrastructural needs via technology equipment.

BASELINE DATA:

Baseline Data will be contingent upon:

1. Number of students participating in the Math Lab;
2. Increase in student achievement in Math; and
3. Number of scientific and computer labs with new and updated equipment (plus leases).

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Activity 2 Narrative

Construction, maintenance, renovations, and improvement in classroom, library, laboratory, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services.

**WVSU FACILITIES IMPROVEMENTS AND TECHNOLOGICAL
MODERNIZATION PROJECT**

Abstract: WVSU is seeking to upgrade various technological areas of the University. One area of interest is making the entire campus wireless. Students have voiced this need as a top priority. Resources are needed to support integrating the campus with new servers, a wireless system and the purchase of software to give students, faculty and staff the ability to be connected at any point on campus.

The University has just received approval to expand its online offerings. The University must invest in the information technology infrastructure to improve web-based delivery of student services and improve technology-related teaching strategies for faculty members. Additional software will need to be purchased to increase efficiency in access and delivery of the student information system. Other software programs are needed to allow faculty to conduct virtual classroom interaction, faculty office hours, guest lectures and tutoring via real-time online technology.

The University has outdated computers that need to be upgraded in the near future. These computers are essential to basic technology operations associated with Banner, servers, course scheduling, math labs, computer labs, the library, philanthropic database and many other key operations.

Project Plan (Objective):

1. Upgrade classroom instruction capacity by the addition of Smart Boards;
2. Improve technology in math labs, computer labs, conference rooms, and other facilities that assist students in becoming successful in their educational endeavors;
3. Enhance teaching and research capacity and infrastructure; and
4. Establish a 100% wireless campus

Performance Indicators:

1. Increase the number of Smart classrooms on campus;
2. Installation of infrastructure to support upgrading the classrooms, labs and other educational facilities; and
3. Increase useable space to conduct research.

BASELINE DATA:

Baseline Data will be contingent upon the previous year's progress.

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Activity 3 Narrative

Support for faculty exchanges, faculty development, and faculty fellowships to assist these faculty members in attaining advanced degrees in their fields of instruction.

FACULTY SUPPORT

Abstract: West Virginia State University supports its faculty members and their professional development in an array of scholarly activities. These activities include the support of research, outreach, curriculum development, equipment acquisition, and travel. Each of the aforementioned activities enhances the overall educational quality of the institution and students are the direct primary beneficiaries of faculty who are actively involved in professional development. Title III funds are utilized to support faculty members who continue their education especially within the STEAM disciplines.

Project Plan:

1. Provide grants and other assistance to faculty engaging in activities to further advance their profession.

Performance Indicator:

1. Faculty increase in professional development activities such as research, outreach, curriculum development, presentations, publications, travel and other scholarly works.

BASELINE DATA

Baseline Data will change upon:

1. The number of faculty members who are receiving Title III assistance. This will illustrate an increase or decrease in faculty development;
2. Number of faculty, departments and colleges engaging in professional development activities; and
3. Number of scholarly presentations given.

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Activity 5 Narrative

Purchase of Library Books, Periodicals, and Other Educational Material.

Abstract: Whereas the University continues to add undergraduate and graduate programs and has significantly increased activities in research, library resources have not grown at the same rate in order to accommodate the periodical and electronic needs of faculty and students.

Presently the University lacks electronic search engine and database capabilities necessary to support students in the Biotechnology master's program. As a temporary solution, some of the students utilize other institutions' libraries and/or pay out of their own pockets to gain access to essential database. Students in the STEAM and non-STEAM fields alike are challenged with the limitation associated with the inadequate library holdings as well as access to electronic databases that are needed for coursework, research and other assignments. The new library director has developed a list of needs for the library that will move WVSU forward in development of a 21st century University-level library.

Project Plan: Title III funds are necessary to enhance the Library's fiscal strength to fulfill this 2017 to 2022 Project Plan.

1. Provide additional physical library collections and online resources, live chats, embedded e-librarians, create online teaching modules and extend digital resources;
2. Furthermore, the library must adopt mobile devices such as iPads, e-readers, and instructional apps to enhance learning opportunities, and connect to users and to offer organized collections of resources in a variety of formats to support the course curriculum of Distance Education classes 24/7;
3. Funds are needed to maintain cutting-edge technology and equip students with the knowledge needed to access information in today's society; and

4. Activity five will also assist with advocating information literacy and lifelong learning by creating an environment which promotes retention, student success, and increased graduation rates.

Performance Indicators:

1. Increase the number of databases that will expand our collection of online peer-reviewed materials available to West Virginia State University academic programs;
2. Compare database usage statistics annually with previous year's usage statistics to determine levels of effectiveness of database collection; and
3. Offer continuing educational opportunities for library staff, and provide financial support for their attendance and/or participation in conferences, events and meeting places relevant to their job knowledge, skills and abilities;

Baseline Data:

Baseline Data will be contingent upon:

1. Increase ratio of books per student from 2:4 to 3:4;
2. Increase e-books in the fields of Criminal Justice, Business Management, and English Literature, in support of a recent Distance Education initiative;
3. Number of professional development activities and conferences attended; and
4. Number of full-text paid databases.
5. Increase of library holdings from year to year.

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Activity 6 Narrative

Enrollment Management and Student Affairs

ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

Abstract: This program will support the success for the wide variety of students that the University serves (adult, traditional, commuting, residential, military, working, academically disadvantaged, first generation, economically disadvantaged, etc.). Accordingly, the Title III funded strategies implemented by the West Virginia State University Office of Enrollment Management and Student Affairs are multifaceted. This department's responsibilities include assessment of student needs, fostering a sense of shared ownership for student persistence campus-wide, creating and implementing new strategies to increase student success, conducting attrition and retention research, and collaboration with all institutional constituencies.

Student Affairs programming activities within Title III Part B are Counseling and Academic Support Services; Judicial Affairs; Military Student Services; New Student Programs; and Adult and Commuter Student Services. These areas have been targeted for inclusion in our Title III Part B programs to meet the needs of our students. This includes first-time freshmen, transfer students, veterans, non-traditional students, and parents/families of our students. These programs are necessary to improve the overall quality of the student experience, and therefore retention, at West Virginia State University. All activities listed below are currently included in Title III funding, although all have undergone modifications since the previous Comprehensive Development Plan.

An emphasis on student retention is found in all current University planning documents including the University's strategic plan, Vision 2020: State's Roadmap to the Future, the West

Virginia Higher Education Policy Commission Master Plan, internal assessment plans, and a soon to be released student retention plan.

Project Plan (Objective):

1. Improve fiscal stability of the University through enhanced student retention;
2. Foster a sense of shared ownership for student persistence campus-wide;
3. Create and implement new strategies to increase student success and FAFSA filing; and
4. Develop marketing efforts to encourage fall and spring class registration.

Performance Indicators:

1. Retention data will be gathered every semester to track institutional progress;
2. The National Survey of Student Engagement (NSSE) will be administered on a bi-annual basis;
3. Assessments by the Council for Advancement of Standards in Higher Education (CAS);
4. Student evaluations and faculty/employee feedback; and
5. Increased student satisfaction, retention, and graduation rates.

Baseline Data:

Baseline Data will be contingent upon:

1. Enrollment, retention, and graduation rates; and
2. The effectiveness of the marketing plan for fall and spring course registration.

COUNSELING AND ACADEMIC SUPPORT SERVICES (CASS)

Abstract: Through this section of the Title III Part B funding, WVSU will possess the capability to enhance student support services in the areas of Academic Assistance, Disability Services, Mental Health and Substance Abuse, and an On-Campus Food Pantry. This request also includes the salary and benefits for the CASS Director, Administrative Assistant for CASS, and contracted services for Tutoring Services and Academic Assistance Program.

Baseline Data:

Baseline Data will be contingent upon:

1. Number of students utilizing tutoring and counseling services; and
2. Number of programs presented each semester.

PEER EDUCATION PROGRAM (CASS)

Abstract: The Mental Health Specialist will maintain and improve upon a student led peer education program whose purpose is to disseminate information, facilitate discussion, and host programs on a variety of wellness issues. Each semester, the program will recruit and train peer educators using the nationally known BACCHUS Network, Inc. Certified Peer Educators training program. These students will then facilitate substance abuse, violence prevention, and wellness programs or activities in classrooms, residence halls, and other campus locations.

Project Plan (Objective):

1. Increase awareness campus-wide through class discussions;

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2. Provide student learning opportunities for those enrolled in the three-credit hour peer education course; and
3. Present programs and activities campus-wide to emphasize exposure and awareness.

Performance Indicators:

1. Facilitating classroom assessment of student learning in the peer education course;
2. Conducting student participation evaluations of peer facilitated programs; and
3. Measuring growth of the programs (number of peer educators, numbers of programs facilitated, and numbers of participants at activities).

Baseline Data:

Baseline Data will be contingent upon:

1. The number of students enrolled in the three-credit hour Peer Education Course; and
2. The number of activities presented per semester.

ACADEMIC ASSISTANCE PROGRAM (CASS)

Abstract: WVSU proposes to enhance services offered by the Academic Assistance Program, which includes a variety of academic support initiatives to meet the needs of our students including academic skill building workshops and tutoring services. Tutoring is available via drop-in, appointment, and online in a wide variety of subjects for enrolled West Virginia State University.

Project Plan (Objective):

1. Hire, train and supervise tutors for the TAP Room (Math and Science drop-in tutoring center), the Writing Center, Supplemental Instruction, and appointment-based tutoring; and
2. Implement a “Tune Up” for adult students to learn about time management, study skills, and test-taking strategies.

Performance Indicators:

1. Program staff will document student participation in the wide variety of academic assistance programs, as well as tracking student participating in the Academic Coaching Program’s academic progress and persistence;
2. Student evaluation and assessments;
3. Staff will evaluate the effectiveness of Supplemental Instruction, utilizing faculty and student feedback and retention of participating students; and
4. The Academic Assistance Counselor will promote usage of the online tutoring service and offer workshops to encourage faculty to infuse this service in their syllabus/assignments.

Baseline Data:

Baseline Data will be contingent upon:

1. Number of students using tutoring services, including drop-in, appointment and supplemental instruction; and
2. Number of students attending skill-building workshops.

STUDENT SUCCESS PROGRAMS

Abstract: The Student Success Coordinators will provide three major areas of service for the West Virginia State University community: contacting and providing intervention services to students on the faculty referral list; assisting students with the registration process; and completing all necessary steps for continued enrollment, and conducting academic assistance workshops.

Project Plan (Objective):

1. Provide students with a variety of skill building, academic-focused workshops;
2. Contact students referred through the Faculty Referral Program having academic difficulty; and
3. Contact students to encourage timely enrollment and completing steps to registration.

Performance Indicators:

1. Number of students contacted and assisted through the Faculty Referral program;
2. Number of students attending the academic assistance workshops, and pre-post testing; and
3. Number of students contacted through enrollment and registration; document their persistence rates.

Baseline Data:

Baseline Data will be contingent upon:

1. Number of workshops presented each semester;

2. Number of students contacted through the Faculty Referral Program; and
3. Number of students contacted through registration and retention outreach.

JUDICIAL AFFAIRS AND MILITARY STUDENT SERVICES

Abstract: The Office for Judicial Affairs will develop, devise, and implement interactive training sessions to facilitate the understanding of the Uniform Student Code of Conduct. These training sessions will be established for residence hall assistants, residence hall directors, University Hearing Boards, and the University community at-large. In conjunction with the Uniform Code of Student Conduct, issues as pertaining to and implemented through federal, state, and local law enforcement/government agencies will be addressed.

The Office of Military Student Services coordinates outreach to military/veteran students; develops programming and services to support their success at the University. This request includes the salary and benefits for the Director of Judicial Affairs and Military Student Services.

Project Plan (Objective):

1. Development of goals to diversify the current student leadership programs and to evolve the current leadership program to a Leadership Certificate Program; and
2. Expansion of the program to promote inclusive participation of additional West Virginia State University students.
3. Develop and maintain relationships with the Academic and Student Affairs departments within the University and community organizations to support the needs of the

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military/veteran student population; promote and implement student retention and success efforts;

4. Develop and support a veteran student organization;
5. Responsible for working with partner organizations; assist in the data collection and information related to program outcomes;
6. Conduct ongoing analysis regarding data relating to program services for reporting purposes;
7. Develop and maintain databases, input data and generate required reports;
8. Collaborate with University staff such as retention officer, registrar, financial aid, supportive services, counseling, tutoring, and student life;
9. Responsible for facilitation of military student orientation, workshops, and seminars;
10. Review and continually update website and other resources;
11. Develop process of evaluation for existing programs and procedures in order to improve all aspects of service delivery; and
12. Make appropriate referrals to campus and community resources/agencies.

Performance Indicators:

1. Program staff will document student participation in the wide variety of services and programs, as well as the resulting impact on retention;
2. Utilize assessment programs to evaluate results of programming; and
3. Retention of military students.

Baseline Data:

Baseline Data will be contingent upon:

1. Number of activities and participants in Code of Conduct training each semester – pre- and post-test of knowledge of Code of Conduct;
2. Number of judicial hearings each semester; and
3. Ongoing assessment of student needs;
4. Number of students visiting the office and participating in programs and services; and
5. Number of veterans participating in programs and services developed and implemented for military/veteran students, parent, and family communications and programming.

RETENTION, INSTITUTIONAL EFFECTIVENESS AND ANALYTICS (IREA)

Abstract: As an accredited institution of higher education by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, West Virginia State University is required to maintain a University-wide assessment plan that encompasses not only its academic programs, but all non-academic areas as well. Additionally, the West Virginia Higher Education Policy Commission (WVHEPC), the state’s oversight commission for higher education, has mandated that assessment be conducted in various areas related to student enrollment, retention rates, graduation rates, student engagement, etc.

The University’s Office of Institutional Research, Assessment and Effectiveness is critical to overseeing the assessment of all areas of the University to ensure its academic programs, non-academic programs, including student services, conducts internal evaluations through different measuring tools, performs detailed analysis of the results obtained from measuring the various

outcomes, and implements any changes needed to better improve its operations and ensure the University is providing the best academic programs for the region, state, and beyond.

Project Plan (Objective):

1. Complete the hiring process for a director of the Office of Institutional Research, Assessment, and Effectiveness. This person will maintain and assist with the final development and full implementation of the University-wide assessment plan, assist with training development, and maintain the reporting and modifications of the assessment plan as the plan is changed in response to the analysis findings.
2. Due to the numerous reporting requirements by the HLC and WVHEPC, the University has established a Data Council to ensure the data reported to these oversight entities is accurate and reliable. As such, it is the responsibility of the Office of Institutional Research, Assessment, and Effectiveness to ensure the data integrity of the University. To do this, this office will assist the Data Council in developing common definitions to be used by all departments and establish set procedures for the dissemination of the data.
3. The Office of Institutional Research, Assessment, and Effectiveness is responsible for reporting all necessary data related to student enrollment, demographics, retention, and graduation rates, to ensure compliance not only with the HLC, WVHEPC but also for Integrated Postsecondary Education Data System (IPEDS) reporting that is mandated by the federal government.

Performance Indicators:

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1. The development and implementation of a University-wide assessment plan that is utilized by academic and non-academic departments of the University;
2. The creation of common data definitions to be utilized by the University to maintain consistency in reporting data and standards as established by federal, state, and internal entities; and
3. Continual reporting of accurate and reliable data to remain in compliance with federal and state regulatory agencies.

BASELINE DATA:

Baseline Data is contingent upon:

1. The number of academic and non-academic areas participating in the establishment of and, then, the subsequent implementation and practice of a University-wide assessment plan;
2. The number of Data Council identified and defined common data sets; and
3. The number of mandated federal and state regulatory reports completed on-time and accurately.

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Activity 7 Narrative

Funds and Administrative Management

and Acquisition of Equipment for Use in Strengthening Funds Management.

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Abstract: West Virginia State University, like most higher education institutions today, experiences a number of administrative management challenges, many of which can be assisted by the University's Title III programming. The Business and Finance administrative area is responsible for effectively administering and maintaining the University's fiscal, physical, and administrative obligations. This unit proposes to utilize Title III funds to enhance training and professional development opportunities for its staff to continue ensuring adherence to rules and regulations for fiscal and administrative compliance.

Project Plan (Objective):

1. Will maintain and improve the fiscal and administrative structure of West Virginia State University;
2. Participate in the annual Southern Association of College and University Business Office and National Association of College and University Business Office Conference to stay current with all rules and regulations; and
3. Upgrade wireless and technology infrastructure to stay up-to-date with state of the art learning tools and technology.

Performance Indicator:

1. Actively participate in audits as requested;
2. Adhere to all rules and regulations set forth by governing bodies; and
3. Aspire to be a 100 percent wireless campus.

BASELINE DATA

Baseline Data will be contingent upon:

1. Percentage of campus that is wireless each semester; and
2. Number of fiscal related conferences attended and other professional development activities participated in annually.

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Activity 9 Narrative

The Office of University Advancement

Abstract: The Office of University Advancement supports the mission of the University by enhancing alumni engagement with the University and developing a culture of philanthropic support for the University among alumni, students, faculty, community members, businesses, and foundations. The creation of these vital relationships paves the way for new scholarships, endowments, and support for academic opportunities. University Advancement staff members facilitate contributions by communicating a compelling case for support of the University's mission and by helping donors achieve their own philanthropic goals while meeting University- and program-specific needs. The successful completion of the University's first capital campaign on June 30, 2016 represented record highs in the dollars raised and the number of donors contributing. The next five years will focus on expanding our base of donors through a robust annual giving program in preparation for the next capital campaign.

Project Plan:

1. Increase the number of alumni engaged in support of the University.

Performance Indicators:

- a. Increase the number of alumni supporting the University financially
Baseline (FY2017): 4.0% FY2022 Target: 10%
- b. Increase the number of students actively engaged with the Alumni Relations program
Baseline (FY2017): 15 FY2022 Target: 50
- c. Increase the number of young alumni actively engaged (age 45 or younger/graduated 1999 or earlier)
Baseline (FY2017): 2,000 FY2022 Target: 3,000
- d. Increase engagement of local alumni (60-mile radius of campus)
Baseline (FY2017): 2,500 FY2022 Target: 3,500

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2. Develop a communication system that informs alumni of University and alumni news and engages them through effective targeted messages and interactive media.

Performance Indicators:

- a. Increase the number of alumni registered with Net Community, the University's online resource for electronic communication.

Baseline (FY2017): 432 FY2022 Target: 900

- b. Increase number of valid email addresses.

Baseline (FY2017): 9,100 FY2022 Target: 1,200

3. Cultivate life-long philanthropy in support of WVSU through programs that educate students, alumni and friends about the importance of philanthropy and provide giving opportunities appropriate for each stage of life.

Performance Indicators:

- a. Increase the number of donors making annual contributions

Baseline (FY2017): 1,115 FY2022 Target: 2,500

- b. Increase number of members of the President's Circle, the recognition society for those who give \$1,000 or more per year.

Baseline (FY2017): 82 FY2022 Target: 200

- c. Increase the number of members of the Legacy Society, the recognition society for those who include the WVSU Foundation in their estate plans.

Baseline (FY2017): 43 FY2022 Target: 100

4. Develop management practices and financial goals to support increased, long-term financial support for the University.

Performance Indicators:

- a. Increase total annual gifts and commitments

Baseline (FY2017): \$7,655,161* FY2022 Target: \$8,000,000

- b. Increase support for the WVSU Fund, the University's unrestricted annual giving fund

Baseline (FY2017): \$235,500 FY2022 Target: \$500,000

*Record high level of giving set during final year of capital campaign. 2022 goal reflects need to steward donors who made multi-year commitments, rebuild and ultimately surpass 2016 totals in annual giving.

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Title III Part B

2013-2017

Activity 10 Narrative

Teacher Education Program

Abstract: West Virginia State University has three specific sub-activities under Activity 10 that are designated for the University’s Teacher Education program and to encourage and support students who are seeking to become teachers in West Virginia. These projects are: (1) Summer Day Camp for Future Educators; (2) Future Educators of America Club; and (3) Strengthening the University’s “Adopt-A-School” Program.

SUMMER DAY CAMP FOR FUTURE EDUCATORS:

This program will involve area students in grades 9-12 who will be invited to the West Virginia State University campus for one week to explore the career of teaching. Between the hours of 9 a.m. and 2 p.m., candidates who have been recommended by counselors, teachers, principals, or others as capable prospects will learn about the education profession. Participants will be engaged in Read Aloud programs, Instructing At-Risk Youth, Lesson Planning, Non-Verbal Communication, and Classroom Management with Flair. Participants will also visit the nearby Parent Teacher Store to become familiar with supplies that will be utilized within their profession following graduation.

Project Plan:

1. Students will gain knowledge of the roles, expectations, and benefits of the teaching profession;
2. Increase the number of minorities who attend WVSU and declare Education as major, graduate, and become licensed teachers, especially in the STEAM areas;
3. Students will interact with a variety of instructors who model positive attitudes and skills as classroom teachers; and

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4. A cadre of WVSU teacher candidates will interact in a school where they can impact the achievement of “at promise” students and measure the impact on three levels: student, class, and school.

Performance Indicators:

1. Student participants are given a pre-admission questionnaire and an exit survey to complete;
2. Descriptive assessments are gathered from parents of participants; and
3. A tracking process is used to identify: the number of camp participants who enroll at WVSU, fields of study of enrollees, scholarships granted for West Virginia State University students, and participants who enroll at universities other than WVSU.

STRENGTHENING THE UNIVERSITY’S “ADOPT-A-SCHOOL” PROGRAM:

This program will involve faculty and teacher candidates at a special site where a host of activities will be implemented. Teacher-candidates at various levels of preparation will interact with practitioners and students. Each grade level (two classrooms at levels K-5) will have an engagement with West Virginia State University representatives throughout the school term.

Candidates will be in classrooms each week doing the following activities:

- Visitation of Ed. 426 (Classroom Management) students to assist teachers at the beginning of the school year;
- Candidates will perform 40 hours of experience as a classroom aid;
- Construct interactive bulletin boards;
- Read Aloud, individualized testing of students and tutoring; and

- Monthly delivery of books to each classroom.

Project Plan:

1. Enable teacher education majors to complete more assignments in a “real” school where children can be helped (with emphasis on literacy);
2. Give teacher education candidates experience in administering and evaluating various assessment procedures or instruments that measure student growth (sight word recognition);
3. Set the stage for genuine dialogue and interaction between veteran teachers and education majors; and
4. Increase the achievement level of students in a school where a significant percentage of students are “at-risk.”

Performance Indicator:

1. An attitudinal survey, distributed by the project director, is completed by school personnel prior to the department’s intervention;
2. A post-interview survey will be completed by the adopted school’s personnel;
3. Pre- and Post-tests for the students in the K-12 adopted school program; and
4. Survey of club counselors and members (by project director).

FUTURE EDUCATORS OF AMERICA CLUB:

The good health of our nation's schools depends on bringing students into classrooms as new teachers the brightest and best among today's students. Teaching must be viewed as a promising career option. Clubs are used to make the profession salient and attractive. Activities are designed to provide experiential opportunities for students as they are reinforced with associations among like-minded peers and with enthusiastic teachers. Groups of students who show potential as future educators, or who express an interest in the profession, meet on a regular basis at schools with an adult leader. Together, they determine the needs, make annual goals, suggest monthly projects or activities, and engage in regular meetings.

Project Plan:

1. Help students gain a realistic understanding of the nature of education and the role of the teacher;
2. Coordinate information about teaching as a profession, employment opportunities, financial assistance options, and educational issues such as professional mobility, job security, diversity, and other matters;
3. Create a positive image of teaching for students, parents, and other citizens;
4. Enlarge the talent pool of potential future teachers; and
5. Provide teachers with opportunities to examine, clarify, and explain their role in students' lives.

Performance Indicators:

1. Tally of schools and counties involved (by project director);

2. Portfolio of club activities (by school counselors); and
3. Analysis of survey with students in the club.

BASELINE DATA

Baseline Data is contingent upon:

1. Number of undergraduate students participating in the Adopt-A-School Program; and
2. Number of middle and high school student participating in Future Educators and the Summer Camp.

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Title III Part B

2013-2017

Activity 15 Narrative

Office of Research and Public Service

Abstract: The Research and Public Service administrative area promotes research, public service, and educational outreach activities and new related initiatives. This administrative area works with administrators and faculty to advance the research and public service missions of the University. While this is one of the newer administrative areas of the University, it is significant because it represents two of the University's core mission areas.

Project Plan (Objective): To advance and augment the University's research and public service missions by working closely with the academic and administrative areas. Promoting research and educational outreach opportunities will contribute to enhancing the quality of life for West Virginia citizens. Specifically, the Office of Research and Public Service will:

1. Foster an environment conducive to research and the creation of knowledge;
2. Assist and promote the implementation of cutting edge research programs;
3. Improve the infrastructure to support and enhance a research program;
4. Market research and outreach programs of the University via publications, brochures, and other means;
5. Develop and maintain a database of all University-supported research and public service activities;
6. Secure financial resources to support research and outreach activities; and
7. Develop outreach, graduate and Research programs around science, technology, engineering, agriculture, and mathematics (STEAM).
8. Assess the development or acquisition of a university research/technology park and the establishment of University centers of innovation

Performance Indicators:

1. Establishing the core fundamentals for a fully operational Research and Public Service administrative area;
2. Increasing activities in the areas of faculty, undergraduate, and graduate research; and
3. Increasing University-wide outreach/service activities.
4. Expanding the University research and innovation footprint.

BASELINE DATA:

1. Number of faculty and students participating in research;
2. Number of faculty, staff, students, and alumni participating in outreach and service activities;
3. Number of research programs developed;
4. Amount of funding to support the research, education and public service missions; and
5. Amount of funding to support service and outreach missions.

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Title III Part B

2013-2017

Activity 15 Narrative

Office of Communication

COMMUNICATIONS

Abstract: The purpose of University Relations is to ensure the University’s ability to communicate and deliver University messages consistently, in both internal and external facets, in a manner that is both appropriate and effective and that best serves the institution’s strategic missions, goals, reputation, and image.

Project Plan (Objective):

1. Work with the President and others in central administration to determine the broad message to be conveyed to internal and external audiences;
2. Develop relationships with people both internal and external to the University through timely and accurate communications;
3. Build University and community pride through marketing and communications initiatives.

Performance Indicators:

1. Increase in external printing contracts; and
2. Increase in internal and external publications.

BASELINE DATA:

Baseline Data will be contingent upon:

1. Number of internal and external publications published quarterly, each semester and annually.

INSTITUTION TECHNOLOGY

Abstract: The Office of Information Technology will provide the highest quality technology-based services, in the most cost-effective manner, to facilitate the University's mission as it applies to the management, teaching, learning, and community service

Project Plan (Objective):

1. Implement and expand service management processes in accordance with IT Infrastructure;
2. Implement services for communities of interest; and
3. Promote sharing of IT resources (including data, information, expertise, and technology) among university departments.

Performance Indicator:

1. Completion and total integration of all university requests.

BASELINE DATA:

Baseline Data will be contingent upon:

1. Number of service requests monthly.

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Title III Part F

2013-2017

Activity 15 Narrative

Promoting Excellence in Education through Research (PEER).

PROMOTING EXCELLENCE IN EDUCATION THROUGH RESEARCH (PEER)

Abstract: WVSU recognizes the importance of research, as it is one of the University's foundational mission components. To that fact, the President has authorized the development of the Promoting Excellence in Education through Research (PEER) program, to be administered by the Office of the Vice President of Research and Public Service. The purpose of this program is to provide financial support to encourage and foster the advancement of research and to leverage these resources to attract extramural funding to promote and support the enrichment of academia and student learning at the University.

Grant Programs Categories:

Basic or Applied Research

1. To support the development of programs of research and scholarly work, with emphasis on those that enhance teaching and student research opportunities, especially for early career faculty (full-time regular tenure-track).
2. To provide seed money to develop preliminary data, establish collaborations, and increase grant-writing skills, especially among early career faculty (full-time regular tenure-track), to enhance their ability to seek external funding to support future research and training.

Summer Research

1. To provide an opportunity for faculty to engage in full-time research and/or proposal preparation activities during the summer.
2. To provide support for collaboration and participation in established research and student-oriented programs, especially those relating to STEAM disciplines.

Project Plan:

1. Provide funding and other assistance to faculty engaging in activities to further advance their profession.

Performance Indicator:

1. Faculty increase in professional development activities such as research, outreach, curriculum development, presentations, publications, travel and other scholarly works.

BASELINE DATA

Baseline Data will change upon:

1. The number of faculty members who are receiving Title III assistance. This will illustrate an increase or decrease in faculty development;
2. Number of faculty engaging in professional development activities; and
3. Number of scholarly presentations given.

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Title III Part B

2013-2017

Activity 15 Narrative

Program Administration

Abstract: The Department of Education Title III Program has and continues to be an asset in the advancement of the University's cornerstone mission of teaching, research, and public service. Title III has helped to both initiate and elevate programs at WVSU. In order to make sure the program continues to have great impact, it is necessary to have qualified personnel managing the day-to-day activities of the grant. To that end, the WVSU Office of Title III Programs was established. The office is comprised of four individuals; the Title III Director, the Federal Program Manager, Project Specialist and Title III Graphic Designer.

Resources are also needed to support university affiliations with the purpose of forming partnerships and coalitions to advance the tripartite research, public service and teaching missions of the University. Also, engaging all institutional stakeholders and constituent groups of the University to seek input and support is critical to the institution's advancement. The Office of Title III Programs will work with other administrative areas to implement this endeavor.

Project Plan:

1. Provide day-to-day administration of Title III programs and funds;
2. Assess program implementation and outcomes; and
3. Maintain program and activity databases on all Title III supported programs.

Performance Indicator:

1. Semiannual Title III newsletters will be distributed electronically on campus and will be located on the Title III website;
2. Increased documentation of program and activities; and
3. Improved Title III administration of funds, programs, outcomes, and publications.

BASELINE DATA:

Baseline Data will be contingent upon:

1. Number of departments participating in Title III programs;
2. Number of students participating in Title III programs; and
3. Number of faculty participating in Title III programs.