



WEST VIRGINIA
STATE
UNIVERSITY

2015 SELF-STUDY REPORT

.....

Prepared for the Higher
Learning Commission of the
North Central Association
of Colleges and Schools



Table of Contents

3	<u>Message from President</u>
4	<u>Self-Study Team/Acknowledgements</u>
8	<u>Self-Study Process/Arrangement of the Self-Study</u>
12	<u>Executive Summary</u>
	Introduction
19	<u>a History and Profile of University</u>
22	<u>b. Accreditation History</u>
24	<u>c. Responses to 2005 Review</u>
29	<u>d. Significant Occurrences since the 2005 HLC Visit</u>
	Self-Study
41	<u>a. Criterion 1</u>
53	<u>b. Criterion 2</u>
75	<u>c. Criterion 3</u>
133	<u>d. Criterion 4</u>
160	<u>e. Criterion 5</u>
187	<u>Request for Reaffirmation of Accreditation</u>
189	<u>Glossary/Acronyms</u>
	Appendices and Addendum
195	<u>a. Federal Compliance</u>
209	<u>b. Compendium</u>



Message from the President

As President of West Virginia State University, it is my honor to welcome you to our beautiful campus. During your visit, April 13-15, 2015, you will find friendly, hard-working, students, faculty, and staff who are eager to speak with you about our institution.

For the past two years, more than 100 academicians have diligently collaborated to answer many important and, at times, difficult questions that truly speak to the fabric of our institution and the high quality education offered at West Virginia State University. I am proud to present to the Higher Learning Commission of the North Central Association of Colleges and Schools the West Virginia State University self-study report as it is an accurate reflection of our institution.

Throughout the comprehensive and thorough report, we showcase our strengths, challenges, opportunities, and threats across a myriad of areas. More important, we discuss and outline our current and future plans of action to improve our institution's positive attributes, while paying special attention to areas in-need—our challenges today will become our success stories tomorrow.

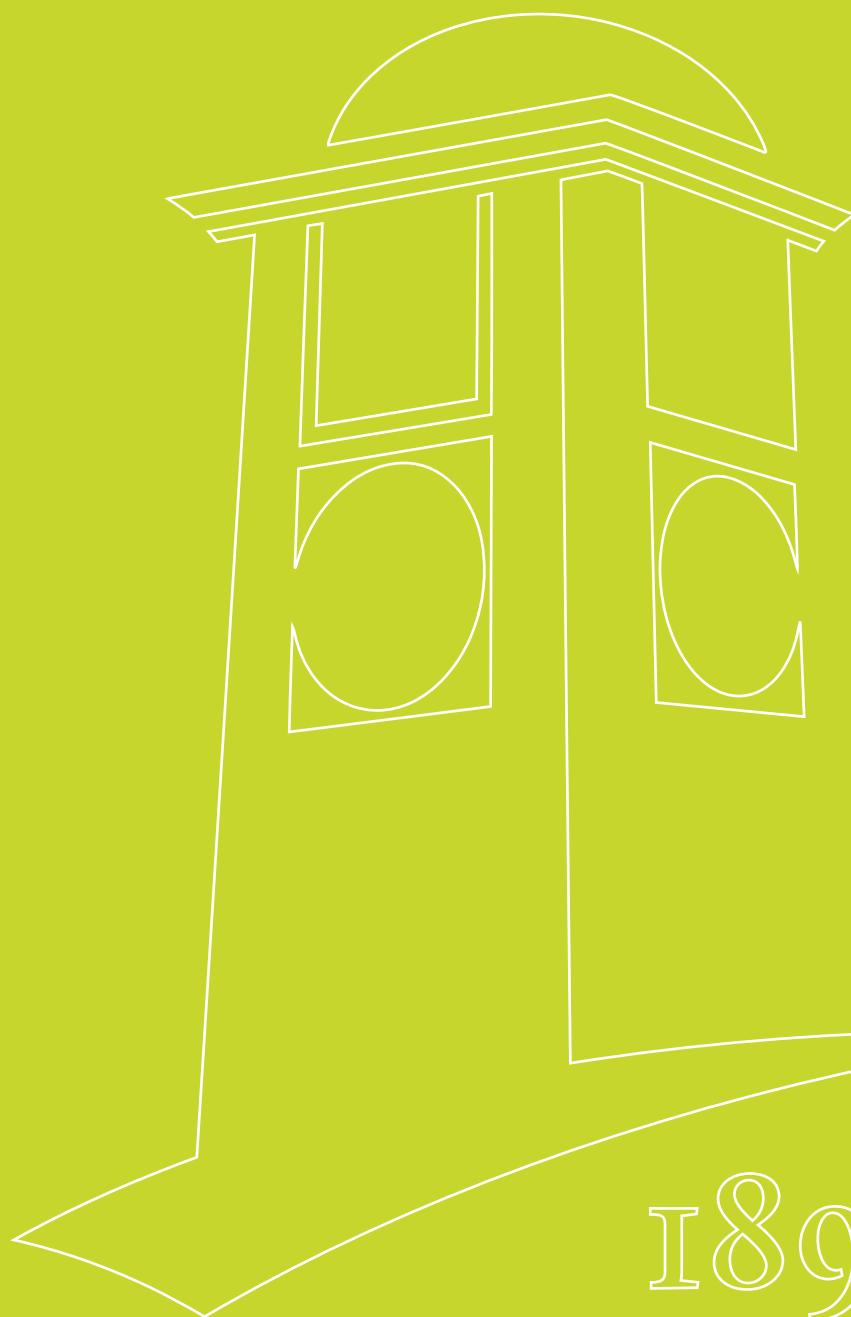
As you explore our self-study, you will learn West Virginia State University is a unique, historical institution dedicated to making history long into the future by educating those who seek a better life for themselves and their families. Through responsive and responsible actions, rigorous curriculum and assessment, integrated planning through a shared governance process, and with student-centeredness apart of every decision and every day learning, West Virginia State University is committed to serving the people of our state, region, and nation. These actions and attributes are integral to achieving our mission: *to meet the higher education and economic development needs of the state and region through innovative teaching and applied research*; and our vision: *to be the most student-centered, research and teaching, land-grant University in the State of West Virginia and beyond*. Together, we have taken a realistic look at our mission and vision, which has provided each member of the State family with a keen understanding of where our most challenging and demanding areas reside. Our cumulative dedication and efforts are evident throughout the self-study with many projects and adjustments, like the University's recruitment and retention committee, underway; many outstanding accomplishments, like the University's sustainability efforts, inspire our community to strive higher and achieve more.

Whether through research, outreach, or classroom instruction, learning is at the heart of our institution. We encourage and welcome opportunities to learn—especially about ourselves. Throughout this process we learned much and, I believe, you will learn that West Virginia State University has an exciting future ahead, one that includes meeting the HLC criteria for reaffirmation of accreditation. I extend my deepest appreciation to you in advance for your careful consideration and review. Welcome to West Virginia State University.

Sincerely,

A handwritten signature in black ink, enclosed in an oval shape. The signature appears to be "B. Hemphill".

Brian O. Hemphill, Ph.D.
President, West Virginia State University



1891

SELF-STUDY TEAM.
Acknowledgements

Dr. Kumara Jayasuriya, Provost and Vice President for Academic Affairs

Dr. Orlando McMeans, Self-Study Chair, Vice President for Research and Public Service

Mr. Thomas Bennett, Self-Study Vice Co-Chair, Assistant Vice President for University and Legislative Relations

Dr. Thomas Kiddie, Self-Study Vice Co-Chair, Associate Professor of English

The Provost and Self-Study Chairs would like to acknowledge the efforts of the Steering Committee and the Criterion Committees and thank all those who made contributions to the completion of the Self-Study.

Self-Study Steering Committee

Mr. Thomas Bennett, Assistant Vice President for University and Legislative Relations

Dr. Kumara Jayasuriya, Provost and Vice President for Academic Affairs

Dr. Thomas Kiddie, Associate Professor of English

Dr. Orlando McMeans, Vice President for Research and Public Service

Dr. Ami Smith, Associate Dean and Associate Director of Extension

Dr. T. Ramon Stuart, Associate Provost and Associate Vice President for Academic Affairs

Dr. J. Ulises Toledo, Associate Dean for Administration at the Gus R. Douglass Institute

Dr. Kimberly Whitehead, former Associate Provost and Associate Vice President for Academic Affairs

Ms. Lisa Williamson, Administrative Assistant to the Vice President for Research & Public Service

Criterion One: Mission (Core Component Chairs, bold)

Dr. Micheal Fultz, Assistant Professor of Chemistry

Dr. Billy Joe Peyton, Associate Professor of History

Mr. Gary Adams

Dr. Robin Broughton, Professor of Communications and Media Studies

Ms. Lori Elliott, Assistant Vice President of Business and Finance

Ms. Shantel Hudgins, University Union Coordinator

Mr. Steven McGowan

Ms. Julie Saldivar, Human Resources Representative

Dr. T. Ramon Stuart, Associate Provost and Associate Vice President for Academic Affairs

Dr. Carol Taylor-Johnson, Associate Professor of English

Criterion Two: Ethical and Responsible Conduct

Dr. Robert Barney, Interim Dean of the College of Natural Sciences and Mathematics

Dr. Thomas Kiddie, Associate Professor of English

Dr. Ami Smith, Associate Dean and Associate Director of Extension

Dr. C. Damien Arthur, former Assistant Professor of Political Science

Ms. Sharon Banks, Senior Academic Program Coordinator

Mr. Thomas Bennett, Assistant Vice President for University and Legislative Relations

Mr. Matthew Browning, Director for Communications Gus R. Douglass Institute

Ms. Barbara Cary, Director Trio Programs

Dr. Sean Collins, Associate Professor of Biology

Dr. Jonathan Eya, Professor of Biology

Ms. Donna Hunter, Registrar

Dr. John Teeuwissen, former Assistant Vice President for Academic Affairs

Ms. Deborah Wells, Systems Librarian

Criterion Three: Teaching and Learning—Quality, Resources, and Support

Dr. Timothy Alderman, Associate Professor of English

Dr. Barbara Liedl, Associate Research Professor Agricultural & Environmental Research Station

Ms. Sandy Maharaj, Director of the Office of Career Services and Cooperative Education

Dr. Gail Mosby, Associate Professor of Sociology

Dr. J. Ulises Toledo, Associate Dean for Administration at the Gus R. Douglass Institute

Mrs. Debra Anderson-Conliffe, Assistant Professor of Health and Human Performance

Dr. Sonya Armstrong, Professor of Mathematics

Dr. Kevin Barry, former Assistant Professor of Biology

Ms. Janis Bennett, Director of Purchasing

Ms. Rebecca Conner, Instructor of Modern Foreign Languages

Ms. Amanda Downs, Alumni Relations

Mr. Nathan Gainer, Academic Educational Outreach

Dr. Dirk Johnson, Assistant Professor of Music

Dr. Thomas Kiddie, Associate Professor of English

Dr. Barbara Ladner, Professor of English

Dr. Lois Lucas, Professor of History

Dr. Manashi Ray, Assistant Professor of Sociology

Dr. Aaron Settle, Associate Professor of Health and Human Performance

Dr. Medhi Seyedmonir, Associate Professor of Education

Dr. Genia Sklute, Assistant Professor of Chemistry

Dr. Ami Smith, Associate Dean and Associate Director of Extension

Ms. Trina Sweeny, Interim Director of Adult and Commuter Student Services

Dr. David “Woody” Wilson, Associate Professor of English

Criterion Four: Teaching and Learning—Evaluation and Improvement

Dr. Rebecca Francis, Professor of Psychology

Dr. Willette Stinson, Director of the Drain-Jordan Library

Dr. Walter Stroupe, Associate Professor of Criminal Justice

Dr. Ron Baker, Professor of Mathematics

Mr. James Buchanan, Accountant

Ms. Mary Frye, Associate Professor of French

Dr. David Huber, Assistant Professor of Biology

Ms. Debbie Jarvis, Associate Registrar

Dr. Anne McConnell, Associate Professor of English

Mr. Jerry Miller, Director of University Union and Student Activities

Dr. Charles Perdue, Professor of Psychology

Dr. Ernest Sekabunga, Associate Professor of Chemistry

Dr. Kerri Steele, Assistant Professor of Criminal Justice

Ms. Kellie Toledo, Director of Counseling and Academic Support Services

Dr. Brenda Wamsley, Professor of Social Work

Dr. Kimberly Whitehead, former Associate Provost and Associate Vice President for Academic Affairs

Criterion Five: Resources, Planning, and Institutional Effectiveness

Dr. Daton Dean, Assistant Professor of Education

Dr. Steven Richards, Professor of Health and Human Performance

Mrs. Debbie Williams, Associate Professor of Business

Dr. Naveed Zaman, Professor of Mathematics

Mr. Anthony Brown, Purchasing Agent

Dr. Cristi Carson, former Director of Institutional Research

Mrs. Kimberly Cobb, Assistant Professor of Communications

Ms. Brunetta Dillard, Director of Business and Finance Gus R. Douglass Institute

Dr. Richard Ford, Professor of Biology

Ms. Belinda Fuller, Director of Alumni Relations


Ms. Mary Horn, Reference Coordinator Drain-Jordan Library

Mr. Eric Jackson, Staff Assistant, Research and Development Corporation

Dr. James Natsis, Director of International Studies

Dr. Joseph Oden, Assistant Vice President for Enrollment Management and Student Affairs

Ms. Jamie Rinehart, Office Manager, Economic Development Center



Dr. Ami Smith, Associate Dean and Associate Director
of Extension

Ms. Daisy Squirts, Counselor II Counseling and
Academic Support Services

Dr. Walter Stroupe, Associate Professor of Criminal
Justice

Dr. Frank Vaughn, Associate Professor of Political
Science



1891

SELF-STUDY PROCESS.

Arrangement of the Self-Study

In March 2012, Provost and Vice President for Academic Affairs Dr. R. Charles Byers appointed Dr. Barbara Ladner, Dean of the College of Arts and Humanities, to serve as the Chair and Coordinator of the Self-Study in preparation for the 2015 Higher Learning Commission (HLC) Reaffirmation of Accreditation. At the same time, Dr. Donna Simon, Vice President for University Relations and Operations, and Provost Byers were announced as Vice Co-Chairs. Provost Byers remained the HLC Liaison. Following attendance of HLC meetings and workshops, the Chairs began preparations to launch the self-study during the fall 2012 semester. As a first step, Dr. Barry Pelphrey, the Director of Institutional Research, was identified as

the resource facilitator to assist the Criteria Committees with gathering evidence. Then, the Chairs drafted a plan for the composition of the Steering Committee, the Criteria Committees, and an Editorial Committee. They recommended to the President that the Steering Committee include the Chair and Vice Co-Chairs, a chair from each of the Criterion Core Component Committees, the deans of the four academic colleges, the Assistant Vice President for Academic Affairs, the Assistant Vice President for Enrollment Management and Student Affairs, and the Assistant Vice President of Business and Finance. The original composition of the Steering Committee can be found in table A.1.

Table A.1 - Original Steering Committee

Barbara Ladner	Self-Study Chair and Dean of College of Arts and Humanities
Donna Simon	Self-Study Vice Co-Chair and Vice President for University Relations and Operations
R. Charles Byers	Self-Study Vice Co-Chair and Provost and Vice President for Academic Affairs
Robert Harrison, Jr.	Dean of the College of Professional Studies
Katherine Harper	Dean of the College of Natural Sciences and Mathematics
Abainesh Mitiku	Dean of the College of Business and Social Sciences
Joe Oden	Assistant Vice President for Enrollment Management and Student Affairs
Lori Elliott	Assistant Vice President of Business and Finance
Micheal Fultz	Chair of Core Components 1C & 1D and Assistant Professor of Chemistry
Thomas Kiddie	Chair of Core Components 2C & 2D and Associate Professor of English
Timothy Alderman	Chair of Core Component 3B and Associate Professor of English
Brenda Wamsley	Chair of Core Component 4B and Professor of Social Work
Steven Richards	Chair of Core Component 5D and Associate Professor of Health and Human Performance

In addition, the Chair and Vice Co-Chairs created a structure for the Criterion Committees that initially consisted of 16 committees organized at the Core Component level. They sent their recommendations for chairs and members of each of these committees to the President together with their recommendations for an editorial committee. In December 2012, President Hemphill sent a [Steering Committee Appointment memo](#) and a [Criterion Committee Appointment memo](#), and the first organizational kick-off meetings were held at the start of the spring 2013 semester. Following the Self-Study kick-off meeting, Core Component Committees began meeting regularly, approximately every two weeks, to gather information and to produce a first draft of the report by the end of the spring semester. During this period, the Self-Study Chair attended most Core Component Committee meetings and provided general guidance to the committees while overseeing the entire Self-Study effort and serving as the University's spokesperson for the Reaffirmation of Accreditation effort.

In the summer of 2013, the Editorial Committee, consisting of Dr. T. Ramon Stuart, newly appointed as Assistant Provost and Assistant Vice President for Academic Affairs; Dr. Robert Harrison; Ms. Katherine McCarthy, Vice President for Enrollment Management and Student Affairs; and Dr. Ladner met to review the first draft. During that review, the team discovered that there was a wide range of quality and completeness in the committee reports. One particular problem noted was the lack of evaluative evidence in Criteria Three, Four, and Five, a problem that was exacerbated by the departure of Dr. Pelphrey in September 2012 and the lack

of a replacement until the arrival of the new Director of Institutional Research in July 2013. The Editorial Committee made general recommendations for second drafts on the documents that they reviewed.

In July 2013, Dr. Simon left the University, and in August 2013, Dr. Ladner stepped down as Self-Study Chair for health reasons. Provost Byers then appointed Associate Provost and Associate Vice President for Academic Affairs Dr. Kimberly Whitehead and Associate Professor of English Dr. Thomas Kiddie as Self-Study Co-Chairs. Shortly thereafter, the President added Dr. Cristi Carson, the newly appointed Director of Institutional Research, and Mr. Thomas Bennett, Assistant Vice President for University and Legislative Relations, to the project management team.

The new Chairs reconvened the Core Component Committees in September 2013 with an objective to produce a second draft of the Self-Study by the end of the fall semester. Since a few Core Component Committees had lost members, and the experience of writing the first draft demonstrated that some committees needed additional help, the Chairs recommended new and replacement committee appointments to the Provost. They also separated Core Components 3A and 3C into two committees.

Additionally, the Chairs decided to reorganize the Steering Committee to establish a criterion liaison to act in an advisory capacity for his or her assigned criterion. Table A.2 identifies the reorganized Steering Committee as of September 2013.

Table A.2. - Reorganized Steering Committee Fall 2013

Criterion One	T. Ramon Stuart	Assistant Provost and Assistant Vice President for Academic Affairs
Criterion Two	Thomas Bennett	Assistant Vice President for University and Legislative Relations
Criterion Three	Thomas Kiddie	Associate Professor of English
Criterion Four	Kimberly Whitehead	Associate Provost and Associate Vice President for Academic Affairs
Criterion Five	Cristi Carson	Director of Institutional Research

During the creation of the second and third drafts of the Self-Study, the liaisons met regularly with their Criterion Committees either together at the Criterion level or separately at the Core Component level, depending on the size and complexities of the committees and the amount of revision required.

The new Steering Committee refined the Self-Study Plan through the creation of a [detailed timeline](#) for the entire Self-Study. They also formed a Logistics Committee to begin planning the resources needed for the mock visit in October 2014 and the actual site visit in April 2015. The Steering Committee also organized a Self-Study retreat in December 2013 for all committees to present their findings following their work on the second drafts.

At the beginning of the spring 2014 semester, Core Component Committees resumed meetings to produce a third and final draft of the Self-Study in preparation for the mock review. Dr. Whitehead and Dr. Kiddie also began weekly meetings of the Steering Committee to manage and execute the Self-Study Plan as the various pieces of the Self-Study started to come together. During a status meeting with the President and his Cabinet shortly after Provost Byers announced his intention to retire in June 2014, Dr. Hemphill appointed Dr. Orlando McMeans, Vice President for Research and Public Service, as the HLC liaison and Chair of the Self-Study with Dr. Whitehead and Dr. Kiddie becoming Vice Co-Chairs. Shortly thereafter, Dr. Carson left the University, and Dr. McMeans appointed Dr. Ami Smith, Associate Dean and Associate Director of Extension, as the liaison to Criterion Five. At the same time, he appointed Dr. J. Ulises Toledo, Associate Dean for Administration at the Gus R. Douglass Institute, and Ms. Lisa Williamson, Administrative Assistant to the Vice President for Research and Public Service, as members of the Steering Committee. The Steering Committee continued to meet weekly following the organizational changes. Two final changes were made in July 2014. Following Provost Byers' retirement in June, the new Provost and Vice President for Academic Affairs, Dr. Kumara Jayasuriya, joined the Steering Committee, and following Dr. Whitehead's departure from the University, Mr. Bennett became the Vice Co-Chair of the Self-Study together with Dr. Kiddie.

In April 2014, the University hired a consultant to provide assistance with assessment plans and recommendations for the Self-Study drafts. Following the consultant's recommendations, the Core Component Committees finished their final drafts by the end of May. In June 2014, Dr. Kiddie assumed the role of Self-Study Editor and began reviewing and revising the drafts for all criteria and introductory material to address duplication

and omissions, to collect all evidence documents and load them into the Resource Room on Google Drive, to hyperlink all evidence documents referred to in the edited Self-Study document, and to produce a "single-voice" text.

The edited documents were reviewed by members of the University Relations and Operations team, Ms. Kimberly Osborne, Vice President for University Relations and Operations; Mr. Jack Bailey, Director for Public Relations; Mr. Matthew Browning, Director for Communications Gus R. Douglass Institute; and Ms. Katrina Slone, Executive Assistant for University Relations and Operations, and by Ms. Ashley Schumaker, Chief of Staff and Special Assistant to the President. Dr. Kiddie then incorporated the final edits into clean drafts and delivered them to Mr. Yuma Nakada, Director for Publications and Design, and Mr. Bailey for formatting, graphic design, and the development of a website for use by the mock reviewers.

In October 2014, the University held a three-day mock review with two consultants. Following the review, the Steering Committee continued to meet regularly and began reviewing the comments and suggestions received from both the mock reviewers and the University community to use in a final revision of the Self-Study. At the same time, Criterion Liaisons incorporated any new evidence that resulted from the completion of the AY 2013-2014 reporting period. Final drafts were delivered to Dr. Kiddie in early December for editing, and the edited versions of the Self-Study were reviewed by the University Relations team. The final Self-Study document and the corresponding website were prepared in January 2015, and the Self-Study document was delivered to the HLC in February 2015.



EXECUTIVE SUMMARY.

The primary purpose of the Self-Study Report is to apply for continued accreditation by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools by presenting patterns of evidence that demonstrate West Virginia State University (WVSU) properly meets the five criteria for accreditation outlined by the HLC. The Executive Summary provides an overview of the major findings and conclusions presented in the Self-Study Report. The Steering Committee framed the Self-Study Report based on thorough review of a dozen successful self-study best practices from higher education institutions in the HLC region.

While preparing the Self-Study Report, the Steering Committee, as well as the entire University community, evaluated institutional policies, procedures, and practices, which provides for successful future planning. In the process, the University's strengths and its challenges for the future were identified. The full Self-Study Report is available at <http://www.wvstateu.edu/About-WVSU/WVSU-At-A-Glance/Accreditation/Accreditation.aspx>.

Self-Study Process

Preparation for the 2015 Self-Study began in 2012 with the formation of the Self-Study Steering Committee. The eight-member Steering Committee provided leadership in preparation for the 2015 Self-Study and HLC site visit. One committee member previously served during the 1995 accreditation, thus providing continuity and leadership, especially during the early phases of the Self-Study.

The Steering Committee reported periodically to the President to update him on the status of the reaffirmation process. Additionally, the Steering Committee was asked to monitor changes in HLC policy, statements, and, more recently, criteria for accreditation, and to report such changes to the University community.

More than 100 students, faculty, and staff currently serve on more than 25 University self-study related committees. To best involve the entire campus community with the self-study process, the Steering Committee addressed evaluative questions regarding the Criteria and Core Components to these Committees, as well as to every department and unit within the University.

In order to ensure the University was well informed, an electronic newsletter titled "The Road to State's Reaffirmation 2015" was established in August 2014. Additionally, the Steering Committee met with students, faculty, staff, the West Virginia State University Board of Governors, and the administration to provide basic information on the reaffirmation process and ensure these constituent groups were apprised of the reaffirmation of accreditation process status. The University also held an accreditation mock site visit on October 15-17, 2014. The

Steering Committee used the feedback from the mock reviewers to make adjustments to the self-study and further prepare for the April 2015 site visit.

Significant Occurrences since the 2005 HLC Visit

WVSU has faced numerous challenges, while also making significant changes across the landscape of the University. Some of these include, but are not limited to, changes in academic program offerings, elevation of the research and public service mission areas, and installation of a new administration.

- **Separation from the CTC:** Mandated by state law, the separation of the community and technical college (CTC) from WVSU resulted in decreased enrollment for the University (the CTC accounted for approximately one-third of WVSU's enrollment) and transitional difficulty for students seeking to transfer credits from KVCTC to WVSU. Institutional enrollment included 3,003 students in 2008 and 2,677 students in fall 2013, representing a decrease of 10.9 percent over the five-year period. However, despite experiencing a decline in student enrollment between 2010 and 2012, WVSU was one of only two higher education institutions in the state to increase overall enrollment from fall 2012 to fall 2013. In a one-year period, WVSU's enrollment of first-time freshman increased approximately 41 percent due to a series of new initiatives. That trend towards increased enrollment continued in the fall 2014 term with a total institutional enrollment of 2,884 students.
- **New Facilities:** The University partnered with a private developer to build a new residence hall creating modern, suite-style housing. The Judge Damon J. Keith Scholars Hall is now home to approximately 275 Yellow Jackets. Additionally, with the opening of the D. Stephen and Diane H. Walker Convocation Center in spring 2014 and the opening of the Gregory V. Monroe Athletic Complex in early 2015, West Virginia State University students are provided unparalleled academic and athletic facilities that rival those on the nation's premiere universities.
- **Vision 2020:** The University's strategic plan, "Vision 2020: State's Roadmap to the Future," focuses on the priority areas of Academic Programs, Research Growth, Faculty Excellence and Rewards, and Public Service; Recruitment, Retention, Degree Completion, Marketing/Branding, and the Student Experience; Building, Renovation, and Technological Infrastructure; and Alumni Engagement and Philanthropic Giving.

- **Technology Updates:** To address campus-wide technological issues, the University upgraded the information technology infrastructure and wireless capabilities, an area of priority and need as identified by all University stakeholder groups.
- **Energy Efficiencies:** The University also implemented several additional cost-saving initiatives and overall improvements, including energy efficiencies in lighting and water usage and holiday schedule planning to reduce utility expenses.
- **New Academic Programs:** The University is proud of the establishment of a Bachelor of Science in Business Administration with a concentration in Energy Management. WVSU is the first institution of higher education in the State of West Virginia to offer this degree with an emphasis in energy management.
- **Academic Articulation Agreements:** In addition to this new academic offering, the University has developed academic articulation agreements between several institutions in the State of West Virginia. Most recently (December 2014), the University entered into a collaborative agreement with the West Virginia University (WVU) School of Dentistry for a Dental Early Admission Program (DEAP), whose purpose is to help facilitate pre-dental students' transition into the Doctor of Dental Surgery (D.D.S.) program at the WVU School of Dentistry. In June 2014, the University signed an articulation agreement with Marshall University for an academic program leading to a doctoral degree in pharmacy. In November 2013, an articulation agreement was signed between WVSU and the West Virginia University (WVU) system. This agreement established a two plus two program for students wishing to pursue a Bachelor of Science in Engineering at WVU who successfully complete the first two years of coursework at WVSU.
- **Online Course Growth:** WVSU first began tracking web courses during the academic year (AY) 2006-2007 academic year. Since 2006-2007, an average of 15 new online courses have been created each academic year. The total number of new courses created since AY2006-2007 indicates 940 percent growth in new online courses since that initial semester. WVSU is fully committed to expansion and diversification of online offerings. To that end, Vision 2020 states that by the year 2020 the University will "implement five degree programs that may be completed entirely online. Online options should address student interest along with current and anticipated business/industry demand." The first step towards that goal

was achieved in fall 2014 with the submission of a Substantive Change Application to the HLC for approval of three online degree programs and the subsequent site visit in December 2014.

Summary for Criterion One: Mission

The information provided in this section demonstrates WVSU has clearly articulated its mission via multiple venues to both internal and external constituents. The University is committed to its historical mission as both an HBCU and a land-grant institution. The University utilizes its mission to guide operations and to plan for the future as it aims to meet the higher education and economic development needs of the state and region through innovative teaching and applied research.

Given its rich history and mission, WVSU is aware of the diversity of its student body and the University community overall. WVSU has an excellent record of accomplishment in supporting diversity both through its academic offerings and through its commitment to the public by way of various outreach and research activities. The University's vision to become the most student-centered, research and teaching, land-grant institution in the State of West Virginia and beyond is both realistic and attainable.

Strengths

- The mission statement is extensive and accurately represents the University and its goals to meet the educational needs of its students and the economic development needs of the region. The mission statement is available and publicized to internal and external constituents in various formats. It defines the type of academic degrees that the University should offer and to whom they should be offered.
- The University embeds diversity education into the General Education curriculum and offers a variety of courses that span various academic disciplines. As part of that academic training, the University also offers minors and certificate programs that allow students to study diversity in detail. In addition, the University promotes diversity through cultural enrichment activities featuring speakers from around the world who offer messages that highlight the significance of diversity.
- The University understands and actively pursues its role as a public institution. Its outreach programs are broad and encompass many concepts addressing items that plague the growth and development of communities in the State of West Virginia and beyond. The University offers programs to the public at little to no cost and actively supports underserved communities throughout the state.

Challenges and Opportunities

- The mission of the University is embedded in the overall mission statement, which is lengthy; therefore, the mission can be difficult to identify. The University must continue to embrace the overall mission statement, but it should look at ways to promote the mission in simpler ways that make it easy to identify and remember. Doing so will increase the likelihood of ingraining the mission in the thoughts and actions of institutional constituents.
- The University should ensure internal and external constituents understand the recently released strategic plan, Vision 2020. The strategic plan provides detailed information that will help the University achieve its mission and vision.

Summary for Criterion Two: Integrity: Ethical and Responsible Conduct

The evidence provided in this criterion demonstrates WVSU's commitment to conducting its affairs transparently, ethically, and in compliance with all laws, regulations, and University policies in fulfillment of the criterion and its components. Additional evidence supporting this criterion can be found in the Federal Compliance section of the Self-Study Report, which demonstrates WVSU's compliance with federal regulations and HLC policies.

Strengths

- With the reconfiguration of the University's website, WVSU is able to present itself clearly and completely to students and the public with regard to programs and services, requirements, faculty and staff, costs to students, governance, and accreditation relationships.
- The Board of Governors (BOG) has demonstrated its independence and commitment to the best interests of the institution and has acted with decisiveness and integrity and continually strives to consider the reasonable interests of internal and external constituencies. The BOG has exhibited the ability and willingness to delegate day-to-day management of the institution to skilled and experienced administrators through the University President.
- WVSU has a strong Academic Freedom stance as stated in the WVSU Faculty Handbook, encourages the necessity of academic freedom to its student body, and encourages the freedom of expression among its staff. A deep commitment to academic freedom exists.

- WVSU has active processes in place to ensure that students, faculty, and staff can acquire, discover, and apply knowledge responsibly. The University's institutional review board (IRB) process is highly developed. The IRB reviews all research proposals submitted through the Office of Sponsored Programs. Further, faculty work to educate and train students about ethical research guidelines and practices, including research methodologies and resource evaluation, resource citation techniques, and plagiarism issues. The institution is proud of its efforts to ensure the open and responsible pursuit of knowledge.
- WVSU ensures that students, faculty, and staff acquire, discover, and apply knowledge responsibly. A multitude of policies have been developed in support of ethical operations in both academic and research areas.

Challenges and Opportunities

- The University should continue to review, evaluate, and revise policies, structures, and processes for continuous improvement and make these policies available online and in appropriate published material.
- The University should identify additional financial resources to enable faculty and staff to attend more than one conference per academic year and to reimburse the full costs of attending a professional conference. Funding for international travel should also be allocated.
- Policies on academic dishonesty need to be clearly delineated in the Student Handbook and need to be consistently enforced. These policies might be better identified as academic honesty, a more progressive and supportive message of what is expected. Also, syllabi should consistently refer to and address these policies.
- Academic integrity applies to students and faculty alike and should be included in the publicly delineated responsibilities of faculty. There is no other public indication of the policies for enforcing violations of academic integrity by faculty. While the Faculty Handbook provides faculty the benefits of scholarship in promotion, tenure, and merit raises, there is only a vague reference to professional standards given in tenure procedures.

Summary for Criterion Three: Teaching and Learning: Quality, Resources, and Support

As this section demonstrates, WVSU has rigorous review and approval processes in place to ensure high-quality degree programs and course offerings are maintained and kept current. The University has processes in place for the recruiting, hiring, and retention of quality faculty and staff. The University also prides itself on its low student-to-faculty ratio. WVSU assists students through a variety of support services that strive to maximize each student's potential and demonstrate the University's commitment to diversity and its cultural heritage. Students may choose to participate in a multitude of co-curricular activities that also enhance their educational experience and help teach students important social skills. The relationships between students, faculty, and staff are positive and collegial, which also positively impacts the academic success of students and the potential future growth of the University.

Strengths

- The quality of academic programs is demonstrated through a rigorous General Education Core Curriculum for undergraduates in addition to strong discipline-specific degree programs at both the undergraduate and graduate levels. These academic programs support a wide variety of opportunities for students to develop lifelong learning skills and demonstrate that the University attains its goal to engage students in intellectual inquiry, creative work, and research-based scholarship. A low student-to-faculty ratio enables direct and frequent contact with faculty members, which, in turn, promotes intellectual curiosity and strong academic engagement.
- The University has effective processes in place for evaluating current programs and developing new programs. It recognizes the need to expand its graduate programs, but is doing so cautiously so as not to grow too quickly or prematurely. Its vision for the future is encouraging, while remaining realistic.
- WVSU has been modernizing its campus to meet the needs and demands of 21st-century students. The computer infrastructure has recently been expanded to provide Wi-Fi campus-wide, the library has increased its supply of loaner laptops, and many classrooms have been or are in the process of being upgraded with new learning technology. The administration recognizes the importance of this endeavor and is committed to continual improvement of the campus.
- WVSU is sincerely committed to its goals of academic excellence, accountability, and student-centeredness. To help students with academic performance and to improve retention, persistence,

and graduation rates, faculty and staff utilize a range of student support services to encourage the success of all students, and the new administration has introduced new services, such as the New Student Advising and Orientation program and Adult and Commuter Student Services, to address previously noted problem areas. Most faculty also serve as student advisors, which helps build strong student-faculty bonds. The introduction in 2014 of the tool MyDegree@State will help bring more uniformity and accuracy in advising sessions across all departments. Faculty and staff also participate in and advise a number of co-curricular clubs and activities that help round out the students' college experience.

Challenges and Opportunities

- In the past six years, WVSU has experienced a rapid growth in the number of offerings of primarily online (Web 80 and Web 100) courses, a 535 percent increase. Growth in the number of course offerings and increases in enrollment in these courses require special attention on the part of the University to ensure that program quality and learning goals are consistent across all modes of delivery. The creation of the Online Learning Advisory Committee in the past year and the adoption of a new institutional Policy for Online and Distance Education based on the Quality Matters program will help ensure consistency. The policy needs to be fully implemented, and all courses need to conform to the Quality Matters rubric, especially once the University begins offering fully online degree programs.
- The current General Education Core Curriculum is robust and supports the academic mission of the University, but to keep the curriculum fresh and current, it needs to be updated. The General Education Task Force needs to present its findings to the University community and obtain support from the faculty and administration to begin a revision within the next academic year.
- Funding for professional development, research scholarship, and salaries for faculty and staff continues to be a problem. As the Self-Study Report describes, faculty and staff are not being fully reimbursed for their professional activities, and several years have passed with little or no salary increases. To continue to retain high-quality faculty and staff, the University needs to identify reliable funding sources for professional development, research, cost-of-living adjustments, and merit-based pay.
- The University community is excited about the new residence hall, which opened in August 2014. While the new hall provides the University

with an opportunity to attract more residential students, WVSU remains primarily a commuter campus with a large non-traditional student population. The University has made great progress in encouraging these students to become active participants in campus activities through such initiatives as the “State Stride,” a commuter meal plan, and Adult and Commuter Student Services. The opportunity to encourage even more commuter students to engage in co-curricular activities still exists and should be pursued.

- The timely return of student evaluations to faculty has been a problem for several semesters. The University has examined the current procedures and is working to develop opportunities to improve the processing time.
- The University possesses a number of attractive and marketable certificate programs with potential to bring in additional revenue, but participation rates are low. The University should develop a plan to market its certificate programs to current students, alumni, local businesses, and members of the community.

Summary of Criterion Four: Teaching and Learning: Evaluation and Improvement

Adhering to its mission to meet the higher education and economic development needs of the state and region through innovative teaching and applied research, WVSU is committed to assisting its students in achieving their academic goals. As detailed in this section, the University performs rigorous program reviews and collects and analyzes data related to student retention, progression, and graduation rates. Assessment data are used to modify programs and maintain current and relevant curriculum. A number of new initiatives to boost recruitment, retention, and graduate rates have been implemented since the previous accreditation review. The University has identified an attainable goal to improve retention and graduation rates by the year 2020.

Strengths

- WVSU has effective policies and procedures in place to monitor course and curriculum development and academic program evaluation. It uses the data obtained from program reviews to ensure the quality of its academic programs, keep curriculum current, and meet the needs of the student body.
- WVSU has clear and documented procedures for evaluating and accepting transfer credit.
- WVSU evaluates the success of its graduates by gathering data from employers and graduate

programs through surveys, IPEDS reports, and a new initiative with Workforce West Virginia.

- WVSU is actively engaged in and committed to a culture of assessment. Faculty and staff are actively developing and improving assessment tools and using the information gathered to improve student learning.
- WVSU has tools in place to monitor retention, persistence, and graduation rates. Following the decline in enrollment after its separation from the community and technical college, the University has undertaken a number of initiatives in the areas of recruitment and retention and has begun to see positive results.

Challenges and Opportunities

- Retention data are collected and analyzed on an annual basis, but a systematic or consistent method to broadly disseminate retention and completion data to all University constituent groups needs to be developed.
- A shared governance mechanism for approval and review of graduate programs and curriculum changes needs to be clarified.
- A better mechanism to obtain graduate satisfaction from all students and employment data for out-of-state graduates needs to be developed.
- The University needs to establish a consistent approach for collecting and analyzing assessment data. The culture of assessment needs to continue to expand to obtain visibility and support from all internal and external constituents. A centralized electronic repository for all assessment data collected needs to be defined.

Summary for Criterion Five: Resources, Planning, and Institutional Effectiveness

WVSU works diligently to assure its resources, structures, and processes are sufficient to fulfill its mission. As experienced by many other institutions, fiscal constraints complicate the ability to respond to challenges and opportunities. However, WVSU has responded to challenging times and is continually working and improving to, in the words of President Brian O. Hemphill, “become the most student-centered, research and teaching, land-grant University in the state of West Virginia and beyond.” Standard fiscal and human resource allocations, as well as needs for improved infrastructure and technology, will continue to play significant roles in current and future planning as WVSU continues its history of institutional improvement through systematic and integrated planning tied ever more closely to the University mission.

Strengths

- WVSU recognizes the importance of continued capital improvements, even during financially difficult times, and displays resourcefulness and creativity in the funding of these improvements.
- WVSU is proactively increasing recruitment and retention efforts and strategically identifying program offerings that will generate revenue and develop a larger student base.
- WVSU has embarked upon an \$18 million capital campaign to support its core mission.
- The BOG consists of accomplished individuals with diverse professional backgrounds. This diversity helps the BOG remain knowledgeable about various aspects of University functions. The BOG is active and involved. It took a lead role during the transition of administration at WVSU in 2012.
- In general, the communications among the members of various constituencies at WVSU are detailed, open, and clear. Questions raised at various forums, especially at Faculty Senate meetings, are answered in detail and with clarity.
- The collaboration among various groups has improved and produced remarkable results. Examples include Vision 2020, improved enrollment, online education, and this self-study document.
- The University's planning process is one in which planning and budget activities, throughout every level of the organization, are coordinated and driven by the University's vision and mission and one in which appropriate input from stakeholders is factored into resource allocation decisions.
- The University has processes and strategies in place to evaluate and revise, as needed, the goals set forth in the strategic plan.

Challenges and Opportunities

- WVSU's reserve funds were depleted as result of the separation of the community and technical college. The University needs to set specific goals and timelines for rebuilding the reserve fund.
- The University should implement a systematic process for across-the-board and merit-based raises in order to competitively attract and retain qualified faculty.
- Although there are many forums for interaction and collaboration at WVSU, in financial planning and allocations, University constituents are not taken into confidence. Formerly, WVSU had a

budget advisory committee with membership from various constituencies. Such a committee is needed to keep the University constituents informed about the rationale and logic of planning and allocation of finances.

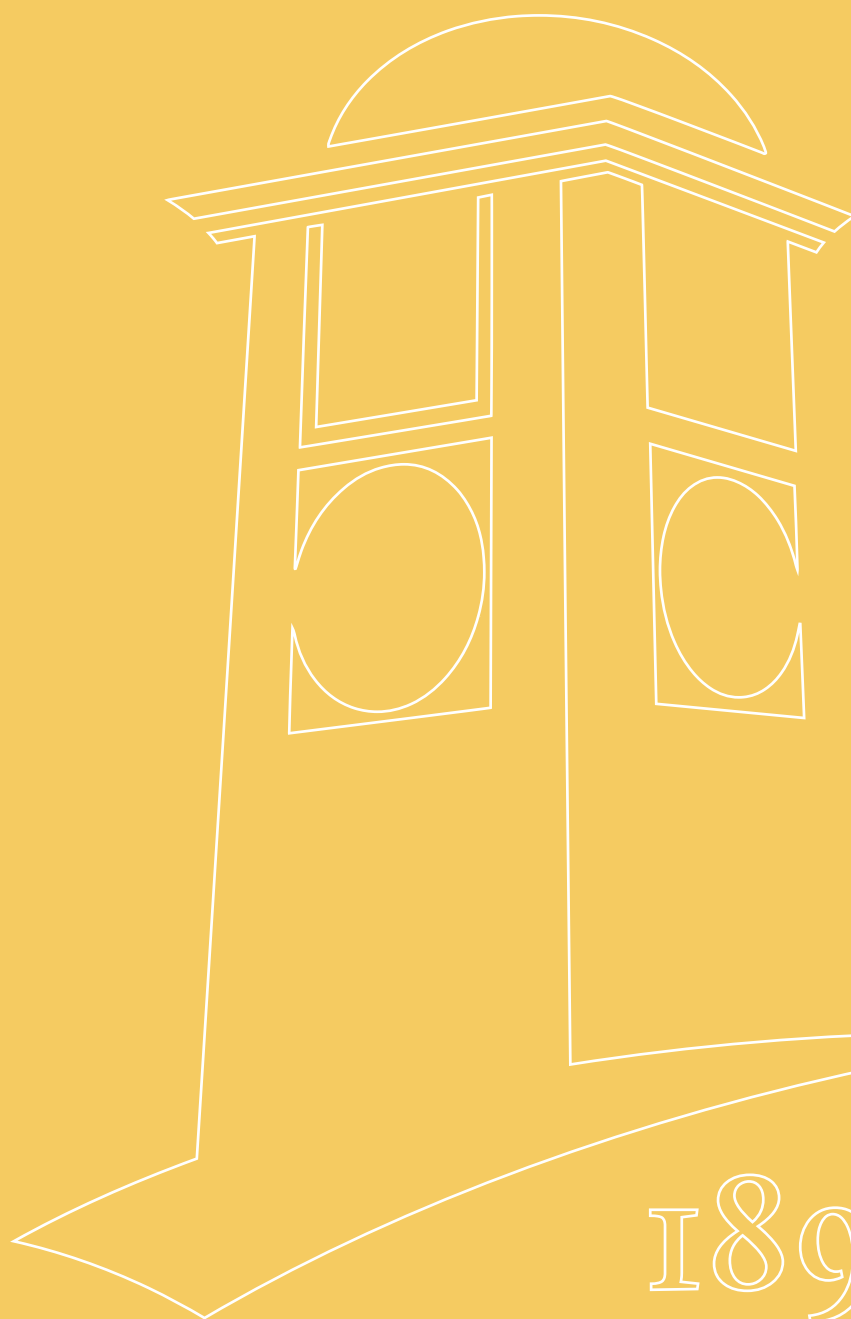
- Although much progress has been made in the past year in updating the WVSU website, a comprehensive review is still required due to the difficulty of finding some information about important groups and processes at WVSU. Examples include the lack of information about the Program Review process, committee, or schedule and current minutes from WVSU Classified Staff meetings. In addition, many website URLs are long and cumbersome to use on a program brochures. University Relations and Operations produces shorter URLs for brochures when asked to do so, but the website's naming conventions and file structure should be reviewed so such manual intervention is not required.
- The University should develop a technology master plan to address technology needs of all academic programs in order to maintain and further develop state-of-the-art teaching and research facilities.

Conclusion

In summary, the Steering Committee views the preparation of the University Self-Study as a true assessment of the institution's educational strengths, weaknesses, and opportunities. Another portion, manifest in the Self-Study Report, evaluates the degree to which West Virginia State University meets the HLC Criteria and Core Components.

The preparation of the Self-Study Report was a collaborative effort involving internal and external constituents. The resulting document provides a comprehensive portrait of the present and a visionary guide for the future. The results not only provide convincing documentation that West Virginia State University meets all the Criteria for Accreditation, but also benefits the University as it continues to plan, implement, and evaluate changes designed to increase services needed by its many constituencies.

Over the past decade the University has maximized its resources, made significant changes in its curriculum, increased the number of graduate programs, adjusted services to community requisites, and striven to be both student-centered and future-oriented. The Self-Study Report demonstrates the University operates at a level of excellence that merits continued accreditation based on the Criteria and Core Components of the Higher Learning Commission.



1891

INTRODUCTION.

History and Profile of University

West Virginia State University was founded under provisions of the Second Morrill Land-Grant Act of 1890, one of 19 such institutions authorized by Congress to educate African-American students in segregated states. These institutions are commonly referred to as “1890 Land-Grant Institutions.” On March 17, 1891, the West Virginia Legislature created the West Virginia Colored Institute. Shortly thereafter, black leaders persuaded a site inspection committee to locate the institute at Piney Grove (present-day Institute), an African-American community that had once been part of a large slave plantation. The state purchased a 30-acre tract from Elijah and Marina Hurt on which to build the school.

When the co-ed Institute opened its doors in May 1892, the faculty consisted of Professor J. Edwin Campbell, Principal and Professor of Mathematical Science, Professor Byrd Prillerman, Assistant Principal and Professor of English Language, and T. C. Friend, Practical Farmer. Over 40 students enrolled for the first full term in the fall, with a curriculum consisting of courses in agriculture, horticulture, mechanical arts, and domestic science. Teacher education courses were added the following year. In the early period, the Institute offered the equivalent of a high school education, along with vocational and teacher training. Military education became an integral part of the school as well, and in 1899 the Legislature passed a bill to admit up to 60 cadets.

In 1909, Booker T. Washington recommended his friend and noted educator Byrd Prillerman to serve as President. As a former Kanawha Valley resident with strong family ties to the area, Washington was a frequent campus visitor and guest lecturer whose educational style at the Tuskegee Institute was modeled at the Institute. During Prillerman’s 10-year administration, the school established its reputation as the center of black intellectual life in the state.

In 1915, the school became the West Virginia Collegiate Institute and gained the authority to grant college degrees. In 1919, 31-year-old John W. Davis became President of the Institute. He led the school for 34 years, and remains the longest-serving president in school history. A Morehouse graduate, Davis recruited highly qualified faculty and focused on curriculum development. He persuaded noted historian and Huntington, West Virginia, native Carter G. Woodson to assist him as Academic Dean. Regarded as the Father of Black History, Woodson earned his doctorate from Harvard in 1912 and founded the *Journal of Negro History*.

In 1927, the Collegiate Institute was accredited by the North Central Association of Colleges and Schools, making it the first of the 19 original black land-grant schools to be certified by a regional association and one of only four black colleges to gain such status. It also became the first public college in West Virginia to be accredited by North Central. The institution’s name changed to West Virginia State College in 1929. With an enrollment of 1,000 students, the College contained divisions of Applied Arts and Sciences; Languages, Literature, and Fine Arts; Natural Sciences and Mathematics; and Social Sciences and Philosophy.

In 1939, West Virginia State College became the first of six historically black colleges to be authorized by the Civil Aeronautics Authority to establish an aviation program. Benefiting from the presence of Wertz Field airport adjacent to campus, the program supplied a number of black pilots to the U.S. Army Air Corps in World War II. In fact, several college aviators joined the famed 99th Fighter Squadron and 332nd Fighter Group that served with distinction in the European Theater. In 1942, a college ROTC program was established as an artillery unit. The rich ROTC tradition continues to this day, and West Virginia State proudly claims 15 general officers who graduated from the Yellow Jacket Battalion. They include Major General Charles C. Rogers (Ret.), the only surviving West Virginia native to be awarded the Congressional Medal of Honor for his actions during the Vietnam War.

West Virginia State College underwent a significant transformation under the guidance of President William J. L. Wallace (1953-73). In 1953, the College established a community and technical college (CTC) as an integral part of the institution. Then immediately after the Supreme Court’s 1954 decision in *Brown v. the Board of Education of Topeka* made it unconstitutional to prohibit co-racial higher education, nearly 400 white students applied for admission. By 1966, African-Americans represented 20 percent of the total student population. This unique case of “reverse integration” garnered national attention, and President Wallace hailed it as “a tribute to the character and courage of the people of Kanawha Valley.” As a result, West Virginia State proudly adopted the motto “A Living Laboratory of Human Relations.”

Enrollment substantially increased after the removal of racial barriers; however, the institution lost its land-grant status, in part due to desegregation efforts. In 1957, the West Virginia State Board of Education voted to end state funding needed to match federal land-grant aid to West Virginia State University, the only 1890 land-grant

institution to lose such funding. For 31 years, alumni of the University, interested in regaining land-grant status, looked for the right time, place, and persons to reverse the decision made in 1957.

On February 12, 1991, Governor Gaston Caperton signed House Bill 2124 on the campus of West Virginia State University, which reinstated the institution's state land-grant status. This status was necessary in order for Congress to consider full congressional 1890 land-grant status restoration for the University. On August 4, 1999, Senator Robert C. Byrd amended the House of Representatives Bill 1906 to once again establish West Virginia State University as an original 1890 Land-Grant Institution as established under the Second Morrill Act of 1890. In addition, this amendment would entitle WVSU to some of the financial privileges of the 1890 Institutions.

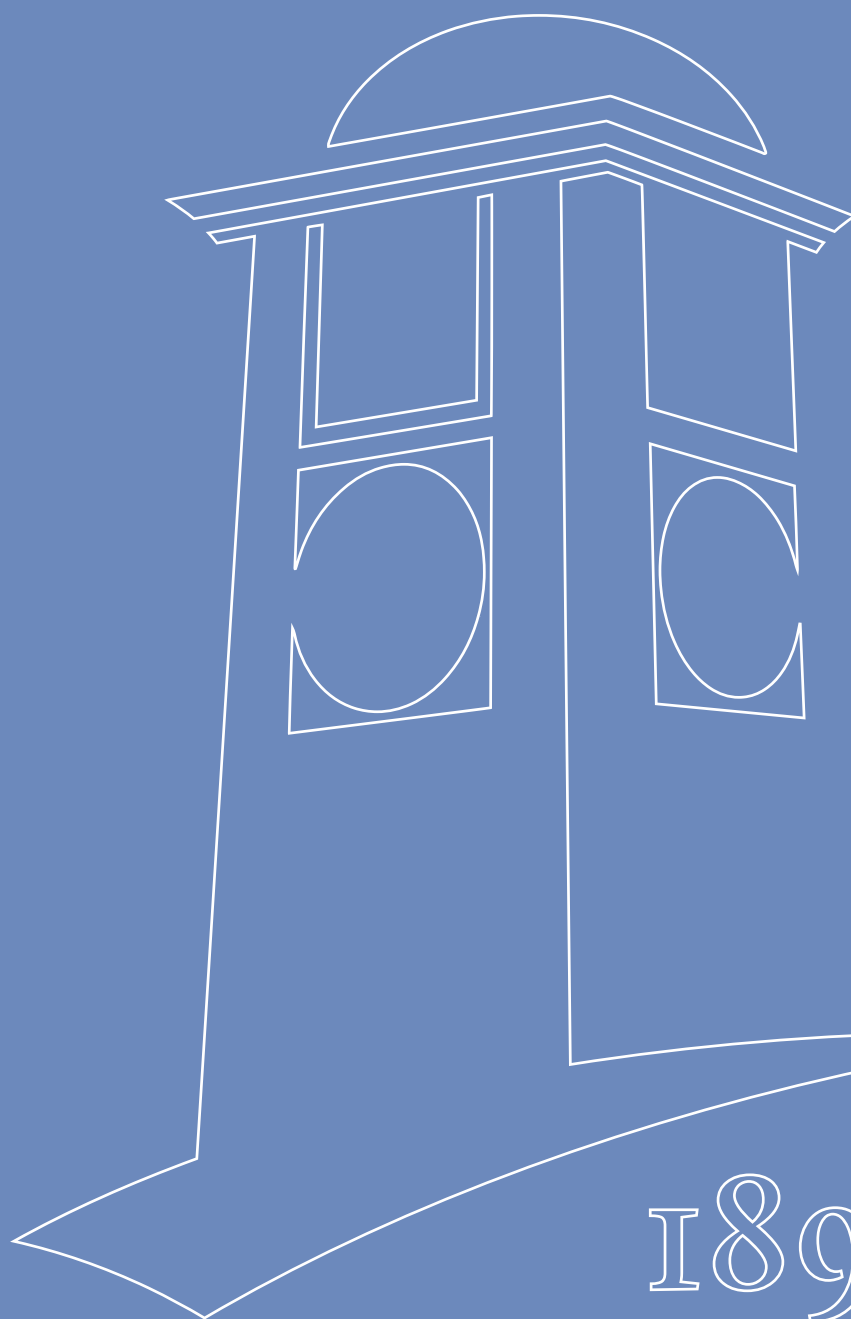
Although the University received land-grant research and extension funding in fiscal year 2000, the USDA Office of General Council of the USDA stated that more explicit amending language was necessary for full inclusion of West Virginia State University as an 1890 Land-Grant Institution. Senator Byrd introduced such an amendment, and on November 28, 2001, with the passage and subsequent signing of the fiscal year 2002 Agricultural Appropriations Bill, the University regained its birthright and once again became an official and fully recognized 1890 Land-Grant Institution, eligible for 1890 research and extension formula funds, 1890 Facilities and Capacity Building funds, as well as many other tangible and intangible entitlements.

West Virginia State College became West Virginia State University in 2004 and began offering graduate degrees in Biotechnology and Media Studies. In 2008, the Legislature fully separated West Virginia State Community and Technical College from the University after having been a part of the University for 55 years. The name of the community college changed to Kanawha Valley Community and Technical College (KVCTC) in 2009 and in 2012 KVCTC moved to a new location in South Charleston.

In July 2012, following a nationwide search, Dr. Brian O. Hemphill was named the 10th President of West Virginia State University. Dr. Hemphill's predecessor, Dr. Hazo W. Carter, Jr., the first to lead the school under university status, was named President Emeritus. West Virginia State University now offers 22 bachelor's degrees and

four master's degrees¹. With the goal of improving the quality of students' lives as well as the quality of life for all West Virginia citizens, West Virginia State University is positioned to become the most student-centered research and teaching, land-grant University in the State of West Virginia and beyond.

¹ Biotechnology offers both an M.S. and an M.A. degree. The other two master's degrees are an M.A. in Media Studies and an M.S. in Law Enforcement and Administration. HLC has also approved a fifth master's degree, a Master of Education in Multicultural Instructional Leadership, which the University has put on hold pending a restructure of that program.



1891

INTRODUCTION.

West Virginia State University's Accreditation History

As previously mentioned in the institution's profile, West Virginia State University is proud of its accreditation by the North Central Association of Colleges and Schools in 1927. This early recognition of the institution's quality has led West Virginia State University to possess the longest continuous accreditation of all the public four-year college and universities in the state today.

Accreditation History

1927 – Initial HLC Accreditation

1931 – Comprehensive Visit

1960 – Comprehensive Visit

1968 – Comprehensive Visit

1978 – Comprehensive Visit

1988 – Comprehensive Visit

1995 – Comprehensive Visit

2005 – Comprehensive Visit

2008 and 2011– Progress Reports submitted

In addition, the University has attained accreditation by a number of professional bodies for specific programs as follows:

Business Administrations and Economics:

Accreditation Council for Business Schools and Programs (ACBSP)

Formerly known as the Association of Collegiate Business Schools and Programs, ACBSP, established in 1988 and recognized by U.S. Department of Education in 1992, is a specialized accreditation association for business education that promotes continuous improvement and excellence in the accreditation of business education programs internationally. ACBSP is comprised of 1200 institutions world-wide.

Initial accreditation	2005
Most recent visit	2005
Approval period ending	2015

Chemistry:

American Chemical Society (ACS)

Founded in 1876, ACS is a leading chemistry society that promotes excellence in undergraduate chemistry education via approval of baccalaureate chemistry programs. Colleges with ACS-approved chemistry programs are staffed by accomplished faculty, equipped with excellent infrastructure, and attract top high school talents. There are 187 chapters in the U.S.

Initial approval	1972
Most recent visit	2012
Approval period ending	2017

Education:

National Council for Accreditation of Teacher Education (NCATE)

NCATE, founded in 1954, is a volunteer peer review accreditation system that promotes the establishment and sustainability of high quality teacher education programs. NCATE provides support for teachers, school specialists, and administrators and departments in schools, colleges, and the Department of Education. There are 670 colleges accredited by NCATE.

Initial accreditation	1962
Most recent visit	2007
Approval period ending	2015

West Virginia Department of Education (*Program Re-approval, WVDE Policy 5100*)

WVDE's Teach West Virginia initiative is a program that assists educators and the general public in finding up-to-date information about all aspects and components of educator certification. Also, this program provides general requirements for individuals applying for educator certificates and permits necessary to work in the public schools systems of West Virginia.

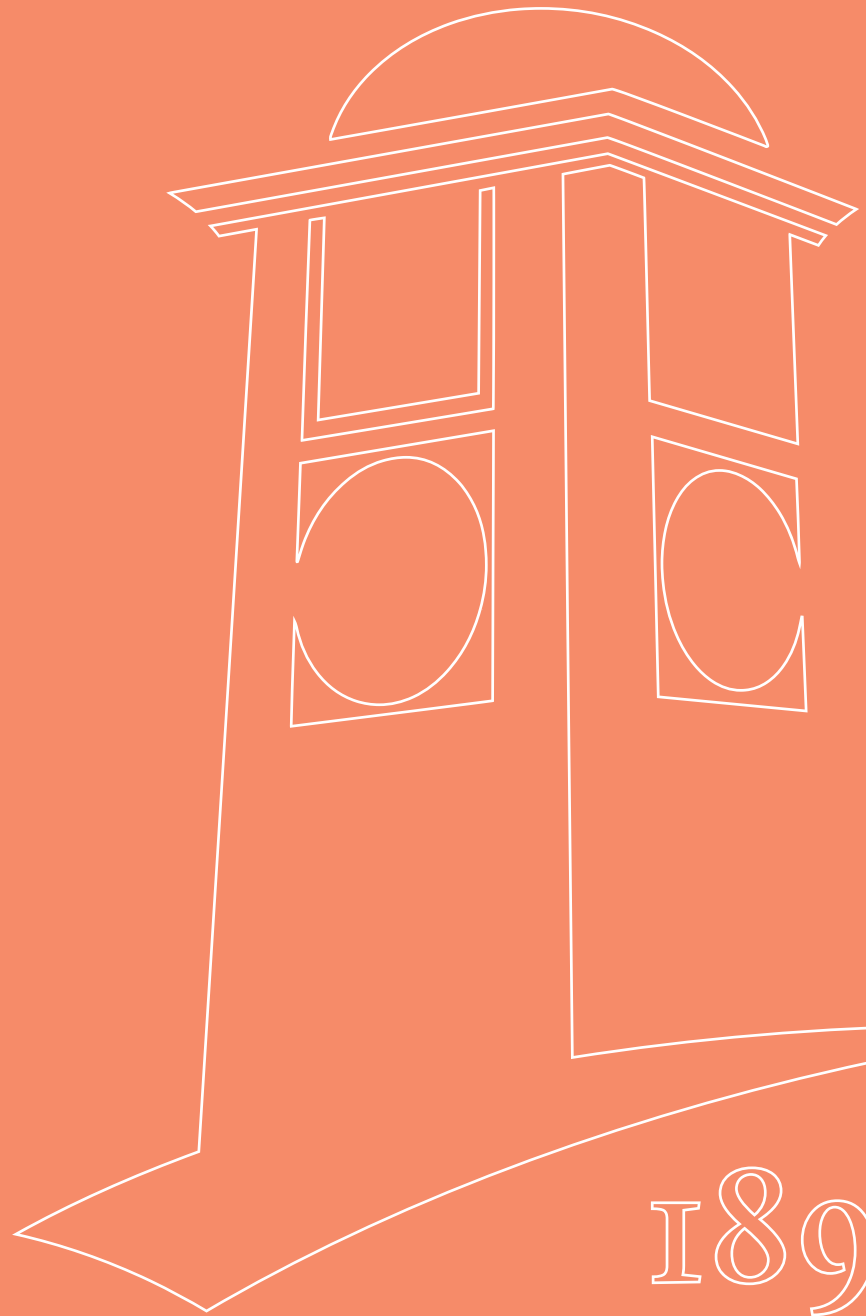
Initial approval	1969
Most recent visit	2012
Approval period ending	2017

Social Work:

Council on Social Work Education (CSWE)

Founded in 1952, CSWE is a national association responsible for developing and ensuring accreditation standards for higher education social work programs. The CSWE follows a multi-step accrediting process that involves a self-study, visit and Commission (of the CSWE) reviews. There are 493 CSWE-accredited social work programs in the U.S.

Initial accreditation	1974
Most recent visit	2001
Approval period ending	2017



1891

INTRODUCTION.

Response to 2005 Review

The 2005 Commission review of West Virginia State University (WVSU) yielded a report that translated into a maximum 10-year reaffirmation for the University from the accrediting body of the Higher Learning Commission of the North Central Association (HLC). As stated in the *Summary of the Commission Review*, “The University presented an excellent self-study which demonstrated its commitment to continuous quality improvement and evidence of campus culture dedicated to student achievement inside and outside the classroom. After reviewing the Self-Study in great detail, touring the campus, meeting with university faculty, staff, students, community residents, and governing boards members, it is apparent that West Virginia State University fulfills the Criteria for Accreditation.”

While the 2005 visit was largely successful, there was one area that required Commission follow-up.

“Based on the Self-Study and interviews with the vice presidents for academic affairs and planning and advancement, school deans, faculty members and the professional staff, as well as review of documents on campus (including the WVSU Academic Plan, 2000-2005 and the University Planning materials provided in the Resource Room), planning is an issue that receives attention. It is also a source of significant concern. The concern expressed in the 1995 team report about the operative connection between planning and resource allocation decisions have not been fully addressed by the current processes.”

The Commission further articulated a follow-up recommendation for the development of a Progress Report, due November 15, 2008, on efforts to redesign the strategic planning process, linked to budget priorities and allocation of resources.

The University responded to the needed Progress Report on December 29, 2008. The Progress Report specifically dealt with a more defined strategic plan, the University budgeting process, and the connection between resource allocation and planning. The Progress Report was accepted by the HLC on January 30, 2009. The Staff Analysis of Institutional Report sent to the University indicated that the HLC still had concerns about the planning processes at the University and required a second Progress Report, due January 5, 2011. The Higher Learning Commission received the report from WVSU on January 5, 2011. The report focused on the assessment of planning processes and outcomes. On February 8, 2011, Dr. Andrew C. Lootens-White, Vice President of Accreditations Relations of the HLC, responded, “On behalf of the Commission, I accept the report focuses on the assessment of planning processes and outcomes. No further reports are required.”

Strategic Planning

Following the 2005 review, the University developed a Strategic Planning Committee that broadly consisted of students, faculty, staff, alumni, community, and business leaders. In 2006, the Strategic Planning Steering Committee began work with a review of the 2005 Higher Learning Commission Evaluation Team Report. The Committee also reviewed reports submitted by five Strategic Plan focus groups (Academic Environment, Image, Resources, Technology, and Service).

The Steering Committee then analyzed applicable data from various sources and considered the internal and external planning assumptions submitted by each of the administrative areas: Office of the President, Academic Affairs, Enrollment Management and Student Affairs, Business and Finance, and Advancement. After months of deliberation and consultation, the Committee developed philosophical statements and concise statements of recommended goals. These goals related directly and clearly to the mission statement.

The members of the Executive Council, which included vice presidents, who were members of the Steering Committee, sought additional input and reaction to the recommended goals from personnel within their respective administrative areas, and additional community reaction and input was gained before the steering committee drafted a final set of recommended goals for submission to the President. Following the President's approval, the goals were recommended to the Board of Governors for adoption. The *West Virginia State University Strategic Plan: 2007–2009* contains all of the goals and objectives that guide every aspect of the institution's operation and activities.

Budgeting

The Institutional Budget Plan at WVSU is driven by the educational needs of the students. The instructional necessities for students such as a highly qualified faculty, library and learning resources, and laboratory facilities are considered as priority and essential support areas.

The financial resources available to the University include funding from state appropriations, federal funds, student fees, grants and contracts, appropriations related to land-grant programs, financial support provided by the WVSU Research and Development Corporation, and gifts and other financial support provided from the WVSU Foundation.

Academic Affairs, in collaboration with academic deans and department chairpersons, as well as other administrative areas, undertook a systematic review of all current activities to consider whether past or existing activities should remain at the same levels, reduced, or eliminated and others added.

The Connection between Planning and Budgeting

The original intent of the institutional strategic plan was to create processes in which the University could respond annually to its strengths, areas of weakness, opportunities, and threats, or SWOT, affecting its operational success. The goals and objectives of the University moving forward are then based on this analysis, and the yearly update to the strategies is based on the progress toward goals and objectives. (In the strategic plan, a goal is a broadly stated desired result, an objective is a more narrowly defined outcome, and a strategy is a specific activity needed to complete a particular objective.)

The Strategic Planning Process is based upon priorities of the University in areas such as student learning, retention, research, and technology infrastructure. The President, along with the WVSU Board of Governors, works with vice presidents, faculty, staff, students, and external constituent groups to develop the strategic plan. In order for the University to be successful in its strategic planning initiatives and endeavor, adequate resources are needed to support the priority areas.

Currently, the President engages with all facets of the University to have discussions about the annual budget. While the University has had considerable cuts in the state budget during the past decade, the President holds budget briefings with all constituent groups to present the challenges associated with current and future budgets. These interactions are designed to provide pertinent fiscal information to the University community and to have discussions about utilizing these resources to support priorities as part of the institutional strategic plan. This process has been very successful in the sense that the planning and budgeting processes are shared processes by all constituent groups of the University.

Internal Strategic Planning Workshops

In response to a mandate from the West Virginia Legislature, the West Virginia Higher Education Policy Commission (WVHEPC) creates a five-year Master Plan for West Virginia higher education. Each public institution of higher education in West Virginia is required to submit to the WVHEPC a statement of institutional commitment to this Master Plan, called a Compact, outlining how the institution plans to address the goals of the statewide Master Plan. (More information about the [WVHEPC](#)

[Master Plan](#) can be found on the WVHEPC website.)

Since fall 2007, several administrative areas have held internal workshops with their employees to ensure that the Compact Reporting Elements, WVSU Strategic Plan, Administrative Strategic Plan, and area budgeting are congruent and well understood for implementation.

Progress Report

1. The Importance of the Academic Mission in Budget Decisions That Connect between Strategic Planning and Resource Allocations

WVSU places the academic mission as first and foremost in developing all of its planning processes and budget decisions. Personnel are fully aware of the importance of the mission statement, which guides all decisions. There are inquiries at all levels, specifically at academic and budget councils, to ensure that the campus community is aware of decisions that affect the mission. Information is communicated to the Finance Committee of the Board of Governors and the University Budget Advisory Committee.

2. The Strategic Planning Process of the Academic Plan

The Institutional Academic Plan is continually reviewed to ensure there is congruency with what is stated in developing the Compact and Master Plan, University Strategic Plan, Administrative Strategic Plan, and the Budgeting processes.

3. Constituent Participation in the Strategic Planning Process

The Strategic Planning Process has always involved students, classified staff, faculty, administrators, alumni, and community and business leaders. Focus groups, steering committees, and special committees have had this composition. It has continually been the practice at WVSU to involve all constituents, especially students, in gaining input for planning and decision-making.

4. Information to the University Community on the Strategic Plan Resource Decisions

Both the 2007–2009 and 2009–2011 Strategic Planning Processes were widely publicized to students, faculty and staff, alumni, and the community. The student newspaper, staff

and faculty emails, alumni newsletters, local newspapers, and public meetings at four sites were used to ensure constituent groups were informed about the Strategic Planning Process. The finished document was published and widely distributed. Discussion sessions about strategic planning, including PowerPoint presentations, were held on and off campus. The process continues to be discussed at community, alumni, and civic presentations.

Vision 2020

Brian O. Hemphill, Ph.D. became the 10th President of West Virginia State University in July 2012. In the fall of 2012, President Hemphill presented his vision for WVSU at various functions including, but not limited to, the 2012 opening faculty meeting, the State of the University, and the annual address to the WVSU National Alumni Association. One of these initiatives was to begin working on a new strategic plan as the more recent plan was coming to an end.

The following is an excerpt taken from the *Vision 2020* strategic plan of WVSU:

Under President Hemphill's direction, Vision 2020 strategic planning efforts were launched in November 2012. At that time, the following information was shared with the taskforce.

The Purpose of Vision 2020: To support the University's vision and mission; align the University and its faculty, staff, students, and stakeholders for growth and success; create a stakeholder-built framework that supports achievement of the five key initiatives set by the President and heighten student-centered service, accountability, and excellence.

A Living Document: Vision 2020 will be monitored and evaluated; progress toward defined goals will be measured and reported; unanticipated challenges and opportunities will be considered and may result in changes to the plan and a comprehensive mid-point evaluation will be conducted.

A Multifaceted Charge: Vision 2020 contributors were tasked with developing an inclusive approach to articulating WVSU's vision and mission; developing an inclusive and comprehensive strategic plan to bring the University's vision and mission to life through the year 2020; implementing a planning process that encourages input from internal and external stakeholders; determining the structure for the strategic plan document and the timeline for

completing each phase; and recommending, within the document, a process for monitoring the progress of the strategic plan and modifying the plan, if needed. Readers of this plan will see how each aspect of the charge is incorporated into the plan.

To fulfill the mission and duties outlined above, four planning committees were created:

- *Academic Programs, Research Growth, Faculty Excellence and Rewards, and Public Service*
- *Recruitment, Retention, Degree Completion, Marketing/Branding, and the Student Experience*
- *Building, Renovation, and Technological Infrastructure*
- *Alumni Engagement and Philanthropic Giving*

In addition to the overall charge for the taskforce, each planning committee was provided a charge. (Committee charges are included in this document along with the results of each committee's deliberations.)

Over the course of nine months, each committee met regularly and developed their own approach to their work. A meeting of the full taskforce was held in October 2013 to share the activities of each work group.

Upon review of this document, readers will see how the planning process did indeed bring ideas to life and fully met the original charge. This document highlights the significant efforts of the work groups. While it provides considerable detail, not all committee recommendations are included in this document and it is not designed to serve as a work plan.

The work of each committee will be ongoing as the strategies included here are implemented. Updates regarding Vision 2020's implementation progress will be available at www.wvstateu.edu/vision2020. While we anticipate that our goals will remain fairly constant, the strategies and initiatives will likely evolve over time. Ongoing analysis of ever-shifting challenges and constraints, and indeed our successes, may result in adjustments and changes to our strategies and targets as the plan moves forward. All updates will be shared online.

Conclusion

The Strategic Planning Process is dynamic in that it allows for continuous review and productive change. In order to advance that plan, it is imperative that adequate resources be allocated and the linked processes includes all areas of the University. WVSU continues to be a forward-moving institution, anticipating challenges on the horizon, whether fiscal or technological. As advances in educational, research, and outreach agendas are made, the University does so in a manner that draws input from every constituent group of the University community, thus, bringing to life one message, many voices.



INTRODUCTION.

Significant Challenges and Changes at WVSU
since the 2005 HLC Visit

West Virginia State University (WVSU) has faced numerous challenges and changes since the last visit of the Higher Learning Commission (HLC) for the University's reaffirmation in 2005. Perhaps the greatest challenge was associated with a legislative mandate to separate West Virginia State Community and Technical College (at that time) from West Virginia State University. This separation yielded fiscal ramifications that forced the University to make difficult, yet necessary, changes.

WVSU also witnessed significant changes across the landscape of the University. Some of these include, but are not limited to, changes in academic program offerings, elevation of the research and public service mission areas, and installation of a new administration. These changes, as well as the aforementioned challenges, will be discussed in the following section.

Separation of the Community and Technical College (CTC) from WVSU, the Four-Year Component

In West Virginia and across the nation, funding for higher education has faced challenging times in recent years. Reductions in state funding have impacted all institutions, including WVSU. The information provided below details WVSU's history and presents current trends in several key performance areas commonly utilized to assess an institution, including cash reserves, enrollment, retention, graduation, and tuition and fees. *(Trends are derived from West Virginia Higher Education Policy Commission (WVHEPC) published data.)*

WVSU was founded under the provisions of the Second Morrill Act of 1890 as the West Virginia Colored Institute, one of 19 land-grant institutions authorized by Congress and designated by the states to provide for the education of black citizens in agriculture and the mechanical arts. In 1927, the institution was accredited by the North Central

Association and is the longest, continuously accredited higher education institution in the State of West Virginia. In 1929, the West Virginia Colored Institute became West Virginia State College (WVSC). In 2004, the West Virginia Legislature approved WVSC's transition to University status with current academic offerings including 22 bachelor's degrees and four master's degrees.

In 1953, WVSU established a community and technical college (CTC) as an integral part of the institution. The establishment of the CTC resulted in development of a broad spectrum of associate degrees, certificates, industry certifications, skill sets, continuing education, community services, employee training, as well as developmental and transfer education, and helped the University increase student enrollment.

In 1999, the West Virginia Legislature established a separate community and technical college system and in 2004 required all CTCs to seek independent accreditation from the Higher Learning Commission. Subsequently, in 2008, the Legislature required all CTCs to operate independently and, pursuant to that legislation, the Governor appointed a separate Board of Governors. In 2009, the West Virginia State Community and Technical College became Kanawha Valley Community and Technical College (KVCTC).

While KVCTC made significant progress toward fulfilling its mission, unintended consequences of the separation resulted in decreased WVSU enrollment (the CTC accounted for approximately one-third of WVSU's enrollment) and transitional difficulty for students seeking to transfer credits from KVCTC to WVSU. WVSU's loss of funding due to the separation of KVCTC is provided in Table B.1.

Table B.1: CTC Separation Total Funding Loss

Item	Amount Lost*
Title III Funding	\$650,000
Capital & Activity Fees	\$1,050,973
Dormitory Fees	\$99,000
Dining Fees	\$99,000
Bookstore	\$520,000
Total Losses	\$2,418,973
*Based on decline in enrollment of 1,323 students.	

In an attempt to offset these revenue losses, the University implemented the following cost saving initiatives:

- The University partnered with a private developer to build a new residence hall that provides modern, suite-style housing for 291 individuals. This building replaced two older residence halls that did not meet student needs and were costly to maintain. Furthermore, as the University partnered with a private developer, no state funds were required or utilized for this project. The new residence hall was completed by the start of the fall 2014 semester.
- To address campus-wide technological issues, the University upgraded the information technology infrastructure and wireless capabilities, an area of priority and need as identified by all University stakeholder groups. The funds utilized for the costs associated with this upgrade were set aside during the refinancing of the University's existing bond debt. The project increased the wireless capabilities across campus while also providing the infrastructure necessary to expand classroom technologies in order to meet student needs. Furthermore, the expansion provided increased opportunities to enhance course delivery, specifically in the expansion of online course offerings.
- The University also implemented several additional cost saving initiatives and overall improvements in facilities and personnel planning as follows:
 - Chief Financial Officer must sign off on all expenditures in excess of \$500;

- Hiring freeze on all non-essential personnel;
 - Number of employees at June 30, 2011 = 447
 - Number of employees at April 30, 2014 = 418
 - A reduction of 6.5 percent in the total number of employees
- Energy efficiencies in lighting and water usage; and
- Holiday schedule planning to reduce utility expenses.

These cost saving initiatives increased the University's reserve funds, in addition to providing the University an opportunity to incorporate the \$504 salary increase for fiscal year 2015 as mandated by Senate Bill 306, the budget bill. Additionally, a two percent increase for non-classified staff, a two percent increase for faculty, and a two percent merit increase for faculty were also implemented in January 2014. The previous pay increase for WVSU's faculty was a two percent across-the-board pay increase on September 1, 2011. Furthermore, in fiscal year 2015, WVSU will fully fund the classified staff salary schedule as defined in West Virginia Code.

Enrollment

WVSU's decline in enrollment is represented in Table B.2. Institutional enrollment included 3,003 students in 2008 and 2,677 students in fall 2013, representing a decrease of 10.9 percent over the five-year period. In fall 2014, student enrollment increased by 8.1 percent to 2,884, thus limiting the decrease over a six-year period to only 3.9 percent.

Table B.2: Fall Enrollment 2008-13

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	% Change	
								2014-15	2008-14
Fall Census Date Enrollment	3,003	4,003*	3,190	2,827	2,644	2,677	2,884	7.7%	-3.9%

*This number included enrollment at both WVSU and the previously administratively-linked community and technical college.

Despite experiencing a decline in student enrollment between 2010 and 2012, WVSU was one of only two higher education institutions in the state to increase overall enrollment from fall 2012 to fall 2013. In a one-year period, WVSU's enrollment of first-time freshman increased approximately 41 percent due to a series of new initiatives outlined below under the "New Administration." The 2014-2015 overall increase of more than 8.1 percent since academic year (AY) 2013-2014 indicates that the trend is continuing and that the new initiatives are working.

Tuition and Fees

In light of the past two fiscal years of reductions in state appropriation for higher education, WVSU's tuition and fees have increased and yet remain consistent with the statewide average. These data are shown in Table B.3. These increases were implemented, as with many other higher education institutions, to offset the state's reduced funding appropriations and, most importantly, to maintain a high-quality education for students.

Table B.3: Regular Tuition and Fees: 2014-2015 Resident Undergraduate Students

Institution	2012-13	2013-14	2014-15	Increase Over 2013-14	Percentage of Increase	Ranking by Cost
Bluefield State College	\$5,180.00	\$5,564.00	\$5,832.00	\$268.00	4.8%	3
Concord University	\$5,716.00	\$6,002.00	\$6,422.00	\$420.00	7.0%	8
Fairmont State University	\$5,326.00	\$5,824.00	\$6,306.00	\$482.00	8.3%	6
Glenville State University	\$5,860.00	\$6,384.00	\$6,696.00	\$312.00	4.9%	11
Marshall University	\$5,930.00	\$6,216.00	\$6,526.00	\$310.00	5.0%	9
Shepherd University	\$5,834.00	\$6,256.00	\$6,570.00	\$314.00	5.0%	10
West Liberty University	\$5,930.00	\$6,226.00	\$6,412.00	\$186.00	3.0%	7
West Virginia State University	\$5,442.00	\$5,932.00	\$6,228.00	\$296.00	5.0%	5
West Virginia University	\$6,090.00	\$6,456.00	\$6,960.00	\$504.00	7.8%	12
WVU - Potomac State College	\$3,178.00	\$3,336.00	\$3,480.00	\$144.00	4.3%	1
WVU - Potomac State College (Bachelor's Degree)	\$3,946.00	\$4,128.00	\$4,320.00	\$192.00	4.7%	2
WVU Institute of Technology	\$5,558.00	\$5,808.00	\$6,048.00	\$240.00	4.1%	4

All of WVSU's measures to manage fiscal operations have contributed to the current stable financial picture.

Academic Affairs

New Academic Program

The University is proud of the establishment of a Bachelor of Science in Business Administration with a concentration in Energy Management. WVSU is the first institution of higher education in the State of West Virginia to offer this degree with an emphasis in energy management.

WVSU's program offers students the opportunity to bridge two important aspects of the oil and natural gas industry. Students enrolled in the energy management track gain knowledge and skills needed to communicate with geologists and engineers in oil and natural gas

operations as well as business expertise needed to properly manage personnel and accounts in the office.

This new program—linking these two vital aspects of the energy industry together—was developed when WVSU asked today's energy industry CEOs what the next generation of business leaders needed to succeed in the growing oil and natural gas industry.

In addition to the bachelor's energy management concentration, WVSU offers a post-graduate certificate in energy management to assist college graduates currently working in the energy sector advance their careers, or facilitate a career change, in the oil and gas industry.

Articulation Agreements

In addition to this new academic offering, the University has developed academic articulation agreements between several institutions in the State of West Virginia. WVSU continues to make academic programs available to the citizens of West Virginia based on student needs, local and regional workforce needs, faculty expertise, and adequate resources.

In the past decade, the University has entered into numerous articulation agreements with other institutions of higher learning. Most recently (December 2014), the University entered into a collaborative agreement with the West Virginia University (WVU) School of Dentistry for a Dental Early Admission Program (DEAP), whose purpose is to help facilitate pre-dental students' transition into the Doctor of Dental Surgery (D.D.S.) program at the WVU School of Dentistry. In June 2014, the University signed an articulation agreement with Marshall University for an academic program leading to a doctoral degree in pharmacy. The purpose of this agreement is to provide access for WVSU students into Marshall's doctoral pharmacy program. Through this articulation agreement, two openings will be held for WVSU students annually who fulfill all of the requirements necessary for entrance into the pharmacy doctoral program.

Also, in June 2014, the University entered into an articulation agreement with the newly formed BridgeValley Community and Technical College (BridgeValley CTC). This agreement established two plus two programs designed for BridgeValley CTC students graduating with AAS degrees in Accounting, Finance, Healthcare Management, Management, and Marketing to make a seamless transfer to the Bachelor of Science in Accounting, Finance, Management, and Marketing.

In November 2013, an articulation agreement was signed between WVSU and the West Virginia University (WVU) system. This agreement established a two plus two program for students wishing to pursue a Bachelor of Science in Engineering at WVU, who successfully

completed the first two years of coursework at WVSU. The University once had an engineering program, and this is the first step toward redevelopment of a four-year engineering program.

BridgeValley CTC was founded on March 20, 2014, after the consolidation of Bridgemont CTC and KVCTC. Prior to the founding of BridgeValley CTC, the University entered into numerous articulations agreements with each of the institutions. They include the following:

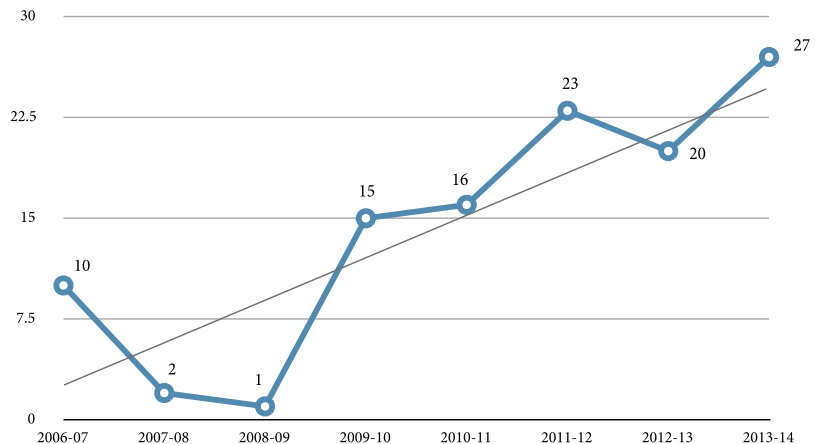
- Bridgemont CTC and WVSU (August 2013) Two plus two program: AAS in Business, Humanities, and Health Division's Associate in Science and Associate in Applied Science Degrees (Bridgemont CTC) to Bachelors of Science in Health Sciences-Leadership in Allied Health and Rehabilitation (WVSU).
- Kanawha Valley Community and Technical College (KVCTC) and WVSU (February 2013) Two plus two program: General Education Associate of Arts (KVCTC) to Bachelors of Arts in History (WVSU).
- Kanawha Valley Community and Technical College and WVSU (March 2012) Two plus two program: Associate of Applied Science in Community and Behavioral Health Technology (KVCTC) to Bachelors of Sciences in Health Sciences-Behavioral Science Option or Addiction Specialist Option (WVSU).
- Kanawha Valley Community and Technical College and WVSU (March 2012 and March 2010) Two plus two program: Associate of Applied Science in Accounting, Finance, Management, Marketing and Management Information Systems (KVCTC) to Bachelors of Science in Business Administration (WVSU).

Online Course Growth

WVSU first began keeping track of web courses during AY 2006-2007 academic year. Since 2006-2007, an average of 15 new online courses have been created each academic year. The total number of new courses created since AY 2006-2007 (n=104) indicates 940 percent growth in new online courses since that initial semester.

WVSU is fully committed to expansion and diversification of online offerings. To that end, [Vision 2020](#), the University's strategic plan, states that by the year 2020 the University will "implement five degree programs that may be completed entirely online. Online options should address student interest along with current and anticipated business/industry demand."

Figure B.1: Creation of New Web 80/100 Courses by AY



Creation of an Honors Program

WVSU has also established an Honors program for undergraduate students. Like many honors programs, it is designed to provide high-achieving students with an exceptional educational experience. Specifically, the mission of the WVSU Honors program states: "The Honors program at West Virginia State University (WVSU) offers enriched academic opportunities for students with high academic achievements. This program shall identify, recruit, and offer students' academic challenges that enhance their skills and creativity. The Program will enable students to continue their pursuit of excellence."

Graduate Programs

The first graduate course at WVSU was offered in the fall of 2002. In the summer of 2003, the HLC voted to extend the University's accreditation to include the M.A./M.S. in Biotechnology and the M.A. in Media Studies. Both master's programs have been successful. Forty-six students have graduated from WVSU with an M.A. or M.S. from the Biotechnology graduate program and 35 students have graduated from the Media Studies program with the M.A. Additionally, dozens of graduate students in these programs have presented at national and international conferences and have been cited in numerous scholarly publications within their respective fields of expertise.

Since the last HLC visit, the University has added the M.S. in Law Enforcement and Administration. This M.S. program prepares students for careers in the

field of criminal justice, particularly law enforcement, and will enhance the careers of those already in the field. The courses in this graduate program focus on administration, management, policy making, law, and ethics. The University also received approval for a fifth master's degree, a Master of Education in Multicultural Instructional Leadership, which the University has put on hold pending a restructuring of that program.

Graduate programs that are being considered in the future include a master's in Social Work, Public Administration, and Business Administration. These programs, of course, must undergo various levels of evaluation and approval before they can be formalized. Also, as noted in Vision 2020, the University is seeking to implement its first doctoral program within the next five years.

Elevation of the Research and Public Service Missions

In 1957, the West Virginia State Board of Education voted to surrender the 1890 land-grant status of West Virginia State University (then College). As a result of this legislation, the University lost most of its federal and state funding to conduct research and deliver outreach (public service) programs. While there were some agriculture-related academic programs removed, the University still had an effective teaching program in numerous areas, including the biological and life sciences. However, the removal of the institution's land-grant function greatly limited the University's efforts in the areas of research and public service.

For 31 years, alumni of the University, interested in regaining land-grant status, waited for the opportunity to reverse the decision made in 1957. Dr. Hazo W. Carter, Jr., became President of West Virginia State University on September 1, 1987. During the fall of 1988, President Carter vowed to regain the land-grant status or, failing that, have the record show that all possible efforts to regain the status had been made.

On August 4, 1999, U.S. Senator Robert C. Byrd amended the House of Representatives Bill 1906 to once again establish West Virginia State University as an original 1890 Land-Grant Institution established under the Second Morrill Act of 1890. In addition, this amendment would entitle WVSU to some of the financial privileges of the nineteen 1890 Institutions. Included in the bill was specific language that would provide \$1,000,000 for research and \$1,000,000 for extension activities for fiscal year 2000 and thereafter. On October 1, 1999, Congress approved the amendment, and President Bill Clinton signed the fiscal year 2000 Agricultural Appropriations bill (on October 22, 1999), which, in summary, stated that West Virginia State University was indeed a land-grant institution.

On January 2, 2006, the Gus R. Douglass Land-Grant Institute was established. The Institute, named in honor of Gus R. Douglass, long-serving West Virginia Commissioner of Agriculture, is comprised of three programmatic divisions: West Virginia State University Extension Service (WVSUES, 1890 Extension); West Virginia State University Agricultural and Environmental Research Station (AERS, 1890 Research); and the Center for the Advancement of Science, Technology, Engineering, and Mathematics (CASTEM). There are also three support departments: Business and Finance (B&F), Communications, and Human Resources.

On August 25, 2011, per the approval of the West Virginia State University Board of Governors, the University was reorganized. As part of that reorganization, the administrative area of Research and Public Service was established, thus elevating the research and public service missions of the University. This new administrative area was comprised of University Research, Public Service, Gus R. Douglass Land-Grant Institute (includes the three land-grant programmatic areas of AERS, CASTEM, and WVSUES), Sponsored Programs, and Technology Transfer. In 2012, the first Vice President for Research and Public Service was named.

Upon his arrival, the 10th President of West Virginia State University, Dr. Brian O. Hemphill, transferred

the West Virginia State University Research and Development Corporation (WVSU R&D Corp.) to the Research and Public Service administrative area. The WVSU R&D Corp., as with other research corporations in the state, is an additional fiscal agent supporting the University, which allows for greater flexibility in managing federal, state, and private foundation grant funds. In addition, the restructuring facilitates use of grant funds in contracting for research support, public service activities, and educational endeavors.

New Administration (President Hemphill, 2012)

On July 1, 2012, Dr. Brian O. Hemphill began his tenure as the 10th President of West Virginia State University. President Hemphill's vision focuses on student achievement and success, high-quality applied research activities, expansion of land-grant programming, branding, fundraising, and elevating WVSU's role as an economic engine in the Kanawha Valley. President Hemphill's vision is that "*West Virginia State University will become the most student-centered, research and teaching, land-grant University in the state of West Virginia, and beyond.*"

Marketing and Improving Image of the University

WVSU's Division of University Relations and Operations works diligently to promote and market the University, externally and internally, as well as provide University-wide services to support other divisions including the University's four colleges and the Gus R. Douglass Land-Grant Institute. The establishment of the Division in 2012 has restructured how the University communicates, thereby enabling the University to advance its public image tremendously through coordinated and integrated marketing efforts.

During the organizational transformation in communications, the Division of University Relations and Operations established a design and publication management office to streamline the look and messaging of marketing materials. This effort has resulted in a visually-consistent University brand identity across all areas of the institution. As with any change, new challenges arise and the Division continues to discover additional events, programs, and offices that require more cohesive University branding. Once discovered, these inconsistencies are addressed with design elements provided by the Division's design and publication management office.

While the website is an internal operational element to the University's students, faculty, and staff, it also serves as a promotional tool. Launched in July 2014, the Division has begun a year-long online advertising campaign to rebrand the University and recruit students. These ads are specific

to Charleston, West Virginia, and the surrounding area and are viewable on a multitude of websites. The advertising campaign encourages end users to click-through and learn more about the University, including its degree programs, the online application process, and more.

The Division has also taken a strategic approach to social media management, including a University presence on sites such as Facebook, Twitter, and YouTube. This has led to significant growth across all platforms, including a 40 percent increase in Facebook page “Likes” since spring 2013. While the Division maintains the centralized University social media accounts, other areas manage individualized accounts (e.g., Athletics, Department of Communication). The Division has developed a social media procedure and best practices that were communicated to all University social media managers in fall 2014. The goal of this collaboration is to further strengthen the University’s brand and image across all of the University’s official social media accounts.

In addition to restructuring University Relations and Operations, as well as the shared governance approach with the University website and social media, the Division collaborated with University stakeholders to develop an integrated marketing communications plan. Beginning in October 2013, the Division designed and implemented the new integrated marketing communications plan with the goal to

- reintroduce WVSU to students through University rebranding, thereby improving recruitment and retention; and
- reposition the University as a leading institution of higher education in the State of West Virginia with a specific focus on the Kanawha Valley.

Assessment of the marketing plan occurs daily, as well as periodically, to gauge its success, in an ongoing and continuous improvement process.

With the collaborative efforts of University stakeholders, beginning in the fall 2013, the Division rebranded WVSU according to the mission and vision statements, with the tagline *Find Your Passion*. The rebranding campaign includes a billboard and television advertisements, in conjunction with the new tagline, magazine advertisements, and strategic quotable statements from University leaders. Through these efforts, the Division increased the University’s exposure to current and prospective students, current and potential employees, and the public at-large.

The University also developed a new alumni magazine. Launched in 2013, *STATE Magazine* is published annually

and is mailed to various University stakeholders, including alumni and friends. The magazine is produced internally—from content to printing.

Fundraising

As state and federal support for higher education continues to decrease, private philanthropic support plays an increasingly vital role in West Virginia State University’s ability to survive and thrive in the future. Thus, the current administration has made it a priority to increase alumni engagement in the life of the University, to increase the number of individuals and organizations who contribute each year, and to increase the dollars provide and/or pledged. Creating a strong culture of alumni engagement and philanthropic support will enable the University to build a solid financial foundation for the future.

To accomplish these goals, the University developed the Division of University Advancement in 2012 to fully integrate programs in alumni relations and development and to create a strong working relationship with the WVSU Foundation. Strategic investments in staff and technology enabled the University to create a robust database of alumni and friends, to increase the quality and frequency of communication with key constituent groups, and to develop consistent programs in Annual Giving, Major Gifts, and Planned Giving. The administration also revitalized the \$12.5 million capital campaign that had been launched in 2010, undertaking three major capital projects as well as support for academic programs, technology, and student scholarships. This marks the University’s first comprehensive capital campaign.

The results in the past two years have been dramatic. Total gifts and pledges increased from \$847,000 in fiscal year 2012, to \$2,352,000 in fiscal year 2013, and \$4,114,000 in fiscal year 2014. During that period, the number of donors increased from 413 in fiscal year 2012, to 796 in fiscal year 2013, and 1,012 in fiscal year 2014; alumni participation in giving increased from 1.5 percent in fiscal year 2012, to 2.9 percent in fiscal year 2013, to 4.2 percent in fiscal year 2014.

This increase in giving has enabled the University to provide the funding needed for the new D. Stephen and Diane H. Walker Convocation Center, which opened in February 2014, and to raise the majority of the funds needed to build the Gregory V. Monroe Athletic Complex, which is scheduled to open in spring 2015.

Nearly \$2 million in current scholarship funds have provided the administration with a powerful tool for recruiting and retaining qualified students who may not otherwise be able to attend college; more than \$1 million

in gifts for endowed scholarships will help ensure that future scholarship funds are available. Innovative grants, such as the AEP Full STEAM Ahead program and the Dow High eSTEAM program, are providing substantial funds to increase the University's research capacity, to provide valuable hands-on research experience for undergraduate students, and to expose students in K-12 to opportunities in science, technology, engineering, and mathematics. Support for the arts has come in the form of the Skeen Black Box Theatre and the Donna Skeen Visiting Theatre Artist Series.

At the end of fiscal year 2014, with \$8,248,000 in gifts and pledges secured toward the \$12.5 million goal, the University was well positioned for the public launch of the capital campaign in October 2014, and for the successful completion of the campaign in 2017. Due to the overwhelming support and commitments, in October 2014, the WVSU Foundation chose to launch the capital campaign with a revised goal from \$12.5 million to \$18 million while maintaining the completion date of 2017. Completing the University's first capital campaign will be historic, but the lasting value and contributions will come in the form of creating a culture of philanthropic support, thereby increasing the University's capacity for future fundraising success.

Enhancement of Facilities and Infrastructure

The construction of a \$19 million expanded academic and athletic space began in 2012 after the West Virginia Higher Education Policy Commission (WVHEPC), then-Governor Joe Manchin, and the West Virginia Economic Development Authority approved the issuance of Lottery Revenue Bonds to support capital improvement projects located at higher education institutions across the state. The largest part of the WVSU renovation and expansion project—the D. Stephen and Diane H. Walker Convocation Center—features a 1,350-seat arena and an athletic court that is now home to men's and women's basketball as well as women's volleyball.

The renovations of the academic areas in Fleming Hall enable students pursuing Health and Human Performance degrees to learn using state-of-the-art technology in the classroom.

Supported by the National Basketball Association, the lobby of the Convocation Center pays tribute to legendary WVSU basketball player Earl Lloyd, the first African-American to play in a NBA game.

Additionally, as the administration worked to create new opportunities for the campus, community, and students, the University recognized that the on-campus housing options were not adequate. Several residence halls were outdated in appearance and amenities and costly to

maintain. The administration received feedback from current and prospective students and visitors to campus indicating residential opportunities on-campus were not competitive.

A new residence hall, The Judge Damon J. Keith Scholars Hall, opened in August 2014. The 291-bed hall features suite-style and apartment options along with a 150-seat meeting room, a game room, and café. No more than two students will share a bathroom. The exterior and interior spaces are welcoming to students, and furnishings are comfortable and attractive.

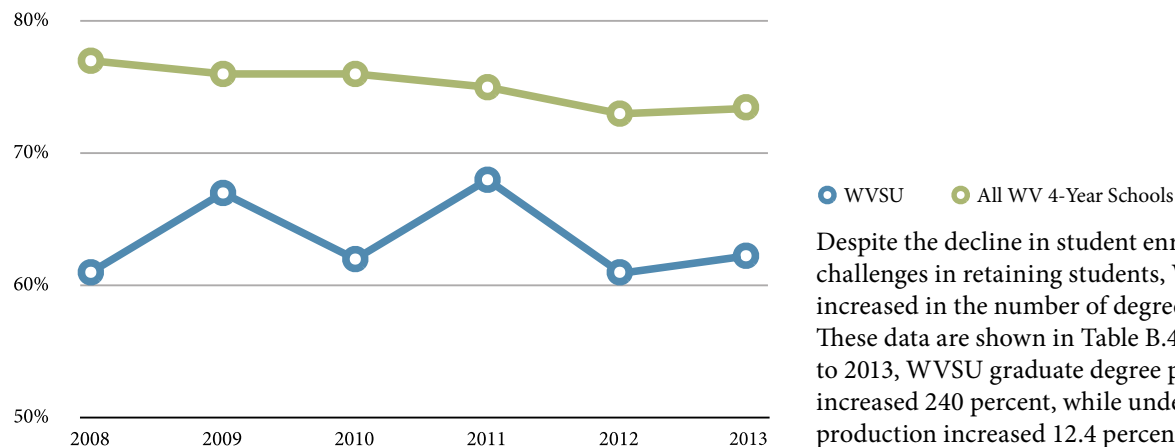
Keith Scholars Hall stands in the footprint of two former residence halls, Gore and Prillerman Halls. Sullivan Hall was closed to residential students as of fall 2014. This replacement project results in 41 fewer beds than the University had in the past; however, by opening Keith Scholars Hall, the University has met an important objective of growing student interest in on-campus housing. While Keith Scholars Hall is replacement housing, it has allowed the University to increase the number of students living on-campus by 23% (275 in fall 2013 compared to 339 in fall 2014). This helps the University build community which supports recruitment and retention efforts and positions the University to be more competitive.

The Division of University Relations and Operations, specifically the operations component, is comprised of the Information Technology (IT) unit. IT has made significant investments throughout campus. In early 2013, a major project to overhaul and improve the campus technology infrastructure began. The results of the assessment found that upgrading the campus wireless network was a top priority. Staff implemented a 10-Gig Network Ring around campus and installed over 500 Wireless Access Points. Much of the work was completed by staff, saving the University a significant amount of funds, while also tremendously improving Internet access in existing and previously non-existing areas on campus. Since implementation, IT staff have continued to make network improvements as the University strives to improve the efficiency of the University's daily operations.

Retention, Graduation Rates, Enrollment Management, and Recruitment

Retention of first-time freshman students has generally trended slightly higher on average for West Virginia four-year schools compared to WVSU alone. The most recent data (fall 2013 cohort) report a 62.5 percent retention rate at WVSU, while publically supported four-year schools in West Virginia have an average rate of 74.7 percent. See *Figure B.2*.

Figure B.2: Retention of First-Time, Full-Time Freshmen



Despite the decline in student enrollment and challenges in retaining students, WVSU has increased in the number of degrees awarded. These data are shown in Table B.4. From 2008 to 2013, WVSU graduate degree production increased 240 percent, while undergraduate degree production increased 12.4 percent.

Table B.4: Degrees Awarded 2008-13

Award Type	2008	2009	2010	2011	2012	2013	2012-13 Percentage Change	2008-13 Percentage Change
Undergraduate	372	385	378	414	397	418	5.3%	12.4%
Graduate	5	11	12	11	13	17	30.8%	240.0%
TOTALS	377	396	390	425	410	435	6.1%	15.4%

Enrollment management strategies have changed significantly over the past two years as the University has worked to implement best practices and a sense of urgency in recruitment and retention. Efforts outlined below, primarily, are new to the University since summer 2012.

- Increased and Improved Outreach.** WVSU is now collecting and maintaining prospect names. The foundation of this effort is an ACT and SAT name buy for targeted geographic markets. In addition, student names are collected from high school visits, college fairs, and a new online inquiry form. Students are sent mailings and electronic communications to encourage their interest in and application to WVSU. In summer 2013, the University successfully completed a Request for Proposal (RFP) process for a Customer Relationship Management (CRM) solution that will support communications and inquiry tracking. EMAS Pro software was selected and implementation continues. The CRM will be the foundation of our communications strategy going forward allowing us the opportunity create targeted groups based on student characteristics and behavior. A recent Noel Levitz study indicates using a CRM ranked at or near the top five internal operations supporting recruitment.
- Territory Management.** Admissions counselors are assigned geographic territories, within West Virginia and out-of-state. This allows staff to nurture, build, and sustain ongoing professional relationships with prospective students and those who influence them to achieve assigned recruitment objectives. The idea is to move students and their parents to progressively higher levels of interest and commitment through the enrollment funnel. Territory management also supports goal setting and accountability.
- Timely Admission Decisions and Follow-up.** Staff, assisted by Banner, the University's student information system, and now the CRM, work to encourage students to complete their application, and then receive an admission decision to students

as quickly as possible. Applicant follow-up, including telephone calls, mailings, and electronic communication, are implemented on an ongoing basis. All admitted students are asked to notify the University of their decision to enroll (or not).

- **Events.** WVSU's first open house programs were offered in fall 2012. *On-the-Spot Decision Days* are offered on a regular basis. The University had its first admitted student day in spring 2012. A daily visit program has been enhanced.
- **Scholarships.** Select admitted students are offered scholarship awards. Most awards are based on the student's application for admission, and by eliminating a scholarship application, awards can be made in a timely manner in an effort to impact a student's choice.
- **Timely Awarding of Financial Aid.** Prior to 2013, WVSU delivered financial aid awards each May. For fall 2013 and forward, the first financial aid awards were mailed to newly admitted students on March 1 providing this important information in a timely manner for potential students to decide if and which higher education institution they will attend. Initial distribution of awards for continuing students is April 1. Another critical aspect of sending financial aid awards in a timely manner is that it provides another reason for WVSU staff to communicate with new students.
- **Increased Focus on Retention.** Recruitment is important, but to achieve essential enrollment results, the University must also focus on retention.
 - A Retention and Student Success Council was formed in January 2014. The Council's work on a retention plan is ongoing.
 - More faculty members are using a faculty referral (early alert) system with staff follow-up with each referral.
 - Other services and programs include *Smarthinking*, a free online tutoring program; in-person tutoring; and one-on-one meetings with a member of the Academic Affairs staff and at-risk students.
 - Support departments for military students and adult and commuter students were opened in fall 2012.

- Financial Aid, the Registrar, and the Cashier are all now co-located in the same wing of Ferrell Hall to provide an improved one-stop service as a convenience for students.
- During open registration, Academic Affairs is redoubling efforts to reach out to students who did not register during their registration window to increase the numbers of continuing students who participate in advanced registration.
- Academic Affairs has begun a withdrawal counseling support service to present students with options besides withdrawal and to maintain communications with students who withdraw to set the stage for their possible return to complete their degrees.

The University has made significant progress in creating student-centered programming to support recruitment and retention efforts. While much work remains, the University has recently initiated the following activities:

- Fall 2013—first-ever Commuter Week
- Second annual *WVSU Cares Day*, held in April 2014, exceeded 2013 volunteer and project site totals
- Spring 2014—an expanded *Student Professional Day: Out of the Jeans and Into the Suits* included a dining etiquette program
- Opening of the *Campus Closet* to assist students in transition to internships and employment by providing them with professional clothing
- Hosting *University of Scouting* and *GEAR UP*, two programs that bring high school students on campus
- Introduction of *Making A Difference Awards*—recognizing faculty and staff who go the extra mile to support student success
- Ongoing revisions to the New Student Orientation program—recognizing it is the first step in student retention

Vision 2020

In fall 2012, President Hemphill presented his vision for WVSU at various functions including, but not limited to, the 2012 opening faculty meeting, the State of the University, and several alumni events at Homecoming 2012. One of these initiatives was to develop a new strategic plan as the more recent plan was coming to an end.

The Plan focuses on the priority areas of

- Academic Programs, Research Growth, Faculty Excellence and Rewards, and Public Service;
- Recruitment, Retention, Degree Completion, Marketing/Branding, and the Student Experience;
- Building, Renovation, and Technological Infrastructure; and
- Alumni Engagement and Philanthropic Giving.

The new [Vision 2020: State's Roadmap to the Future](#) was implemented in spring 2014.

Increased Emphasis on Assessment

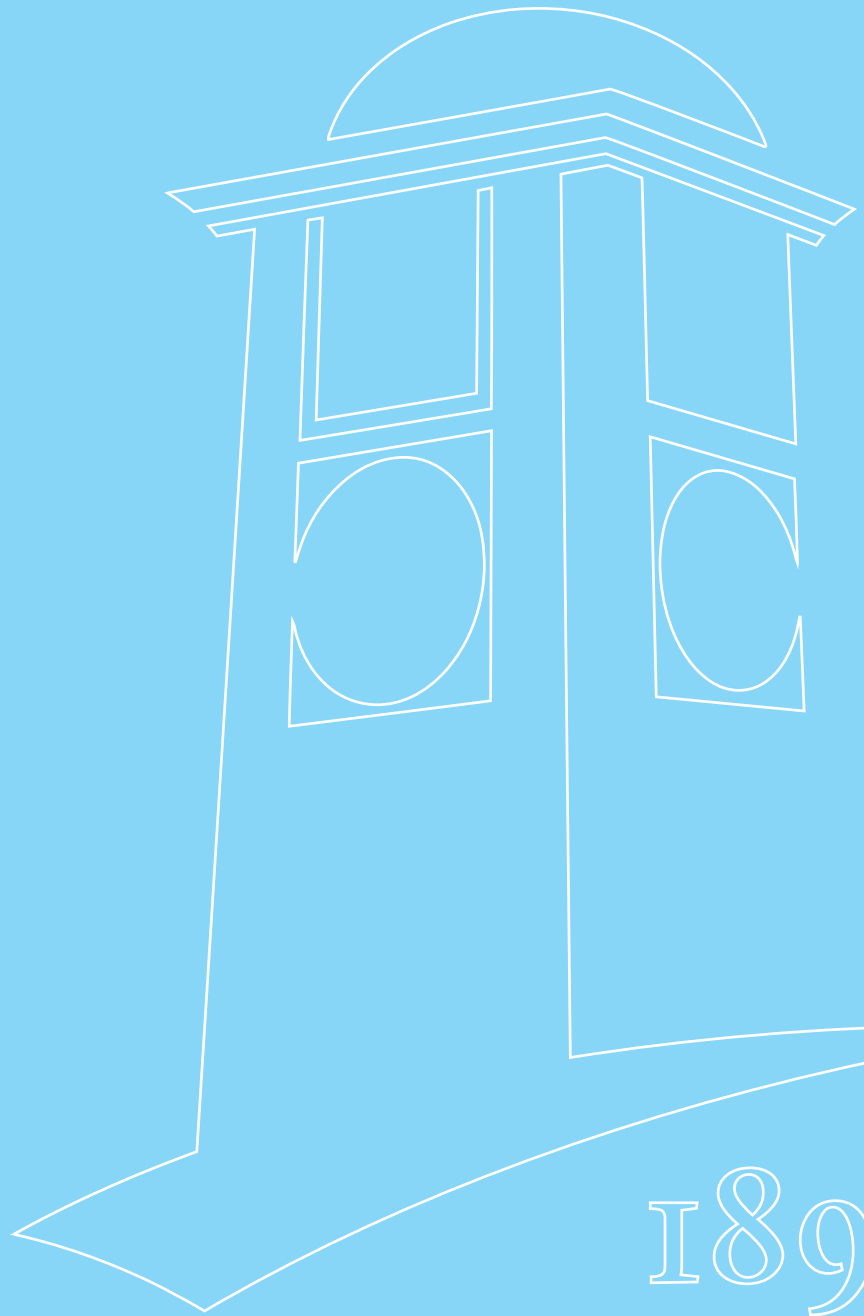
Continuous and improved assessment is an essential component in higher education for student learning, effective teaching, and creating an environment supportive of and conducive to quality and effective teaching and learning. The future and direction of students depends upon the quality of the education they receive. Assessment should be an institutionalized component in higher education for ensuring a quality learning and teaching community that yield students who are prepared for the workforce.

To address aforementioned items, accreditation bodies, such as the Higher Learning Commission, have placed increased emphasis on assessment at colleges and universities (public, private, for-profit, etc.) across the country. Specifically, the HLC is assessing where colleges and universities are in the areas of *Teaching and Learning: Quality, Resources, and Support* and *Teaching and Learning: Evaluation and Improvement*. Efforts in these two areas will be further articulated in the self-study in Criterion 3 and Criterion 4.

While WVSU has a long history of assessment at the University, College, departmental, and unit levels, the President has charged the University with elevating those evaluation efforts. Numerous evaluation tools and methods existed on campus. There was, however, no consistency in evaluating programs, courses, majors,

etc. Consequently, in early 2013, the President requested that the University seek to develop a University-wide comprehensive assessment process.

The development of this process was initiated in the spring of 2014. The process, to date, has included hiring a consultant with extensive experience in both HLC accreditation and assessment. Numerous workshops in assessment and accreditation were held on-campus and included faculty from all four Colleges, classified and non-classified staff, administrative staff, students, community representatives, and alumni. Areas participating in the development of the comprehensive process include, but are not limited to, Academic Affairs (colleges, departments, and programs), Enrollment Management and Student Affairs, Business and Finance, Research and Public Service, Advancement, and the Office of the President. The *WVSU Assessment Plan* was finalized in the fall 2014 semester and formalizes the many efforts and activities that have been ongoing but were not clear and visible to all University stakeholders. The assessment process is discussed in detail in Criterion 4.



CRITERION ONE.

Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Since March 17, 1891, West Virginia State University (WVSU) has served the needs of students from West Virginia and beyond. Founded as one of nineteen 1890 land-grant institutions, the University continues to fulfill its historical responsibility to educate a diverse group of people while preserving its rich history and traditions. It is important that constituents understand the mission statement of the University, which reads as follows:

Founded in 1891, West Virginia State University is a public, land-grant, historically black university, which has evolved into a fully accessible, racially integrated, and multi-generational institution. The University, "a living laboratory of human relations," is a community of students, staff, and faculty committed to academic growth, service, and preservation of the racial and cultural diversity of the institution. Its mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research.

The undergraduate education at the University offers comprehensive and distinguished baccalaureate programs in business, liberal arts, professional studies, sciences and social sciences. The University provides master's degrees and other opportunities for graduate education.

West Virginia State University offers flexible course schedules in traditional classrooms, in non-traditional settings, and online. With the goal of improving the quality of our students' lives, as well as the quality of life for West Virginia's citizens, the University forges mutually beneficial relationships with other educational institutions, businesses, cultural organizations, governmental agencies, and agricultural and extension partners.

The following values guide our decisions and behavior:

- academic excellence
- academic freedom
- advancement of knowledge through teaching, research, scholarship, creative endeavor and community service
- a core of student learning that includes effective communication, understanding and analysis of the interconnections of knowledge,

and responsibility for one's own learning

- lifelong growth, development and achievement of our students
- development of human capacities for integrity, compassion and citizenship
- our rich and diverse heritage
- personal and professional development of our faculty and staff
- accountability through shared responsibility and continuous improvement

West Virginia State University is a vibrant community in which those who work, teach, live, and learn do so in an environment that reflects the diversity of America. Our comprehensive campus provides vast opportunities for our students. We take great pride in our accomplishments and envision building upon our baccalaureate and graduate programs and our excellence in teaching, research, and service.

WVSU's mission statement, developed to follow the broad goals of a land-grant institution, is embraced by the University community. The University clearly understands the importance of the diversity of the University community and uses its mission to guide its commitment to academic excellence, accountability, and being student-centered. It is important to note that the University embeds its mission, which appears at the end of the first paragraph, within the overall mission statement. This allows the University to show the cohesion between the two very important entities; however, the mission of the University is more succinct and easier to embrace for those involved with WVSU.

In addition to the mission statement, the University also has a vision statement. During the closing of the 2012 State of the University Address, the President conveyed his vision for WVSU to become the most student-centered, research and teaching, land-grant institution in the State of West Virginia and beyond. This vision, together with the University's mission, guides both internal and external constituents as the University strives to move forward in an effort to improve the overall academic quality of WVSU.

Constituents of the University can review the printed mission statement in the course catalog, the Faculty Handbook, the Employee Handbook, the University's website, Vision 2020, the student internship manual, press releases, and the student handbook, *The Buzz*. The

University has signage displaying the mission and vision in major buildings across campus, and the vision of the University is always a focal point of speeches given by the President when he discusses WVSU.

1.A. *The institution's mission is broadly understood within the institution and guides its operations.*

1.A.1. *The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.*

On September 21, 2001, the West Virginia Higher Education Policy Commission (WVHEPC) approved the WVSU mission statement. Since then, the WVSU Board of Governors (BOG) has modified the mission statement on three occasions (i.e., [December 9, 2004](#), [September 10, 2009](#), and [September 23, 2010](#)). The 2004 changes reflected the institution's newly acquired University status, and the 2009 and 2010 changes removed references to West Virginia State Community and Technical College (WVSCTC) and to associate degrees following the separation of WVSCTC and WVSU.

The development of this mission statement was the result of discussions that occurred in 2001 between various constituents including students, faculty, staff, administrators, community members, alumni, and others with a vested interest in the University and the students it serves. This collaborative process allowed the University to evaluate multiple viewpoints of each of these stakeholders in an effort to produce a mission statement that encompasses the views of all involved while ensuring that the University continues to provide a high-quality education to current and future students.

To ensure that the mission statement stays current, the University plans to convene a focus group to assess the mission statement to determine whether it reflects the current shared vision for the institution. This focus group will meet periodically to evaluate the mission statement and mission to ensure that both reflect the operations of the University. It is anticipated that the outcome will result in a clear and concise mission statement representing all mission areas of the University as well as all constituent institutional groups (i.e., student, faculty, staff, alumni, community, and business).

1.A.2. *The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.*

According to the University's 2013-14 [enrollment profile](#), 55 percent of WVSU students are Caucasian, 10 percent are African American, two percent are Asian, Hispanic, or American Indian, and 33 percent are undeclared race/ethnicity, which ranks WVSU among the most diverse public universities in the State of West Virginia. West Virginia residents represent 83 percent of the undergraduate student population at WVSU. In 2013-14, 75 percent of WVSU students received some form of financial aid. Tuition per semester for full-time undergraduates was \$2,966 for residents, \$5,411 for metro residents, and \$6,932 for non-residents, while full-time graduate student tuition for residents was \$3,260 and \$7,624 for non-residents per semester. These figures demonstrate that WVSU is one of the most affordable institutions of its kind in the State of West Virginia according to the [West Virginia Higher Education Policy Commission 2013 Report Card](#), and it provides low-income, first-generation college students access to a quality education in an environment with adequate student support services to meet the needs of the diverse students who study at the University.

The University has four academic colleges: the College of Arts and Humanities, the College of Business and Social Sciences, the College of Natural Sciences and Mathematics, and the College of Professional Studies. The University offers 22 undergraduate and four graduate degree programs¹ ([WVSU Fact Book, Academic Programs: Degrees Offered](#)). The University also has articulation agreements with two- and four-year institutions that provide students with an opportunity to transfer to and from WVSU to pursue an education. It recently expanded the technology in most of its classrooms and increased network bandwidth permitting an increase in wireless Internet access throughout campus enabling students to have increased access to the appropriate technology needed to learn and develop in today's world. Current academic programs continue to meet the expressed expectations of the University's mission statement, and the University provides students with opportunities to enhance their academic experiences through appropriate student support services.

¹ Although some University documents identify 21 active undergraduate degree programs, both HLC and the WVSU Fact Book list 22 degree programs, counting the B.S. in Elementary Education and the B.S. in Secondary Education as separate degrees. Biotechnology also offers both an M.S. and an M.A. degree. The other two master's degrees are an M.A. in Media Studies and an M.S. in Law Enforcement and Administration. HLC also approved a fifth master's degree, a Master of Education in Multicultural Instructional Leadership, which the University did not implement.

WVSU has a large number of student support services in areas such as academics, wellness, finance, and career support with each designed to meet the needs of all students. [Counseling and Academic Support Services](#) (CASS) offers an array of services and programs intended to help students reach their full potential despite any physical or emotional challenges. This office also offers free group and one-on-one tutoring in English and mathematics, supplemental instruction, and 24-hour online tutoring for students who need academic help. [Student Support Services](#)—a federally funded TRIO program—provides comprehensive services (e.g., academic support, college requirements assistance, cultural enrichment activities, and financial support) to first-generation and/or low-income students at the University. The University recently created the [Adult and Commuter Student Services](#) office to assist in serving the adult and commuter population, while the implementation of the [Military Student Services Center](#) engages and supports military students and veterans so they can thrive in completing their education and pursuing career goals. The new Academic Internships office works with students to secure academic internships that develop skills leading to future employment in a chosen field, while the [Career Services and Cooperative Education](#) office works with students to identify potential employers after graduation. Overall, the University's educational opportunities, coupled with its student support services, allow WVSU to provide a high-quality education to students, enabling them to help fulfill the economic needs of the state and region, thereby supporting the University's mission. These services are discussed in detail under Criterion Three.

1.A.3. *The institution's planning and budgeting priorities align with and support the mission.*

Current and past enrollment data shows that many of the students who attend the University are low-income, first-generation college students who rely on financial aid. These factors compel the University to control costs while striving to provide a quality education through flexible course offerings in order to meet the academic needs of the students. This requires the University to redefine how services are offered to its students. For instance, the University relocated essential student services to a central location on campus creating a one-stop shop for students who need assistance.

In response to declining state and federal resources, WVSU held a Budget Efficiency Summit in November 2013 to address the critical budget needs. This

collaborative exploration of the budget included students, faculty, staff, and administrators. The Summit provided an opportunity for the University to explore its resources, to reevaluate how it spends money, and to control costs, ultimately allowing it to remain true to its mission statement. The Summit produced [15 budget efficiency recommendations](#) aimed at improving the University's ability to correlate expenditures with its mission statement and available resources.

Summary for Component 1.A.

WVSU has a distinctive mission statement because of its founding as an 1890 land-grant institution. The institution remains true to its mission statement as it educates those who may not otherwise have the opportunity to pursue higher education. As the institution grows, it should do so with the mission statement in mind, which will preserve its ability to serve students from West Virginia and beyond who seek a quality education at an affordable price in an environment that supports the growth and development of students.

1.B. *The mission is articulated publicly.*

1.B.1. *The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.*

WVSU defines its mission and vision and shares them with the public. The mission of the University is to meet the higher education and economic development needs of the state and region through innovative teaching and applied research. During his first State of the University Address, the President shared his vision for the University to become the most student-centered, research and teaching, land-grant University in the State of West Virginia and beyond. These statements embody the role of the University as it strives to meet the academic needs of its students. The University's mission and vision are displayed in high traffic buildings, such as Ferrell Hall, and on the WVSU [website](#). The University features these statements in various publications, such as [college bulletins](#), the [Faculty Handbook](#), the [University Catalog](#), Gus R. Douglass Land-Grant Institute publications, and [Vision 2020: State's Roadmap to the Future](#)—the newly developed strategic plan for the University. The University also utilizes social media (Facebook, Flickr, Twitter, and YouTube) to convey the mission and vision in action.

1.B.2. *The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as*

instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

The published WVSU mission statement reflects the dynamic nature of the University. The full-time faculty members, who engage in innovative teaching by delivering instruction via flipped classrooms, blended courses, and academic service-learning courses that promote student learning in an environment conducive to academic excellence, make the University's 22 undergraduate and four graduate degree programs possible. Many faculty members engage in research that enhances the classroom experience for students, and the University provides research opportunities for students and faculty alike because of its 1890 land-grant status. The ability to create an environment conducive to academic excellence enables WVSU to teach students in both theoretical and practical ways.

1.B.3. *The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.*

The evolution of WVSU from a historically black, public land-grant institution into a fully accessible, multi-generational, racially diverse university is ongoing; however, the notion that the University is, "a living laboratory of human relations" continues to resonate in its current mission and value statements. For instance, the University is still an affordable and accessible vehicle by which low-income, first-generation college students can study in an environment that embraces diversity while applauding individualism. WVSU offers both undergraduate and graduate degrees in a variety of areas, such as energy management, social work, teacher education, and criminal justice, that aim to address the higher education and economic development needs of the region while affording students the opportunity to study and engage in applied research through the [Research Rookies](#) and [Summer Undergraduate Research Experience](#) (SURE) programs. The University continues to make education accessible by offering classes at convenient times and has expanded its online course offerings significantly as indicated in the [Status of Online Courses at WVSU Report](#). This means the University can offer classes at times convenient for traditional and non-traditional students.

Summary for Component 1.B.

WVSU works to achieve its mission and vision by working with students to help them achieve their dreams. The University continues to share its goodwill with the public, but there are more opportunities for WVSU to strengthen the relationship between the University and the public at-large. The ability to communicate the mission and vision of the University will ensure that people know about the University and the many great things it does to educate students while helping to improve the economic development of the state and region.

1.C. *The institution understands the relationship between its mission and the diversity of society.*

1.C.1. *The institution addresses its role in a multicultural society.*

WVSU addresses diversity at prominent administrative levels that include the President and Vice Presidents. Article II of the Affirmative Action Policy states that WVSU is an Equal Opportunity/Affirmative Action institution that does not discriminate against any person because of race, religion, color, national origin, ancestry, sex, age, marital status, or disability. In 1983, the University amended this policy to include activities related to the management of its educational, employment, financial business, and other affairs. The University embraces diversity in the workforce, which is evident by the number full-time faculty members who are minorities. For instance, in 2013, 16 of the 50 full-time faculty members with tenure are minorities, while 14 of the 41 tenure-track faculty members are minorities. This same level of diversity exists in the President's Senior Cabinet where three of the seven members are minorities. Our diverse population of faculty and administrators is critical to meeting the academic needs of our student body, which represents one of the most diverse student bodies in West Virginia as indicated by our 2013-2014 enrollment profile.

The University periodically reviews and publishes its policies, goals, and timelines. In addition, WVSU always presents the equal employment opportunity statement on the University website and in all job postings. Senior-level administrators address any issues brought forward related to affirmative action.

The student experience at WVSU entails a comprehensive undergraduate education that includes an extensive general education curriculum, extracurricular activities, as well as an academic major. The University supports these programs with existing student services in an

effort to ensure the programs help prepare students to become conscious citizens in a multicultural world. Specifically, the general education curriculum is centered on a set of common objectives (i.e., interdisciplinary matrix, intellectual and personal development, and modes of inquiry, described in detail in Criterion Three) students can select based on University and departmental requirements. These objectives become the basis of an exploration of human diversity as listed below in the learning outcomes for General Education 200 Race, Gender, and Identity in a Diverse Society:

- demonstrate a knowledge of the basic biological and cultural differences among human social groups;
- interpret the significance of human differences in terms of how they may lead to either cooperation or conflict between various social groups;
- identify and evaluate their own attitudes and emotional reactions to various racial, ethnic, gender, and other variously defined groups (such as immigrants or the disabled);
- describe the consequences of discrimination from the perspectives of several disciplines, including psychology, sociology, political science, biology, and the humanities;
- identify and describe the various forms of oppression (e.g., racism, sexism, anti-Semitism, heterosexism, etc.) as well as the different explanations about the origins of oppression;
- distinguish the relationship between prejudice (attitude) and discrimination (behavior);
- define and describe the terms and concepts related to racism, sexism, and heterosexism;
- demonstrate a knowledge of the history and theories pertaining to issues of human diversity (e.g., segregation, discrimination, etc.); and
- distinguish between individual, institutional, and legal discrimination.

The University acknowledged the need to address these concepts in other courses because diversity is important throughout WVSU; thus, a faculty committee that oversees the general education curriculum voted to include additional classes that fulfill the General Education Common Learning Objectives as well as the subsection of human diversity. The courses were chosen from different academic programs and include

Introduction to African Studies, Race and Gender Issues in Criminal Justice, Exceptionalities and Human Diversity, Cultural Aspects, and Foundations of Inquiry.

WVSU also offers three interdisciplinary minors that qualify as part of promoting diversity in education. These interdisciplinary minors are African and African-American Studies, International Studies, and Women's Studies. Each minor provides students a course of study in an area of current importance and interest that intersects various academic disciplines. The minor begins with an introductory course that provides an overview of its field of study. Subsequent courses help develop breadth and focus in the field as WVSU prepares students to embrace diversity in their respective fields.

The University also provides certificate programs that promote diversity. These certificates include Human Diversity, Diversity Literature, and Interpersonal and Group Communications. Each certificate provides an opportunity for students to develop specific skills that enhance their knowledge of diversity while exposing the student to new aspects of the world and life. Below is an overview of the three certificate programs and the expected contributions that each provide to diversity:

- **Certificate in Human Diversity.** The certificate is the result of a joint effort between the National Center for Human Relations (NCHR) and the General Education Committee at WVSU. In accordance with the mission statement of the NCHR, the goal of the program is to prepare students to "build bridges of understanding" in all areas of human relations with a special emphasis on interfaith relations, domestic violence, and race relations.
- **Certificate in Diversity Literature.** The certificate allows students to complete a brief, cohesive program designed to introduce, develop, and/or expand their knowledge and exposure to literature focused on subjects (e.g., Appalachian or Holocaust literature) not routinely discussed in traditional literature courses.
- **Certificate in Interpersonal and Group Communications.** The certification is for students who wish to obtain recognition for skills developed in professional/public speaking presentations, vocal delivery, persuasion, as well as group and interpersonal communication.

1.C.2. *The institution's processes and activities reflect*

attention to human diversity as appropriate within its mission and for the constituencies it serves.

In addition to providing education about diversity, the University brings the concept to life through co-curricular activities. The four academic colleges provide numerous opportunities for students and faculty. The colleges routinely offer convocations featuring nationally recognized speakers who are experts in their fields, meet-and-greet experiences with faculty and staff, and creative displays in art and writing.

Other co-curricular activities occur less frequently, but they are the result of collaborative partnerships with various academic departments. For example, the College of Business and Social Sciences collaborated with the NCHR to offer the 2014 International Human Rights Conference, which focused on the 21st Century Agenda for Human Rights Theory and Practices. This multifaceted conference featured a wide variety of keynote speakers and included poster and paper presentations on the following topics:

- Business Compassion
- Interfaith Relations
- Poverty and Economic Equality
- Race Relations
- International Relations
- Social Justice
- Violence against Women and Children
- Economic, Social, and Cultural Freedom
- Human Trafficking
- Immigration
- Human Rights Legislation
- Human Rights and Globalization

WVSU exposes students to diversity through student organizations because these organizations represent yet another opportunity for students to interact with individuals who have different viewpoints and come from a variety of cultures and racial backgrounds. Some of the student organizations that promote diversity include the following:

- **International Student Association (ISA).** The ISA is for any student who has an interest in international activities and various cultures around the world.
- **Minorities in Agriculture and Natural Resources, and Related Sciences Association (MANRRS).**

MANRRS provides a framework for the academic, professional, and social development of minority students within the fields of agriculture and related areas.

- **National Association for the Advancement of Colored People (NAACP).** The NAACP strives to improve the political, educational, social, and economic status of minority groups; eliminate racial prejudice; and keep the public aware of the adverse effects of discrimination. Membership is open to all students.
- **Pinnacle.** Pinnacle is an academic honor society for non-traditional students who are above the age of 25. Members have the opportunity to participate in campus life by attending social events designed for non-traditional students and their families and by participating in beneficial community projects while receiving recognition from a national honorary.
- **Straight and Gay Alliance (SAGA).** SAGA is a support, educational, outreach, and campus-based organization determined to eradicate homophobia, racism, and sexism. The mission of SAGA is to encourage education about gay, lesbian, bisexual, and transgendered issues through the visibility of SAGA and the presence of the GLBT community. SAGA serves students, faculty, and staff regardless of sexual orientation.
- **Students Organizing for Disability Awareness (SODA).** SODA strives to build relationships among members and promote disability awareness and advocacy across campus. All students—with or without a disability—are eligible for membership.

The University has numerous international partnerships. These partnerships contribute greatly to the diversity of campus because they enhance the opportunity for students, faculty, and staff to explore human diversity in an academic setting. During the past few years, students, staff, and faculty participated in WVSU-organized travel to England, the Czech Republic, Russia, Venezuela, South Africa, Benin, Egypt, Guatemala, Mexico, and Canada. The Drain-Jordan Library is currently engaged in a partnership with the National University of Benin library. The Department of Biology has an exchange program with Exeter, England. The Department of Modern Foreign Languages has a faculty exchange partnership with Colombia allowing a faculty member from WVSU to go to Colombia to teach while a native-speaking Colombian comes to the WVSU campus to teach a course in Spanish during the summer session.

WVSU has a proud history of educating international students with alumni living in Thailand, Japan, Hong Kong, Trinidad, Jamaica, Gambia, Senegal, Spain, the Virgin Islands, Czech Republic, Singapore, Barbados, Canada, Ecuador, Kenya, Korea, Germany, Liberia, Nigeria, China, Turkey, South Africa, Israel, India, Iran, Iraq, Malaysia, and the Philippines. The University has a small population of international students on campus each semester. These students play an active role in campus life and athletics while contributing greatly to the diversity of the campus.

Summary for Component 1.C.

As stated in the mission statement of WVSU, the University is “a living laboratory of human relations.” It strives to fulfill this statement by promoting diversity inside and outside of the classroom. This approach helps to improve student perspectives while preparing them to function in a diverse society. It is important that the University continue to promote diversity in the classroom and through co-curricular activities because such promotion enables students to grow in ways beyond their minor or major areas of study, which, in turn, enables the University to diversify further through its students’ understanding. The University can achieve this goal by building upon its existing diversity initiative while identifying new ways to attract students who actively support diversity and want to learn how to function in a global society.

1.D. *The institution’s mission demonstrates commitment to the public good.*

1.D.1. *Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.*

In addition to the students the University serves, WVSU exhibits immense pride in serving as an active member in the surrounding community. WVSU leverages its land-grant responsibility with the interest of students, faculty, and staff to work with individuals throughout the Kanawha Valley and the state. The University hosts other programs promoting the inclusion of minority groups in an effort to build a sustainable global society thereby embracing diversity. WVSU utilizes outreach, such as those outlined below to support this concept:

- **The Booker T. Washington Institute.** In 2000, the University, the Booker T. Washington Association, the Midland Trail, and Cabin Creek Quilts Cooperative signed an agreement to promote

collaboratively Booker T. Washington’s boyhood home and the ideals he represented. The Booker T. Washington Institute hosted a number of programs and receptions. Some of the programs held by the Institute included Cooking in the Cabin, a portrayal of Booker T. Washington’s mother in his boyhood cabin; Selma and Beyond: Impact on a New Generation; History Alive! Character Presentations: Booker T. Washington and Carter G. Woodson; a lamplight Vesper Service in the AME Zion Church; and the opening of a Black History Month celebration.

- **The Underground Railroad.** WVSU officially became a host institution for a Freedom Station of the National Underground Railroad in 2003. As a Freedom Station, WVSU educates the public about the global context of slavery and the historic struggle in West Virginia to abolish human enslavement, secure freedom and equal rights for people of all cultures, and promote dialogue.

The University has articulation agreements in place with two- and four-year institutions of higher education that allow direct pathways to a degree. For instance, the University has articulation agreements with community colleges that provide a seamless transition to WVSU after the student completes 60 hours of coursework, while articulation agreements with other four-year institutions give students the opportunity to earn degrees in engineering and health care fields. The outline below provides an overview of these articulation agreements that serve a vital role for our students who wish to stay close to home while working to meet their educational dreams.

- [WVSU and Bridgmont Community and Technical College \(BCTC\) – now BridgeValley Community and Technical College.](#) Allows students who obtain an Associate of Science or Associate of Applied Science degree in dental hygiene, medical assisting, or respiratory therapy from BCTC to proceed to a Bachelor of Science degree in Health Sciences-Leadership in Allied Health and Rehabilitation at WVSU.
- [WVSU and Kanawha Valley Community and Technical College \(KVCTC\) – now BridgeValley Community and Technical College.](#) Allows students who obtain an Associate of Applied Science degree in Community Behavioral Health Technology from KVCTC to proceed to a Bachelor of Science degree in Health Sciences at WVSU.

- [WVSU and Kanawha Valley Community and Technical College \(KVCTC\) – now BridgeValley Community and Technical College](#). Allows students who obtain an Associate of Applied Science degree in Behavioral Health Technology, Emergency Medical Services, Gerontology, Health Science, Medical Laboratory Technology, Nuclear Medicine Technology, Nursing and Patient Care Technology from KVCTC to proceed to a Bachelor of Science degree in Health Sciences-Leadership in Allied Health and Rehabilitation at WVSU.
- [WVSU and Kanawha Valley Community and Technical College \(KVCTC\) – now BridgeValley Community and Technical College](#). Allows students who obtain an Associate of Applied Science degree in Criminal Justice from KVCTC to proceed to a Bachelor of Science degree in Criminal Justice at WVSU.
- [WVSU and Southern West Virginia Community and Technical College \(SWVCTC\)](#). Allows students who obtain an Associate of Applied Science degree in specified business and public administration programs from SWVCTC to proceed to a Bachelor of Science degree in Business Administration at WVSU.
- [WVSU and West Virginia University at Parkersburg \(WVU-P\)](#). Allows students who earn an Associate of Arts degree at WVU-P to proceed to a Bachelor of Science degree in Social Work at WVSU.
- [WVSU and Marshall University \(MU\)](#). Allows students who successfully complete the required courses from WVSU to proceed to a Doctorate of Pharmacy degree at MU.
- [WVSU and West Virginia University System \(WVU-S\)](#). Allows students who study Civil, Industrial, or Mechanical Engineering at WVSU to transfer to WVU-S to proceed to a Bachelor of Science degree in Civil, Industrial, or Mechanical Engineering.
- [WVSU and West Virginia University School of Dentistry \(WVUSoD\)](#). Allows students who successfully complete the required courses from WVSU to proceed to WVUSoD Doctor of Dental Surgery (D.D.S.) program through WVU's Dental Early Admission Program (D.E.A.P)

WVSU also aims to meet the needs of the surrounding community with its revitalized continuing education program known as Lifelong Learning through Continuing

Education. The mission of the program is to provide educational opportunities to engage and promote a lifetime of learning to residents of the Kanawha Valley and beyond. The program offers a wide range of non-credit courses at affordable prices to those who love to learn but lack the time to sit through a 16-week course. The core of the continuing education program is the specialized knowledge of the instructors, which affords the opportunity to offer classes with specific topics in an unconventional classroom setting. Students can choose from a variety of classes each semester, which translates into more than 150 students completing continuing education courses such as Practical Beginning French, Birding and Ornithology, and Basic Tile Mosaic.

In an effort to enhance and expand the program, the Lifelong Learning through Continuing Education program seeks to collaborate with local businesses to provide training, development, and educational needs to the organization, as well as partner with external entities to help provide industry specific certifications such as home inspection and certified administrative professional review certifications.

WVSU also provides access to higher education at the high school level through our early enrollment program. Early enrollment allows students to take college courses in tandem with the classes needed to finish their K-12 education. This allows students to gain access to college at an affordable price. In the fall of 2012, we had 225 high school students participate in the program. We expanded the program to 265 in 2013, and we now have 400 students who take advantage of this valuable opportunity. Currently, we are looking to expand the number of students in the program by offering them a 1 + 3 agreement ([1 + 3 Press Release](#)). This new program allows students to finish the first year of college while still in high school and then transfer to WVSU to complete a baccalaureate degree in three years or less. This new initiative will allow the University to serve more students and help to reduce the financial burden that students may face when pursuing a college education.

The University also reaches a broad audience through various initiatives related to its land-grant mission coordinated by the Gus R. Douglass Land-Grant Institute and the Institute's extension services. Through three major programs, 4-H Youth Development, Family and Consumer Science, and Community and Agricultural Resource Development, the University offers many other initiatives thereby serving people throughout the state.

1.D.2. *The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

1.D.3. *The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.*

In fiscal year 2014, the University devoted 59 percent of its overall education and general budget of \$18,543,260 to academic affairs as indicated in the [Board of Governors Finance Committee Report](#). This allocation demonstrates that WVSU understands the vital role it plays in meeting the educational and economic development needs of the Kanawha Valley and beyond; however, the University understands it serves a population of individuals who may not possess the financial resources to engage in cultural enrichment activities that promote diversity. Because of this understanding, the University often offers free programs to the public, or it allows individuals to participate at discounted rates.

WVSU offers courses through its Lifelong Learning through Continuing Education that are educational and affordable. For instance, the Silver Surfers Program, which aims to educate adult learners age 65+ to use technology, is a class that is offered for free, while the most expensive course, mosaic tile, is affordable at \$150, which includes all necessary supplies. The Lifelong Learning through Continuing Education Program at WVSU attracted almost 100 new students to campus in 2013, the first full year of the program.

As an 1890 land-grant institution, it is important that the University support the African-American community and other communities throughout the state including low-income residents. WVSU provides several initiatives that aim to meet this goal:

- **Economic Development Center (EDC).** The EDC works with individuals in one of the state's most socio-economically depressed communities—Charleston's west side—that has a high level of crime and an unemployment rate of 35 percent. The flagship program at the EDC is DigiSo, a digital and social media development incubator that teaches individuals to use social media, and other innovative ideas, in current and future business endeavors.
- **Sustainable Community Revitalization in Appalachia through Children's Hands (SCRATCH).**

This program targets high-risk, economically depressed neighborhoods in Huntington, West Virginia. SCRATCH provides agricultural education by teaching children about the importance of agriculture through the development of urban community gardens built on abandoned lots using raised beds.

WVSU offers several programs designed to help students prepare for college regardless of their socio-economic background. For example, the University offers summer athletic camps that bring more than 300 students to campus at a minimal cost. It also operates several federally funded summer programs (e.g., HSTA, STI, Upward Bound, and Upward Bound Math Science) allowing the University to provide educational opportunities to individuals who may not be able to afford them. These programs alone bring hundreds of potential college-going students to campus and provide extensive educational opportunities in an environment conducive to learning while having fun.

Summary for Component 1.D.

The University goes to great lengths to support the educational needs of the community. It engages in outreach initiatives allowing it to leverage its land-grant status with the needs of the community in an effort to strengthen the individuals who live, play, and work in the Kanawha Valley and beyond. The University must continue to look for new and innovative ways to reach and influence communities in positive ways as it strives to promote higher education and economic development across the state and throughout the region.

Summary for Criterion One: Strengths, Challenges, and Opportunities

The information provided in Criterion One demonstrates that WVSU has clearly articulated its mission via multiple venues to both its internal and external constituents. The University is committed to its historical mission as both an HBCU and a land-grant institution. The University utilizes its mission to guide operations and to plan for the future as it aims to meet the higher education needs to the Kanawha Valley region, the State of West Virginia, and beyond.

Given its rich history and mission, WVSU is aware of the diversity of its student body and the University community overall. WVSU has an excellent record of accomplishment in supporting diversity both through its academic offerings and through its commitment to the public by way of various outreach and research activities. The University's vision to become the most student-centered, research and teaching, land-grant institution in the State of West Virginia and beyond is both realistic and attainable.

Strengths

- The mission statement is extensive and represents what the University is as an institution and what it strives to accomplish as it meets the educational needs of its students and the economic development needs of the region. The mission statement is available and publicized to internal and external constituents in various formats. It defines the type of academic degrees the University should offer and to whom they should be offered.
- The University embeds diversity education into the general education curriculum and offers a variety of courses that span various academic disciplines. As part of that academic training, the University also offers minors and certificate programs that allow students to study diversity in detail. In addition, the University promotes diversity through cultural enrichment activities featuring speakers from around the world who offer messages that highlight the significance of diversity.
- The University understands and actively pursues its role as a public institution. Its outreach programs are broad and encompass many concepts addressing items that plague the growth and development of communities in the State of West Virginia and beyond. The University offers programs to the public at little to no cost and actively supports underserved communities throughout the state.

Challenges and Opportunities

- The mission of the University is embedded in the overall mission statement, which is long and involved; therefore, the mission can be difficult to identify when it appears in the overall mission statement. The University must continue to embrace the overall mission statement, but it should look at ways to promote the mission in simpler ways that make it easy to identify and remember. Doing so will increase the likelihood that the mission becomes ingrained in the thoughts and actions of institutional constituents.
- The University should ensure that internal and external constituents understand the recently released strategic plan, Vision 2020. The strategic plan provides detailed information that will help the University achieve its mission and vision.

References

1. [Articulation Agreements](#)
 - a. [MOU in Health Sciences between WVSU and Bridgemont Community and Technical College](#)
 - b. [MOU in Criminal Justice between WVSU and Kanawha Valley Community and Technical College](#)
 - c. [MOU in Health Sciences between WVSU and Kanawha Valley Community and Technical College](#)
 - d. [MOU in Business between WVSU and Southern West Virginia Community and Technical College](#)
 - e. [MOU in Social Work between WVSU and West Virginia University-Parkersburg](#)
 - f. [MOU in Doctorate of Pharmacy between WVSU and Marshall University](#)
 - g. [MOU in Engineering between WVSU and West Virginia University -System](#)
 - h. [MOU in Dentistry between WVSU and West Virginia University School of Dentistry](#)
2. [College Bulletins \(Mission & Vision\)](#)
3. [Counseling and Academic Support Services](#)
4. [December 9, 2004 BOG Minutes](#)
5. [Early Enrollment \(1+3\) Press Release](#)
6. [Enrollment Profile](#)
7. [Faculty Handbook](#)
8. [May 1, 2014 BOG Finance Committee Report](#)
9. [Military Student Services Center](#)
10. [Office of Adult and Commuter Services](#)
11. [Office of Career Services and Cooperative Education](#)
12. [Research Rookies](#)
13. [September 10, 2009 BOG Minutes](#)
14. [September 23, 2010 BOG Minutes](#)
15. [Status of Online Courses at WVSU Report](#)
16. [Student Support Services](#)
17. [Summer Undergraduate Research Experience](#)
18. [University Catalog](#)
19. [Vision 2020: State's Roadmap to the Future](#)
20. [WVHEPC 2013 Report Card](#)
21. [WVSU Budget Efficiency Summit Recommendations](#)
22. [WVSU Fact Book, Academic Programs: Degrees Offered](#)
23. [WVSU Website \(Mission & Vision\)](#)
 - a. [College of Arts & Humanities and Humanities](#)
 - b. [College of Business & Social Science](#)
 - c. [College of Natural Sciences & Mathematics](#)
 - d. [College of Professional Studies](#)



CRITERION TWO.

Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

West Virginia State University's (WVSU's) policies and practices ensure that the University acts responsibly, ethically, and with integrity in its financial, academic, personnel, and auxiliary functions. Fair and ethical policies are in place regarding the conduct and treatment of its governing board, administration, faculty, and staff. WVSU presents itself clearly to students and the public. Its governing board is autonomous and acts in the best interest of the institution. WVSU faculty members' academic freedom is protected, and procedures are in place to ensure that all WVSU faculty, staff, and students conduct academic research and scholarship responsibly and with integrity.

The resources provided to WVSU come from a variety of persons, agencies, and institutions. The University administration is appreciative and thankful for the trust bestowed upon the institution by each of these generous parties. The University is committed to employing practices that ensure integrity is at the forefront of each action regarding the use of the aforementioned resources. Articulated below is how the University adheres to the policies and procedures that establish compliance with its responsibilities.

2.A. *The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.*

As a public institution and agency of the State of West Virginia, many of WVSU's policies, most notably those governing personnel, tuition, and fees, as well as ethical guidelines, are derived from and defined by the state law, West Virginia Code. The institution is governed by the WVSU Board of Governors (BOG) and abides by its policies. In addition to the BOG, the University is subject to the oversight of the West Virginia Higher Education Policy Commission (WVHEPC). A state-level coordinating board, WVHEPC is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for the state's four-year colleges and universities and ensuring that these institutions are accomplishing their respective missions.

WVSU was designated by the United States Congress and the State of West Virginia as an 1890 Land-Grant Institution under the Second Morrill Act of 1890. Land-

Grant schools were created to provide "instruction in agriculture, the mechanical arts, English language and the various branches of mathematical, physical, natural and economic science: to the black citizens of the state where these students had no access to other higher education institutions."

The University established a Research and Development (R&D) Corporation in 1991, which allows for greater flexibility in managing federal, state, and private foundation grant funds. The Corporation is a legal entity, sanctioned by the United States Internal Revenue Service as a Section 501(c)(3) foundation and authorized by the West Virginia Legislature with the passage of Senate Bill 520 in 1988. The Corporation is governed by a board of directors and abides by its policies. The Board of the Corporation is composed of faculty, staff, and administrators of the University, as appointed by the President.

To ensure fair and ethical practices, policymaking by the BOG is a formalized process that involves constituency input, public notice, and a comment period as dictated by state law, [WVHEPC Series 4](#), and [WVSU BOG Policy #1](#). BOG policies provide the framework for institutional procedures that affect financial, academic, personnel, and auxiliary functions. With a new president and a restructuring of the administration in 2013, WVSU is revisiting and establishing several new policies across campus, especially as those pertaining to the following areas or constituencies:

- Business and Finance recently developed new guidelines and procedures in addition to continuing its annual financial audit.
- Academic Affairs follows a shared governance model with the Faculty Senate via the policies and procedures in the [Faculty Handbook](#). Some policies are being developed and need to be posted on the Academic Affairs website.
- Human Resources has recently revised and implemented several policies, such as grievance procedures, affirmative action complaint and resolution procedures, and sexual harassment prevention, and the need for greater accessibility to these policies is recognized.
- The BOG operates with integrity and follows fair and ethical policies, which are all posted [online](#).

- The R&D Corporation developed its own [employee handbook](#) distinct from the WVSU Classified Staff Handbook, established [policies and procedures](#) posted on the University website, and is in compliance with the U.S. Office of Management and Budget, which is substantiated by an annual audit and internal controls.

Business and Finance

The Vice President for [Business and Finance](#) ensures that the University's budgeting process is fair and ethical and aligned with the [mission](#) of the University. The University has placed a renewed emphasis on ensuring written procedures and practices are in place for this budgeting process. Policies currently under review and updating online are the Affirmative Action Plan for WVSU, the construction of a link to WVHEPC Policies, and the design of a webpage for student fees.

To ensure Business and Finance operates in a fair and ethical manner, employees are required to participate in annual training in such areas as the State Auditor's Conference, WVHEPC CFO/CPO Conference, WV Colleges & Universities Professional Association for Human Resources Conference, and WV Equal Employment Opportunity Conference.

The University continues to cross-train employees charged with handling monies to ensure compliance and a streamlined process. The aforementioned takes place on two specific levels: 1) internally, how the University handles money, and 2) externally, how the University interacts with those outside the University. Also, accounts are balanced internally in Business and Finance, then the same is completed through the WVSU system, and finally, the same is completed once a month with the State of West Virginia system.

Business and Finance plans to post on its website a flowchart of the procedures for handling money that is easy for the public to understand along with the new guidelines and procedures. Some information may need to be limited online for safety/security reasons. The legislative audit and annual audits will be added to the website.

Academic Affairs

The University's [Faculty Senate](#) is robust and active in shared governance, which serves to ensure fair and ethical conduct. The procedures and processes are numerous. This report highlights a few of those processes to demonstrate how the University operates with integrity as it relates to Academic Affairs.

The Academic Appeals Committee hears student grade appeals, cases of dishonesty, and appeals of academic suspension. This transparent process includes many steps and procedures to ensure the fairness and due process necessary for such important decisions. The committee makes recommendations to the Provost and Vice President for Academic Affairs (VPAA). Moreover, faculty members are elected to the Academic Appeals Committee by the vote of the entire faculty and serve terms of three years. As outlined in the [Faculty Handbook](#), two students also serve on this committee.

The University has an [Educational Policies Committee \(EPC\)](#) that reviews the curriculum of the many programs at WVSU. The EPC is charged with reviewing course revisions, additions, and deletions. Moreover, the EPC reviews all requests for the creation of new academic degree programs and the termination of any existing academic degree programs. The committee also has a subcommittee, the "Curriculum Committee," which is charged with pre-reviewing all proposals. To ensure integrity in this aspect of Academic Affairs, the process for the aforementioned is executed in multiple stages. In addition, the entire faculty elects the committee members for three-year terms. Two students also serve on the committee as well as ex-officio (non-voting) members—the VPAA and the Registrar. All decisions made by the committee proceed to the Faculty Senate for approval and then to the VPAA for final action. The multiple-step processes make these actions transparent.

The University has a detailed and comprehensive academic integrity policy ([Faculty Handbook](#), Appendix X) that offers transparency and due process for those accused of academic dishonesty. The Faculty Handbook clearly and deftly defines academic dishonesty and various ways in which it can be violated. Moreover, the policy clearly articulates the procedures by which accusations should transpire, from the accusation through the appeals process, which is as open and transparent as the process allows.

The WVSU [Faculty Development Handbook](#) is a comprehensive document that explains the processes for how Academic Affairs facilitates the development of faculty. The document outlines how faculty may secure grants for research and publications, monies for conference travel, and curriculum development grants. Moreover, this document functions as a roadmap for new and existing faculty, particularly in how they are expected to orient themselves to the University. The important aspect of the document centers on the transparent process

by which faculty secure funds for scholarship. The monies are awarded in an equitable and competitive process, highlighting the integrity of the University.

Employees have recently been asked to sign a [Confidentiality Agreement](#) as a way to protect the private information of students and to comport itself with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Education Rights and Privacy Act (FERPA). Confidentiality Agreements are common among public colleges and universities; they have been adopted and followed at WVSU as a best practice for employees. It is the duty of employees to protect and secure the information provided to the University by its students.

The Promotion and Tenure Committee operates with integrity. It follows fair and equitable policies, and it has an established process for applying these policies ([Faculty Handbook](#), pp. 10-23). The committee is composed of four members, one from each of the colleges: the College of Arts and Humanities, the College of Business and Social Sciences, the College of Natural Sciences and Mathematics, and the College of Professional Studies. It also has an at-large member elected by the faculty. These five members, individually, review an applicant's portfolio. After this careful review, they meet to discuss observations and findings. During these deliberations, the members apply the appropriate WVHEPC rules, proper procedural rules, and relevant University criteria to each applicant's portfolio. When this is completed, the committee makes its recommendation to the Provost. These actions on the part of the Promotion and Tenure committee ensure nondiscriminatory and reasonable treatment for each applicant.

The faculty grievance process, through the policy set forth in the institutional description of the Faculty Grievance Committee ([Faculty Handbook](#), p. 63), seeks to follow fair and ethical policy and process. For example, representation on the committee is broad-based, drawing faculty representation from all levels of academic rank, regardless of tenure status; committee members are nominated from the floor of a meeting of the general faculty, thus avoiding possible agenda within a less representative nominating committee, and then elected by the whole faculty with an additional at-large member, who might come from any academic rank. Faculty who are already members of certain committees (Faculty Personnel, Retention, and Promotion and Tenure committees) are barred from serving on Faculty Grievance, thus seeking to avoid conflict of interest.

The Faculty Grievance Committee is, in essence, an "appellate court" in order for grievances to be settled equitably and to the satisfaction of all parties on the departmental or college level. If the grievance is not resolved at that level, the President of the University may then call the Faculty Grievance Committee into session to hear and settle a matter of faculty grievance to the satisfaction—or, at least, agreement—of all parties in a manner that involves the intentionally broad-based faculty representation previously described, thus seeking to avoid favoritism and conflict of interest. As an additional safeguard, the President, who may have confidential knowledge/information concerning the matter at hand, has the ability to remove members of the committee from participating in the hearing of the matter.

Registration and Records

[Registration and Records](#) complies with current standard ethical practice prescribed by WVHEPC and standards by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The office conducts itself with integrity, fairness, honesty, and respect for students, faculty, and staff and seeks to dispense complete, accurate, and understandable information and advice. Registration and Records ensures that the information management system protects and maintains the integrity, confidentiality, and security of all student records. Further, the area acts as stewards and objective enforcers of institutional policies and practices and governmental laws, rules, and regulations, thereby safeguarding the academic integrity of the University.

Human Resources

WVSU ensures ethical and responsible conduct in the area of personnel practices and the [Department of Human Resources \(HR\)](#) ensures alignment of good practices and implementation of policies. HR carries out several functions such as recruitment, safety, employee relations, compensation and benefits, compliance, and training and development. The institution's HR department, in administering these functions, has policies and procedures in place with clear reporting relationships and accountability at different levels of the University operations. While some policies and procedures are well-established, there are, however, other policies that are currently under review or development: nepotism, confidentiality, hiring, payroll, and benefits. As these policies are developed, revised, and implemented, they must be posted online, incorporated into the faculty and staff handbooks, and discussed in training workshops. HR currently has the following policies and procedures posted online: [Affirmative Action/Equal Opportunity](#), [Benefits and Payroll](#), [Supervisors/Managers/Administrators Toolkits](#), and [BOG and WVHEPC policies](#).

HR carries out or assists in a variety of important functions, such as hiring of faculty and staff (personnel), personnel processes, and grievance procedures. The HR functional areas are governed by policies and procedures that ensure ethical and responsible conduct consistent with the mission of the institution. HR recently developed a process that led to the establishment and implementation of new procedures for the hiring of all personnel and the verification of their credentials. WVSU distributes handbooks for classified staff and faculty that address a number of ethical policies and processes for employees upon hire that guide their conduct and responsibilities associated with their position. Specific policies and procedures in these handbooks include (a) equal employment opportunity and affirmative action—refers to [BOG Policy #17](#); (b) anti-harassment procedure—refers to [BOG Policy #14](#); (c) conditions of employment—refers to [BOG Policy #12](#); (d) workplace expectation that specifically deals with electronic communication and Internet use—refers to [BOG Policy #53](#); (e) right to monitor all institution-supplied technology and/or related work records belonging to WVSU and not to the employee—refers to [BOG Policy #52](#); (f) ethics on solicitation of gifts—refers to [BOG Policy #22](#); (g) classification and compensation of employees and issues that deals with performance evaluation and classification reviews—refers to [HEPC Series 53 “Human Resources Administration”](#); (h) leave system and reporting that deals with compensatory time-off—refers to [HEPC Series 8 “Personnel Administration”](#); [HEPC Series 9 “Academic Freedom, Professional Responsibility, Promotion and Tenure”](#); [HEPC Series 29 “Travel”](#); [HEPC Series 31 “Ethics”](#); [HEPC Series 39 “Classified Employees”](#); and [HEPC Series 40 “Equal Opportunity and Affirmative Action”](#); (i) leave policies—refers [BOG Policy #18](#); (j) catastrophic leave—refers to [BOG Policy #49](#); (k) workplace safety—refers to [BOG Policy #38](#); (l) inclement weather and emergency closure—refers to [BOG Policy #18](#); (m) alcoholic beverages and drugs—refers to [BOG Policy #36](#); [Public Safety Emergency Procedure Guide](#); (n) drug-free campuses and communities act including smoking—refers to [BOG Policy #8](#); and (o) work-related grievance procedures—refers to [WV Code 6C-2-1](#).

WVSU’s employment discrimination policy and procedures seek to prevent discrimination based on race, sex, religion, national origin, physical disability, and age. As evidence of the successful policy regarding [non-discrimination](#), WVSU has a well-established culture in which discrimination is not tolerated. The institution mandates all departments to post notices to all employees advising them of their rights under the laws that the Equal Employment Opportunity Commission (EEOC) enforces, and their right to be free from retaliation. In

the next review of its employment discrimination policy, however, the University should consider updating the policy to match the [HEPC Series 40 “Equal Opportunity and Affirmative Action”](#), which also includes color, genetic information, sexual orientation, gender identity, and veteran status. The Director of Human Resources has initiated a comprehensive review of both policies and procedures.

Board of Governors

The [BOG](#) operates with integrity and follows fair and ethical policies. The BOG bylaws, committees, members, meeting dates, policies, and minutes are all posted online. The role of the BOG is discussed in detail in core component 2C.

Research and Development Corporation

The R&D Corporation was established as an additional fiscal agent of the University to allow greater flexibility in managing federal, state, and private foundation grant funds and to facilitate utilization of grant funds in contracting for research support and public service activities. The R&D Corporation has a [posted handbook](#) to support research and public service efforts of faculty and staff.

The R&D Corporation has a yearly audit during the month of August performed by independent auditors. The audit is conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that the auditors plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation.

The R&D Corporation also has an A-133 compliance audit. The A-133 audit is for grants that are above \$500,000. The information in this schedule is presented in accordance with the requirements of [U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations](#).

The R&D Corporation receives significant financial assistance from the federal government, including the sponsorship of federal research projects. Research grants and contracts normally provide for the recovery of direct

and indirect costs. Recovery of the related indirect costs is generally recorded at predetermined rates negotiated with the federal government. Entitlement to these resources for the recovery of the applicable direct and related indirect costs is generally conditioned upon compliance with the terms and conditions of the grant agreements and applicable federal regulations, including the expenditure of the resources for eligible purposes. Substantially, all grants and the R&D Corporation's indirect cost rate are subject to financial and compliance reviews and audits by the grantors. In management's opinion, the likelihood of an adverse material outcome upon the R&D Corporation's financial position from those reviews and audits is unlikely. The R&D Corporation has enjoyed clean audits for the past 15 years, which presents clear evidence of its ongoing integrity.

In planning and performing the audit, the auditors considered the R&D Corporation's internal control over financial reporting as a basis for designing the auditing procedures for the purpose of expressing the R&D Corporation's opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the R&D Corporation's internal control over financial reporting.

The R&D Corporation follows the mandates of federal and state agency guidelines. It has its own internal control manuals that are in sync with federal and state guidelines. All documents are located in the Land-Grant Administration office or on the WVSU website [under Research](#). Employees attend yearly conferences and workshops to ensure that the R&D Corporation is in compliance with all rules and regulations.

The Office of Sponsored Programs is housed within the R&D Corporation to facilitate pre- and post-management of grants and contracts. Sponsored Programs has established [policies and procedures](#) for Responsible Conduct of Research, Financial Conflict of Interest, Institutional Review Board, and submission of grants. Currently under development are policies on Export Controls, and Intellectual Property Rights Management.

Foundation

The mission of the [West Virginia State University Foundation, Inc.](#) is to support the mission of the University. The Foundation was established in 1959 by administration, faculty, alumni, and friends to receive, manage, and administer contributions and gifts for the benefit of the University.

The Foundation is audited annually by an external accounting firm. For the past several years, the firm

of Somerville & Company in Huntington, WV, has conducted the audit. Following a Request for Proposals in 2013, the agreement was renewed with Somerville & Company to continue as the Foundation's auditor for 2014, 2015, and 2016. Its work is overseen by the Foundation Finance & Audit Committee. The Foundation has consistently received a clean audit. The only area of concern noted by the auditor in the past has been a lack of separation of duties. This concern was addressed during FY2014 with a process that includes checks being logged by one staff person, gifts recorded by another, gifts and other revenue posted to the general ledger and deposited by another, and gift acknowledgments sent by another two separate employees. The [FY2013 report](#) and the [2014 report](#) are available in the resource room.

James C. Wilson University Union

Under the supervision of the Vice President for Enrollment Management and Student Affairs, the [James C. Wilson University Union](#), through its facilities and programs, is a gathering point on campus where students, faculty, administration, staff, alumni, and guests develop an enduring connection to WVSU. As a campus community center, the Union assists in the development and retention of students, while allowing for understanding and appreciation of cultural pluralism and ethnic diversity. As a bridge between formal learning and life experience, co-curricular activities, coordinated by the Union components, serve as a training ground for the development of future leaders while enhancing an appreciation for responsibility. The University Union serves as a central meeting and conference venue for the University, and at various times of the year, for organizations and businesses external to WVSU. Three staff employees of the University Union are subject to the same WVSU policies and procedures used elsewhere in the institution, and those employees are responsible for ensuring that operations of the facility are consistent with federal and state laws and State of West Virginia policies and procedures.

University Union staff members participate in a number of higher education organizations that provide professional development and training opportunities on best practices, including the Association of College Unions International, National Association for Campus Activities, and the Association for the Promotion of Campus Activities. WVSU Business and Finance conducts periodic reviews of financial reconciliation processes, purchasing card transactions, and other financial processes, and provides feedback to improve error-free operations and to enhance security. Periodic reviews have identified no material weaknesses in those operations.

Judicial Affairs

Every student is responsible for understanding and acting in accordance with established regulations. Any conduct or behavior that is in violation of Institutional Regulations, the West Virginia State University Student Handbook, city, county, state, or federal ordinances, statutes, or laws, or any act that is considered detrimental to the safety and welfare of the campus community or that tends to bring disgrace or discredit upon West Virginia State University may be termed “misconduct.”

In the event a student is reported to be in violation of the statute or rules, the process for disciplinary action is explained in the student handbook, [“The Buzz” \(pp. 24-28\)](#).

Office of Residence Life and Services

Within the Division of Enrollment Management and Student Affairs, WVSU operates two on-campus residence hall facilities. The facilities are directly supervised by a Director of Residence Life, who reports to the Assistant Vice President and ultimately to the Vice President for Enrollment Management and Student Affairs. The Office of Residence Life and Services works closely with Business and Finance on a regular basis to ensure fiscal prudence is taking place within the area.

WVSU provides student living spaces in compliance with state and federal laws and in compliance with University policies, which govern financial, personnel, and general student activities. The Office of Residence Life and Services participates in a number of higher education organizations. These organizations provide staff with networking and training opportunities and provide a wealth of best practices in University housing and beyond. These memberships include the Association of College and University Housing Officers-International, the National Association of College and University Business Officers, and Student Affairs in Higher Administration (NASPA).

Educational Technology Center

The Educational Technology Center houses the WVSU television production facilities. Initially created to provide statewide satellite-based distance learning and teleconferencing for rural West Virginia, the Center has evolved into a field and studio television instruction facility. The staff is primarily self-supported from funds generated by telephone conferencing bridge services offered to state government, higher education facilities, and non-profit organizations statewide.

As a non-commercial educational production facility, the institution’s television studio produces a bi-weekly news magazine program called WVSU Newslines. WVSU

communications students primarily produce programs as part of their course curriculum.

The Educational Technology Center provides technical expertise for students in television production and handles University video production needs (e.g., how-to videos, video streaming, graduation, and special events). As an R&D Corporation department, operations and activities of the Center are subject to the BOG and R&D Corporation policies and procedures, as well as applicable federal and state laws (including those of the Federal Communications Commission).

Parking and ID

WVSU is a permit parking only campus. The operation of vehicles on any WVSU campus is governed by federal and state laws, as well as by WVSU policies, which are identified in the [Traffic and Parking Regulations Handbook](#). Under the supervision of the Vice President for Business and Finance, the Parking and ID office coordinates the activities associated with the transportation needs for all University personnel, students, and guests. It is the intention that the Parking and ID office be financially self-supporting through the receipt of fees from those who park at any of the WVSU campuses.

Bookstore

Under the supervision of the Vice President for Business and Finance, WVSU operates campus stores and holds an online presence. WVSU observes the Fair Labor Associate’s Vendor Labor Code to improve and protect working conditions, including those that prohibit the use of child or sweatshop labor to make products sold in campus stores. The stores also partner with strategic marketing affiliates to make sure that WVSU-branded products are marketed consistent with the highest ethical standards. WVSU also offers a textbook rental program through Campus Book Rentals.

Dining Services

Dining Services are provided in six locations: Goldston Dining Room, William F. Pickard Café, BE Right Burger, Mondo Subs, Starbucks, and Austin Grill Food Truck. Thompson Hospitality runs all locations through a six-year contract. The Vice President for Business and Finance is responsible for the supervision of the terms of the agreement. The contract award was based on a comprehensive interview and selection process developed by WVSU. Thompson Hospitality is the largest minority-owned food service and one of the largest retail food and facilities management companies in the country. With education as the primary focus of Thompson Hospitality’s business activity, the company is committed to fostering

and promoting sustainable business principles to schools. It ensures compliance with local, county, state, and federal laws and adhering to contractual provisions required, along with sanitation inspections for all dining locations.

Athletics

The BOG, acting in its capacity as the University's governing body, sets forth written policies regarding intercollegiate athletics ([BOG Policy #3: Academic Standards for Students to Participate in Intercollegiate Athletics](#), and [BOG Policy #37: Fiscal Responsibility and Oversight of Intercollegiate Athletics](#)). Under the general policies and directives of the BOG, the President has the ultimate responsibility and final authority for all University functions and operations, including intercollegiate athletics. The President administers this responsibility and authority primarily through the appointment and supervision of an Athletic Director, a position that reports directly to the President, for all activities related to athletic teams and athletic facilities.

The Athletic Director advises the President, and other University representatives as necessary and appropriate, on activities and aspects related to intercollegiate athletics, with a particular focus on compliance with all applicable guidelines, policies, and requirements of the National Collegiate Athletic Association (NCAA) and the Mountain East Conference (MEC) as well as the overall well-being and academic performance of all student-athletes. All budgetary procedures, processes, and actions must be processed by the Athletic Director through the President as well as the Vice President for Business and Finance.

The Faculty Athletics Representative is a WVSU faculty member appointed by the President to represent the institution and its faculty in the institution's relations with the NCAA as well as the MEC. This faculty representative monitors issues related to academic integrity, institutional oversight/control, the well-being of student-athletes, proper administration of WVSU athletics, investigation of alleged violations of NCAA rules, and verification of student-athlete eligibility.

As a member of the NCAA and MEC, WVSU is committed to the institutional oversight and control of intercollegiate athletics. WVSU views the student-athlete primarily as a student who must maintain academic qualifications and has individual rights, personal interests, and aspirations like all students. WVSU is mindful of and carefully exercises the principles of diversity, equality, ethics, and camaraderie with regard to intercollegiate athletics and its operations.

Additionally, as a condition and obligation of NCAA membership, all Division II institutions must conduct a comprehensive self-study of their intercollegiate athletics at least once every five years.

Summary for Component 2.A

WVSU established a system of policies and procedures for its faculty, staff, students, administration, governing board, and staff of the R&D Corporation to ensure fair and ethical conduct in its financial, academic, personnel, and auxiliary functions. After the inauguration of the new President in July 2012, WVSU undertook a review of all institutional policies and procedures. The policies are intended to provide a safe, fair, equitable, secure, healthy, sustainable environment for students, faculty, staff, and campus visitors.

- 2.B.** *The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

As evidenced by the [University's website](#) and other media, WVSU presents itself clearly and completely to its students and the public.

- The University has established a Vice President for University Relations and Operations, with a stated mission "to develop relationships with people both internal and external to WVSU through timely and accurate communication."
- The [University catalog](#) is posted online and contains financial information on scholarships, academic procedures, admissions, and descriptions of all course offerings in the four colleges.
- Educational [accreditation information](#) is provided online for both the institution and specialized programs.

Improving communication among all levels of the University and its stakeholders is the overarching theme, which leads directly to employee satisfaction and student retention.

Relations and Operations

The [University website](#) has been improved significantly in recent years. The WVSU website and content management are the primary source of presenting WVSU's programs to the public and its students. The University has worked with Terradon Communications (now known as Omni Strategic Technologies) to completely overhaul the website and investigate industry best practices. The University's

former website included minimal imagery; it was not inviting to students and other visitors, nor did it create a positive impression of the institution.

Most importantly, locating information on the University's previous website was difficult and counterintuitive. As an element of the redesign, the University analyzed the number of "clicks deep" needed to obtain pertinent information. One goal of the redesign was to ensure important information was accessible no more than three clicks "deep." The University's campus photographer also captures inviting images across every level of the campus community for inclusion and prominent display throughout the website. This project is ongoing.

The [Division of University Relations and Operations](#) is in the process of developing procedures regarding how the University presents itself on the Web and how the University as a whole, specific departments, and faculty and staff use social media. A website audit was conducted by each department in December 2014 to ensure the latest content and links are displayed and accurate, up-to-date information is presented to students, faculty, staff, alumni and friends of the University. Periodic website audits, conducted by each department's webmaster, will be conducted to maintain the website.

Further, University Relations and Operations created a [Brand and Graphic Identity Development Manual](#), which has helped unify departmental publications and marketing.

Students

The University provides information to students, via the [WVSU website](#), on such student-oriented services as the Office of Adult and Commuter Student Services, the Bookstore, the Campus Events Calendar, a Campus Map, Career Services and Cooperative Education, Counseling and Academic Support, Dining, Health, Leadership, and Mentoring, and Judicial Affairs.

The University is accountable to its stakeholders, including the public and students. In addition to the website, through the increased use of social media and email, students have substantial access to faculty beyond the traditional classroom and office hours. Class sizes are generally small (15-to-1 student-to-faculty ratio on average), allowing for more personalized attention from WVSU faculty. The University has an office-hour requirement for faculty. Moreover, students also have access to administrators and student-support services.

In addition to the [University catalog](#), many of the University's departments and programs have an online presence that highlights information including [program requirements](#), [academic advising](#), and [internships](#).

The University has a clearly defined tuition/financial aid website that explains the [cost](#) of attendance for WVSU students including charges and explanations of the [fees](#) structure. Information is provided about how students apply for and receive [financial aid](#), about [how to apply](#), [types](#) of aid available, the [refund policy](#), satisfactory academic progress ([SAP](#)), and [student rights \(FERPA\)](#). Through the University website, students are also informed about the University's [accreditation](#) status. During times of emergencies, the website is also used to communicate necessary information to all stakeholders—students, faculty, and staff, as well as the public at-large.

Faculty and Staff

The University provides information to its [faculty and staff via the WVSU website](#) on such topics as the campus master plan, emergency response plan, events calendar, faculty resources, human resources, information technology, and institutional research.

In addition to the [University catalog](#), many of the University's departments and programs have an online presence that highlights the specialties, skills, and education of faculty. For instance, the [political science](#) program has an extended Web presence for each of its [faculty members](#). One recommendation would be for all academic departments and programs to develop a detailed and consistent online presence that is kept up-to-date. In fall 2014, a website template for individual faculty webpages was developed. The template is available for faculty to develop their own pages to present their research and educational background with a consistent look and feel throughout all four colleges. Working collaboratively, the University and Faculty Senate continue to encourage faculty to take advantage of this opportunity and to request website access.

Summary for Component 2.B

West Virginia State University presents itself clearly and completely to the public and its students with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. This is accomplished primarily via the University website, which was extensively reconfigured in 2013, and undergoes constant review and revision as a living document to serve its stakeholders.

2.C. *The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.*

The [BOG](#) consists of nine members external to the University, who are appointed by the Governor of the State of West Virginia but remain autonomous from State agencies, and three members from internal constituencies (one faculty representative, one classified staff representative, and one student representative), who are elected by their constituents. All 12 members are voting members. The nine governor-appointed members serve four-year terms, the faculty representative and the classified staff representative serve two-year terms with possible renewal for up to four consecutive terms or a total of eight years, and the student representative is elected annually.

According to [West Virginia Code §18B-2A-4](#), the BOG has the responsibility to “determine, control, supervise, and manage the financial, business and educational policies and affairs of the state institution under its jurisdiction.” The Board is directed by West Virginia Code to develop and update a [master plan](#) for the University for approval by the WVHEPC. The master plan includes documentation that demonstrates how the BOG involved WVHEPC, constituency groups, clientele of the University, and the general public in the development of the plan. Although the most recent master plan dates from 2006, the University is undertaking a revision of its master plan during this academic year.

2.C.1. *The governing board’s deliberations reflect priorities to preserve and enhance the institution.*

Following the [BOG Bylaws](#) Article 2A.1, the BOG meets a minimum of six times annually. All board meetings are open to both the entire University community and to the public and typically discuss issues that are designed to further the University’s mission to meet the higher education and economic development needs of the state and region through innovative teaching and applied research. Common [agenda](#) items include reports from board committees, reports from the President of the University, updates from the President’s cabinet members, personnel matters, and faculty and student presentations, reflecting the BOG’s active participation in preserving and enhancing the University. The BOG maintains [seven standing committees](#) (Academic Policies, Audit, Executive, Finance, Institutional Advancement, Recruitment and Retention, and Presidential Review), which discuss and review all academic programs, the University’s budget and financial management of that

budget, and the overall growth and future direction of the University. These committees, in turn, present reports to the full Board for discussion and consideration of policies that improve the operation of the University. In the 2013-2014 academic year, the BOG established a Presidential Review Ad Hoc Committee for the purpose of evaluating the President of the University in 2013 and to develop an evaluation procedure consistent with [West Virginia Code § 18B-1B-6](#). As a result of that work, the Committee drafted [BOG Policy #61](#), which was approved in June 2014, thus establishing a seventh standing committee whose purpose is to ensure that the President of the University is evaluated consistent with the policy’s guidelines.

Issues affecting operations of the University are brought before the BOG at the regularly scheduled meetings. The Chair of the BOG may also call for a special meeting if needed. In recent years, approval items of interest to both internal and external constituencies that have been brought before the BOG include a new athletic complex, acquisition of the former West Virginia Rehabilitation Center property, a new residence hall, refinancing of existing bonds, academic program reviews, academic program proposals (Master of Public Administration), intents to plan (Bachelor of Fine Arts in Music and Bachelor of Science in Nursing), revised and new BOG policies, property purchases, the University’s new strategic plan Vision 2020, tuition and fee increases, and the search for a new President. The Board has also received numerous briefings on items such as the establishment of an admissions committee, articulation agreements with other universities as well as local and regional community and technical colleges, reduction of time to degree to 120 credit hours, strategies for working with high schools from surrounding counties to increase student enrollment through extended recruitment, and reviewing plans developed by the WVSU Foundation to increase the number of alumni donors. The sampling of issues that were openly discussed and voted on via motions as documented in the Committee and full [Board meeting minutes](#) reflects the Board’s ability to make decisions in the best interests of the University to preserve and enhance the University.

As a specific example, at the beginning of 2014, the BOG was briefed on the University’s new strategic plan. As the [BOG agenda for January 23, 2014](#) and [BOG minutes for January 23, 2014](#) show, the BOG received a [presentation on the new strategic plan Vision 2020](#). The strategic plan was again on the [BOG agenda for February 24, 2014](#) as an action item, and the [BOG minutes for February 24, 2014](#) show that the board approved adoption of [Vision 2020](#) as the University’s new strategic plan.

In addition to adopting Vision 2020, the BOG recently approved the following policies:

- [Policy 5](#) (REVISED)—effective June 12, 2014
- [Policy 36](#) (REVISED)—effective February 24, 2014
- [Policy 60](#) (REVISED)—effective May 1, 2014
- [Policy 61](#) (NEW)—effective June 12, 2014

The BOG also recently approved the following programs:

- Master of Public Administration (FULL PROGRAM PROPOSAL)—May 1, 2014
- Bachelor of Fine Arts in Music (INTENT TO PLAN)—June 12, 2014

Additionally, as part of the annual program review process, the BOG recently affirmed the following program reviews, which included assessment results:

- Criminal Justice—January 23, 2014
- Art—March 20, 2014
- Recreation—March 20, 2014
- Social Work—March 20, 2014
- Sports Studies—March 20, 2014
- Health Sciences—May 1, 2014
- International Studies—May 1, 2014
- Regents Bachelor of Arts (RBA)—May 1, 2014

Finally, the BOG received updates on the self-study/reaffirmation of accreditation as follows:

- April 25, 2013
- September 20, 2013
- November 14, 2013
- March 20, 2014
- June 12, 2014
- October 23, 2014

Board members also receive the weekly reaffirmation of accreditation newsletters. Evidence for the above events is documented in the corresponding [BOG meeting minutes](#) for those dates.

2.C.2. *The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.*

The BOG [Bylaws](#) and [Policies](#) provide a framework within which all relevant interests of the University's internal and external constituents may be heard. The [BOG Policy #17](#) follows the State of West Virginia equal employment opportunity guidelines "to prohibit discrimination in employment because of race, sex, age, color, religion, national origin, veteran status or handicap," and [BOG Policy #21](#) extends recognition to all WVSU community members as part of the BOG's comprehensive mission, which "promotes an educational environment that values cultural and ethnic diversity and understanding, that provides for the preparation of students for full and meaningful participation in a changing world, and that promotes equitable and fair treatment in every aspect of campus life and employment for all persons, regardless of race, color, national origin, sex, sexual preference, sexual orientation, age, religion, veteran status, or disability."

Although all BOG meetings are open to the public, the Board also holds a meeting where the agenda is open to presentations by and dialogue with the Board's internal constituents. As provided by article 2A.7 of the BOG Bylaws, the BOG "shall provide an opportunity for administrators, faculty, students and classified staff to discuss various issues no less than one (1) time per year." As noted in the [BOG agenda for January 22, 2014](#), the BOG held an annual meeting with faculty, classified staff, and students on January 22, 2014 starting at 4 PM. The [minutes of the January 22, 2014 meeting](#) reflect that these meetings were discussion sessions; no actions were taken. The BOG has scheduled its 2015 annual open meeting with internal constituents for Wednesday, January 28, 2015. The completion of this document precedes the 2015 meeting date.

In addition to scheduling annual meetings with constituents, BOG Bylaws Article 3.8 provides for utilizing faculty, students, and classified staff for planning within the University and for consultation when decisions affect those groups. Article 3.12 also directs the BOG to appoint a University President following West Virginia Code Chapter 18B. As authorized by [West Virginia Code §§18B-1B4, 18B-1B6, Title 133 WVHEPC Legislative Rule Series 5, Guidelines for Governing Boards in Employing and Evaluating Presidents](#), specifically states that the BOG will include representation of faculty, students, staff, and other constituencies of the University, including alumni and the local community, when searching for a new president. In the 2011-2012 academic year, the University conducted a search for a new President. In addition to six members of the BOG, the 15-person presidential search committee included three business community leaders, two alumni, three faculty members, and one current student. In a [survey](#) distributed to the BOG members in February

2014 as part of the self-study, two of the Board members noted the hiring of a new President was one of the most enhancing actions that the BOG has taken on behalf of the University in the past two to three years.

The BOG also addresses the needs of the community related to the operations of the University. BOG Bylaws Article 3.15 authorizes the BOG to “enter into contracts or consortium agreements with the public, schools, private schools, or private industry to provide technical, vocational, institution-preparatory, remedial, and customized training courses at either on campus or off-campus locations.” To meet that goal, WVSU is actively engaged in providing access to college-level courses for qualified high school students in the area. University courses have been taught in several Kanawha County high schools since the early 1990s through an Early Enrollment (formerly “dual credit”) program guided by the [WVHEPC Series 19](#). The WVSU Early Enrollment program typically enrolls 250-300 students in classes from half a dozen high schools. In addition to this direct outreach into these high schools, the University has also hosted the Kanawha County Collaborative School since the early 2000s. This program serves students with issues (other than behavioral) that have made it difficult for them to succeed in conventional classroom settings. The University provides administrative and some classroom space (the “collaborative” aspect of the program), and many of the participants take both college and high school courses. The program has grown to approximately 60 students and is expected to grow further. Most of the students are able to perform better in the college setting than in their high schools, and each semester a number of Collaborative School students appear on the University Dean’s List. The success of the Early Enrollment and Collaborative School programs is also demonstrated by the high percentage of participants who continue on to college following high school graduation, including many who enroll at WVSU.

In addition to Early Enrollment programs at local high schools and the Kanawha County Collaborative School, the University continues to serve the community through its [extension service](#) as part of the mission of the Gus R. Douglass Land-Grant Institute and through its nascent but growing credit and non-credit offerings in [continuing education](#). Both of these programs are discussed in more detail in Criterion Three.

2.C.3. *The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.*

Given WVSU’s status as a public institution, it is inevitable that political leaders may try to exert influence over the University. To maintain as much autonomy as possible, the [BOG Bylaws](#) Article 1B states that “no member of a governing board appointed by the Governor may be removed from office by the Governor except for official misconduct, incompetence, neglect of duty, or gross immorality.” [West Virginia Code §18B-2A-1](#) provides another degree of political independence by permitting no more than five of the nine appointed BOG members to belong to the same political party. BOG Bylaws Articles 1C, 1D, and 2A-6 also mandate that the BOG elect its own officers.

The [West Virginia Ethics Commission](#) was established in July 1989 to administer the West Virginia Governmental Ethics Act, which was passed in a Special Session of the West Virginia Legislature in January 1989 ([W. Va. Code § 6B-1-1, et seq.](#)). The Commission is an independent, bipartisan board appointed by the Governor and confirmed by the West Virginia State Senate. The Commission was reconstituted in July 2014 due to the passage of House Bill 4298 during the 2014 Regular Legislative Session. This law changed the membership to a nine citizen-member commission in place of the previous 12-member commission. On June 30, 2014, the Governor reappointed seven of the original 12 members, as authorized by the new law, with an additional two new members. Their appointments were effective July 1, 2014. The Ethics Commission administers the Ethics Act by educating public servants covered by the Act, providing information to the public, interpreting and applying the provisions in the Act, and enforcing the requirements of the Act through an investigation and complaint process. As public servants of the State, WVSU employees are periodically reminded about ethical behavior particularly regarding gifts and charitable solicitations and donations to the University. The rules are strictly adhered to and enforced by the administration and the BOG.

BOG members are not required to sign a conflict of interest statement. However, as the member of a Board affiliated with the State of West Virginia, they must comply with the Ethics Act and other state laws and rules in addition to institutional policies.

In the responses to the [survey](#) to the BOG members identified above in section 2.C.2, two Board members commented that the BOG does its work in open, public meetings and “through a deliberative BOG committee structure.” The BOG only considers actions brought to it by its committees or by the President, thereby eliminating any external influence during its deliberations.

2.C.4. *The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.*

According to [BOG Bylaws](#) Article 1E, members of the BOG do not hold individual authority over the University or its employees. As directed by the Legislature, the BOG exercises its authority as a body that adopts policies via a majority vote. In all but extraordinary cases, however, the BOG delegates execution of those policies and day-to-day management of the University to its President and his cabinet. As per BOG Bylaws Article 3.16, that delegation may include handing over power and control of the business affairs of the University, and [BOG Policy #37](#) also explicitly delegates “the authority and responsibility for the conduct and control of the Department of Athletics to the President.” All respondents to the BOG survey made the same comment that the BOG has only one direct reporting employee, the President. Everyone else employed by the University reports either directly or indirectly to the President.

Provisions for faculty responsibility in shared governance are evident in the [West Virginia State University Faculty Handbook](#), which describes the University’s organizational structure and the responsibilities of administrators and faculty in the areas of governance, curriculum development and review, and faculty personnel issues including hiring, retention, promotion, and tenure. The administration authorizes the faculty to develop new curricula, to maintain and update current curricula, to conduct program reviews, and to evaluate and make recommendations for retention, promotion, and tenure of peer faculty. Faculty members serve on various standing committees of the WVSU Faculty Senate to oversee the University’s curriculum, to approve curriculum changes (programs, majors, and general education), and to formulate academic policies. The faculty is guided by policies and procedures outlined in the West Virginia State University Faculty Handbook.

Summary for Component 2.C.

Through deliberations and actions taken at its regularly scheduled meetings, the BOG focuses on advancing the academic mission and performance of the University. As directed by West Virginia Code, the BOG meets to review and take action on issues related to the well-being of the institution and to serve the needs of both internal and external constituents as relates to the regular operations of the University. Decisions made by the BOG are independent and not influenced by parties external to the University. The Board achieves its primary mission to advise the University’s administration on matters

related to academic programs, financial management, institutional advancement, and student recruitment and retention. The observations presented in this section demonstrate that the BOG is autonomous in making decisions in the best interest of the institution and operates with integrity.

2.D. *The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

WVSU is committed to freedom of expression and the pursuit of truth in teaching and learning. This commitment applies equally to faculty, staff, and students and is accomplished by the unfettered articulation of ideas as well as through exposure to thought-provoking and provocative speakers and programs. This commitment to academic freedom is illustrated on a daily basis through robust discussion both inside and outside the classroom. Thus, faculty members are encouraged to express themselves in all areas of the University, in their interactions with students, and with fellow faculty and academic staff in their departments, colleges, and Faculty Senate meetings. Additionally, WVSU strongly encourages freedom of expression in the weekly Faculty Lecture Series and with a variety of guest speakers and presentations that are brought to campus via the efforts of the Cultural Activities Committee.

Academic Freedom of Faculty

The University’s official stance on academic freedom is stated in the [WVSU Faculty Handbook](#) (pp. 11-12). Members of the academic community are encouraged to pursue research interests in their particular fields of study and to present their research through publications, lectures, and classroom teaching (p. 14). The handbook also notes that with freedom of expression comes responsibility and thus reminds faculty members of their obligation to defend and to promote individual academic freedom for everyone in the University community (p. 11). The University’s stance on academic freedom also fully recognizes the fluid nature of academia and how this dynamism can influence the relationship between faculty and the remainder of the University community over time. The handbook thus reminds faculty of the importance of evolving with their fields of study and encourages faculty to pursue academic interests that will keep them current and relevant in their disciplines, thereby enriching the entire University community (pp. 14-15). These three major points made in the handbook are also reinforced in section two [HEPC Series 9 “Academic Freedom, Professional Responsibility, Promotion and Tenure.”](#)

In addition to the fact that the University has had no claims of violated academic freedom, perhaps the clearest evidence and most vibrant example of faculty academic freedom can be found in the Faculty Lecture Series. As described in the [Faculty Development Handbook](#) (p. 14), the Series organizes weekly lectures on Thursdays from 12:30 p.m. until 1:30 p.m. usually starting in the second or third week of each new semester and continuing until the last week of the term. Lectures are usually held in Davis Fine Arts Building, Room 103, a lecture-style classroom that seats approximately 80 people. The coordinators solicit topics from faculty during the semester breaks and prepare a schedule for the entire semester. Although an occasional slot is reserved for a noted outside speaker, most of the faculty lectures are offered by in-house faculty who share their research, creative work, and academic interests with fellow colleagues and students. Any recipient of a faculty research grant is required to disseminate her or his research, which is frequently done in a faculty lecture during the following academic year ([Faculty Development Handbook](#), p. 5). Many professors also encourage or require their students to attend faculty lectures relevant to course work in progress.

Faculty lectures cover a full range of topics from readings and previews of creative work, reports on scientific findings, presentations on new theories of education, to health tips, financial planning, and literary analysis. As one might expect, lectures frequently focus on controversial topics in areas that include the following:

- race relations (Natsis, Mosby, & Johnson, Spring 2008; Peyton, Spring 2008; Mosby, Spring 2008; Mosby, Fall 2008; Marrash-Minnerly, Fall 2008; Mocombe, Fall 2009; Mosby, Fall 2009; Brewster, Fall 2009; Johnson, Spring 2010; Mocombe & Tomlin, Spring 2010; Mocombe, Fall 2010; Johnson, Spring 2011; Ambrosius, Fall 2011; Mosby, Fall 2011; Johnson, Spring 2012; Mosby, Fall 2013)
- religion (Richards, Fall 2006; Richards, Fall 2008; Smith, Spring 2009; Mocombe, Fall 2010; Ambrosius, Spring 2011)
- history and politics (Peyton, Fall 2006; Randall, Spring 2007; Ovrebo, Fall 2007; Waugh & Dean, Spring 2008; Nenge, Spring 2010; Mocombe, Beller, & Johnson, Spring 2010; Workman, Fall 2011; Ziyati, Spring 2012; Hyman, Spring 2012; Steele, Fall 2013)
- civil rights (Johnson, Fall 2006; Smith, Fall 2007; Smith, Fall 2009; Nenge, Spring 2012)
- gender and sexuality (Porter, Fall 06; Bakker, Fall 06; Salyers, Fall 07; Porter, Fall 07; Wilson, Spring 2010; Mutepe, Fall 2011; Ray, Spring 2012, Robinson, Fall 2013)

Abstracts from the Faculty Lecture Series may be [found here](#). The number of these current and potentially controversial topics is a clear indicator of the presence of academic freedom at the University.

Attendance at the Faculty Lecture Series varies widely from just a handful of attendees to standing-room only. Given that the lectures are always held at the same time each week, the fluctuation in attendance appears to be a function of the popularity of the faculty member speaking or the University community's interest in the topic. Faculty members report that attendance at the lectures seems to have declined in recent years, although that may be a subjective perception since the coordinators do not keep records of attendance and do not solicit evaluative feedback on the lectures.

Beyond the Faculty Lecture Series, faculty members are free and encouraged to pursue their academic research interests and to present their research through publication and conference attendance. The University's policy on [Faculty Travel Grants](#) (p. 3) modestly supports conference attendance. Faculty who have not attended a conference in the past two years are given priority, and because the University has limited funding, generally only one national or regional conference per year for each faculty member is approved. In addition, faculty are not fully reimbursed for their expenses.

Travel funds from the State of West Virginia are limited and rarely used for out-of-state travel. Since most professional development travel is paid from Title III funds, international travel, even to conferences in Canada, is generally not approved. Adjunct faculty are not reimbursed for travel to conferences, and many faculty members report using their own funds to travel to more than one conference per year. Given multi-year declining federal support via Title III and the continual decline of funding support from the State of West Virginia, the University needs to continue to find new funding sources to provide for more faculty to attend conferences and to encourage conference attendance by covering all costs.

Another area where academic freedom is demonstrated is in the classroom. For any new non-general education courses, faculty members write their own syllabi, and departments have the autonomy to approve its faculty's syllabi. A new course proposal goes through an approval process under the auspices of the Faculty Senate's

[Educational Policies Committee](#), who verifies new or revised course proposals for accuracy and completeness and for compliance with University and WVHEPC standards. The intellectual content, course books used, and methods of assessment remain the responsibility of the faculty member teaching the course. For general education courses, an additional approval step by the [General Education Committee](#) is required for new courses and course revisions, but faculty still have the freedom to teach those courses as they deem best.

Academic Freedom of Students

WVSU also encourages academic freedom in the largest and most important contingent on campus, the student body. Besides the frequent interactions between faculty and students in the classroom where students are encouraged to express their individual viewpoints, students and faculty interact in a number of venues outside the classroom. The [Office of Student Activities](#) offers a number of cultural, social, and recreational activities that strengthen students' personal development, cement students' relationships with each other, as well as with faculty and staff, and prepare students for employment opportunities both during their academic careers and upon graduation.

The Division of Enrollment Management and Student Affairs officially recognizes 69 [student organizations](#), which are advised by more than 40 faculty and staff members. These organizations range from student leadership to affirmation of faith, the arts, politics, media, fraternities and sororities, honorary societies, and special interests. These organizations cover a full spectrum of beliefs and viewpoints from conservative to liberal and demonstrate institutional support for freedom of expression.

In addition to student organizations, WVSU offers a number of cultural, social, and educational events both on campus and at the University's downtown Charleston facilities. A snapshot of a typical month of events can be found [here](#). A listing of [student events](#) is maintained on the Current Students webpage of the University's website. The Cultural Activities and Educational Assemblies Committee of the Faculty Senate provides a robust program each year that serves the entire University community well. Some examples of annual activities include the [African-American Read-in](#) during the month of February, a multi-cultural week in April, and an [Earth Day](#) celebration in which students engage with community members. Students also engage with the community in regular media productions called WVSU Newline. Another new annual tradition is the [Student Film Festival](#) in which students have the freedom to

express themselves artistically. A sample screening lineup can be found [here](#). Cultural Activities offers a number of other thought-provoking assemblies. [Here is a list](#) of some of those activities from the past few years.

Another area in which students are encouraged to exercise academic freedom is in attending conferences. Although funding for student attendance at conferences is limited, the University has recently experienced an increase in student conference participation. In recent years, education students have attended the [West Virginia Reading Association Conference](#) and the Kappa Delta Pi honorary society conference. Criminal Justice students have presented at the annual meeting of the [Academy of Criminal Justice Sciences](#) (event #155) and at the [West Virginia Criminal Justice Educators Association Conference](#). Two history students in the College of Business and Social Science presented papers at the regional [Phi Alpha Theta conference](#) (p. 10) in Morgantown in April 2013. This was the first time that WVSU history students were active participants in a Phi Alpha Theta conference. Students from the College of Natural Science and Mathematics have presented papers at various symposia ([WVSU Research Symposium 2009](#); [WVSU Research Symposium 2010](#); [WVHEPC Division of Science and Research's STaR Symposium 2012](#)) and have received awards at the [American Chemical Society's](#) annual conference as well as the WVHEPC Division of Science and Research's STaR Symposium. Before 2005, Sigma Tau Delta, the national English honor society, did not have a chapter in West Virginia, and prior to that date, no English majors had ever attended a professional conference. In 2006, the faculty advisor took three students to the Sigma Tau Delta Conference in Pittsburgh, four to Nashville in 2008, and one to Minneapolis in 2009, who also presented at the conference. Two students presented at the regional Sigma Tau Delta conference in Shepherdstown in 2012, and two students presented with West Virginia author Lee Maynard at the 2013 Appalachian Studies Conference in Boone, NC (Appalachian State U). Students in Communications and Media Studies have attended a number of [professional conferences](#) and have presented at a convocation addressing the [2014 water crisis](#) in West Virginia. A list of other activities related to the WVSU Honors Program can be found [here](#).

Academic Freedom of Staff

The University also provides for freedom of expression among its staff members. The voice of the WVSU staff is heard through opportunities to meet with the administration and the BOG and through the leadership of the [Classified Staff Council](#), a formal advisory council that was created by the West Virginia Legislature

(H.B. 1230) on March 19, 1981. In addition to the BOG [roundtable discussion](#) that employees are invited to annually, the Office of the President holds a Presidential Forum with staff at the beginning of each academic year. The President typically reviews [accomplishments in the past year and initiatives for the upcoming year](#) and then opens discussion for questions and comments from staff members.

The Classified Staff Council serves to improve working conditions for all classified staff and, according to its [bylaws](#), seeks to promote the welfare and well-being of the classified employees of WVSU by

- enhancing communication among classified staff in matters pertaining to the University in general and the classified employees in particular;
- facilitating staff input into decisions which affect classified employees and the University in general;
- encouraging cooperation, coordination, and communication among employees;
- fostering improvement of working conditions for employees through input into staff development programs and appointment or election of classified employees to major University committees; and
- conveying employee concerns to the WVHEPC.

The Council is comprised of representatives from the following employee categories:

- administrative/managerial
- professional/non-faculty
- technical/paraprofessional
- skilled crafts
- secretarial/clerical
- service-maintenance

The Council holds regular meetings and serves as a conduit to express employee concerns to the administration. In addition, all classified employees may pursue resolution of work-related disputes through the grievance process. Grievances are processed under the rules outlined in [WV Code 6C-2](#).

A recent incident demonstrates how seriously the University takes academic freedom and shared governance. In an effort to comply with HIPAA and

FERPA, the WVSU Human Resources department sent out a request for all faculty and staff to sign and return a [Confidentiality Agreement](#) that many faculty members and staff thought was so broad as to prohibit almost any conversation about WVSU by its employees and that ran counter to the University's historic support of academic freedom. Many faculty members reached out to the Faculty Senate Chair, who spoke with the President. Less than a week later, a new [Confidentiality Agreement](#) was developed and distributed. Through limiting language, the new agreement clarified the document's purpose, University compliance with FERPA and HIPAA, and allayed faculty and staff concerns about the threats to academic freedom.

Summary for Component 2.D

The BOG and the University administration support freedom of expression among faculty, staff, and students through multiple academic and cultural programs. WVSU faculty and staff also foster conversation with students and colleagues both inside and outside the classroom that contributes to a healthy culture of learning. To continue expanding that culture of learning, the University should identify additional financial resources to enable faculty and staff to attend more than one conference per academic year and to reimburse the full costs of attending a professional conference. Funding for international travel should also be considered. The University should also provide additional funding to increase student attendance at professional conferences.

2E. *West Virginia State University ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

West Virginia State University is committed to integrity and honesty in all aspects of research and scholarly activities and as such provides knowledge, mechanisms, and means to support faculty, students, and staff in the acquisition and application of knowledge.

2.E.1. *West Virginia State University provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.*

WVSU has specific policies and procedures to ensure ethical conduct in its research activities, in the areas of avoiding financial conflict of interest and providing ethical treatment of animal and human subjects. The University provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students. Certain policies of the University and its related R&D Corporation apply only

to certain federally funded research. The University also has a clear policy on avoiding financial conflict of interest in research funded by the National Science Foundation (NSF) or the National Institutes of Health (NIH). This policy implements applicable federal requirements. All primary investigators and other researchers involved in research projects funded by the NIH or NSF are required to avoid financial conflicts of interest. These researchers are required to submit annual statements of financial interest and update these in a timely manner when their financial interests change. Similarly, in any research funded by the Public Health Service or the NIH, WVSU and the R&D Corporation's policy, which implements federal requirements, requires primary investigators and any others with substantial involvement in the research to undergo specific training in proper and ethical conduct of such research.

WVSU's policies for [Responsible Conduct of Research](#) (RCR) and [Conflict of Interest](#) (COI) are on the Guidelines and Procedures page of the Research section of the University website. The RCR and COI policies open up as separate Adobe .pdf files so they can be printed out or downloaded to the individual user's work computer.

WVSU uses the Collaborative Institutional Training Initiative ([CITI](#)) operation to do web-based training for RCR, COI, IRB, lab safety, etc. The CITI system allows University administrators to see who has taken training, which training modules the individual has completed, and completion grades. When a person completes a training module, a certificate is electronically generated and sent to the person who took the module, and a duplicate is sent to the Office of Sponsored Programs where a hard copy is kept on file for review by outside auditors or federal officials as necessary.

RCR training is dictated by the funding agencies (e.g. NSF, NIH and USDA), which make RCR training a requirement for grant applicants. When faculty or staff members submit an Intent to Submit Grant form to the Office of Sponsored Programs, their RCR training status is reviewed to determine which if any compliance modules need to be completed prior to grant submission.

The University established the Institutional Review Board (IRB) in 2003 to oversee all research involving human or animal subjects. The WVSU [IRB policies](#) are summarized on page 55 of the [Faculty Handbook](#) and laid out in detail in Appendix HH (pp. 197-222). All needed IRB forms and procedures are found on the University Research [Guidelines and Procedures](#) webpage. The goals of the WVSU IRB include the provision of informed consent and avoidance of unnecessary harm to human subjects. The policies of the WVSU IRB state that the "University

accepts responsibility for complying with Food and Drug Administration (FDA) regulations (21 CFR 56) and all other applicable state and local laws as they may relate to research covered by the DHHS policy" as they regard research on human subjects. While 45 CFR 46.101(2) (B) 1-6 specifically exempt certain research on human subjects from such regulation, the University policy is that all research on human subjects be submitted to the WVSU IRB to determine whether it is in fact exempt.

The University IRB also approves and oversees research involving live vertebrate animals to ensure that such research complies with the Public Health Service Policy on Humane Care and Use of Laboratory Animals. The IRB's goal in this area is the humane treatment of all such animal participants. The IRB exercises its oversight through the more specifically qualified Institutional Animal Care and Use Committee (IACUC), which reports regularly to the IRB.

Various degree programs across academic disciplines provide guidance more specifically applicable to their students in the areas of responsible research involving human subjects. Psychology 390 Research Methods, for instance, is a required course for psychology majors that includes ethical considerations for research in the course description. Elsewhere in the social sciences, Criminal Justice 315, Methods (cross-designated as Sociology 311, Methodology and Research, and Political Science 311, Methodology and Research), similarly explores the ethical implications of social science research by beginning the substantive material with a chapter on the ethics of social science research. Freshman experience classes provide the opportunity to address the various types of academic dishonesty policies in place and provide guidance for how to remain academically honest throughout the four-year period of study. However, it is not required of faculty that these topics are covered in the freshman experience course. While many faculty choose to take the opportunity to provide freshmen with detailed guidance on academic dishonesty, some faculty do not address the topic at all.

The Faculty Center for Excellence in Teaching (FACET) was established in 2011 as a place for faculty support specifically in the area of teaching and pedagogy. FACET is working to become the primary support for teaching on the WVSU campus. It provides several different types of professional development for all faculty, including brown-bag lunches, workshops, lectures, and academic community support groups. Since research, scholarly practice, and pedagogy go hand-in-hand, FACET works to integrate all of these ideas throughout the programs it sponsors. FACET experiences are offered through three different programs:

1. FACET sessions are a formalized approach to gaining and discussing information. The FACET sessions begin with a person or a panel providing information on the session's topic and then opening the floor for discussion and questions. The key component to these sessions is the discussion and participation from members. In the past, most FACET sessions have been focused on pedagogical and curriculum-based ideas. However, future plans have been set for sessions that include tips and tricks for publishing scholarly works and writing grants. For these events, FACET will bring in members of the University who have expertise in these areas to lead informative sessions and answer faculty questions.
2. FACET brown-bag lunches are 60-minute, faculty-convened workshops. Less formal than sessions, these lunches ask that faculty provide some form of artifact for discussion. It is in the brown-bag lunch program where much of the research and scholarly practices have been debated. This series has held a few programs dealing with ethical research in the classroom as well as how to turn theory into classroom practice. As an example, upcoming events will deal with specifics of publishing pedagogy. Planners of the event hope that conversations and experiences from this lunch will parlay into a knowledgeable writing group for drafts of research-based pedagogical publications.
3. FACET teaching/learning groups are small groups of faculty who meet regularly each semester to discuss specific topics of shared interest or to meet the needs of specific groups. Groups that have successfully formed in past semesters include pre-tenured faculty who meet to discuss tenure portfolios and current work as well as later career faculty who have met to discuss specific research projects and curriculum developments throughout the campus environment.

FACET sessions have been well received on campus and currently attract between three and 20 faculty members, depending on the session topic, while the FACET lunches and learning groups typically include four to five faculty. As FACET grows, it is anticipated that additional offerings, including ideas at the request of the faculty, will be presented.

The Online Teaching Institute is an intensive, semester-long training program, delivered by the WVSU Center for Online Learning (COL), in which faculty learn how to design and teach online and blended courses. Through this Institute, faculty are trained on how to design course assessments to minimize cheating and plagiarism and to increase academic integrity. Faculty are encouraged to require papers be submitted to an online anti-plagiarism checker ([Turnitin](#); see section 2E.3) and are trained on ways to design assignments and tests to minimize academic dishonesty.

2.E.2. *Students are offered guidance in the ethical use of information resources.*

WVSU's programs promote the responsible use of knowledge by supporting the development of students' skills and attitudes towards use of information. All students are required to take English 102, English Composition II, or English 112, Technical Writing, each of which focuses on research writing, and appropriate use of source material. The University's support programs emphasize the development of student skills and attitudes fundamental to responsible use of knowledge. The WVSU Writing Center provides students assistance with proper documentation of sources based on student requests for assistance or faculty referral.

The Drain-Jordan Library further supports students in ethical use of information. The University Library has defined its [Information Literacy Mission Statement](#) and links to the Association of College & Research Library's Information Literacy Competency Standards for Higher Education, which specifically lists such information as student outcomes understanding and avoiding plagiarism. The library also provides online resources on both evaluating the quality of information resources and responsible attribution.

All students in the Honors Program are required to perform research as a part of their capstone course. The mechanism for the research work includes several stages that assure that the students are provided with the appropriate guidance in regard to the ethical use of information. At the first stage, the student works with a faculty mentor to put together a proposal. All the mentors have an extensive research background and provide students with the appropriate guidance in their discipline. The students' thesis proposals are reviewed and approved by a thesis committee. The approved proposal document is passed to the Honors Program coordinator for final approval. In case of revisions, the committee members and the program coordinator will send the proposal with request for further revisions.

Throughout their research work, students are provided with continual guidance and are encouraged to discuss their project and findings with the individual members of their committee and the Honors Program coordinator. The culmination of the research is an original thesis document that has passed the scrutiny of advisors, committee members, and the program coordinator.

The Honors Program is moving to formalize instruction on the ethical use of information through the development of a course titled Philosophy of Research. Once developed, this course will be required of all Honors Program students as a precursor to the capstone research experience.

2.E.3. *West Virginia State University has and enforces policies on academic honesty and integrity.*

West Virginia State University has appropriately published policies in place, which provide guidance for faculty, staff, and students on responsible acquisition and dissemination of scholarly knowledge gained through the classroom, research station, or laboratory.

The University catalog clearly establishes the University's policy on academic dishonesty, and this policy is also published in the [Faculty Handbook \(Appendix X, pp. 169-172\)](#). This policy begins with clear and comprehensive definitions of academic dishonesty in the forms of cheating, plagiarism, and falsification. It establishes the instructing faculty's role in investigating and fixing punishment within a specified range in consultation with the department chair. The Faculty Handbook requires that faculty members include in every course syllabus their individual policy on academic dishonesty. The University policy on academic dishonesty further specifies the appeals process and the roles of the Office of Academic Affairs and WVSU administrators in the process, including enhanced punishment up to dismissal for egregious or repeated violations.

Faculty members are the primary enforcers of academic integrity. In enforcing policy on academic dishonesty, WVSU subscribes to and makes substantial use of the online resources of [Turnitin](#) to police academic dishonesty. This service allows submission of work, by faculty or students, to detect similarities with other submitted works, allowing not only for enforcement of academic integrity, but also allowing students to check themselves for inadvertent lack of proper documentation or improperly summarized information. From June 2012 to June 2013, a total of 52 instructors in the University used the services of Turnitin for 4,460 submissions involving 1,419 students. This represents a substantial

number of the faculty and students involved with this method of enforcement.

WVSU has specific policies and procedures to ensure ethical conduct in its instructional activities. In addition to the policies on academic dishonesty, the University has explicit policies on grading standards that faculty are required to follow. The grading policy for each course must be posted in the individual course syllabus and must follow University policy, as set out in the [Faculty Handbook](#) and [University Catalog](#).

Appropriate use of copyrighted electronic intellectual property is delineated [BOG Policy # 53](#). This policy reiterates WVSU's regulations on acquisition and use of online information and procedures regarding related infractions of academic honesty. Additionally, discovery and dissemination of knowledge is covered extensively in the [BOG Policy #59](#) on Intellectual Property rights.

Summary for Component 2.E

WVSU has intentionally developed policies and procedures which foster a culture of academic honesty and integrity among its faculty, staff, and students. These policies and procedures are widely disseminated to ensure appropriate acquisition of knowledge.

Summary for Criterion Two: Strengths, Challenges, and Opportunities

The evidence provided in this chapter demonstrates WVSU's commitment to conducting its affairs transparently, ethically, and in compliance with all laws, regulations, and University policies in fulfillment of the criterion and its components. Additional evidence supporting this criterion can be found in the Federal Compliance section of the report which demonstrates WVSU's compliance with federal regulations and HLC policies.

Strengths

- With the reconfiguration of the University's website, WVSU is able to present itself clearly and completely to its students and the public with regard to its programs and services, requirements, faculty and staff, costs to students, control, and accreditation relationships.
- The BOG has demonstrated its independence and commitment to the best interests of the institution and has acted with decisiveness and integrity and continually strives to consider the reasonable interests of internal and external constituencies. The BOG has exhibited the

ability and willingness to delegate day-to-day management of the institution to skilled and experienced administrators through the University President.

- WVSU has a strong Academic Freedom stance as stated in the WVSU Faculty Handbook, encourages the necessity of academic freedom to its student body, and encourages the freedom of expression among its staff. A deep commitment to academic freedom exists.
- WVSU has active processes in place to ensure that students, faculty, and staff can acquire, discover, and apply knowledge responsibly. The institution's IRB process is highly developed. The IRB reviews all research proposals submitted through the Office of Sponsored Programs. Further, faculty work to educate and train students about ethical research guidelines and practices, including research methodologies and resource evaluation, resource citation techniques, and plagiarism issues. The institution is proud of its efforts to ensure the open and responsible pursuit of knowledge.
- WVSU ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. A multitude of policies have been developed in support of ethical operations in both academic and research areas.

Challenges and Opportunities

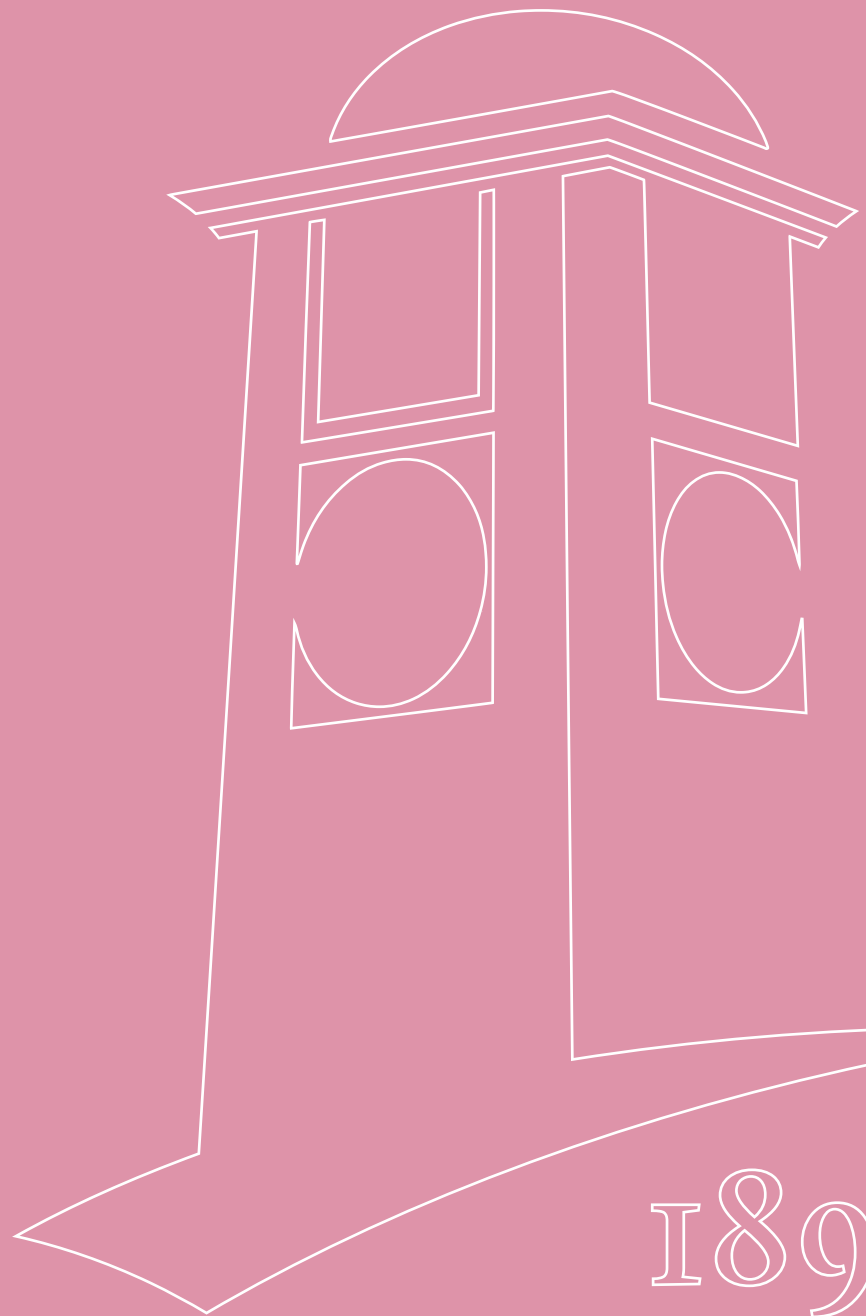
- The University should continue to review, evaluate, and revise policies, structures, and processes for continuous improvement and make these policies available online and in appropriate published material.
- The University should identify additional financial resources to enable faculty and staff to attend more than one conference per academic year and to reimburse the full costs of attending a professional conference. Funding for international travel should also be allocated.
- Policies on academic dishonesty need to be clearly delineated in the Student Handbook and need to be consistently enforced. These policies might better be identified as academic honesty, a more progressive and supportive message of what is expected. Also, syllabi should consistently refer to and address these policies.

- Academic integrity applies to students and faculty alike and should be included in the publicly delineated responsibilities of faculty. There is no other public indication of the policies for enforcing violations of academic integrity by faculty. While the Faculty Handbook provides faculty the benefits of scholarship in promotion, tenure and merit raises, there is only a vague reference to professional standards given in tenure procedures.

References

1. [2006 Campus Master Plan](#)
2. [Abstracts from Faculty Lecture Series](#)
3. [Academic Advising](#)
4. [Academy of Criminal Justice Sciences](#)
5. [Accreditation](#)
6. [Addressing the Recent Water Crisis \(presentation\)](#)
7. [Affirmative Action/Equal Opportunity](#)
8. [African-American Read-in \(AARadIn2014\)](#)
9. [American Chemical Society](#)
10. [Benefits and Payroll](#)
11. [Board Meeting Agendas and Minutes](#)
12. [Board of Governors](#)
13. [BOG agenda for February 24, 2014](#)
14. [BOG agenda for January 22, 2014](#)
15. [BOG agenda for January 23, 2014](#)
16. [BOG and WVHEPC Policies](#)
17. [BOG Bylaws](#)
18. [BOG minutes for February 24, 2014](#)
19. [BOG minutes for January 23, 2014](#)
20. [BOG Policies](#)
21. [BOG Policy #1](#)
22. [BOG Policy #3](#)
23. [BOG Policy #5](#)
24. [BOG Policy #8](#)
25. [BOG Policy #12](#)
26. [BOG Policy #14](#)
27. [BOG Policy #17](#)
28. [BOG Policy #18](#)
29. [BOG Policy #21](#)
30. [BOG Policy #22](#)
31. [BOG Policy #36](#)
32. [BOG Policy #37](#)
33. [BOG Policy #38](#)
34. [BOG Policy #49](#)
35. [BOG Policy #52](#)
36. [BOG Policy #53](#)
37. [BOG Policy #59](#)
38. [BOG Policy #60](#)
39. [BOG Policy #61](#)
40. [BOG Roundtable Discussion Jan 2014](#)
41. [BOG Standing Committees](#)
42. [BOG Self-Study Questionnaire](#)
43. [Brand and Graphic Identity Development Manual](#)
44. [Business and Finance](#)
45. [Classified Staff Council](#)
46. [Classified Staff Council By-Laws](#)
47. [Collaborative Institutional Training Initiative \(CITI\)](#)
48. [Conflict of Interest \(Financial\)](#)
49. [Continuing Education](#)
50. [Cost of Attendance](#)
51. [Department of Human Resources \(HR\)](#)
52. [Division of University Relations and Operations](#)
53. [Earth Day Celebration](#)
54. [Educational Policies Committee](#)
55. [Events February 2014](#)
56. [Faculty & Staff Department of Political Science](#)
57. [Faculty and Staff Homepage](#)
58. [Faculty Development Handbook](#)
59. [Faculty Handbook](#)
60. [Faculty Resources](#)
61. [Faculty Senate](#)
62. [Fees Structure](#)
63. [Film Festival Screening Lineup 2014](#)
64. [Financial Aid](#)
65. [Foundation Audit Report 2013](#)
66. [Foundation Audit Report 2014](#)
67. [General Education Committee](#)
68. [HEPC Series 4 "Rules And Administrative Procedures"](#)
69. [HEPC Series 5 "Guidelines for Governing Boards"](#)
70. [HEPC Series 8 "Personnel Administration"](#)
71. [HEPC Series 9 "Academic Freedom, Professional](#)

-
- [Responsibility, Promotion and Tenure”](#)
72. [HEPC Series 19 “Guidelines for Early Enrollment Courses”](#)
73. [HEPC Series 29 “Travel”](#)
74. [HEPC Series 31 “Ethics”](#)
75. [HEPC Series 39 “Classified Employees”](#)
76. [HEPC Series 40 “Equal Opportunity and Affirmative Action”](#)
77. [HEPC Series 53 “Human Resources Administration”](#)
78. [How to Apply](#)
79. [Information Literacy Mission Statement](#)
80. [Internships](#)
81. [IRB Policies](#)
82. [Literary Festival and Conference \(Sigma Tau Delta\)](#)
83. [Mid-East Honors Association Conference](#)
84. [Minutes of the January 22, 2014, Meeting](#)
85. [Non-discrimination \(Title IX Compliance\)](#)
86. [Office of Student Activities](#)
87. [Past Cultural Events](#)
88. [PAT \(Phi Alpha Theta Conference-p10\)](#)
89. [Policies and Procedures for Research](#)
90. [Political Science Department Website](#)
91. [Presentation on the new strategic plan Vision 2020](#)
92. [Presidential Forum Staff 2013 Notes](#)
93. [Program Requirements for Political Science](#)
94. [Public Safety Emergency Procedure Guide](#)
95. [R&D Corp. Handbook](#)
96. [Refund Policy](#)
97. [Registration and Records](#)
98. [Responsible Conduct of Research](#)
99. [Satisfactory Academic Progress \(SAP\)](#)
100. [Student Conferences-Communication](#)
101. [Student Conferences-Education](#)
102. [Student Conferences-English](#)
103. [Student Film Festival](#)
104. [Student Handbook \(pp. 24–28\)](#)
105. [Student Rights \(FERPA\)](#)
106. [Student Success Honors Program](#)
107. [Supervisors/Managers/Administrators Toolkits](#)
108. [Traffic and Parking Regulations Handbook](#)
109. [Turnitin \(Online Anti-Plagiarism\)](#)
110. [Types of Financial Aid Available](#)
111. [U.S. Office of Management and Budget Circular A-133](#)
112. [University Catalog Website](#)
113. [University Catalog -Current](#)
114. [Vision 2020](#)
115. [West Virginia Code § 6B-1-1, et seq. \(Public officers & employees; ethics; conflicts of interest, etc.\)](#)
116. [West Virginia Code § 18B-1B-6 Evaluation Procedure](#)
117. [West Virginia Code §§18B-1B4, 18B-1B6, \(Guidelines for Governing Board\)](#)
118. [West Virginia Code §18B-2A-4 BOG Responsibilities](#)
119. [West Virginia Criminal Justice Educators Association Conference](#)
120. [West Virginia Ethics Commission](#)
121. [West Virginia State University Foundation, Inc.](#)
122. [James C. Wilson University Union](#)
123. [WV Code 6C-2-1 \(Employee Grievances\)](#)
124. [WVHEPC Division of Science and Research’s STaR Symposium 2012](#)
125. [WVSU Confidentiality Agreement Draft I](#)
126. [WVSU Confidentiality Agreement Draft II](#)
127. [WVSU Events](#)
128. [WVSU Extension Service](#)
129. [WVSU Mission Statement](#)
130. [WVSU Research Symposium 2009](#)
131. [WVSU Research Symposium 2010](#)
132. [WVSU Student Organizations](#)
133. [WVSU Website](#)



1891

CRITERION THREE.

Teaching and Learning: Quality, Resources and Support

The institution provides high quality education, wherever and however its offerings are delivered.

As this chapter shows, West Virginia State University (WVSU) is fully committed to its mission to meet the higher education and economic development needs of the state and region and its vision to become “the most student-centered, research and teaching, land-grant university in the state of West Virginia and beyond.” The evidence in this section demonstrates that WVSU’s undergraduate and graduate programs, in all modes of delivery, are appropriate and are regularly reviewed following a rigorous monitoring and approval process. The faculty-driven academic program development processes are described in detail and demonstrate the University’s achievement of maintaining strong curricula that are managed by an equally strong, student-focused faculty. The University also offers a multitude of student support services and co-curricular activities, which are described in detail and demonstrate the University’s drive to provide high quality education and teach its students lifelong learning skills both in and outside the classroom.

3.A. *The institution’s degree programs are appropriate to higher education.*

WVSU follows multiple rigorous review processes to ensure that all degree programs are appropriate for higher education. The University regularly reviews all programs and makes adjustments as necessary to accommodate the needs of the University community. Since becoming a university in 2004, WVSU has expanded its program offerings, especially in graduate studies, and has plans to continue to do so as part of its strategy for the future, [Vision 2020: State’s Roadmap to the Future](#). In early 2015, the University published its first Vision 2020 progress report online, including key accomplishments related to expanding academic programs. It also has learning goals in place, at both the college level and the program level, to help students focus on their learning.

This section examines in detail the various review and approval processes that are followed at WVSU for new curricula, new courses, and modified curricula and courses. The report focuses on both the General Education curriculum as well as discipline-specific programs. It examines all modes of course delivery and especially focuses on the growth of online learning and the University’s efforts to standardize quality via the Quality Matters affiliation.

3.A.1. *Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.*

WVSU has a number of review and approval processes to verify that all courses, certificates, and degree programs, at both the undergraduate and graduate levels, remain current and serve the needs of the students. These processes include formal program reviews on a schedule determined by the WVSU Board of Governors (BOG), discussed in detail below. In addition, programs with specialized accreditation are reviewed in their respective accreditation cycles, which are also described below. Since the responsibility for all courses and academic programs resides with the academic departments within each college, the review and approval processes are applied consistently to all delivery formats (face-to-face, hybrid, and online courses). This uniformity of process helps to guarantee that the required levels of student performance are appropriate to the academic program and degree awarded.

New course proposals, new degree programs, and curricular changes to existing programs at both undergraduate and graduate levels originate and are designed by faculty members within an academic department. Some departments have departmental curriculum committees that review and discuss the proposals with the faculty member, review them for completeness and appropriateness, and make adjustments as necessary. All new course proposals must include a syllabus that provides the course objectives, student learning outcomes, and assessment strategies for those objectives and outcomes. Any prerequisite requirements must be identified, and the grading system and reading assignments must be described.

Once the departmental curriculum committee approves the proposal, or in the case of those departments that do not have a curriculum committee, the proposal then moves to the full department where it is discussed in detail and, if appropriate, approved. The department’s approval of the proposal is recorded in the departmental meeting minutes. Forms for a [new or revised course](#) or a [new or revised program](#) together with the supporting documentation are submitted to the department chair for approval and then passed to the dean of the college for review and approval. Once the dean has approved the proposal, it is submitted to the Educational Policies Committee for review.

Educational Policies Committee

All undergraduate curricular changes are approved by the [Educational Policies Committee](#) (EPC), a Faculty Senate standing committee. The committee reviews and approves curricular revisions, additions, and deletions to all programs. All new proposals for curricular change undergo a pre-review by a subcommittee, which submits recommended actions to the EPC. The EPC votes to approve, approve with reservations or conditions, or not

approve the proposal. Proposals that are approved with reservations or conditions are returned to the department to make the appropriate changes. The revised proposal is submitted to the EPC chair, who ensures that the changes have been made. Proposals that are denied are sent back to the department and must be resubmitted and treated as a new proposal. Proposals that are approved proceed to the Faculty Senate and to Academic Affairs for final action.

Any department wishing to create a new program has four additional steps beyond the EPC approval process that must be undertaken as part of the overall approval process. These steps may be iterative. The University submits a request to the [West Virginia Higher Education Policy Commission \(WVHEPC\) to develop a new program](#). WVHEPC reviews the request and approves the intent to plan. The University then develops a proposal and submits it to the BOG. The approved proposal returns to WVHEPC for comprehensive review. After that, the approved proposal is submitted to the Higher Learning Commission (HLC) for final approval to implement the program.

General Education Curriculum

In addition to the EPC review all new and revised courses undergo, courses that fulfill a General Education (GE) requirement are also reviewed by the [GE committee](#) prior to being sent to the EPC. The common core of the [GE curriculum](#) is a component of all undergraduate academic programs offered at WVSU. The GE curriculum is a significant part of the undergraduate degree since it includes 51 – 53 credit hours required for graduation. The curriculum is composed of three categories: the Interdisciplinary Matrix, Intellectual and Personal Development, and Modes of Inquiry and has [eight common learning objectives](#), which are incorporated into all courses in the GE curriculum.

Since the creation of the original GE curriculum 30 years ago, many new courses have been added without applying any structural changes to the curriculum with the expansion of the course offerings. In addition, effective July 2011, the WVHEPC recommended that all undergraduate degree programs lead to graduation with [120 credit hours](#) (see section 6.2.e.1), which led to the revision of many degree programs. The large number of GE credit hours required for graduation, however, became a major obstacle in achieving that goal for many degree programs. As a result, in the fall of 2013, the Faculty Senate created a GE Task Force to coordinate the revision of the GE curriculum and to develop a new curriculum that is aligned with the University's [Vision 2020](#) plan, which has as one of its goals the directive to “develop new and reconfigure existing academic programs to be responsive to student, stakeholder, and community needs,” (p. 15),

which is also consistent with the GE goals and student learning outcomes. The GE Committee, with the approval of the Faculty Senate, has adopted the “[Essential Learning Outcomes](#)” of the [Association of American Colleges and Universities](#)’ (AACU) [Liberal Education and America’s Promise](#) (LEAP) initiative as the framework for the new GE program. The Task Force is working towards a goal to implement the revised curriculum by the fall of 2015.

Internal Program Review

To ensure currency and relevance, [Title 133 procedural rule](#) of the WVHEPC requires every degree program to be reviewed in a five-year cycle by the University’s governing body, the BOG. The University follows the prescribed [schedule](#) in reviewing its degree programs. To begin the review process, a representative from the Program Review Committee (PRC), a standing committee of the Faculty Senate, meets with the department chair or coordinator of the programs that are scheduled to be reviewed at the beginning of each academic year. The chair/program coordinator then prepares and submits a report to the PRC. If corrections or additional information is required, the document is returned to the department chair/program coordinator. The chair/coordinator provides the necessary information and returns the report to the committee.

The PRC evaluates the program and makes a recommendation to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs reviews the report and makes recommendations to the [Academic Policies Committee \(APC\)](#) of the BOG, which then makes recommendations to continue the program as it is, to continue the program with modifications, or discontinue the program under review. If a follow-up action is required, the program under review is given a specified deadline to enact the recommendations. The APC of the BOG is made aware of the follow-up report for each academic year, and Academic Affairs ensures, via the use of an Excel spreadsheet to track follow-up reports, that the respective areas are notified and submit the required information for the APC. The PRC currently does not keep track of the follow-up reports; one recommendation for improvement would be for the committee to begin tracking those reports.

During the 2013-2014 academic year, the following eight programs were reviewed: art, health sciences, regents bachelor of arts, international studies, recreation, sport studies, criminal justice, and social work. In the 2014-2015 academic year, the following five programs are being reviewed: communications, English, biology, biotechnology graduate program, and media studies graduate program. Over a two-year period, 13 programs will have been reviewed out of a total of 26 offered at WVSU. The

relatively large number of programs reviewed during this time period is a result of the prescribed program review schedule. Flexibility to adjust the schedule to distribute the reviews evenly during the five-year period would ease the burden of the PRC and the APC.

All programs undergo review according to the schedule. However, the law enforcement graduate program, which was established in the fall semester of 2011, did not enter the first review cycle slotted for the 2013-2014 academic year ([CIP #43 Protective Services](#)) due to the short amount of time since its implementation.

The University does not have independent certificate programs. All certificates are embedded into existing degree programs in that all courses used for certificates also belong to required and elective courses for the major. Therefore, all certificate programs are inherently reviewed at the same time as the corresponding degree program. These certificates were carved out of existing degree programs and developed to reach out to community members who have chosen not to pursue a degree. The certificates appeal to lifelong learners and also to those who have already received a degree in another discipline.

An illustration of the program review process can be seen in examples from the economics and mathematics programs:

1. As a result of the review of the economics program, the BOG affirmed the program review for economics, which recommended that
 - the economics program will be continued;
 - the number of areas of concentration will be reduced; and
 - a comprehensive assessment plan will be put in place.

Following the BOG review of the program, the Program Coordinator of economics submitted a comprehensive assessment plan to Academic Affairs. The program now offers three concentrations, i.e., general economics, business economics, and international economics. All three concentrations share common core requirements with varying elective courses.

2. As a result of the review of the mathematics program in April 2012, the BOG affirmed the program review for mathematics, which recommended that
 - the BS degree in mathematics and computer science continue at the current level; and

- a comprehensive assessment plan will be put in place for these programs.

The department submitted these plans to Academic Affairs in the fall 2012 semester.

One of the major drivers of curricular change is the ongoing assessment of degree programs by the faculty. Following are several examples that illustrate recently approved curriculum changes.

The chemistry department made updates to its curriculum based on structured feedback received from its external advisory committee in the applied chemistry track to assure that its graduates are equipped with appropriate knowledge and practices that are commonly used in the chemical industry. Specifically, green chemistry is an emerging field that was not formally incorporated into the curriculum in the past. Environmental toxicology is another course that was not included in the previous curriculum and gives an important industrial application for students seeking employment in the field. In both cases, the new courses aligned with the chemistry department's [Program Learning Outcomes \(PLOs\) #1 and #3](#). This change was implemented during the spring of 2012. Two new required courses were added and replaced chemistry electives:

- CHEM 357 Green Chemistry
- CHEM 356 Environmental Toxicology

Additionally, two elective courses were added to the curriculum:

- MATH 222 Elementary Statistics for Math and Natural Sciences
- ENGL 112 Technical Writing

Another example of recent restructuring to meet programmatic need is the development of a pre-engineering curriculum as part of an articulation agreement between WVSU and the West Virginia University (WVU) system. This curriculum was designed to parallel the programs in civil, industrial, and mechanical engineering at WVU and was launched in the fall of 2014 with the first offering of Engineering 101, Engineering Problem Solving I. WVSU students who complete the two-year engineering program will seamlessly transfer to the WVU system to complete an [engineering degree](#) within an additional two years. Five new courses were developed to meet the requirements.

The health sciences curriculum was changed effective in the fall semester of 2013 to promote academic rigor and to align its course offerings with comparable health sciences

programs. Three programs with similar program offerings were reviewed for the purpose of this revision: Fairmont State University, WVU, and Marshall University. This change was designed to better prepare students for modern needs of prospective employment opportunities and to pursue further studies in graduate school. Five new courses were added to the core curriculum, and two courses were eliminated. Some of the subjects that were included in the old courses will be taught within the new course offerings. The additional courses do not change the number of hours required for graduation; however, they decrease the number of free electives.

Effective in the fall of 2014, the Program of Political Science now offers three tracks: general political science, pre-law, and public administration and policy. These tracks allow the program to attract students who have specific educational interests and career goals. Political science majors will be able to graduate with degrees that are tailored to meet the requirements of prospective employers, graduate schools, and professional schools. These changes also reflect the strengths, research, and areas of expertise of the existing faculty. As part of the change, six new courses were added to the curriculum. Three of these courses are a replacement or update of existing courses.

The several examples listed above demonstrate the ongoing rigorous review process of course content and quality. This process reflects that the courses offered are up-to-date and aligned with current standards as applied to the various disciplines. In addition, with the arrival of a new Provost at the start of the 2014-2015 academic year, Academic Affairs has started to evaluate the program review process to determine where improvements can be made.

External Advisory Committees

Another means by which the University endeavors to keep its degree and certificate programs current and appropriate for students is through the use of external advisory committees. Five years ago, Academic Affairs encouraged all academic programs to establish external advisory committees. These committees are primarily composed of alumni, community members, and industry specialists who have an interest in the education of students in a particular major. These committees provide guidance and advice regarding prospective employment opportunities and skill preparation.

When the committees were established, no specific guidelines were developed to evaluate the effectiveness and the role of the external advisory committees. This led to a wide variety of topics that were discussed during the meetings with departments and varying levels of recommendations for curricular development. In the

survey that was conducted for the purpose of this self-study, department chairs and program coordinators responded that input from the program's external advisory committee is important to curricular planning and provides valuable input to the department. The examples shown below illustrate the impact of the committees on several academic programs.

The business administration advisory committee meets at least once each year. The committee provided feedback that it expects a business administration graduate to possess strong written communication skills. This input played an important role in the redesign of the program to meet the 120-credit-hour requirement. When the faculty members considered streamlining the curriculum, they determined that English 204 Writing for Business and Other Professions must remain part of the core curriculum.

The chemistry department has an external advisory committee that meets at least once each year. One of the committee's recommendations was to add statistics and technical writing to the curriculum. The recommendations were adopted and MATH 222 Elementary Statistics for Math and Natural Sciences and ENGL 112 Technical Writing were added as electives to the applied chemistry track.

The education department's advisory committee, Educational Personnel Preparation Advisory Committee (EPPAC), is a collaborative of professionals from public schools (classroom teachers and building administrators), state agencies, professional bodies, and higher education. The committee also includes exemplary students in the program at WVSU. Its basic purpose is to advise the teacher education program at WVSU about educational matters that are of mutual concern, such as

- testing requirements for candidates;
- instructional technology;
- inclusion issues and practices;
- student teaching experiences;
- communication and professional dispositions of candidates; and
- admission standards and recruitment of quality students.

At its meeting on April 4, 2014, the agenda focused on the Teacher in Residence Programs, Student Teachers, Wellness Program, and updates from the Office of Professional Preparation at the West Virginia Department of Education (WVDE).

In April 2011, the WVSU Department of English convened an advisory committee. Various features of the department's degree programs were discussed during the meeting. It was found that the two concentration offerings in existence at that time, literature and professional writing, were complete and required no changes, and as a result, the committee has not met again. Since the last meeting, the department has added a new concentration in technical writing and is considering adding a student internship option to the curriculum for the professional and technical writing majors. To seek guidance in these matters, the department is currently reconfiguring the external advisory committee.

The following programs have external advisory committees: art, biology, biotechnology graduate program, business administration, chemistry, communications, criminal justice, education, English, health sciences, international studies, law enforcement and administration graduate program, mathematics and computer science, media studies graduate program, physics, recreation and tourism, social work, and sport studies.

Several programs are in the process of creating their external advisory committees: economics, history, honors program, political science, and sociology.

Specialized Accreditation

Five programs at WVSU have specialized accrediting bodies or monitoring organizations. The specialized accrediting bodies have lists of requirements that have to be met for a program to be eligible for accreditation. The accrediting bodies address such issues as financial support, curriculum, faculty, staff and facilities, and assessment. To ensure that the programs are maintained to standards and are aligned with the requirements, the programs with specialized accreditation submit reports to the accrediting body as required. This re-approval process adds an external level of scrutiny to the department and assures rigor, currency, and alignment with national standards. It also offers recruitment opportunities as some of the prospective students are specifically interested in accredited programs.

The programs and their accrediting bodies/monitoring organizations are as follows:

- Business Administration and Economics: [Accreditation Council for Business Schools and Programs \(ACBSP\)](#)
- Chemistry: [American Chemical Society \(ACS\)](#) approval for one of the degree tracks
- Education department: [Council for the Accreditation of Educator Preparation \(CAEP\)](#) and the WVDE

- Social Work: [Council on Social Work Education \(CSWE\)](#)
- ROTC: The material and coursework is distributed through U.S. Army Cadet Command, Fort Knox, Kentucky, although this is not an accrediting body

Credit for Internship and Cooperative Education

WVSU recognizes the growing need for students to obtain practical and professional experience in many majors as part of their educational experience. To satisfy that need, two tracks were created for students to receive academic credit for internships. Both academic internships and cooperative education give students an opportunity to apply classroom learning to real-life experiences in a variety of work settings, and thereby reinforce the currency of the program. In addition, these frameworks align with part of the University's [Vision 2020](#) plan, which includes as one of its goals to "grow the student population to improve higher education participation and supply a well-equipped, educated workforce for the state of West Virginia and the region" (p. 19). Students enrolled in academic internship courses available in their prospective fields receive academic credit for their internship experience. The following is a current list and status of internship courses:

- Communications 400—Between the fall semester of 2004 and the spring semester of 2014, 327 students have participated in an internship.
- Business Administration 466—Since the course was first offered in fall 2013, six students have participated in an internship.
- History 400—Between the fall semester of 2007 and the spring semester of 2013, 22 students participated in an internship. Three students were offered employment as a result of their internship.
- Political Science 497—Between the spring of 2010 and the spring of 2013, 17 students participated in an internship. Two students were offered employment as a result of their internship.
- Psychology 398—Between the spring semester of 2009 and the spring semester of 2014, 45 students participated in an internship and 20 students were offered employment as a result of their internship.
- Sociology 410—Between the fall of 2008 and the spring of 2013, three students participated in an internship. Two students were offered employment as a result of their internship.

- Biotechnology 598 (Graduate Program)—Between the fall semester of 2006 and the spring semester of 2014, three students participated in an internship.
- Criminal Justice 413—Between the fall semester of 2004 and the spring semester of 2014, 74 students participated in an internship.
- Law Enforcement 680—Between the summer semester of 2013 and the spring semester of 2014, 10 students participated in an internship.
- Education 328—Between the fall semester of 2004 and the spring semester of 2014, 82 students participated in an internship.
- Education 480-487—Between the fall semester of 2004 and the spring semester of 2014, 840 students participated in an internship.
- Education 494—Between the fall semester of 2004 and the spring semester of 2014, 19 students participated in an internship.
- Education 498—Between the fall semester of 2004 and the spring semester of 2014, two students participated in an internship.
- Health and Human Performance 289—Between the spring semester of 2005 and the spring semester of 2014, 72 students participated in an internship.
- Health and Human Performance 407—Between the spring semester of 2005 and the spring semester of 2014, 51 students participated in an internship.
- Health and Human Performance 450—Between the summer semester of 2011 and the spring semester of 2014, 34 students participated in an internship.
- Social Work 404—Between the fall semester of 2004 and the spring semester of 2014, 202 students participated in an internship.
- Social Work 406—Between the spring semester of 2005 and the spring semester of 2014, 180 students participated in an internship.

The cooperative education track differs from an academic internship in that it provides a paid internship in addition to academic credit and is elective credit instead of specific credit within a program. There were a total of 41 cooperative education placements between the fall of 2009

and the spring of 2014. The office does not receive official feedback from the employer with regard to employment possibility that was offered to the students; however, at least two students received an employment offer as a result of their participation in the program.

A current list of internships can be found [here](#).

Students can also participate in employer-designated internship programs outside the academic structure. In this case the students will receive no academic credit, and therefore, there is no systematic record keeping for the latter option.

3.A.2. *The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.*

WVSU offers 22 bachelor's degrees and four master's degrees in four colleges. These are broken down into nine Bachelor of Arts degrees, 13 Bachelor of Science degrees, two Master of Arts degrees, and two Master of Science degrees. Some University documents identify 21 undergraduate degree programs and three graduate programs. HLC and the [WVSU Factbook](#) both acknowledge 22 undergraduate and four graduate degrees by counting the two B.S. degrees in education, one in elementary education and one in secondary education, and the M.A. and M.S. degrees in biotechnology as separate degree programs. In fact, HLC has in its profile of the University a fifth graduate program, the Master of Education in Multicultural Instructional Leadership, which the University decided not to launch at this time.

WVSU has learning goals in place at both the college level and at the program level. Each of the four colleges has its mission statement clearly displayed both on its webpage and in the University catalog, and each department in the College of Professional Studies also has a mission statement in the catalog. Only a few of those departments, however, also have their mission statements on their webpages. As discussed in the previous section, the GE curriculum also has stated learning objectives displayed on its webpages.

As part of the University assessment initiative, all academic programs at the University have articulated program learning outcomes (PLOs). Four programs display their PLOs in the University catalog, and as of this writing, nine programs display their PLOs on their respective webpages. Although there is no institutional policy regarding the publishing of each department's mission and each program's learning outcomes, uniform posting of the PLOs on the department/program webpages and in the catalog description of the program would help to publicize that information to the student body.

A comparison between the PLOs of three of the undergraduate programs, i.e. biology, communication, and criminal justice, to the PLOs of the graduate programs hosted by these departments, i.e. biotechnology, media studies, and law enforcement, suggests a lack of a systematic approach to differentiate outcomes between the undergraduate and graduate programs. In most of the cases, the graduate PLOs reflect higher level outcomes according to Bloom's taxonomy; however, in a few cases, they are nearly identical.

For example, a comparison between PLO #5 in communication and PLO #3 in media studies suggests a high similarity:

- Communication PLO #5: Interpret laws relevant to communication
- Media Studies PLO #3: Apply legal and ethical principles to media projects

A similar trend was found in comparing the recently revised PLOs of biology and biotechnology. For example,

- Biology PLO #2: Apply the scientific method to answer a biologically relevant question
- Biotechnology PLO #1: Demonstrate ability to use the scientific method to address problems germane to the field of biotechnology

The comparison between the PLOs of criminal justice and law enforcement suggests a stronger evidence for a fundamental difference. Although the domains are primarily the same, such as, knowledge, critical thinking, etc. they manifest in a different way. However, the PLO that assesses communication is the same.

- Criminal Justice PLO #3: Students will comprehend, apply and synthesize the ability to communicate using writing, speaking, listening, and understanding.
- Law Enforcement PLO #3: Students will comprehend, apply and synthesize the ability to communicate using writing, speaking, listening and understanding.

The findings lead to a recommendation that all three departments need to strengthen some of their graduate PLOs by adopting a systematic approach to differentiate further the undergraduate outcomes from graduate, such as by using Bloom's taxonomy.

As noted in the previous section and elsewhere in this self-study, all syllabi are required to include student learning

outcomes for individual courses. All courses differentiate their learning goals according to the level of the course. A detailed analysis of the learning outcomes is presented in the next chapter.

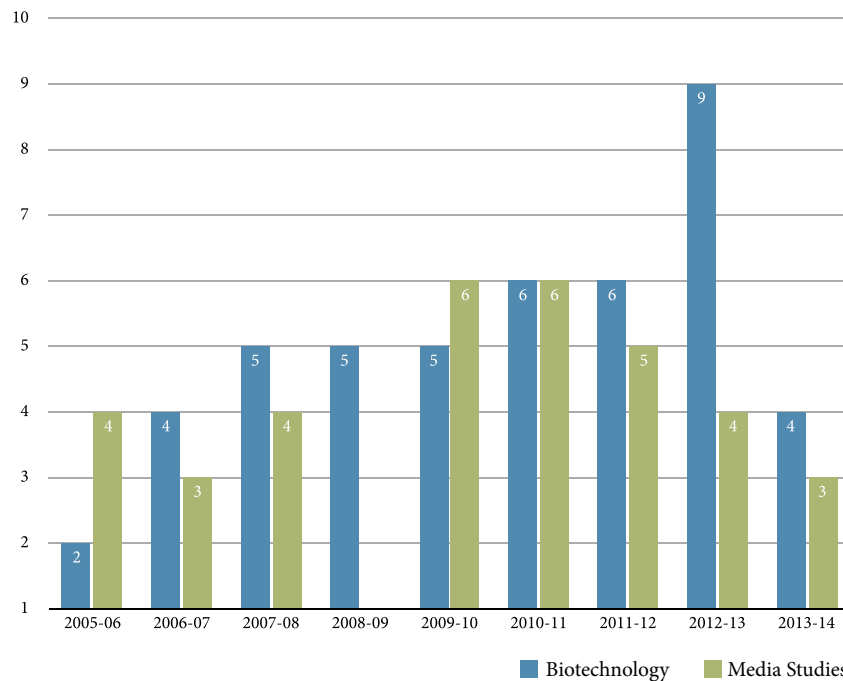
Graduate Programs

In the fall of 2004, shortly before the previous self-study was published, WVSU began offering graduate degrees in biotechnology and media studies. A third graduate program in law enforcement was introduced in the fall of 2011. A graduate program in [public administration](#) was approved by WVHEPC in November 2014 and is in process for final HLC approval. Because the graduate programs have begun to expand and mature since the previous self-study, a detailed discussion of the graduate programs is warranted for the current self-study.

With the anticipated growth of the number of graduate programs at WVSU, which aligns with the [Vision 2020](#) goal to "develop at least one doctoral degree program" and "expand Master of Science (MS) and/or Master of Arts (MA) offerings at the University with at least one in STEAM by 2020" (p. 15), the University recognizes the need to develop and implement a centralized organizational structure to coordinate and monitor graduate education at the institution. In response to this need, Academic Affairs is working to enhance the current structure of graduate education through the development of a proposal that would centralize all associated functions of graduate education. This proposal would define the overall organizational structure of a unit to oversee graduate education and monitor graduate programs to ensure that WVSU graduates receive a high-quality post-baccalaureate education.

The biotechnology graduate program was established in the fall semester of 2004. The graph in Figure 3.1 shows the graduation rates since the fall semester of 2005. Overall, 46 students have graduated from the program, including two certificates in biotechnology, since its inception, and there are currently 19 students enrolled in the program. The enrollment has steadily increased since the start of the program with two students graduating in the academic year of 2005 and an anticipated 10 graduates in the 2014-2015 academic year.

Figure 3.1. – Biotechnology and Media Studies Graduation Rates



The biotechnology research labs are equipped with adequate technology that reflects the current trends in the field commonly used in industrial and academic settings. The curriculum is current and is constantly updated to reflect the recent developments in the field. One example is the BT 567 course, Current Concepts in Biotechnology, which broadly surveys the field of biotechnology and also introduces the students to current topics in the field. The class is team taught with each of the instructors covering his or her areas of expertise and includes recent examples from the literature such as microbial biotechnology and general molecular/genetic technologies. The content of the course is constantly updated to keep up with developments in genomics technology, which has developed rapidly in the past 10 years.

The media studies graduate program was also established in fall 2004. To ensure currency in the field, several curricular changes were made in recent years. A required course, MS 502 Graduate Writing, was added, and MS 675 Special Topics Seminars have included Public Health Production, Community Service Production, Web Series Production, and Graphic Novel. A partnership with the University of Sharjah (UAE) was developed, and the former program coordinator led a group of four graduate students there in April 2013 for a collaborative film shoot “#Camels.” In June 2013, the former program coordinator returned to shoot additional footage. Future student exchanges are part of this ongoing partnership. Another

official partnership was formed with the University of Dhaka with plans to travel there in the future.

Three 100 percent online courses were offered:

- MS 501 Critical Approaches to Media Studies
- MS 561 Media Law and Regulation
- MS 695 Media Systems Management

A current concern in the media studies program is the loss of funding for graduate assistantships.

The law enforcement graduate program was established to address the projected demand for careers in criminal justice with special emphasis in law enforcement. According to the [Occupational Outlook Handbook](#) (2008-2009), employment of police, detectives, and private investigators is expected to increase between 11 and 18 percent during the 2006-2016 decade. This program is unique to WVSU as there are no other institutions in West Virginia that offer graduate training program for law enforcement administrators.

The students enrolled in the program work as a cohort and complete their course of studies within six semesters (fall, spring, and summer) over a two-year period. The first class began in the fall of 2011, resulting in 10 students graduating in the summer of 2013. The second class began in the fall of 2013 and currently has an enrollment of 13 students.

Certificate Programs

There are currently 29 certificate programs at WVSU in the four colleges. The College of Arts and Humanities has 21 certificate programs that became effective in the spring semester of 2012. The College of Business and Social Sciences has two certificate programs, a post-graduate program in accounting and a post-graduate program in energy management. The College of Professional Studies has four certificate programs; one became effective in the fall semester of 2010 and the other three became effective in the fall semester of 2011. The College of Natural Sciences and Mathematics has one undergraduate certificate program and one graduate certificate program; both became effective in the fall semester of 2011. The certificate programs were developed to attract current students, post-graduates who are seeking to further their education, and non-degree seeking students.

Between the fall semester of 2010 and the spring semester of 2014 the following certificates were awarded:

- Creative Writing – 1
- Modern Foreign Languages – 5
- Accounting – 16
- Biotechnology – 2

These numbers suggest there is inadequate marketing of the programs. Accordingly, a better marketing strategy should be developed by the University to increase enrollments and evaluate their effectiveness and importance to the University and the community.

Assessment will be discussed in detail in chapter four of this document.

3.A.3. *The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).*

WVSU offers courses through multiple delivery methods, including traditional face-to-face instruction, online instruction, blended instruction, and early enrollment (dual credit) classes taught at local high schools for which students receive both high school credit and credit from WVSU. In addition to these delivery methods, WVSU has entered into articulation agreements with local junior or community colleges, which allow students to transfer earned credits to WVSU, thus accelerating their academic program at WVSU if they opt to attend. WVSU also has articulation agreements with other institutions

in the state that allow credits earned at WVSU to be transferred and used at these institutions to complete degrees not offered at WVSU. At the moment, WVSU has no completely online or distance-learning programs. The University, however, has submitted a substantive change application to HLC and upon approval from HLC is planning to launch three fully-online programs starting in the fall of 2015.

Responsibility for all programs and course offerings lies with the academic departments, regardless of mode of delivery. All sections of a course use the same syllabus and contain the same learning goals and expected student outcomes regardless of whether the course is face-to-face or online. All online and hybrid courses must have equivalent rigor and requirements as the face-to-face courses, and all online and hybrid courses are subject to the same program-based assessment requirements as in the face-to-face environment. Also, as described below, WVSU recently joined the Quality Matters consortium and has begun to apply the Quality Matters rubric in the approval of all online courses.

Faculty members teaching face-to-face instruction are the same faculty teaching online and blended courses. Faculty teaching early enrollment courses are reviewed and approved following the same standards used for approval of adjunct faculty members.

Online Learning

Although the majority of courses at WVSU continue to be taught in traditional face-to-face instruction, 30 percent of all credit hours offered at the institution have some online component (Web10 or Web30) or are fully blended (Web50) and 10 percent are primarily or entirely online (Web80 and Web100). WVSU tracks blended and online courses based on the percentage of the course that is taught in the online environment. See Table 3.1 for a description of the types of online courses.

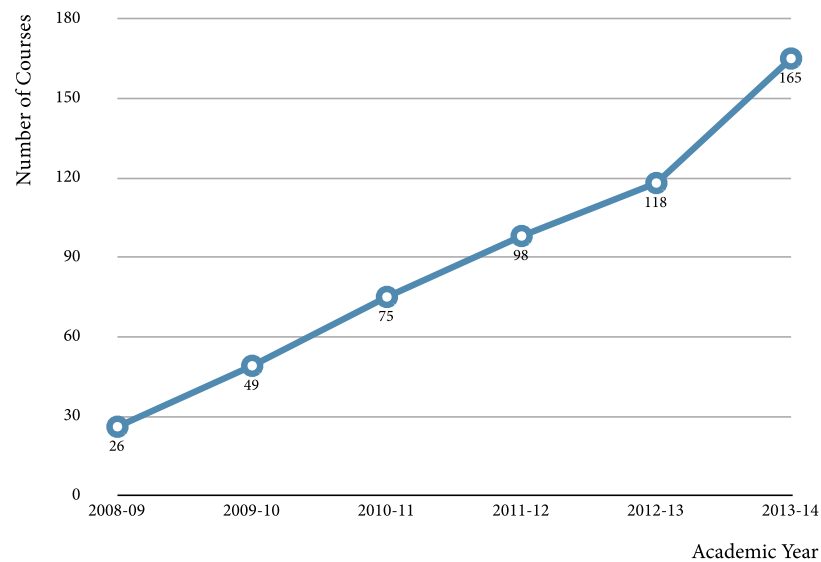
Table 3.1. Description of Online Course Designations

Course Type	Type Description
WEB 10	all in-class meetings; some online information
WEB 30	primarily in-class meetings; some online work
WEB 50	class 50% online; 50% classroom meetings
WEB 80	class primarily online; 1-4 classroom meetings
WEB 100	class entirely online; no classroom meetings

Each college of the University offers a variety of blended and fully online courses. The number of online course offerings has continued to increase each semester since their inception in the spring 2007 semester when WVSU began identifying and tracking blended and online courses. For the purpose of this report, only those courses with 80 percent or more of the course content delivered online (i.e., Web 80 and Web 100) are included in the analysis.

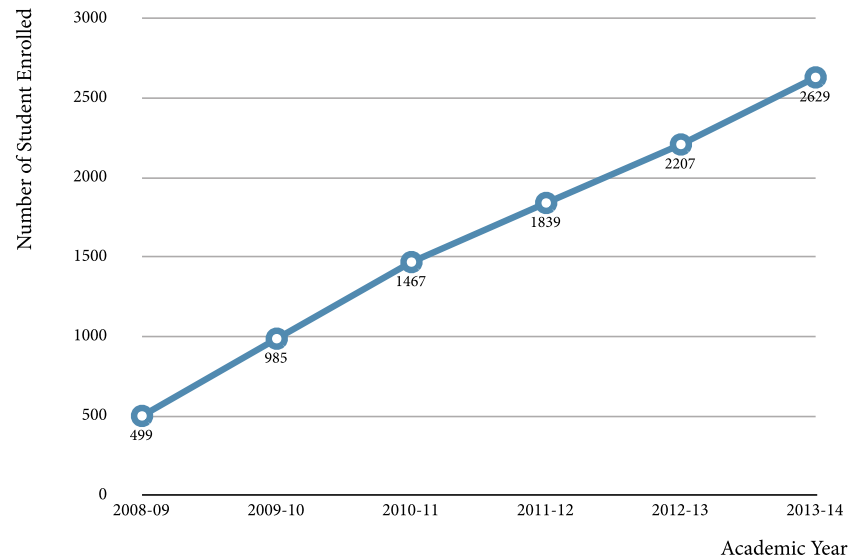
Using the above definitions, from academic year (AY) 2008-2009 to AY 2013-2014, WVSU has seen a 535 percent increase in the number of Web 80 and Web 100 course offerings (see Figure 3.2). Respectively, Web 80 accounts for 33 percent of online course offerings in AY 2013-2014 and fully online courses (i.e., Web 100) accounts for 67 percent.

Figure 3.2. Number of Web 80 and Web 100 Courses by Academic Year (Fall, Spring, & Summer Terms)



As expected, student enrollment in Web 80 and Web 100 courses has also increased during this time as shown in Figure 3.3.

Figure 3.3. Enrollment in Web 80 and Web 100 courses by Academic Year (Fall, Spring, & Summer Terms)



Comparing fall 2013 to fall 2012 course offerings, each academic college increased the number of on-line course offerings (See Tables 3.2 and 3.3).

Table 3.2: Number of Courses by College and Enrollments (in brackets) by Fall Semesters

College	Web-80		Web-100		Totals	
	FL2012	FL2013	FL2012	FL2013	FL2012	FL2013
College of Arts and Humanities (A&H)	5 (68)	5 (103)	10 (256)	13 (311)	15 (324)	18 (414)
College of Business and Social Sciences (B&SS)	1 (39)	4 (94)	8 (144)	10 (171)	9 (183)	14 (265)
College of Natural Sciences and Mathematics (NSM)	2 (34)	3 (45)	0 (0)	0 (0)	2 (34)	3 (45)
College of Professional Studies (PS)	6 (129)	8 (166)	4 (72)	7 (131)	10 (201)	15 (297)
Unclassified Courses*	1 (33)	0 (0)	3 (110)	5 (171)	4 (143)	5 (171)
Totals	15 (303)	20 (408)	25 (582)	35 (784)	40 (885)	55 (1192)

* COOP Educational Internships and GE 100 and 200 were listed as courses, but not assigned to any college.

Table 3.3. Number of Courses by College and Enrollments (in brackets) by Spring Semesters

College	Web-80		Web-100		Totals	
	SP2013	SP2014	SP2013	SP2014	SP2013	SP2014
College of Arts and Humanities (A&H)	3 (60)	11 (176)	15 (315)	15 (335)	18 (375)	26 (511)
College of Business and Social Sciences (B&SS)	4 (102)	2 (34)	6 (133)	10 (171)	10 (235)	12 (205)
College of Natural Sciences and Mathematics (NSM)	2 (36)	2 (38)	0 (0)	0 (0)	2 (36)	2 (38)
College of Professional Studies (PS)	5 (108)	4 (99)	5 (101)	4 (82)	10 (209)	8 (181)
Unclassified Courses*	2 (44)	0 (0)	2 (72)	3 (101)	4 (116)	3 (101)
Totals	16 (350)	19 (347)	28 (621)	32 (689)	44 (971)	51 (1036)

* COOP Educational Internships and General Education cores courses (GE100 and 200) were listed as courses, but not assigned to any college.

Retention of Online Students

Completion rates in online courses have increased by 12 percent since the 2007-2008 academic year. This increase seems to be directly related to an equivalent decrease in the number of withdrawals from online courses, which indicates an increase in retention of students in online courses (see figures 3.4 and 3.5). This increase may be due to students becoming more familiar with the online class format and thus more comfortable taking and completing such courses.

Figure 3.4. Completion Rates by Academic Year

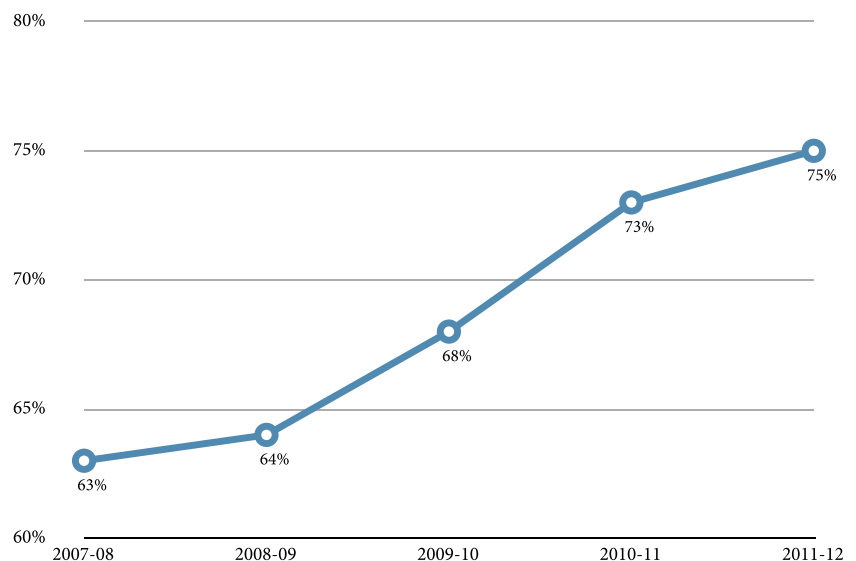
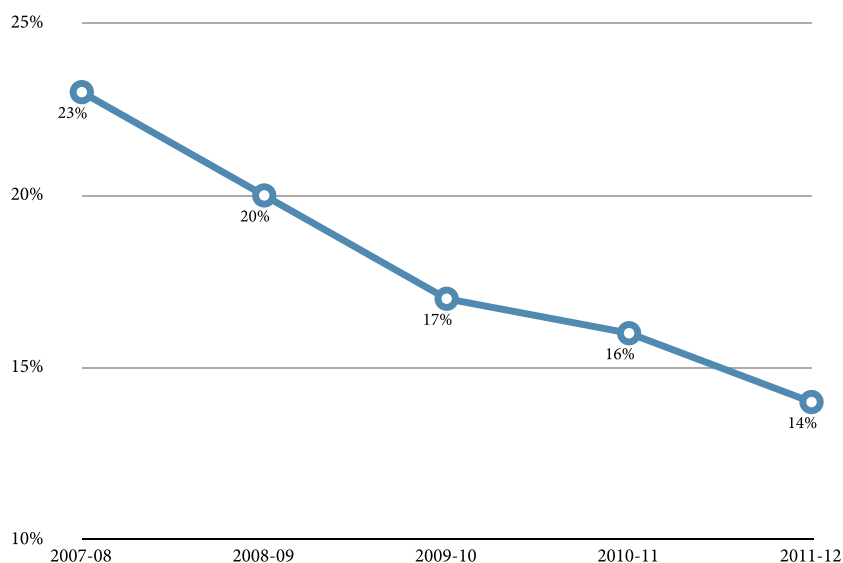


Figure 3.5. Withdrawal Rates by Academic Year



Growth in online course offerings and increases in enrollment in these courses require special attention on the part of the institution to ensure that program quality and learning goals are consistent across all modes of delivery. The inception and the development of online learning at WVSU have included measures to maintain quality in those course offerings.

Background of Online Course Development

During the spring 2012 semester, WVSU had two major events in the area of online education as follows: (1) the transfer of online courses to a new learning management system (LMS) and (2) the hiring of a new interim director for the Center for Online Learning (COL). The interim director conducted an informal needs assessment consisting of several strategies for gathering data, including a holistic evaluation of online courses as they were transferred to the new LMS, interviews with students, faculty, and staff, as well as reviews of current practices and policies in the area of distance education.

The results of the needs assessment showed that the growth of online courses at the institution had been organic in nature. The informal assessment of online courses showed a wide range of quality. Further assessment found that there was little oversight of online course quality. While faculty did have to obtain permission from their chairs or deans to add a web tag to a course, the course itself (once approved by the college) was not held to any type of quality standard, nor was it reviewed for quality prior to being taught. The primary explanation for this seems to be a lack of institutional policy governing online courses and distance education in general.

This issue was also affected by the fact that there was little professional development for online faculty. Interviews with faculty found that when trainings were conducted at the COL, they were primarily focused on the technical aspects of the LMS and had largely ignored the pedagogical issues associated with the design and teaching of online courses. Conversely, interviews with students indicated that there was not enough technical training or support of the learning management system. While they did not indicate a need for pedagogical training, the interim director believed students at the University could also benefit from a stronger orientation to the online environment.

As a result of this needs assessment—and to help ensure quality learning experiences at the University—the COL adopted a systems approach to improve online courses that includes quality assurance procedures, online faculty support and development, and student support and development. The COL expanded its service offerings, which in early 2012 were oriented toward simple technical support, technology evaluation, and review of research on distance education, to also include pedagogical training, instructional design, and course quality reviews.

Quality Assurance of Online Courses

In June 2012, WVSU became affiliated with the national [Quality Matters program](#) (QM) as part of a statewide initiative sponsored by the WVHEPC. The QM program is based on the continuous improvement of online courses and is a peer-reviewed, faculty-driven process. Additionally, in spring 2013, the Online Learning Advisory Committee (OLAC) was established by Academic Affairs in an attempt to explore issues of online course quality and to determine infrastructure needs in an effort to submit an improved process to offer fully-online programs.

Based on the recommendations of OLAC and the processes outlined by QM as best practices, WVSU has developed a set of internal procedures related to ensuring quality online courses. While these procedures are still being implemented, the institution has adopted a two-part approval process for the design of online courses: (1) an initial content-readiness check in which the course is evaluated to see if there are enough materials and assignments to support the class prior to it being offered and (2) a formal, internal QM evaluation that the course must pass within four iterations of being taught. The quality review process will be fully implemented by fall 2015.

Additionally, to provide clear guidance and show the institution's commitment to quality in online and distance education, the COL worked with the OLAC to develop an institutional Policy for Online and Distance Education to formalize these procedures. This policy was adopted by the faculty in spring 2014 and is in the process of being implemented.

Faculty Training for Online Teaching

The OLAC has recommended that all faculty be required to complete an introduction to online teaching training prior to being allowed to teach online. This requirement is expected to be implemented in fall 2015.

As student success in online courses is partially dependent on having well-trained faculty designing and teaching the course, the COL has a robust professional development program that includes both internal and external trainings to provide online and blended faculty with comprehensive support. Since 2012, the COL has offered more than 47 training opportunities to faculty. See Table 3.4 for a list of professional development opportunities attended by faculty (note that not all trainings offered resulted in faculty attendance).

While many training opportunities have been offered, attendance rates suggest a preference for face-to-face or blended training offered on campus. Feedback from faculty shows the Online Teaching Institute (a semester long training program offered via the COL) is especially beneficial in providing a coordinated approach to designing and teaching online courses. This seems to indicate that faculty would prefer a more coordinated step-by-step curriculum rather than the more open and topic-specific trainings offered via the online workshops. This is probably due to the fact that most WVSU faculty are inexperienced in the area of online design and teaching and need more structure. To that end, the COL is planning to develop a step-by-step curriculum based on the Online Teaching Institute model that is strategically designed to build and expand the faculty's skill in these areas. It is expected that once a large enough cadre of faculty is trained, the interest in the topic-specific trainings will increase.

Table 3.4. Professional Development Opportunities for Online Faculty Organized through the Center for Online Learning 2012-Present

Training	Location	Start Date	# Attended
<i>Getting Started: The First Steps to Online Teaching</i>	Sloan-Consortium	Wed, 8/1/12	2
<i>Sakai 101-The Basics</i>	W222	Thu, 8/9/12	?
<i>Fair Use and the TEACH Act: A Closer Look</i>	Sloan-Consortium	Wed, 8/15/12	1
<i>Sakai 101: The Basics</i>	COL	Fri, 8/17/12	?
<i>Sakai 101: The Basics</i>	COL	Wed, 8/22/12	?
<i>Sakai 101: The Basics</i>	COL	Fri, 8/24/12	?
<i>3-Part Workshops Series on Blended Learning - 2012</i>	Sloan-Consortium	Wed, 9/5/12	1
<i>Online Teaching Institute</i>	COL	Wed 9/5/12	12
<i>PowerPointless: Building Effective, Interactive, Presentations that don't end in .ppt</i>	Sloan-Consortium	Wed, 9/19/12	2
<i>Applying the QM Rubric</i>	COL	Fri, 10/12/12	21
<i>Using Your Personal Teaching Style in the Online Classroom</i>	Online Sloan Consortium	Wed, 11/7/12	1
<i>COL Lunch and Learn: Gauging Engagement in Online Courses</i>	COL	Fri, 1/18/13	5
<i>Online Teaching Institute</i>	COL	Fri, 2/7/13	4
<i>Applying the Quality Matters Rubric</i>	COL	Fri, 3/22/13	12
<i>Online Teaching Institute</i>	COL	Fri, 9/6/13	2
<i>Teaching Naked: Technology and E-communication for Student Engagement</i>	Wiley Learning Institute	Fri, 11/15/13	8
<i>Teaching Online Book Study</i>	2nd Floor Wallace	Fri, 2/28/14	11
<i>Copyright in Education</i>	COL	Fri, 3/7/14	12
<i>Developing Effective Presentations</i>	Sloan Consortium	Fri, 3/7/14	4
<i>Improving your Online Course</i>	COL	Fri, 3/21/14	1
<i>Exploring Interactive Video Tools</i>	Sloan-Consortium	Fri, 3/21/14	2
<i>Designing a Flipped Classroom</i>	Sloan-Consortium	Fri, 3/21/14	1

* unknown because attendance was not recorded.

Student Support for Online Learning

To address students' need for technical training in the LMS, the COL provides student orientation to the LMS at the request of faculty. In fall 2012 with the launch of the new LMS, the COL trained more than 500 students in the use of the LMS and continues to offer trainings in individual courses each semester at the request of faculty. Although no formal post-instruction surveys were completed to evaluate the effectiveness of the student training, the Center has been pro-active in anticipating student needs and has developed an on-campus network of technical support for students that includes the COL lab, the Writing Center, and Student Support Services. This network provides several on-campus, drop-in areas where students can go if they have a technical question or problem.

The COL is also using the COL help desk to house [on-demand tutorials](#). Currently, these help forums house topics on recurring questions students have such as how to login and how to take a test.

One suggested area of improvement that has resulted from the self-study is the idea of conducting completion surveys with students to determine whether adjustments to the COL training sessions are needed to better meet students' needs.

Early Enrollment Courses

Another opportunity provided by WVSU to earn college credit engages local high school students through the Early Enrollment (Dual Credit) program. In the past, a variety of lower-division University courses were offered at George Washington, South Charleston, and Saint Albans High Schools. In 2013-2014, the program was expanded to include Sissonville and Capital High Schools. Each high school is located in the immediate area. In 2014-2015, the program was expanded further to include Sherman and Scott High Schools, both located a short distance south of WVSU. Total enrollment of secondary students in university-level classes for 2012-2013 was approximately 450 students. In 2013-2014, that number grew to 475, and although the final spring 2015 numbers are not yet known, the fall 2014 numbers are already at 475, a greater than 72 percent increase since fall 2013. See Table 3.5 for a breakdown by school.

Table 3.5. Early Enrollment Numbers

George Washington High School Fall 2012

Class	Enrollment
English 101	26
English 150	8
Psychology 150	79
Communications 100	26
History of the Holocaust 299	3
Math 120	22
Art 101	15
Physics 120	8
Physics 121	8
	195

George Washington High School Spring 2013

Class	Enrollment
English 102	11
English 154	8
Sociology 101	37
Speech 100	22
Art 103	14
Environmental Science 108	10
	102

George Washington High School Fall 2013

Class	Enrollment
English 101	7
Psychology 151	114
Communications 100	25
History of the Holocaust 299	5
Math 120	12
Art 101	15
Political Science 100	5
German 101	12
Physics 120	7
Physics 121	7
	209

George Washington High School Spring 2014

Class	Enrollment
English 102	13
Sociology 101	47
Communications 100	39
Art 101	11
Political Science 101	7
German 102	8
Environmental Science 108	17
	142

George Washington High School Fall 2014

Class	Enrollment
English 101	34
Psychology 151	86
Communications 100	41
History of the Holocaust 299	12
Math 120	18
Art 101	11
English 150	8
Criminal Justice 101	24
Environmental Science 108	9
Physics 120	10
Physics 121	10
	263

South Charleston High School Fall 2012

Class	Enrollment
English 101	31
Math 120	14
History 207	11
	56

South Charleston High School Spring 2013

Class	Enrollment
English 102	29
History 208	9
	38

South Charleston High School Fall 2013

Class	Enrollment
English 101	25
Math 120	10
	35

South Charleston High School Spring 2014

Class	Enrollment
English 102	25
History 207	10
	35

South Charleston High School Fall 2014

Class	Enrollment
English 101	21
Math 120	17
Psychology 151	19
Education 200	7
History 207	22
	86

Saint Albans High School Fall 2012

Class	Enrollment
Math 120	28
	28

Saint Albans High School Spring 2013

Class	Enrollment
Psychology 150	12
	12

Saint Albans High School Fall 2013

Class	Enrollment
Math 120	16
	16

Saint Albans High School Spring 2014

Class	Enrollment
Psychology 151	13
	13

Saint Albans High School Fall 2014

Class	Enrollment
Math 120	23
	23

Sissonville High School Fall 2013

Class	Enrollment
Math 120	13
	13

Sissonville High School Spring 2014

Class	Enrollment
Psychology 151	9
	9

Sissonville High School Fall 2014

Class	Enrollment
Math 120	12
	12

Capital High School Fall 2013

Class	Enrollment
Music Appreciation 107	3
	3

Capital High School Fall 2014

Class	Enrollment
Music Appreciation 107	4
	4

Sherman High School Fall 2014

Class	Enrollment
English 101	27
Sociology 101	7
Music Appreciation 107	5
	39

Upward Bound Fall 2014

Class	Enrollment
English 101	15
	15

Scott High School Fall 2014

Class	Enrollment
Math 120	20
Communication 100	5
Psychology 151	8
	33

Regardless of how or where classes are taught, the responsibility for all program outcomes and credit course offerings remains within the academic departments. Courses taught at the high schools must meet the same standards as those taught on the university campus. All instructors are required to adhere to the same qualification requirements as faculty who teach on campus and must be approved by the department chair and college dean. The same syllabi with the same learning outcomes are used by distance instructors, and there is a standard process for their observation and evaluation by the appropriate departmental chair.

Credit by Special Examination, Advanced Placement, and Portfolio

Students can also earn college-level credit through special examinations, advanced placement, and portfolio review for experiential learning. Students can [earn credits](#) (p. 27) towards their degree program via test-out or via the Credit by College Level Examination Program (CLEP). A grade

of C or better on the test-out leads to a grade of K. WVSU follows the recommendations of the College Board Council on College Level Examinations to award a grade of K for CLEP tests. This assures that the credits awarded follow national standards.

WVSU follows the national criteria recommended for college credit by the College Entrance Examination Board to grant credit for students who make appropriate scores on the [Advanced Placement](#) Examination of the College Board (p. 27). This process allows students that have appropriate level of knowledge earned during high school to accelerate the attainment of a degree.

The Regents Bachelor of Arts (RBA) program at WVSU follows the [WVHEPC administrative guidelines](#) according to which academic credit may be granted through portfolio review for work or life experiences that meet the program learning outcomes of a specific program. Additionally, the department has developed [internal portfolio guidelines](#) and a [scoring rubric](#) form portfolio evaluation. This evaluation process is coordinated with the respective degree programs to assure that the program learning outcomes are met.

Articulation Agreements

WVSU recognizes the importance of maintaining articulation agreements with other educational institutions to monitor the quality of courses taught at WVSU and to ensure that students are prepared to pursue further study at other institutions. WVSU has agreements with WVU to train students in pre-engineering (i.e. civil, industrial, and mechanical engineering). WVSU has an agreement with the University of Charleston (UC) identifying the courses that will transfer to the UC Pharmacy School. A similar agreement was finalized between WVSU and Marshall University School of Pharmacy in June 2014. In December 2014, WVSU and WVU School of Dentistry signed an agreement for a dental early admission program.

The College of Professional Studies has articulation agreements with the Kanawha, Putnam, and Raleigh County Boards of Education to use teacher education candidates in their respective school systems. The West Virginia Board of Education has adopted standards for educational quality and the process by which teacher education candidates are selected and evaluated. WVSU has maintained the highest standards for preparation of its teacher candidates and student teaching.

WVSU also has two-plus-two articulation agreements with area community and technical colleges to ensure that students who have earned their associate's degree are academically prepared to matriculate at WVSU to complete a four-year degree. WVSU now has articulation agreements with the following colleges:

- Kanawha Valley Community and Technical College (now known as BridgeValley CTC)
 - ❖ ADN (nursing) to BSN
 - ❖ AAS to BS in Health Sciences
 - ❖ AAS in Criminal Justice to BS in Criminal Justice
- Southern West Virginia Community and Technical College
 - ❖ ADN to BSN
 - ❖ AAS in Criminal Justice to BS in Criminal Justice

Memoranda of Understanding

As a leader in educational opportunities in the Kanawha Valley, WVSU has also signed memoranda of understanding with local organizations and institutions. WVSU has agreed to provide after-school academic enrichment opportunities for children through the Salvation Army Boys and Girls Club of Charleston. Similarly, WVSU has signed an agreement with the Charleston Community and Family Development Corporation to support establishing the STEM Training and Technology Center. WVSU also has agreed to provide educational resources and assistance to offer skills training to the Charleston Police Department.

Summary for Component 3.A.

The University has effective, multi-level procedures and processes in place to monitor and audit its degree programs and course offerings to ensure currency and relevance. The University clearly articulates learning outcome expectations for its course offerings. The University is deliberately cautious in its carefully-considered expansion of new degree programs. The University is working diligently to improve the management and implementation of its online course offerings as demand for distance learning increases.

- 3.B.** *The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.*

WVSU supports a wide variety of opportunities for students to develop lifelong learning skills by engaging in intellectual inquiry, creative work, and research-based scholarship. Students acquire these skills through a rigorous general education core curriculum and discipline-specific degree programs at both the undergraduate and graduate levels.

This section first examines the University's general education program in detail and then discusses college-specific opportunities for students to master modes of inquiry and to contribute to research and scholarship in their disciplines.

To avoid repetition and improve readability, subcomponents one and two of this component are discussed together.

- 3.B.1.** *The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.*
- 3.B.2.** *The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.*

The University can demonstrate it enables its students to perform intellectual inquiry, and to acquire, apply, and integrate a variety of learning disciplines and strategies in its curriculum, particularly in the general education core curriculum, from which all baccalaureate students take 51-53 credit hours out of the required 120 credit hours in their major curriculum, the latter credit hour count mandated by the WVHEPC. This core curriculum is articulated in the University catalog, in print and [online](#) (p. 46) on the University's website, along with the list of courses in the core curriculum, the student outcomes, and the credit hours. In addition, each syllabus lists designated objectives and outcomes fitting the particular course. Since each course in the core has been examined and approved by the General Education Committee, as described in the previous section, syllabi were examined for these courses, and assessment data are available, the University is confident that students are gaining the appropriate knowledge and skills from the process of fulfilling these requirements.

In addition to the general education core curriculum, data from the Senior Seminar/Capstone courses required in each program also could demonstrate the fulfillment of the core curriculum's principles and outcomes as they apply to specific majors and how they have developed over the students' time at the University. While no data from these courses have yet been collected, the self-study process has revealed to assessment coordinators the need to develop a

plan to include such data in the overall assessment analyses as one method for measuring the success of the general education core curriculum.

As described in the discussion of core component 3A, the general education core curriculum fits the mission of WVSU by requiring all students in bachelor's degree programs to take 51-53 credit hours of classes divided into three matrices that are designed to enable students to gain common learning experiences and skills for their specialized fields as well as for their lifelong learning. These matrices are as follows: The Interdisciplinary Matrix, the Intellectual and Personal Development, and Modes of Inquiry.

The Interdisciplinary Matrix consists of GED 100 Origins, a course in human diversity, two courses in international perspectives, and one course in the history of civilization for a total of five courses/15 credit hours.

The matrix of Intellectual and Personal Development consists of Freshman Composition I and II, a course in quantitative reasoning, speech, and a course in Lifetime Health and Fitness for a total of five courses/11 credit hours.

The matrix of Modes of Inquiry consists of an introduction to literature, two fine arts courses, two natural science courses (some for four credits, some for three credits) with labs, one course in American traditions (American politics or history), and a course in social structure and behavior (a sociology, psychology, or political science class) for a total of seven courses/21-23 credit hours.

The philosophy behind the general education core curriculum at WVSU, with its origins as a historically black college and its current student population of traditional and non-traditional students, was created using Bloom's outline of student progress from knowledge, comprehension, and application to analysis, synthesis, and evaluation. Courses in each of the three matrices are designed to focus on eight common learning objectives, in which students

- learn how to communicate effectively in speech and writing;
- demonstrate their ability to think, read, write, and discuss ideas analytically and critically;
- demonstrate their concept of human events, ideas, and issues within a historical framework;

- identify and describe interconnections of knowledge and apply concepts and skills from one area to another;
- demonstrate they can take responsibility for their own learning by active, independent searches of knowledge about the world beyond the classroom;
- demonstrate their understanding of human differences and describe positive characteristics of different peoples;
- identify values that enable people to find meaning in the world and in their lives; and
- demonstrate their use of the University library and other resources and tools for obtaining information.

In the core curriculum classes, measures of student application, analysis, and synthesis take place for these eight objectives. With the exception of students majoring in education, whose choices are limited by NCATE, and transfer students who enter the University with 30 or more credit hours (who waive the GED 100 class), all baccalaureate students complete this curriculum. Advising checklists supplement the catalog, enabling advisors and students to recognize the core curriculum and complete the program for their degree.

GED 100 Origins and GED 200 Race, Gender, and Human Identity are team-taught, interdisciplinary classes designed in the late 1980s and have since been reformed by University faculty. Both courses meet alternately with all the instructors, and then students meet with individual faculty in separate sections. The instructors confer before the semester to ensure that the required objectives and outcomes are clarified and periodically meet during the term to assess how the students are meeting these goals with their writing, activities, and discussions, to prepare the common tests, to help keep the grading consistent, and to prepare lectures and presentations. While the initial goal was to use full-time faculty from various programs for teaching these non-departmental classes, staffing constraints have since led to the use of part-time instructors; for example, in the spring 2014 semester, six of the 14 sections were taught by part-time faculty. This offers the usual positives and negatives associated with part-time faculty.

GED 100 Origins directly addresses several of the criteria listed for component 3.B and Bloom's taxonomy. For example, the objectives/outcomes for this freshman-level course are as follows:

By the end of the semester students will be able to

- employ a variety of independent learning skills;
- display a basic knowledge of selective themes in intellectual/cultural history and use the knowledge to describe the inter-relationships among disciplines;
- distinguish methodologies of different disciplines and relate methods of one discipline with that of another;
- observe and comment on unfamiliar situations, by asking appropriate questions, synthesizing findings, and identifying and explaining plausible reason(s) for the existence of the situations;
- exercise information-seeking and analytic skills through the use of verbal, numerical, visual, and/or oral communication, as appropriate;
- articulate their own values and opinions, relate them to alternative values, and, when appropriate, evaluate the relationships between their values and those of others;
- identify the time span of human history in relation to the “cosmic calendar” and describe various ways time is measured;
- identify significant “texts” (broadly defined to include verbal texts, mathematical concepts, works of art and music) that express the process of and results of human inquiry; and
- explain the significance of the concept of “origins” as a mode of inquiry into many areas of knowledge.

The course objectives are met through multiple-choice and matching question quizzes for each unit of the course, through lectures/presentations/art/music/videos, by reading various texts (*Antigone*, The Declaration of Independence, excerpts from Freud, Descartes, Plato, Locke, Fanon, Sagan, Hawking, etc.) from a textbook written and edited by faculty at WVSU, by small student-group activities, by students’ essay questions due for each theme, by students’ personal journal entries on each theme, by students’ visual projects on their choice of subject, and by a comprehensive final exam. These assessment measures show the instructors whether students are engaging and comprehending the material, applying it to their own lives and values, and can analyze and synthesize the material, particularly in the essays that ask them to compare ideas from different authors, time periods, and disciplines, and

from the journals that require them to respond to the class presentations and readings with their own analysis. Attendance in the class is generally uneven, and the attrition rate is relatively high, which is not unusual for our first-year students, but those who drop the course re-take it later or do not remain in school. Its non-traditional format (more than one instructor, more than one room, interdisciplinary foci) challenge the students’ expectations.

With the WVHEPC mandate to limit bachelor’s degree programs to 120 credit hours, and funding sources such as Pell Grants limiting support to 10 semesters, the General Education Committee is in the process of piloting a combination of GED 100 and GED 200 into one course, GED 160H Foundations of Inquiry, which is intended for honors students but is open to all students with permission of their advisor. Other revisions to the GE curriculum are noted in the discussion of the previous section, core component 3.A.

Another change to the general education core curriculum since the previous self-study in 2005 is the addition of a Freshman Experience course. This course is required in each college within the University, offering new students information and practice in learning styles, study skills, an essay of personal goals, a résumé, stress management, advising, time management, and the history and organization of the University, along with a campus tour. Students can compare the résumé created in this course to the one they make in senior seminar years later to assess their progress. No other systematic, uniform collection of data from the Freshman Experience courses across sections and across colleges has been performed, but now that the first cohort of students who were required to take Freshman Experience are starting to graduate, faculty recognize the need to perform such analysis and recommend to the assessment teams that they implement such a plan.

3.B.3. *Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.*

The mission statement of each college, the PLOs of each degree program, and the learning objectives and student outcomes of each course demonstrate that every degree program at WVSU offers students the opportunity to collect, analyze, and communicate information, to master modes of inquiry for the discipline, and to develop skills for the ever changing environment. The following are examples from each college.

The [College of Natural Sciences and Mathematics](#) offers federally funded research opportunities through SURE (Summer Undergraduate Research Experience) and NASA for students in the sciences. Students in Chemistry 350 Junior Seminar do literature searches for a project in American Chemical Society (ACS) standards. In the Chemistry Senior Seminar, the emphasis on individual projects and written and oral presentation of those research projects ensures that students have learned the tools of chemistry research, analysis, and communicating those results.

In the [College of Arts and Humanities](#), studio art classes assess sources to collect, analyze, and synthesize information to create an art project, and in art history classes students write informational, critical, and analytical papers with research; both classes are part of the core curriculum choices in Fine Arts. Communications students perform projects in 26 different classes on media, theatre, commercials, newscasts, public relations, theories of media, etc. In the English department, students in the core curriculum class of Freshman Composition I learn how to develop their reading and analytical skills to prepare essays on topical and personal subjects, and in Freshman Composition II they learn how to assess a variety of sources (electronic and paper), collect, analyze, and synthesize information for a persuasive research paper, and make an oral presentation on it as well as the written essay. In English 150 Introduction to Literature, through reading, discussion, presentations, journals, essays, and tests, students learn how to approach various genres of literature for the information and humanistic values they offer; this class is a required part of the Modes of Inquiry matrix in the core curriculum. The Senior Seminar in English requires majors in literature, writing, and English Education to analyze a major author's creative and essay writing, to prepare a project involving research, and to make a presentation on that project to department faculty and students. These students also complete their departmental summative assessment portfolios for faculty to evaluate (including their own self-assessment). In foreign language senior-level classes (education majors), students read in French, Spanish, or Spanish-American literature, make presentations on authors and texts, and write papers showing their language skills as well as analytical, historical, and critical thinking in a research paper.

In the [College of Professional Studies](#), students in Social Work 405 are required to collect information to analyze the effectiveness of a social services agency at which they are completing an internship and to prepare a 10- to 15-page report, and assess the potential of the agency to change and

the availability of necessary resources for change in another essay. In a Social Work 399 Special Topics class, students developed and administered a 25-item phone survey to 98 WVSU students who had identified themselves as having served in the U.S. military, and then summarized the results and formulated recommendations based on their findings. For the Criminal Justice Senior Seminar, students analyze current and past ideologies of criminal justice, as well as prepare their own research project and give an oral presentation on it. Teacher candidates in the education department engage in a data-based decision making process where they collect, analyze, and report on aggregated and disaggregated P-12 student learning and achievement data. Teacher candidates collect such information from their clinical experiences during EDUC 316 and EDUC 331 as part of the requirements for their SCOPE Portfolio. Additionally, teacher candidates engage in conducting an Action Research project as part of their student teaching requirements where they collect and analyze data examining the efficacy of their teaching on P-12 students' learning through pre-test/post-test comparisons. Teacher candidates prepare a written report of the study and communicate their results with the cooperating teacher and their University supervisors.

For the [College of Business and Social Sciences](#), the senior seminars in political science, sociology, history, and business administration offer examples of student development in the theory and practice of these disciplines. In every case, students work on projects involving research and make an oral presentation. In history, for example, students can choose between a traditional research paper or a public history internship and take a historical awareness test, besides submitting a senior portfolio used to measure their success in achieving the major's objectives. In sociology, students prepare a research project, take an objective comprehensive exam, and critique a scholarly article in the field. In political science, students create an individual database of information for their interest as well as write analytical papers. In business administration, students from the areas of concentration in accounting, marketing, management, finance, and management information systems practice analytical and assessment skills for organizational success, work through case studies, use data for decision-making, and work on research projects with other students. Aside from the senior seminars, students in various department have the opportunity to compete for a chance to present at [Undergraduate Research Day](#), sponsored by the WVHEPC and the West Virginia Department of Education and the Arts; for example, in January 2014, three political science majors displayed their work at the State Capitol.

3.B.4. *The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.*

The second, sophomore-level core curriculum course, GED 200 Race, Gender, and Human Identity, also addresses a number of criteria of core component 3.B and Bloom's taxonomy, as follows:

By the end of the semester, students will be able to

- demonstrate a knowledge of the basic biological and cultural differences among human social groups;
- integrate the significance of human differences in terms of how they may lead to either cooperation or conflict between various social groups;
- identify and evaluate their own attitudes and emotional reactions to various racial, ethnic, gender, and other variously defined groups (such as immigrants or the disabled);
- describe the consequences of discrimination from the perspectives of several disciplines including psychology, sociology, political science, biology, and the humanities;
- identify and describe the various forms of oppression (e.g., racism, sexism, anti-Semitism, heterosexism, etc.) as well as the different explanations about the origins of oppression;
- distinguish the relationship between prejudice (attitude) and discrimination (behavior);
- define and describe the terms and concepts related to racism, sexism, and heterosexism;
- demonstrate a knowledge of the history and theories pertaining to issues of human diversity (e.g., segregation, discrimination, etc.); and
- distinguish between individual, institutional, and legal discrimination.

As with GED 100 Origins, the objectives for GED 200 are measured through readings from a textbook written and edited by faculty at WVSU; lectures; presentations; videos, small-student group activities; students' essays on topics in history, race relations, sexist practices, etc.; tests of each unit of the course (essay and multiple choice in format); student-group research projects on a theme of their choice; and a comprehensive final exam (essay and

multiple choice). As with GED 100, attendance in the class is generally uneven, and the attrition rate is high, but students who finish the course succeed in achieving its goals. Its non-traditional format and critical analysis of the values and beliefs of humans, the nation, and the students themselves is a challenge, yet this challenge is basic to the "living laboratory of human relations" motto of the University.

In addition to this GE requirement, students majoring in every program encounter classes concerning human and cultural diversity. In the College of Arts and Humanities, for example, students majoring in art access information and study the purposes and forms of art in different eras, in western and non-western art, as well as in electives in American Indian art, Appalachian, African, and African-American artists. In English, students are first introduced to diverse literatures in the Introduction to Literature course and then build on this with a course required in Appalachian, African-American, African, or Women's Literature, and in World Literature or Literature of the Western World. Courses in foreign languages, by their nature, introduce and enhance students' understanding of French, Spanish, or German cultures, both in the home countries and as diversified in the former colonies of Africa and Central and South America.

In the College of Professional Studies, students in criminal justice are required to complete 313 Race, Gender, and Crime. Students in education (Elementary Ed.) are required to take 227 Exceptionalities and Human Diversity, and the department also offers courses such as 329 Characteristics of the Mentally Impaired, 330 Assessing the Exceptional Learner, 340 Characteristics of Individuals with Specific Learning Disabilities, and 426 Characteristics of Individuals with Mild Disabilities. In Social Work, all students take 245 Human Behavior and the Social Environment, which studies the social, gender-based, cultural, ethnic, emotional, and biological aspects of people in various kinds of families and communities.

3.B.5. *The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.*

Both faculty and students contribute scholarship and creative work appropriate to their programs and the University's mission, in the Colleges of Natural Sciences and Mathematics, Arts and Humanities, Business and Social Sciences, and Professional Studies. This work has been presented on campus, within departments, and on the local and national scene. The following are some examples.

In the fall semester, the faculty in the Department of English in the College of Arts and Humanities sponsor annually the Marshburn Poetry Contest for all students to submit original works of poetry and the Giardina Fiction Contest for all students to submit original works of fiction. The winners receive a cash award, read their work at a luncheon for majors, faculty, and their guests, and have their work published in *The Kanawha Review*, the University's literary journal, which is edited by English majors overseen by a faculty advisor and is published annually. The department also sponsors an annual essay contest in the spring semester to which students may submit essays in two categories. The winners receive a cash award and read their work at that semester's luncheon. Additionally, students primarily from the Departments of English and Communications—but also including students from the entire student body—write, produce, edit, and publish *The Yellow Jacket*, the University's student newspaper, which is published every two weeks while school is in regular session. Students in the Department of Communications also host an annual [film festival](#).

In the College of Professional Studies, faculty and students in the Department of Criminal Justice participate in an annual conference of criminal justice educators. In past years, undergraduate officers and student members of the criminal justice club participated in a crime scene competition with other state institutions. Faculty also made six presentations at the weekly Faculty Lecture series on Thursdays. Students toured the West Virginia Department of Corrections Academy in Glenville and the State Police Crime Laboratory in South Charleston. In the course SW 330 in the Department of Social Work, students were required to explore values, beliefs, and ethics of a specific population group through an analysis of the touring production of *Fiddler on the Roof*. In SW 400, one semester students participated in the informed consent process, qualitative interviews, and case study analysis; then two students from the class served as co-presenters of the study results at a state social work conference held at the Charleston Civic Center.

As part of the strategies for [Vision 2020](#), the University is developing a Faculty Service and Research Awards program by spring 2015 to help grow research at the University and to promote growth of academic programs and faculty excellence. Current examples of faculty-driven STEM research can be found at <http://www.wvstateu.edu/Research/AERS.asp>.

Summary for Component 3.B.

The general education core curriculum, which must be followed by all University students, provides a solid educational foundation for academic success at WVSU and for lifelong learning. The University recognizes, however, the need to keep the GE program fresh and current. Therefore, WVSU has undertaken the process to revise the core curriculum. Every degree program supports the core curriculum and offers students the opportunity to collect, analyze, and communicate information, which helps further the students' knowledge of culture and human diversity. The results of research and scholarship skills acquired during students' course of study are demonstrated in the capstone/senior seminar courses required of every major and prepare students for their post-graduation lives.

3.C. *The institution has the faculty and staff needed for effective, high-quality programs and student services.*

WVSU has a low student-to-faculty ratio that enables direct and frequent contact with students to help them achieve their academic goals. The University has procedures and processes in place to ensure effective and ethical recruiting, hiring, and review of faculty and staff. Sufficient numbers of faculty and staff exist to support high-quality programs and student services.

3.C.1. *The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.*

Numbers and Continuity of Faculty Members

WVSU's student-centered focus is facilitated with a [low student to faculty ratio \(15:1\)](#). In the fall 2014 semester, the University has 194 total faculty members, with 112 full-time and 82 part-time. Table 3.6 illustrates the consistency in the number of full-time faculty over the past six years, illustrating the University's long-term commitment to retaining sufficient numbers of faculty.

Table 3.6. Full-Time Faculty, Fall 2009–Fall 2014

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
121	120	120	120	119	112

Table 3.7 lists the student-to-faculty ratio from a number of the University's selected peer institutions. These data demonstrate that WVSU's student-to-faculty ratio is aligned with its peer institutions and support the claim that the University's numbers of faculty are sufficient to carry out its mission.

Table 3.7. Student-to-Faculty Ratios of Selected Peer Institutions

13:1	Lewis-Clark State College	20:1	University of N. Carolina at Asheville
20:1	Eastern New Mexico Univ.-Main Campus	14:1	University of Wisconsin-Parkside
14:1	Elizabeth City State University	23:1	University of Wisconsin-Platteville
20:1	Fort Valley State University	18:1	Alcorn State University
14:1	Kentucky State University	16:1	Lincoln University
16:1	Lake Superior State University	16:1	SUNY at Purchase College
21:1	Lock Haven University	14:1	Delaware State University
17:1	Mansfield University of Pennsylvania	15:1	University of Arkansas at Pine Bluff
17:1	Missouri Western State University	16:1	University of Maryland Eastern Shore

Curriculum Oversight

The faculty plays a central role in the oversight of curriculum at WVSU. The EPC, the GE Committee, deans, and department chairs have specific responsibilities in its oversight, while individual faculty members create curriculum for their courses based on their specialty.

As noted under core component 3A, the [EPC](#) reviews the University curriculum, approves curriculum changes, and formulates academic policies. It periodically reviews the curriculum of the University regarding program and course change requests and validates that submitted proposals are consistent with the University's academic policies and procedures. The Committee submits its recommendations to the Faculty Senate for its approval. More details regarding this committee can be found on page 58 of the [Faculty Handbook](#).

Also discussed in core component 3A, the [GE Committee](#) oversees the University's general education core curriculum, presenting and evaluating proposals for its revision and assisting the committee chair in administering the program of assessment of student learning in the general education core curriculum. It also selects a "book of the year" to foster interdisciplinary dialogue within

the academic intellectual community and works with the Coordinator of International Studies and relevant faculty to support the interdisciplinary minors in African and African-American Studies, Women's Studies, and International Studies. More details regarding this committee can be found on pages 63-64 of the [Faculty Handbook](#).

College deans and department chairs have the following responsibilities regarding curriculum (pp. 101 and 107 in the [Faculty Handbook](#)): 1) Monitoring department curriculum to ensure routine review/planning by proposing new courses, changing special topics courses to courses in the curriculum, and eliminating courses no longer offered on a regular basis; 2) approving proposed curriculum changes by signing (or not signing) the EPC form(s); 3) approving special topic courses offered by departments, along with syllabi, prior to submission to the EPC; and 4) evaluating curricular implications of grant proposals and signing off on grant proposal forms.

3.C.2. *All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.*

All persons appointed to the faculty of WVSU are expected to hold, at the minimum, a master's degree from a regionally accredited institution. However, in emergency situations and in the instance of highly talented and experienced persons in certain professional and technical areas, someone without a master's degree may be considered with appropriate written justification. Honorary degrees and those awarded from non-accredited institutions are not generally recognized for employment purposes.

Table 3.8 details the credentials of the full-time faculty.

Table 3.8. Full-Time Faculty Credentials (Source: HEPC Personnel Fall 2014)

Highest Degree Earned	Percentage of Faculty	Total Number of Faculty
Doctorate	75.0%	84
Professional or Terminal Master's	3.6%	4
Other Master's	21.4%	24
Total	100%	112

Table 3.9 details the credentials of all faculty, including part-time.

Table 3.9. Credentials among All Faculty (Source: HEPC Personnel Fall 2014)

Highest Degree Earned	Percentage of Faculty	Total Number of Faculty
Doctorate	45.9%	89
Master's	49.0%	95
Bachelor's	5.1%	10
Total	100%	194

The Faculty Hiring Process

Faculty members at WVSU fall into one of the following classifications: tenured, tenure-track, librarian track, term, and non-tenure-track. These classifications are described in detail in Title 133 Procedural Rule WVHEPC Series 9, which is reproduced in full in Appendix B of the [Faculty Handbook](#). Full-time faculty appointments are made in accordance with Title 133 Procedural Rule WVHEPC Series 9.

The hiring process is summarized below. Full guidelines for the search and hiring of faculty are included in Appendix D of the [Faculty Handbook](#).

The President of the University and the Provost and Vice President for Academic Affairs make offers of employment

to faculty through the form of a written contract or a letter of appointment. Search committees (as well as department chairs and deans) recommend candidates for appointment but do not hire faculty. The department chair, in consultation with the appropriate dean and the Provost and Vice President for Academic Affairs, determines if a search will be initiated. A search committee is established from within the department often with at least one member from outside the department. The department chair is responsible for the day-to-day administration of the search.

Ideally, all searches begin the fall semester prior to the time that the anticipated vacancy will occur and are completed before the end of the spring semester. The position announcement includes approximate appointment rank and salary range and is published in nationally

recognized job bulletins, local bulletins, and national and regional publications targeted to minority readers and sent to historically black colleges and universities. All advertisements must be consistent with the University's policy on affirmative action and equal opportunity employment.

After the closing deadline, the search committee submits a list of potential candidates to the department chair. The chair may then conduct telephone interviews either alone or together with the search committee. After consultation with the dean, two to three candidates are brought to campus for face-to-face interviews. After the on-campus interview process is completed, the search committee and department chair/program director make recommendations for hiring to the appropriate dean, who makes a recommendation to the Provost and Vice President for Academic Affairs, who makes a recommendation to the President or can elect to re-open the search.

From fall semester 2013 to the present, the institution has been in a hiring freeze. All replacement faculty hires have to be justified based on academic discipline course needs. In previous years, position announcements were frequently not posted until the spring semester, sometimes as late as April, thereby making it necessary to complete the search in haste and reducing the candidate pool. Adherence to the timelines described in the process would alleviate those problems.

3.C.3. *Instructors are evaluated regularly in accordance with established institutional policies and procedures.*

The faculty is evaluated regularly in accordance with established institutional policies and procedures outlined on pages 10–21 and appendices I–M in the [Faculty Handbook](#). Faculty members are evaluated through the following means: 1) student evaluations for each course; 2) annual retention reviews for tenure-track faculty; 3) annual retention reviews for non-tenure-track faculty; 4) promotion and tenure reviews for tenure-track faculty; 5) promotion review for tenured faculty; and 6) merit pay for which all faculty may apply.

Student Evaluations of Instructors

Student evaluations are conducted every semester in all classes taught by all faculty, including those who are part-time and non-tenure-track. A sample student evaluation form is included in Appendix M of the [Faculty Handbook](#). Department chairs manage the administration of the student evaluation process by assigning evaluations to

be conducted (p. 106). Student evaluation summary sheets are an important and required component of the self-reports for the various faculty reviews described below. They are specifically discussed in Section B of the Department Chair's Faculty Evaluation, Part 1, for Retention, Promotion, Tenure, and Merit (p.127 in the [Faculty Handbook](#)).

Student evaluations are returned to the faculty member via the department chair. Staffing issues in Information Technology delayed the processing of these evaluations for the spring 2013 and fall 2013 semesters. The spring 2013 summary sheets were passed along to deans in February 2014, and student evaluations were returned to faculty in April 2014. The fall 2013 evaluations were only returned to faculty in September 2014. Spring 2014 evaluations were returned in November 2014, which has been the typical time frame for a number of years, signaling that the problems with processing evaluations have been corrected.

Annual Retention Reviews for Tenure-Track Faculty

A written evaluation of all tenure-track faculty members, directly related to the areas of responsibility—teaching, research, and service—defined by the University, is made annually utilizing five components: the department chair's evaluation, the dean's evaluation, student evaluations, a peer evaluation (carried out by standing committees of the Faculty Senate), and a self-report. Chairs and deans in gathering data for their evaluations of tenure-track faculty routinely use in-class observations and reviews of instructional materials. Copies of each form used in this five-part evaluation system may be found in Appendices I through M of the [Faculty Handbook](#).

Each year, tenure-track faculty members prepare a personnel portfolio for the evaluation process. This portfolio contains a self-report, copies of student evaluation summary sheets, all previous letters from the Retention and/or Promotion/Tenure Committees, relevant instructional materials (examples of syllabi, exams, etc.), and other appropriate information. Copies of the chair's evaluation and the dean's evaluation together with the portfolio are forwarded to the Faculty Personnel Committee, which forwards the materials to the Retention Committee. After review by the Retention committee, the materials along with the committee's recommendation are forwarded to the Provost and Vice President for Academic Affairs who makes recommendations to the President on matters pertaining to reappointment.

Annual Retention Reviews for Non-Tenure-Track Faculty

A written evaluation of all non-tenure-track faculty members is made annually. The evaluation is completed by the department chair and submitted to the Provost and Vice President for Academic Affairs or the college dean. The evaluation is completed whether or not the faculty member is expected to be employed for the next academic year and, therefore, can be kept on file for future reference. Evaluation material is compiled in a portfolio that includes a self-report and supporting documents detailing the faculty member's teaching, scholarly activities, and service to the University and community. The portfolio also includes class observations, reviews of instructional materials, summaries of student evaluations, and any other relevant material as requested by the department chair or dean. Chairs evaluate non-tenure-track faculty using the Department Chair's Evaluation of Faculty form found in Appendix J of the [Faculty Handbook](#).

Promotion and Tenure Reviews for Tenure-Track Faculty

Tenure-track faculty members, who typically seek tenure in their sixth year of teaching, prepare a personnel portfolio. A strong portfolio for tenure contains demonstrated evidence that tenure is based upon teaching excellence; accessibility to students; adherence to professional standards of conduct; experience in higher education and at the institution; possession of the earned doctorate or the highest earned degree appropriate to the teaching field (granted by a regionally accredited institution) or special competence that is deemed to be equivalent to such academic credentials; and continuing achievement in scholarly activities and service to the University and community. The best portfolios include evidence of the required number of years of service and are not limited to the self-report. The portfolio must speak to activities during the entire probationary period rather than the one-year prior to the application for tenure.

Tenure-track faculty members seeking promotion also prepare a personnel portfolio. Specific requirements for different ranks can be found on pages 18–19 in the [Faculty Handbook](#). The applicant's portfolio includes evidence of the required number of years of service and is not limited to the self-report. It includes summary sheets of student evaluations, in-class observation reports, examples of scholarship, research, and a review of instructional materials as well as examples of instructional materials. Copies of the chair's evaluation and the dean's evaluation together with the portfolio are forwarded to the Faculty Personnel Committee, which forwards the materials to the Promotion/Tenure Committee. After review by the committee, the materials along with the committee's recommendation are forwarded to the Provost

and Vice President for Academic Affairs who makes recommendations to the President on matters pertaining to promotion and tenure.

A third year pre-tenure review serves the purpose of informing tenure-track faculty members of their performance with regard to tenure requirements; at the same time, it also serves as a basis for a recommendation for retention or non-retention past the fourth year of employment. For faculty recommended for retention, the pre-tenure review provides constructive criticism, if necessary, and guidelines for achieving tenure. The review serves as an occasion for candid and future-oriented assessment of a faculty member's performance.

Promotion Review for Tenured Faculty

Tenured faculty members seeking promotion prepare a personnel portfolio for the evaluation process. Specific requirements for different ranks can be found on pages 18–19 in the [Faculty Handbook](#). The applicant's portfolio includes evidence of the required number of years of service and is not limited to the self-report. It includes summary sheets of student evaluations, in-class observation reports, examples of scholarship, research, and a review of instructional materials as well as examples of instructional materials. Copies of the chair's evaluation and the dean's evaluation together with the portfolio are forwarded to the Faculty Personnel Committee, which forwards the materials to the Promotion/Tenure Committee. After review by the committee, the materials along with the committee's recommendation are forwarded to the Provost and Vice President for Academic Affairs who makes recommendations to the President on matters pertaining to promotion.

Annual Review of Tenured Faculty

According to University policy, tenured faculty should receive a yearly written evaluation of performance directly related to responsibilities as defined by the University. A review for merit pay (discussed below) functions as the annual review in years in which merit pay is offered. These evaluations utilize procedures that are multidimensional and include criteria such as peer evaluations, student evaluations, and evaluations by immediate supervisors as well as annual self-reports. In gathering data for their evaluations of tenured faculty, chairs and/or deans routinely use in-class observations and reviews of instructional materials. Department chairs are responsible for completing the "Teaching Excellence" section of the Department Chair's Evaluation of Faculty form (Items #1–10). These evaluations are sent to the college deans. Chairs are also encouraged to write narrative evaluations about tenured faculty. Deans are responsible for evaluating department chairs.

Merit pay increases are not automatic. Faculty must apply for merit pay by submitting an annual review. In years when merit pay has not been offered, incentive for full-time tenured faculty to submit annual reviews is low, so some faculty members do not participate in the annual review process.

Merit Pay Evaluation

In 2001, the BOG adopted a salary policy where all or a substantial part of faculty salary increases are based on merit. The full policy is found on page 21 of the [Faculty Handbook](#). In the past five years, only two salary increases were offered to faculty members. The increase implemented in January 2014 included a two percent cost-of-living adjustment for all full-time faculty members and an optional merit increase up to two percent of the faculty member's regular salary. Only the top 65 percent of the faculty were eligible for the merit increase. The [instrument](#) used to determine the top-rated faculty members for the 2013–2014 merit pay was distributed to the faculty via email in October of the fall 2013 semester. It included rubrics awarding points for teaching excellence (65 percent of the overall score as determined by the department chairperson's evaluation and student evaluations); research, professional, and creative activities (20–25 percent of the overall score); and service to college and community (10–15 percent of the overall score).

Adjunct Faculty Evaluations

The department chair has responsibility for the supervision of all adjunct faculty members teaching for that department. The chair may also assign a faculty mentor to new adjuncts to make class observations and to aid with teaching materials. Department chairs or their designee have responsibility to evaluate adjunct faculty members at the end of each semester of employment using the evaluation materials in Appendices A and B in the [Part-Time Faculty Handbook](#). Adjunct faculty members are also evaluated by their students in the same manner as full-time faculty members.

Faculty Review Committees

Three faculty committees oversee the faculty review process. Further descriptions and guidelines governing the committees are found on pages 59–61 in the [Faculty Handbook](#).

The Faculty Personnel Committee monitors the faculty evaluation process, oversees the procedural actions of the Retention and the Promotion and Tenure Committees, and periodically reviews the procedures and instruments for faculty evaluation.

The Retention Committee makes recommendations on all full-time probationary faculty based on its evaluation of materials forwarded by department chairs and deans (i.e., self-reports, any available student evaluations, information from other faculty in the department, and their own classroom observation reports and/or evaluations for each probationary faculty). The committee may also request more information, observe the faculty member's teaching, and interview the faculty member in question, as well as others. By requiring that all committee members be tenured faculty, conflicts of interest are avoided during the deliberation process.

The Promotion and Tenure Committee makes recommendations on all applications from faculty members for promotion and tenure based on its evaluation of materials forwarded by department chairs and deans (i.e., letter of application, self-reports, other required evidence, department chair and dean evaluations, the classroom observation report, and information from other faculty). The committee may also request more information, observe the faculty member's teaching, interview the candidate, and interview other faculty members. Members of the committee who are applying for promotion are expected to step down from the committee or otherwise recuse themselves from the deliberations during the academic year in which they make their application.

Committee Reports Regarding Retention, Promotion, and Tenure

As reported by the Retention Committee, during the previous four years, 87 faculty members applied for retention. Of these 87 faculty, 84 (96.5 percent) were recommended for retention. Faculty members who were not granted retention were informed according to the University policy by March 1 of that academic year.

As reported by the Tenure and Promotion Committee, during the past four years, all faculty (21) who have applied for tenure were granted this status; 90 percent (39 out of 43) of faculty who applied for promotion were successful in this endeavor. Faculty members who were not granted promotion were sent notification with justification for the rejection. They were also given recommendations for corrective actions to ensure success if they choose to reapply.

3.C.4. *The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.*

Faculty Development Grants

Faculty members at WVSU are provided a variety of grant opportunities for professional development to help them stay current in their discipline and adept in their teaching roles. Eight basic grant programs (in addition to sabbaticals and leave-of-absence activities) have been established at the University to support faculty development in the following areas: 1) faculty travel; 2) faculty research and publication; 3) instructional development; 4) instructional technology; 5) consultant; 6) administrative development; 7) faculty exchange; and 8) curriculum development. These grants are detailed on pages 1–10 in the [Faculty Development Handbook](#).

In the case of faculty travel grants, the current policy funds travel at 50 to 100 percent of the costs incurred by the faculty. The percentage variability depends on location of the conference: West of the Mississippi River is at 50 percent while east of the Mississippi River is at 67 percent. Local, in-state conferences are generally funded at 100 percent, as is travel at institutional request. When one considers that the location of national and regional conferences is beyond the faculty member's control, this policy of reimbursement is arbitrary and should not be variable. In cases where attendance at conferences is required, such as when a faculty member is presenting, participating in a panel, or acting as an officer in a professional organization, or when such activities are required for retention or promotion, the University should work toward a policy that reimburses such travel at 100 percent.

Sabbaticals

The full policy regarding sabbaticals and other types of leave can be found on pages 21–24 and in Appendix T of the [Faculty Handbook](#). Tenured faculty members who are completing their sixth year of full-time employment at WVSU are eligible to apply for a sabbatical leave. The granting of such leave is contingent upon the availability of funds, the instructional needs of the University, and the plan of study that the faculty member advances. The University reserves the right to deny a request for a sabbatical leave if it does not seem to be in the best interest of the institution.

Sabbatical leaves may be granted for three major purposes: 1) study toward a doctoral degree; 2) study that will provide one with academic preparation in a new area seen as important to the present and future needs of the institution; and 3) project-oriented, non-degree activities embracing study and/or research, preferably on a post-doctoral level and preferably in one's field. Of these three purposes, 1 and 2 are given priority consideration. Faculty members who are granted a sabbatical leave receive one-

half of their annual salary for two semesters or, in special circumstances, full salary for one semester.

According to the immediate past Provost, in the past five years only two faculty members have applied for sabbatical and only one sabbatical was granted. These data suggest that the awarding of sabbaticals is not a consistent part of the University's professional development plan for faculty. The current prioritization of sabbatical requests is also problematic. By placing study toward a doctoral degree above project-oriented activities of faculty members with terminal degrees, the current policy, in effect, rewards those hired without a terminal degree while penalizing those who completed their terminal degree before being hired. This runs counter to faculty hiring priorities that favor candidates with terminal degrees.

As the University advances its vision to become more research-oriented, it should take steps to make sabbatical leave more readily available to all faculty members. It should also reprioritize the awards in a way that rewards, rather than penalizes, faculty with terminal degrees to further encourage the hiring of the most qualified faculty. Leave without pay would remain an option for the completion of the terminal degree.

3.C.5. *Instructors are accessible for student inquiry.*

Instructors are accessible for student inquiry through office hours for full-time faculty and email communication for full- and part-time faculty. The full-time faculty maintain a minimum of five weekly office hours. Faculty members are encouraged to schedule times convenient for both day and evening students. Office hours are posted on faculty office doors and filed with department chairs. Faculty members are also encouraged to respond promptly to student emails. All students and faculty are supplied with a WVSU email account to facilitate this communication. Beyond formal, required office hours, faculty meet with students as needed by appointment. Small class sizes also facilitate faculty-student interaction both before and after classes.

At this time, there is no policy concerning online office hours; however, the OLAC has developed a communication policy for faculty teaching online courses. The policy requires online faculty to check email at least once a day and to respond to student emails within 24 hours during the work week.

Part-time faculty members are not required to have office hours or an office on campus. They rely on before and after-class meetings and email communication to respond to student inquiries.

3.C.6. *Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.*

WVSU employees, WVSU Research & Development Corporation (WVSU R&D) employees, and students charged with providing student support services are appropriately qualified and have attained the minimum qualifications for the positions they hold.

For WVSU employee positions, the minimum qualifications are determined by various methods depending on the type of position. Three categories for staff exist within state institutions in West Virginia—classified, non-classified, and faculty. The State of West Virginia system determines classified position qualifications according to the State's classification system guidelines ([WV Code -18B-9A](#)). The supervisor/director at WVSU determines the minimum qualifications of non-classified positions. The applicable vice president's area and Human Resources review the qualifications for appropriateness and also determine if they are compatible with those of peer institutions and the market.

The minimum qualifications for WVSU R&D Corporation positions are determined by [The Bureau of Labor Statistics](#). Additionally, the WVSU R&D Corporation considers and may use the minimum position qualifications as set forth by the University's peer institutions and the 1890 Land-Grant System. Because WVSU is a land-grant institution, the Corporation finds it necessary to be consistent with the practices of other 1890 land-grant institutions.

WVSU and WVSU R&D Corporation verify employee credentials and degrees by requesting official transcripts from the institutions granting the degrees and/or certificates. All student services director positions are hired through a selection committee. The vice president of that area chooses the appropriate selection committee members. The committee is responsible for screening, interviewing, and checking the professional references. Professional references are contacted to verify employment dates, job responsibilities, and job performance. The committee then recommends the top three candidates to the vice president who then makes the final decision on the appointment. For all other staff positions, the supervisor is responsible for this sequence of the vetting process. All new University staff appointments have a probationary period for up to six months where supervisors evaluate job performance after the three-month and six-month time frame. Human Resources now conducts background

checks on all faculty and staff hired since 2013. Most background checks include criminal (over the past seven years) and motor vehicle records. A more in depth background check may be required pending the position type and supervisor request.

Students involved in peer tutoring and supplemental instruction are selectively chosen based on appropriate qualifications. They are required to have at least a 3.0 GPA and three letters of faculty recommendation. Additionally, most of the tutors are required to have an "A" in the course they are tutoring, and all participate in extensive and ongoing training in content and process to ensure that they provide quality services to students.

Though employees enter into employment with WVSU or WVSU R&D Corporation meeting the minimum qualification requirements and the appropriate credentials, it is often difficult to find the necessary funding to provide continual professional development and additional job training. As cited in [BOG Policy #47](#), the institution provides professional staff training and development for classified staff employees. However, only a total of \$500 is set aside annually for institutionally-supported professional development and training of the 168 total classified staff members. This amount does not sufficiently provide opportunity for professional development for all staff employees. Some classified staff use funds generated within their units to support professional development and are thus able to participate in ongoing training and update their skills at statewide, regional, and national professional association conferences. At this time, the University has no established procedure for applying to use these funds.

Currently, the institution does not have a policy for the professional development of non-classified staff; however, it is a routine practice that the institution includes non-classified staff in [BOG Policy #47](#).

Newly created programs are particularly underfunded. Staff members in charge of these new programs are offered no additional funding to learn the new skills required for the new responsibilities. There are two new programs facing this challenge: Military Student Services and Adult and Commuter Student Services/Parent and Family Programs. Although staffed with a director and assistants funded through AmeriCorps and other student workers, funding for programs of these targeted groups has been a challenge. Professional development opportunities have centered on statewide venues and free webinars. The University has also used in-house and local training opportunities for staff development. When funding is available, staff members participate in ongoing training and update their skills at statewide, regional, and national professional association

conferences, such as the National Association of Colleges and Employers (NACE), National Association of Student Personnel Administrators (NASPA), and West Virginia Association of Student Personnel (WVASPA).

Summary for Component 3.C.

WVSU faculty and staff, WVSU R&D Corporation employees, and students charged with providing student support services are appropriately qualified to support the University's mission and have attained the minimum qualifications for the positions they hold. The University has in place effective procedures and processes for ensuring that qualified faculty and staff are hired, retained, and promoted. The numbers of faculty and staff are sufficient to ensure quality academic programs and student support. Funding, however, continues to be a challenge. The current hiring freeze could result in an increase in the faculty-student ratio if student enrollment continues to grow. Faculty and staff who are assigned new responsibilities are finding it difficult to obtain funding for professional development. As the University advances its vision to become more research-oriented, it should take steps to make travel funding, grants and release time for research, and sabbatical leave more readily available to all faculty members

3.D. *The institution provides support for student learning and effective teaching.*

WVSU is committed to its goals of academic excellence, accountability, and being student-centered in everything it does. The University has both established and new initiatives designed to help students with academic performance and to improve retention, persistence, and graduation rates. This section describes in detail a number of support services that focus on the needs of all students as they pursue their education and acquire the skills needed for lifelong learning.

3.D.1. *The institution provides student support services suited to the needs of its student populations.*

Students matriculating at WVSU encompass a wide spectrum of age groups, backgrounds, and cultures. To meet the needs of the diverse student population, the faculty and staff at WVSU utilize a range of student support services that support the success of the students. Included here are some examples of programs that focus on the needs of the student body.

Prior to matriculation, the [Admissions Office](#) assists prospective students—first-time freshmen, graduate students, and those transferring from other institutions—by providing forms and answering questions about the admissions process and degree programs. Admissions

counsellors also assist applicants with information about on-campus ACT testing and schedule campus tours. Since it is the first point of contact for most new students, the Admissions Office also supports queries from newly-matriculated students to help them identify the appropriate office/program on campus to answer their questions or address any of their concerns.

Both prospective students and matriculated students are supported by the Student [Financial Assistance Office](#), which provides walk-in financial aid advising and counseling during regular business hours. In addition to walk-in counseling, students may turn in any documents needed to complete their financial aid file. The Student Financial Assistance Office provides the following programs:

- FAFSA Friday's every Friday starting in January and running through April. This is an opportunity for the WVSU Financial Aid Staff to assist students and parents with completing the FAFSA.
- The national event "College Goal Sunday." This event takes place the first Sunday in February and allows students throughout the state to get help completing the FAFSA. WVSU has been slated to be a host site for the 2015 session.
- "Let's Talk About Financial Aid" sessions for current students to get answers about financial aid. This session is taught by the Director of Financial Aid and covers many topics about financial aid including debt management.
- "CashCourse," an interactive resource about budgeting, cash management, etc.

Once students are admitted to the University, the [New Student Advising and Orientation](#) program introduces incoming students to the traditions, expectations, programs, and services at WVSU, as well as assists them with scheduling classes. During the orientation process, staff members work with students to identify their academic support needs and help them locate the appropriate services, thereby enabling students to have a successful college experience. The program introduces students to campus organizations and the different ways to get involved on campus. Some of the programs and services offering include the following:

- Peer Tutoring
- Academic Assistance
- Educational Workshops
- Smarthinking 24/7 Online Tutoring

In addition, a series of workshops titled “Student Success Series” provide students with the academic and social skills that will help them to be successful in college and in the workplace. The series is a collaborative effort between Adult and Commuter Student Services, Counseling and Academic Support Services, and Military Student Services. The following workshops have been provided by Adult and Commuter Student Services under the Student Success Series:

- **Test Anxiety and Stress Relief Clinic.** Students are provided with healthy tips to help relieve stress and avoid test anxiety. Students are also provided with free back and neck massages during the clinic.
- **Nickels and Dimes: Budgeting 101.** Students are provided with skills that help them develop, manage, and stick to a budget. Students are also given practical tips to help them understand their finances and learn to save.
- **Where Do We Go From Here?** Students are provided with information that will help them prepare for the workforce or go on to graduate studies.
- **Backpacks to Briefcases.** Students are given helpful tips on how to prepare for the workplace. The topics covered in this course consist of cover letter and resume writing, employment applications, professional dress, etiquette for business meals, etc.
- **Empower U.** Representatives from Fifth Third Bank provide students with information regarding the types of retirement accounts, investment options, credit analysis and scoring, savings methods, and the impacts of identity theft.

In addition to the various services that are administered by New Student Advising and Orientation program, the [Office of New Student Programs](#) provides first-year college experiences including participating in the “Freshman Experience” courses offered by the colleges. It is also responsible for coordinating the Thurgood Marshall College Fund program and the McNair Scholars program. More information about new student programs is discussed in the next section.

Once students begin attending, the University offers a number of support services. [Counseling and Academic Support Services](#) (CASS) is a multi-office unit within Enrollment Management and Student Affairs, which provides a variety of services and programs to assist

students pursuing their academic goals. Both full- and part-time WVSU students are eligible to request services from this unit, which are provided in a confidential manner at no charge. Some of the services available include individual and couples’ counseling; educational programming including workshops and conference presentations; academic assistance programs including face-to-face and online tutoring and academic skills building; and accommodations and support for students with disabilities. During the 2011-2012 academic year, the staff of CASS delivered 107 programs, which were attended by over 4,615 (duplicative headcount) campus and community members. The number of student contacts for the year was 2,968.

Under the direction of CASS, the [Academic Assistance Office](#) provides academic support services for students. This includes appointment-based tutoring, walk-in tutoring, online tutoring services, academic workshops, and academic coaching. Some of the specific programs include

- Smarthinking—an online tutoring service available to all WVSU students.
- Learning Effectiveness workshops—help students develop strategies to make studying more efficient and effective. Topics include note taking, test preparation, memory, and time management.

Also under CASS, the [Disability Services Office](#) establishes eligibility and obtains services and accommodations for qualified students with disabilities thus complying with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. A wide variety of services to support qualified students include testing accommodations, note-taking services, and interpreting services.

Another service offered under CASS is the [Mental Health and Substance Abuse Office](#), which provides confidential individual and/or couples counseling, group counseling, psychological assessment/testing, and workshops for students with personal, social, academic, or career-related issues. Referrals to area agencies and practitioners are made for those requiring more specialized or long-term care with the goal to help students address and resolve personal issues to allow them to advance their educational opportunities at WVSU.

Finally, CASS also manages the faculty referral system, which is an online referral system faculty can use to refer students in their classes who are having difficulties. Through this process, WVSU can bring together the

programs, offices, and personnel who can work to address the needs of students to help them succeed at the University. The faculty referral system is available to instructors through their MyState login and will also display the status of each referral and the progress made by staff.

In addition to the services provided by CASS, low-income and first-generation students are also supported by the federally funded [TRIO programs](#). [Student Support Services](#) helps matriculated students by providing academic development opportunities, assisting with basic college requirements, and motivating students to successful completion of their degree. The overall goal of this TRIO program is to increase the college retention and graduation rates of its participants.

Traditional residential students are supported by the [Office of Residence Life and Services](#), which begins with move-in and welcome days activities that are conducted during the first week(s) of school in the fall and spring terms. Additionally, the Office of Residence Life works with various other areas within Student Affairs to provide ongoing programs and opportunities throughout the academic year where individuals come into the residence hall communities to discuss various topics. Topics include leadership, peer education, etiquette, and safety. The opening of the new Judge Damon J. Keith Scholars Hall in the fall of 2014 provides additional opportunities for a more robust program. Additionally, the Student Activities office is coordinating an effort to create a campus-wide activities calendar which will provide additional opportunities.

Student-athletes are eligible to participate in any of the CASS support programs already mentioned. However, a few items of note specifically geared towards student-athletes include the following:

- The Faculty Referral Program will tag student-athletes so that the athletic department can be involved in supporting a student with academic issues.
- An Athletic Speaker Series of workshops is offered including topics focused on drugs, alcohol, and bystander intervention.
- Study hall space and a tutor are offered for football students identified by their coach.

An organization that is geared toward helping non-traditional students at WVSU is [Adult and Commuter Student Services](#), which assists in the recruitment and retention of adult learners and commuter students. Its

focus is to provide adult and commuter students with services and programs to support their academic, personal, and professional lives with the goal to assist in building connections with other adult learners and commuter students. The office is set up as a place for these students to relax and to study and provides partial kitchen services as well. Events such as [Commuter Week](#) have highlighted programming for this group of students on campus.

Non-traditional students were also previously supported by a Child Development Center run by the University from 1991 to 2011 at the site located on Barron Drive across from Ferrell Hall. The center was closed due to the retirement of the founding director and budget constraints. For the past two years, the site served as a Pre-School site through Kanawha County Schools. In May 2014, Kanawha County Schools decided to relocate the program, so it is no longer housed in this facility.

For current and prospective students preparing to enter the military, [Military Student Services](#) assists in identifying campus and community resources, enhancing the transition of military students to and from the university, as well as providing comprehensive support to military students and veterans during their tenure at WVSU.

For those wishing to gain work experience while attending school, the [Office of Career Services and Cooperative Education](#) (CSCE) prepares WVSU students to achieve careers by offering programs to assist the career development process and to facilitate experiential learning through cooperative education programs. Services offered include career planning, job search assistance, testing, work study job placement, and the Cooperative Education program.

Graduate students at WVSU are also supplied with additional services beyond those supplied to undergraduates. All three graduate programs ([biotechnology](#), [media studies](#), and [law enforcement](#)) have websites that detail admission and performance standards as well as program requirements and course descriptions. In addition, two of the programs have manuals available online to assist prospective and current students with the resources available. These are links to the [biotechnology](#) manual and the [law enforcement](#) manual.

Finally, all students taking online courses are supported by the staff at the COL. The COL Help Desk offers after hours tech support via the COL's online help desk (<https://col.zendesk.com>). Since its inception in July 2012, COL has addressed more than 705 requests via the help desk (289 of which initiated by students), in addition to the tech support offered via face-to-face meetings, phone, or email. The COL Help Desk also provides tutorials that cover recurring questions students have such as "how to login" and "how

to take a test.” Additionally, live training sessions are offered at the beginning of each semester for individual students or entire classes. The focus of these trainings is to provide students the knowledge on the use of the learning management system, Sakai, such as learning how to log on and access the course.

Future plans include developing an online orientation course for students enrolled in online courses. Funding has been secured and the design and materials are being developed for orientation starting in fall 2015. COL also plans to expand the tutorials to include more tools and tips in using the learning management system as well as pedagogical suggestions such as studying and preparing to take an online course.

3.D.2. *The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.*

All incoming students are required to attend one of the orientation programs hosted on campus prior to the start of a new semester. A faculty member from each academic program meets with students to create a class schedule based on the students’ academic interests. If students are undecided, they are encouraged to pick an academic area that interests them most and are advised by a faculty member in that area. Advising is discussed in detail in the next section.

As part of the admissions and orientation process, students may take various placement tests that will assist advisors in enrolling students in proper introductory courses, thus preparing students for their future academic needs. Enrollment in college-level courses in English and mathematics at WVSU requires demonstration of a minimum level of proficiency as indicated by scores on ACT or SAT examinations, or scores on one of several placement instruments approved by the WVHEPC, or by a minimum grade of C in a developmental course taken at WVSU or another institution. WVSU uses the following system based on the ACT or SAT test scores to place students in the appropriate courses for these two disciplines.

English

Students with an [ACT English test score under 15](#) or equivalent are placed in ENGL 020 (Intro to College Writing). Placement into ENGL 101 (English Composition I) requires a minimum of 18 on the ACT English Test

(or 450 on the SAT verbal section). An enhanced version of ENGL 101 (ENGL101e) allows students scoring 15-17 on the ACT English test or who received a “C” in a developmental writing course to enroll. However, ENGL 101e requires a student to fulfill required Writing Center hours while enrolled in the course.

Math

[Students scoring above 23 on the ACT mathematics test](#) are eligible for MATH 121 (Pre-Calculus) or MATH 102 (Plane Trigonometry). Placement in MATH 103 (Math Ed – Problem Solving), MATH 111 (Mathematics for Liberal Arts), or MATH 120 (College Algebra) requires a score of 19-22 on the ACT mathematics test. MATH 020 (Fundamentals of Algebra) is the placement option for students who score from 15 to 18 on the ACT mathematics test.

It is worth noting that both the English and the math developmental courses are relatively new to the University, having come into existence since the separation from the CTC, which previously provided these courses. As such, the University continues to invest resources into the improvement of these courses.

Accuplacer

Students with more than five years between finishing high school and enrolling in college who do not have ACT/SAT scores can take the ACCUPLACER exams to determine course placement. Additionally, students who believe that their ACT/SAT scores do not reflect their ability in math or English can also take the ACCUPLACER exams to improve their placement in these areas. The ACCUPLACER exams are online and self-paced and require at least an hour to take each exam.

Foreign Language Placement

Students may test-out of French 101, Spanish 101, or German 101 if they have taken two years of that language in high school. Test-out exams are offered the first week of classes and are coordinated through the Foreign Language Lab (218 Ferrell Hall). Students have to be enrolled in the appropriate course to receive credit. If they pass, they receive a grade of K, which provides three hours of credit but is not used in their grade point average calculation. This practice allows students the option to enroll in a more advanced foreign language course that semester. Students with three or more years of a high school language can contact faculty in the Department of Modern Foreign Languages for advanced placement.

Learning Support

The various student support functions of CASS were discussed in detail in the previous section. Of particular interest to the current discussion is the academic support provided through tutoring.

The [Academic Assistance Office](#) provides academic support services for students. This includes appointment-based tutoring, walk-in tutoring, online tutoring services, academic workshops, and academic coaching.

Peer tutoring is available by appointment from WVSU students who have taken the course, been recommended by the instructor, and taken a tutor training course to learn to help students master the course material. Subjects covered by this program include math, English and writing assignments, business, natural sciences, social sciences, and foreign languages. Walk-in mathematics tutoring is available for most mathematics and science classes. Tutors help students with class content, reviewing course materials, and exam preparation.

The walk-in Writing Center has free tutoring available for any writing assignment located in the Drain-Jordan Library. The Writing Center is staffed with student tutors/consultants ready to aid the student writer in all aspects of competent writing. From the basic mechanics of writing, drafting, and organization, through successive drafts, the tutors/consultants empower student writers to recognize writing challenges they may experience. Tutors/consultants do not write on the students' papers, nor are they present simply to proofread and advise the student writer to make this or that change; rather, they explain what issues they see and offer handouts and resources for the student to discover for themselves how to correct their own papers.

As noted in the previous section, in addition to academic tutoring, several new initiatives to support student learning have been developed by the [Division of Enrollment Management and Student Affairs](#) in the past two years. Notable among these are the creation of the Office of New Student Programs, the Military Student Services Center, and Adult and Commuter Student Services.

The [Office of New Student Programs](#) supports the mission and goals of WVSU through a variety of first-year success initiatives. This office is responsible for a diverse student population and works to develop and implement exemplary programs and services targeted to meet the unique needs of WVSU students. Its programs and services are based on the belief that all students have the potential for college success; all deserve to be treated with dignity, and all are to be respected for their differences. Further, the

office believes that high-quality new student programs will enhance students' ability to function effectively both inside and outside the college environment, strengthening the likelihood that they will persist in their educational efforts and meet their academic goals. The office offers a wide array of services, including

- providing a first-year experience class for students;
- coordinating the Thurgood Marshall College Fund;
- coordinating the McNair Scholars program; and
- providing other first-year college experiences.

The Freshman Experience course is particularly helpful in aiding students with their transition to college life. The course is required of all first-year students and must be taken within their first two semesters. This experience course began in 2009 and is designed to assist first-year students develop the skills and abilities necessary for academic success. Each of the four colleges offers a customized version of this course, so a student will take the course in the field they are interested in pursuing. Core course objectives and student outcomes are shared by all four versions of the course, but each college is also free to add college-specific topics to its syllabi. Topics covered include Campus Connection, College to Career, Study Skills, Interpersonal Communication, and Personal Habits.

The [Military Student Services Center](#) is another new initiative with the goal to engage and support military students and veterans so they can thrive while completing their education and pursuing career goals. WVSU is a military friendly school that works to help ease the educational journey of military and veteran students and their families with helpful staff and a wide range of resources and services. From easy access to information about benefits to connecting with other veterans through military student organizations, the center supports students through their transition with both educational and social programs.

A third new initiative is [Adult and Commuter Student Services](#). This service aims to improve recruitment and retention of adult learners and commuter students at the University. The program's staff members understand the needs of the non-traditional students attending WVSU. Their focus is to provide adult and commuter students with the services and programs they want and need, with the primary goal of connection-building with other adult learners and commuter students.

3.D.3. *The institution provides academic advising suited to its programs and the needs of its students.*

Students newly admitted to the University are invited to register for one of the several [new-student orientations](#) that are scheduled prior to the start of a new semester. These orientation sessions introduce first-time college students and transfer students to the traditions, expectations, programs, and services of the University and provide students with their first advising session for the upcoming semester. A final orientation session is held the week before the start of each new semester for those students who did not attend an earlier orientation session. The deans of each college select faculty advisors to attend orientation sessions.

Following general orientation activities, each student meets with a faculty advisor from the student's chosen major for her or his first advising session. Students who have not yet decided on a major are asked to meet with an advisor from a discipline that they are interested in studying and are told that they can easily switch majors at any time during their first year since they will initially be taking general education courses that are applicable to all majors.

During the initial advising session, the student is introduced to that department's specific advising/tracking methods as well as to the general education and core curriculum requirements for graduation. First-year students are also given a recommended course sequence at this meeting that maps the path to graduation so that they are aware of the progressive requirements for graduation. At the conclusion of the advising session, the advisor registers students for their first semester of classes.

Previously, the University only offered one large orientation session at the start of each semester. While meeting together as one cohort worked well for the general orientation session, the large number of incoming students created long waits for advising and registration. The University revised its orientation schedule approximately five years ago to the current method to improve the student's initial experience. Wait times for students and their accompanying parents have been significantly reduced. Most new students are advised and registered in a half-day session.

First-semester students are assigned a permanent advisor by the department chair, who typically sends out a welcome letter with advising information to new students during the first few weeks of the term. Approximately two years ago, the University re-initiated updating student records in MyState with advising information, so students now have another way to find and remember who their advisors are.

As would be expected, the student-advisor ratio varies depending on the number of faculty members and the number of majors in a department. Typical departments assign 10 to 25 students per advisor, but for popular majors in departments such as business, criminal justice, education, and health and human performance, advisors may be responsible for upwards of 50 to 60 advisees. Most departments do not provide formal training for advisors. New advisors learn on the job and by shadowing or consulting with experienced advisors. A few departments, however, offer training materials and a training seminar for new advisors. New advisors are typically given fewer advisees for their first year of advising.

On-going academic advising for continuing students generally starts during the eighth week of each semester. Students are made aware of the start of the advising period through a variety of methods. Announcements are placed on the University webpage, signs are posted throughout campus, advising dates are posted on the [academic calendar](#) on the University's webpage, and faculty make continuous announcements in their courses to alert students of the need to meet with their advisors. These meetings between advisor and advisee are critical to the student and are held in high regard at WVSU to ensure students are matriculating through the proper course sequence to ensure timely graduation.

Most faculty members meet with their advisees during regular office hours. Advisors in departments with high student-advisor ratios, however, typically post advising appointment times on their office doors for their advisees to schedule their semester meeting. These faculty members typically have extended office hours during main advising periods.

The University assigns each student a PIN number for access to the online registration software in MyState. Advisors give the PIN number to the student ONLY after he or she has met with the advisor and the advisor has confirmed that all classes the student is about to take are needed for graduation or fulfill an elective, fall in the sequence of courses for the degree completion, and are currently open for enrollment. Furthermore, the advisor confirms the advisee has all prerequisites for the courses the student intends to take.

Beginning in the fall 2012 semester, most departments opted to activate the automated prerequisite checking in MyState (Banner). When this option is activated, MyState checks the student's records to verify that the student has met any stated prerequisites before allowing registration for a course with prerequisites. The validation has prevented students from signing up for courses for

which they have not yet met the prerequisites, but it has also caused problems with registration for transfer students who have taken the required courses at other institutions. Department chairs and college deans are readily available to provide the needed override signatures on “blue cards,” but for the future, a software solution would be preferable.

Advisors encourage students to register for their classes while they are still in their advisor’s office provided that the student’s registration window has already opened. Registering on the spot helps ensure that students register in a timely manner and immediately resolve any problems with registration before they leave the advisor’s office.

Both the advisee and advisor keep updated records of each advising session. In addition, the records from each advising session are kept in the student’s file in the departmental office. In the fall of 2012, WVSU entered a piloting phase of using MyDegree@State as noted in a [message from the Provost](#) to all faculty members. Following a trial period during the spring and fall 2013 terms, the system went live on April 1, 2014. This program assists both advisors and students in the tracking of proper course sequence and obtainment as well as securing the records needed for graduation certification. The program also assists in the evaluation of transfer credit for the transferring student coming to WVSU. Details about the software program are described in the next section under “Computing Resources.”

Transferring students have their incoming transcripts evaluated by the registrar. At times, the registrar will ask for the department chair or the program director to evaluate a specific course pertaining specifically to the major for clarification regarding acceptance or denial of that specific course.

When graduation nears for the student, she or he must have a senior evaluation completed by the department chair. As the student progresses through the major, the advisor keeps proper records regarding the completion date and final grade for each course (general education and core courses) on the advising form. This advising form is further reviewed by the department chair and signed for approval of graduation. Sample advising/academic tracking sheets are provided (see “[Advising Sheets](#)” folder for a sampling of departmental advising sheets).

Faculty advisors at WVSU also serve the role of academic counselor, which encourages a broader advisor/advisee relationship. Advising thus goes beyond just helping students pick courses and ensuring that they are on-track to degree completion. The faculty advisors are also the professors who are teaching the students’ major

courses, meeting with them during office hours, and communicating with them several times during the week. During these frequent interactions outside of the advising period, advisors can assist students in problem solving and long-term planning of their academic programs and when necessary, refer them to the University academic support services. Advisors thus transition to mentors and eventually colleagues as students advance through their degree programs.

The University also conducts [withdrawal counseling](#) with students who are considering leaving the University and exiting their academic programs of study. These sessions are conducted by Academic Affairs and are completed to advise students of all options available to them and to address the situation leading to a withdrawal decision with a goal of finding a solution that will enable the students to remain enrolled and attending in an uninterrupted fashion. Data concerning the success of the program can be [found here](#).

The faculty advisor also counsels students who wish to withdraw or “drop” a particular course during a given semester. The advisor conducts these advising sessions to best advise the students on potential changes and implications the drop may cause in their matriculation schedule for their particular major. At times, the student is advised not to drop the course.

While all students enrolled at the University follow these guidelines for advising, the University also has a few special cases. Students admitted to the [Honors Program](#) are assigned to a specific honors advisor within their major. The honors advisor not only provides regular advising for the major but also advises students about specific honors requirements. In addition, honors students must meet regularly with the Honors Program Coordinator, who monitors the students’ success in the program and advises the student during the capstone and honor’s thesis phase.

Graduate students in the media studies, biotechnology, and law enforcement programs initially meet with the Coordinator of Graduate Studies prior to the start of their first semester of graduate work for advising. After the completion of the first semester, students choose an advisor with whom they intend to work on their thesis, or the coordinator assigns the students a regular academic advisor from among the graduate faculty in their discipline.

Lastly, special summer advisors are available to work with freshmen and transfer students who will be enrolling in the fall and are unable to attend one of the orientation sessions. Advisors meet with students one on one (or by phone) and review program requirements, academic policies and

procedures, and general information about the University. The goals of the advising session in the summer is to create a four-year matriculation plan of study and enroll the student in their first semester of classes based on their four-year academic plan.

Even though the University has not undertaken any formal student satisfaction survey, feedback that both advisors and department chairs have received from students via email as well as at the conclusion of an advising session indicates that students overall are happy with the quality of advising they receive. Students will, however, occasionally consult with the department chair if they are unsatisfied with their assigned advisor or a particular advising session. Department chairs usually resolve the issue, and follow-up email from the students demonstrates that the students understand that they received sound advising.

One shortcoming noticed, however, is that although the procedures for advising are described in the [Faculty Handbook](#) (p. 30), no corresponding procedural descriptions are published for students. It would benefit all students, but especially new, transfer, and re-admitted students, to have a detailed description of advising in either the University catalog or in the student handbook, “[The Buzz](#).” Another option would be to create an advising webpage under “[Current Students](#)” similar to, but with more detail, than the webpage “[New Student Advising/Orientation](#)” under “[Future Students](#).” That being said, several departments ([English](#), [business](#), [political science](#), [criminal justice](#) [p. 7], [social work](#)) have information about advising on their webpages, so perhaps making that information uniform across all departmental webpages would be another solution.

3.D.4. *The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).*

The central mission of WVSU is teaching, learning, and service, and as such, the institution works hard to develop environments conducive to support this mission. These environments include both personnel and infrastructure to facilitate instruction and development of the students.

Library Resources

The [Drain-Jordan Library](#) has been a center of educational activities on the WVSU campus since 1951. Its purpose is to support the educational mission of the University by advocating the University's intellectual inquiries and scholarship.

Some of Drain-Jordan's resources include books and journals (in both print and electronic formats), an electronic teaching lab, and a variety of technological and pedagogical tools. Faculty members are encouraged to use the Drain-Jordan Library and to foster their students' information-seeking and discovery by supplementing classroom activities with reading and research assignments in the library.

The library faculty teaches students, individually or in groups, to use standard research methodologies and introduces them to the proper use of resources such as catalogs, electronic databases, and Internet search engines. Each year the library services several thousand visitors. Additionally, the library faculty provides in-depth information on topics such as plagiarism and the use of proper citation formats and schema.

Members of the reference department are available to assist students, faculty, and staff with their reference and research needs during all hours that the library is open. Limited technical support with library computers and software is also available. Reference assistance is available in person or by calling the library's reference desk. Additionally, the reference department provides information via email and the “chat” [Ask-A-Librarian](#) service, accessible on the library's website. Both email and the Ask-A-Librarian service are completely interactive when a librarian is on duty.

The reference collection includes current print materials, including government documents, to support the academic programs of the University. Electronic reference books make portions of the reference collection continually accessible. The reference room also contains the following special collections: Benin, Paradise Film Institute, and (circulating) oversized books. Students may only use reference materials in the library. Faculty may check out reference materials for 24 hours.

Another major service provided by the library faculty is the provision of orientation services and research instruction or “[information literacy instruction](#)” for students. Students who are library literate are better-equipped to handle information in college, their everyday lives, and continuing their research in other academic libraries.

Librarians offer a variety of instruction to introduce faculty and students to the library's resources including basic demonstrations in using the online catalog, online periodical indexes, library web pages, and government resources. Librarians also prepare handouts and gather subject-related material for advanced classes. Most instructional classes include library tours and practice in database searching in the library's Electronic Teaching

Center (ETC). Additionally, librarians conduct instruction in regular, non-library classrooms if so requested or invited to do so by professors. Information about library instruction can be found under the link [Library Instruction Calendar](#) on the library's home page.

The Drain-Jordan Library currently owns over 200,000 volumes. Material may be located through the use of the [library's online catalog](#). Electronic texts represented in the catalog may be accessed 24/7. The library also provides over 12,000 periodical titles available through database and individual subscriptions in both online and tangible formats. The library's home page provides access to these subscriptions and a complete list of availability.

The library has also served as a selective depository for federal government documents since 1907. Most of the depository collection is interfiled with the rest of the book/reference collections and is searchable through the catalog or the library's [Journal Finder](#).

Books and journal articles not available in the Drain-Jordan Library may be requested from other libraries through the inter-library loan (ILL) service. Inter-library loan request forms are available in the library handouts section near the circulation desk as well as online [ILL forms](#) are either turned in at the circulation desk or the reference desk or are submitted online. The library absorbs all reasonable costs for borrowing and copying materials from other libraries. If the cost is too expensive, the patron is contacted by ILL staff before proceeding further.

Located on the ground floor, the WVSU Archives houses materials concerning African-Americans in West Virginia, the history of African-American higher education, regional history, and the history of the University, its alumni, and its staff. These materials include monographs, University documents and records, manuscript materials, photographs, sound recordings, videos, and maps.

The Instructional Materials and Production Center (IMC), located on the second floor of the library, offers a selection of K-12 teaching materials and resources to the University community and the area. The collection include a variety of textbooks, juvenile literature, including Caldecott, Newbery, and Coretta Scott King award-winning books, as well as magazines, posters, photographs, puppets, and teaching kits.

Patrons of the IMC may use the Ellison die cut machine to produce perfectly-cut shapes and letters for various projects. A comb-binding machine and laminating services are also available for reports. Lamination orders are usually available in 24 hours. Binding and lamination services are subject to a cost-recovery fee. Additionally, the IMC has a Promethean ActivBoard similar to those currently used in

West Virginia public school classrooms. The IMC is open during regular library hours.

In support of WVSU faculty needing high performance computing for research, Stinger (a high performance computer or super computer) has been located at the library. The supercomputer also has a High Definition Tile (a.k.a. VizWall) that enhances the high performance computing and provides a visualization environment. These tools are located in the back of the periodicals area on the first floor of the library. The Super Computer and VizWall help faculty with processing large sets of data for advanced research capabilities and for teaching more complex and advance concepts in their academic areas.

The Faculty Center for Excellence in Teaching (FACET) room provides an area for faculty to meet and collaborate on ways to improve teaching methods. The FACET room is located on the ground floor of the library and is equipped with nine Internet-ready computers plus an instructor's computer complete with a projection and screen system. Also included are two large conference tables with seating for 16 participants.

The library has nearly 100 desktop and laptop computers for use by University students and faculty. The computers are configured with standard Microsoft and Open Office software to use with Internet, email, and standard productivity applications. Laptop computers may be checked out for in-house use and have printing capability from anywhere in the library. Patrons are charged 10 cents per page for printing.

In addition, there are two desktop computers configured with software to meet Americans with Disabilities Act (ADA) needs. The library has black and white printers plus a color printer. In addition, there are several scanners located throughout the lobby computer area. To scan, print, or email from microform, there are two computers with microform scanners—one is in the lobby area and the other is in the periodicals area. Three copiers are also available on the first floor of the library.

To further expand its abilities to supply research materials to students, faculty, and staff, the library is in the process of applying for membership to the [Pennsylvania Academic Library Consortium, Inc.](#) (PALCI). Membership in PALCI provides borrowers with an expedited interlibrary loan service that allows them to submit requests for materials directly from another member library. A rapid interlibrary loan service delivers electronic documents within hours, and a number of electronic databases are also available to remote users. Faculty from a participating university may also visit other member libraries and borrow circulating material.

The University library adheres to the code of ethics of the American Library Association, the Library Bill of Rights, and the American College and Research Libraries (ACRL) guidelines for library and information services and resources for both on-campus student learners and distance learning. The Drain-Jordan Library works to adhere to the ACRL Distance Learning Guidelines in providing library services to students and faculty participating in WVSU distance learning programs. These services are designed to assist those affiliates who receive all their courses off campus. More information can be found on the [Drain-Jordan Library's Distance Learning Page](#). Also, to facilitate a campus culture of copyright compliance, a [Copyright and Fair Use Guide](#) was created in October 2014.

[Library Liaisons](#) ask academic departments what they need, and each individual adheres to an allocated budget based upon the total number of students enrolled per major. Librarians check requests submitted electronically for possible duplication, pricing, etc. Library material requests are reviewed and authorized by the Library Director as well as the Office of Academic Affairs and the Business Office, and then the purchase orders are submitted to an accounts receivable clerk for ordering. Orders are submitted to vendors. A record of receipt of materials is kept, and then the new acquisitions are sent to the library's cataloging department for processing.

Annually, the Library Director presents a needs and resource assessment to Academic Affairs with priorities. It is a tool used to plan for and develop the operating budget. The department management and staff identify objectives, performance indicators, and the resources needed to accomplish goals. Services are reviewed to determine purpose, need, and cost-saving ideas. Over the past five years, the library conducted surveys to assess relevancy of library materials, staffing, etc. The responses helped with curricular support of the University to create and revise each year's budget and adjust and re-adjust to the changing economic environment. The library also received a grant to conduct a LibQual survey, which was conducted in 2012. The responses were posted on the University's website and a physical copy is available inside the library. Customer service rating was ranked very positive for the Drain-Jordan Library.

Computing Resources

[Information Technology](#) (IT) provides academic computing for all WVSU locations. This department is responsible for maintaining computer equipment, software, and peripherals across campus, as well as the instructional computer laboratories both on campus and in several off-campus locations. The biggest issue on campus right

now, from email complaints received from faculty and students, is the amount of available wireless bandwidth. This issue is being addressed as a contract with Frontier Communications was approved in November 2014 to increase the campus bandwidth from 100 mbps to 300mbps with the ability to upgrade in the future.

The staff is also responsible for telephone and networking installation and maintenance as well as support and assistance with audiovisual equipment. Recent partnering with Google has allowed WVSU to deliver improved email, file space, and online applications for student, faculty, and staff. [Specifications](#) are published for campus and architects as well as standards for [web pages](#). The standards listed here are to insure campus interoperability, to comply with the BOG policies, and to state the minimums of what the campus expects from the maintenance personnel and outside vendors.

All degree programs at WVSU involve students in learning computer applications related to their major as well as having all graduates satisfying general education requirement information skills. All classrooms have either direct Internet connections or wireless Web access. Discipline-specific computer facilities are available for students in various majors as well as general purpose computer facilities available in classroom buildings, the Drain-Jordan Library, and the cybercafé in the Wilson Student Union. Assistance with hardware and software issues, network outages, report requests, or telephone problems are addressed through the help desk portal located at <https://mystate.wvstateu.edu> or by calling the IT help desk.

Students use information technology via a variety of equipment including personally-owned laptops, tablets, and mobile devices as well as University-owned computers, both laptop and desktop. Spaces with power, wireless, and wired capabilities are available across campus for students to study, collaborate, and create. The campus core was upgraded in 2013 to layer three network switches with a 10 gigabyte (GB) ring, with minor buildings being upgraded to 1GB fiber connections from the nearest 10GB building. Wireless with a/b/g/n standards was installed on campus with nearly 100 percent coverage and wireless throughput up to 350 Megabyte (MB). The connection to campus is still a point-to-point from building 6 WVNET (West Virginia Network for Educational Telecomputing) at 100MB, which gives WVSU 92MB of commodity Internet access with plans to increase the pipe to campus to 1GB and 300MB of Internet access.

IT has developed and supports several digital tools to promote student success by providing current information on student progress and resources. Two examples noted here are "MyState" and MyDegree@State.

MyState is a web-based portal that gives student, faculty, and staff access to personalized information and services. Students using MyState can view the following information:

- Registration records
- Grade reports
- Academic transcript
- Semester schedules
- Degree evaluation
- Test scores
- Financial aid reports

Students can also use MyState to perform the following functions:

- Register for courses
- Add or drop courses
- Pay fees
- Change addresses, phones, email
- Access MyDegree@State

Faculty and staff can use MyState as follows:

- View and print class rosters
- Publish office hours
- Publish syllabus information
- View detailed semester schedule
- Search the University catalog
- Submit midterm and final grades
- Refer students for academic counseling
- View student advising information
- View student registration records, transcripts, and test scores
- Access MyDegree@State

[MyDegree@State](#) is a web-based portal that provides students, advisors, and support staff access to student records for advising and counseling. This is a new initiative started in spring 2014. Students may access the system to

- directly access multiple related services and advice through hyperlinks to catalog information, class

schedules, transcripts, help desk services, and FAQs;

- compare different degree options;
- obtain real-time advice and counseling;
- access self-service capabilities; and
- monitor progress towards graduation.

For advisors and support staff, MyDegree@State can

- support real-time delivery of academic advice through intuitive web interfaces;
- minimize errors through consistent degree plans;
- support more timely degree certification;
- reduce paperwork and manual program check sheets; and
- support and monitor program changes.

Center for Online Learning

The mission of the [Center for Online Learning](#) (COL) at WVSU is to assist faculty members to use educational technologies that help support their teaching and enhance the learning and retention of their students. The strategic functions and key operational focus of COL include the following five primary focus areas:

1. Administering and managing the University learning management system, WVSU Online, and providing technical training and support to faculty and students
2. Providing training and support in effective design and delivery of online courses as well as promoting the best-practices in these areas
3. Promoting and facilitating the implementation of “Quality Matters” standards for online courses (a national accreditation program and WVHEPC initiative) at the University and assisting the faculty in conducting self-reviews of online courses
4. Reviewing and reporting on developments in educational technology
5. Providing consultation on the selection of academic computer hardware and software as it relates to online learning

New Facilities

The [D. Stephen and Diane H. Walker Convocation Center](#) was constructed in conjunction with renovations to Fleming Hall and dedicated on February 28, 2014. The Walker Convocation Center can be used for events seating up to 2,200, such as convocations and graduation ceremonies, or as a 1,350 seat arena for basketball and volleyball games. Renovations to Fleming Hall, built in 1941, include high-tech study areas, upgraded classrooms, computer labs, a physiology lab, offices for faculty, training facilities, and locker rooms. The lobby of the convocation center is named in honor of Earl Francis Lloyd, a WVSU graduate, who became the first African-American basketball player to compete in the NBA, breaking the league's color barrier. This project was funded by two sources:

- \$15 million in Education, Arts, Science, and Tourism (EAST) bonds issued by the West Virginia Development Office
- approximately \$5 million from a capital project allocation received by refinancing debt held by WVSU

The [Judge Damon J. Keith Scholars Hall](#) is the [modern living facility](#) that opened in August 2014. This is the first new dormitory on WVSU's campus in 44 years and contains a total of 291 beds. There are 10 apartment style units (18 beds) for non-traditional students and faculty as well as 273 suite-style beds in two-, three-, or four-bedroom configurations that are open to all student classifications. This new facility has community amenities including a multi-purpose room, café, and gaming room, which provides a living and learning environment to foster education and engagement. The new hall is named in honor of distinguished WVSU alumni, The Honorable Damon J. Keith, who has served as a judge on the U.S. Court of Appeals for the Sixth Circuit since 1977. There is an honors floor for the Keith Scholars. The Keith Scholars program financially assists students from Detroit area public schools with room and board, tuition and fees, and textbooks. Prospective Keith Scholars must also possess academic excellence and a social-equality perspective of the world. Construction was funded by a series of revenue bonds issued by the Kanawha County Commission to the WVSU Foundation.

The University also constructed the new [George V. Monroe Athletic Complex](#) to support student-athletes. Opened in early 2015, the athletic complex supports training and conditioning programs for all student-athletes and students involved in the Sport Studies program. The two-story building contains 15,691-square-feet of space featuring

state-of-the-art weight-training facilities, a conference room, locker room, team meeting room, and coaches' offices. This project was funded by a promissory note in the amount of \$2.7 million [as approved by WVHEPC](#) (p. 10) and donations made by University alumni and supporters.

The WVSU Drain-Jordan Library is the home of the [Computational Science Center](#) (pp. 5, 11). A high-performance computer cluster and a visualization tile (VizWall) display with four 46" high-resolution monitors, classroom seating and conference space is housed in the renovated space previously holding the microfiche machines. The addition of this supercomputer, nicknamed "Stinger," was possible thanks to funding from the National Science Foundation's EPSCoR Research Infrastructure Improvement Track-2 Program (Grant # EPS-0918949) and collaborative support from the WVHEPC. Although the primary use of Stinger is for research purposes, it is also used in teaching and outreach to attract others into the STEM areas as well as to encourage collaboration both on and off campus. To date, [Stinger has been used](#) in teaching both undergraduate mathematics courses as well as a number of the biotechnology graduate courses. Research of both undergraduate (3) and graduate students (3) has utilized this resource as have collaborative projects with West Virginia University, University of Nebraska, and University of Chapingo.

The University upgraded classroom equipment in the fall of 2013 totaling approximately \$650,000. These upgrades were funded by a capital project allocation from the refinancing of WVSU's debt. The classrooms upgraded are located in Cole Complex, Davis Hall, Ferrell Hall, Wallace Hall, Hill Hall, Hamblin Hall, and Fleming Hall, and included the following equipment and structures:

- LCD projectors
- TVs
- Computers
- Virtual classroom interactive pen display
- Pianos
- Marker boards
- Training tables
- Audio visual equipment
- Smart podiums
- Smart boards

WVSU's current [Master Plan](#) dates from 2006 and is due for its decennial update. Work on a new Master Plan is scheduled to begin during the 2014-2015 academic year. The 2006 Master Plan identifies 10 tier-one projects and 15 tier-two projects. Of those 25 potential projects, five were directly or indirectly connected to the Kanawha Valley CTC (formerly West Virginia State CTC), which was still co-located with WVSU when the Master Plan was published. The CTC is no longer co-located on the campus of WVSU. Of the remaining 20, five tier-one projects and six tier-two projects have been either completely or partially implemented since 2006. In addition to the new dormitory, the new multipurpose academic and athletic facility (convocation center) with expanded parking, the updated Health and Human Performance facilities and renovations of Fleming Hall, and the expansion and renovation of the football and other athletic facilities, as described above, WVSU has also taken action on the following additional items identified in the 2006 Master Plan:

- Created a one-stop-shop for student services on the first floor of Ferrell Hall by co-locating the Admissions Office, Registration and Records, the Cashier's Office, the Parking and ID Office, the Financial Aid Office, and administrative offices of all vice-presidential areas.
- Acquired new land for the University by inheriting the former land and buildings belonging to the West Virginia Rehabilitation Center located west of the main campus, which also provides additional parking.
- Converted and upgraded some common areas in Wallace Hall into classroom space to be located on the same floors as faculty offices. More work remains to be done in this area.

Given the difficult, national financial times that have affected the University in the previous 10 years, the completion of a large number of projects from the Master Plan, either fully or partially, suggests a strong commitment to the Master Plan's implementation on the part of the University's administration. A few years ago, the Office of the President created an ad hoc Facilities Committee tasked with identifying equipment and furniture needs across campus. That committee, however, has not met in a few years. In addition to updating the Master Plan, which focuses on the development of new campus structures, the Facilities Committee should be reconvened to develop a strategic plan for campus technology to address the instructional needs of the existing campus facilities.

3.D.5. *The institution provides to students guidance in the effective use of research and information resources.*

Information literacy is integrated into the general education core curriculum at WVSU. This core consists of three major components: Interdisciplinary Matrix, Intellectual and Personal Development, and Modes of Inquiry. The core is overseen by the General Education Committee, which includes faculty from all colleges as well as one of the library professionals. The composition courses in the Intellectual and Personal Development component, specifically, English 101 (English Composition I), English 102 (English Composition II), and English 112 (Technical Writing) instruct students on research skills and use of information sources in writing assignments.

Both English 102 and English 112 provide students with an introductory research experience that focuses on how to write a research paper using either the MLA or APA citation format. As discussed in the previous section in greater detail, the [Drain-Jordan Library](#) also provides students with assistance in accessing research and information resources as well as effective use of these sources. Some of these sources relevant to information literacy include

- online research tools for finding research topics, using the library catalog and search engines, using databases, evaluating resources, providing proper citations, and abiding by academic integrity;
- workshop and tutoring on library research skills;
- access to librarians via "[Ask a Librarian](#)" and "Text a Librarian" services; and
- online [Interlibrary Loan](#) service provided to borrow periodicals, books, pamphlets, and documents from other libraries.

The Drain-Jordan Library information literacy instruction program exists to support the academic curriculum of the University. The library's information literacy mission is "to empower students to become information literate citizens who are confident in their improved information seeking skill sets, and able to apply critical thinking skills in their retrieval, evaluation, and ethical use of information for their academic, professional, and personal lives."

The Drain-Jordan Library information literacy program corresponds directly with WVSU's general education learning outcome goal #8. The goal states students will "demonstrate their use of the college library and other resources and tools for obtaining information." The Drain-Jordan Library information literacy instruction program

is taught by library faculty and supports the teaching, academic success, and retention of the University's students. Library faculty address the copyright subject matter as they are co-teaching Freshman Experience courses for all four colleges of WVSU so that freshman students understand what plagiarism is and how to create correctly-formatted source citations. As the library department measures its continual impact on student learning, staff members continually plan and conduct projects that show the impact of information literacy instruction on student success. The library's assessment of what students have learned from the information literacy program is evidence that the library is promoting a campus culture of assessment and helps students improve their level of understanding of information ethics and fair use.

As part of its efforts to improve information literacy, in 2012 the library launched the new Library Learning Center (see [director's statement](#), p. 1), an area to teach information literacy concepts related to research. The Library Learning Center replaced the Electronic Teaching Center and now accommodates more students with updated technology. Twenty-five computers are now available and four large wall monitors enhance the teaching of information literacy concepts. The room was also refurbished with new tables and chairs.

In addition to assistance from librarians, students writing research papers are encouraged to visit the WVSU Writing Center. All Writing Center tutors are trained in using style guides and in doing online research. Also, the tutors typically have completed several courses during their studies that require writing research papers.

Faculty are also guided by the library staff, as needed, with copyright and fair use questions. In addition, the Center for Online Learning offers faculty copyright training through the Online Learning Consortium. Although the course is not yet required, it will be in the future for all faculty teaching online courses. Additionally, the COL has had guest speakers. In the spring 2014 term, Dr. Monica Brooks from Marshall University came to campus to discuss copyright and fair use with WVSU faculty and staff.

Discipline-Specific Research Activities

Scholarly activities are an essential component of the academic enterprise. Accordingly, PLOs reflect the central role of research and scholarship. Research-oriented learning outcomes are manifested in a variety of courses in which the students at WVSU develop research skills through their engagement in research activities. Thus, instruction in research specific to an academic discipline is integrated into the majors. The development of these skills also aligns with the part of the University's [Vision 2020](#) plan, which states, "Promote and expand the research

mission of the University by increasing and supporting scholarly activities of faculty and students and developing strategic partnerships of higher education, government and industry" (p. 17).

All four colleges at WVSU offer research-oriented courses. Students in the College of Arts and Humanities perform a variety of research tasks at various points of their curriculum. In addition to all graduates from the University having an introductory research experience in English 102, majors in the college are required to perform research that results both in written assignments and as a background research for performing arts, such as production and recital. Examples of such courses include Advanced Studio Skills (ART 402, 403, 404, 405, 406, 407, 413), Communications Research (COMM 305), Introduction to English Literature (ENGL 250), Technical and Report Writing (ENGL 310), and Applied Music (MUS 191, 192, 291, 292, 391, 392, 491, 492).

The College of Natural Sciences and Mathematics offers several research-oriented courses such as Biology Senior Seminar (BIOL 411), Directed Student Research (BIOL 490), Biology Undergraduate Library Research (BIOL 492), Chemistry Junior Seminar (CHEM 350), Chemistry Undergraduate Library Research (CHEM 420), and Chemistry Senior Seminar (CHEM 450). The college also provides inquiry-based research opportunities that allow students to collaborate with faculty, across disciplines, on research projects. The Summer Undergraduate Research Experience (SURE) offers students an opportunity to participate in hands-on research in the College of Natural Sciences and Mathematics during the summer. The students that are accepted into the program receive a scholarship for their participation. Although this activity is not part of academic credit, the students participating in the program receive immediate application for their course of studies.

The College of Business and Social Sciences offers a variety of content-based research courses. In addition, Human Resource Management (BA 310), Psychology Research Methods (PSYC390), and Political Science Methodology and Research (POSC 311) all have a heavy research component. The senior seminar courses for each major also have a research component.

The College of Professional Studies teaches Research Methods (CJ 315) to its criminal justice majors in which students conduct research in a variety of ways with both quantitative and qualitative methods. The courses Health and Human Performance Program Planning (HHP 458), Research and Evaluation (HHP 460), and Methods of Social Work Research (SW 400) also have heavy research components.

Students participating in the WVSU Honors Program are required to develop an Honors Thesis as their capstone project.

Graduate programs also have courses specifically designed to introduce students to research writing in their disciplines. The media studies program requires all students to take Graduate Research and Writing (MS 502), candidates for the masters of science degree in biotechnology are required to take Master's Thesis Research, and all students in biotechnology may take Graduate Library Research (BT 592) and up to four credits of Graduate Research (BT 590). Students in the law enforcement program are required to take Research Methods and Statistics in Criminal Justice (LE 600).

In addition to course-based research, in fall 2013, a new program called "[Research Rookies](#)" began. This program was developed to engage beginning undergraduates in a STEM major in hands-on research with a faculty mentor to explore their intended major as well as to cultivate critical thinking skills. Students participating in this program also are responsible for submitting progress reports each semester and presenting their research on campus at a research symposium.

Summary of Component 3.D.

To meet the needs of the diverse student population, the faculty and staff at WVSU utilize a range of student support services that encourage the success of all students. To supplement the traditional services provided to students, the new administration has introduced a number of new and innovative services with a focus to make WVSU an even more student-centered campus. New technology has also been introduced since the last review to aid with that support. Most faculty serve as student advisors; many develop close professional relationships with students in the role of academic adviser, which encourages a broader advisor/advisee relationship. The introduction of the new tool MyDegree@State will help to bring more uniformity and accuracy in advising sessions across all departments. The University should encourage strong advisor-student relationships and provide training to advisors, as necessary, to help with improving retention numbers and timely completion of degrees. Where possible, the frequency of advisor-advisee interactions should be increased beyond twice a year.

The University has a good record of implementing the projects detailed in the Master Plan. As the University undertakes an update to that Plan in the upcoming year, it should reconvene the Facilities Committee to provide assistance in identifying areas the University needs to address in the next decade.

3.E. *The institution fulfills the claims it makes for an enriched educational environment.*

The following narrative of this core component is presented as a combined discussion of both subcomponents below to facilitate the analysis.

3.E.1. *Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.*

3.E.2. *The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.*

As a "student-centered" institution of higher education, WVSU provides its students with co-curricular programs aimed at enriching and broadening their educational experiences both in and outside of the classroom. This section presents a summary of salient programs, as reported by each of the sponsoring units at the University. The programs are embedded within academic and non-academic units, and thus they have been grouped for the purpose of this report and analysis into three main categories: academics, research, and service; athletics; and student organizations.

Co-Curricular Programs Associated with Academics, Research, and Public Service

Various co-curricular programs and activities are available to students that are associated with the institution's tripartite mission's core areas of academics, research, and public service. These different programs are offered to students to complement and enrich their academic experience at the University. Below is a description of all of these programs presented for each of the sponsoring units or by activity function.

Throughout the academic year, [CASS](#) affords students with various extra-curricular opportunities. One such program is "[CHOICES](#)." The co-curricular program "CHOICES" follows the institution's mission by engaging students in service learning and provides commitment to academic growth and service. College students interested in becoming a certified peer educator must enroll in the Education 110 Peer Education class. This class offers three college credit hours and may be used as an elective regardless of major. Once certified, the student will deliver formal educational presentations in a variety of settings including academic classrooms, athletic team meetings, campus organizational meetings, new student orientations,

and residence hall workshops. In addition, they may also have the opportunity to receive additional training and present programs at other venues including regional and national conferences. Since 2008, 115 students have been certified.

The peer educators host a variety of educational presentations every semester. Topics focus on alcohol awareness, tobacco prevention, mental health wellness, safer sex, and violence prevention. Most recently, as student interest has increased, “CHOICES” has added fitness, nutrition, and sleep to its programming efforts. Many of the programs are offered in conjunction with other national awareness weeks; however, the peer educators are often asked by faculty to serve as guest speakers or are incorporated into residence hall meetings. One important

goal of “CHOICES” is to make sure the presentations are exciting, innovative, and fun.

“CHOICES” is affiliated with the [BACCHUS Peer Education Network](#) and as such, participates in several national campaigns. Every October, CASS staff is involved with “National Collegiate Alcohol Awareness Week” and hosts “Safe Spring Break” each March. CASS also participates in “Sexual Responsibilities,” “The Great American Smokeout,” and “Through with Chew” weeks. The peer educators have created numerous interactive programs over the past years awarding them both regional and national attention.

Below is a table summarizing the number of programs delivered and the participants involved in the CHOICES program from 2008 to 2014.

Table 3.10. Number of Programs and Attendees at “CHOICES” Events over the Past Five Years

Academic Year	Number of Programs	Number of Attendees
2008-2009	23	1,533
2009-2010	34	2,299
2010-2011	30	3,442
2011-2012	20	1,715
2012-2013	24	3,003
2013-2014	53	1,906

The WVSU AmeriCorps program also follows the institution’s mission by providing students the opportunity to be civically engaged and to serve the campus and surrounding community. AmeriCorps is a program of the U.S. federal government engaging adults in intensive community service work with the goal of “helping others and meeting critical needs in the community.” These programs are well attended throughout the academic year and appear to have a positive impact on student success. The CASS office should continue providing and expanding programs to students. In so doing, it should consider student participation in the designing and delivering of these programs. The CASS office should also incorporate metrics to assess program effectiveness, impact assessment, and student learning outcomes.

[CSCE](#) is engaged in providing students with opportunities to link with future employers through internships, campus workshops, and job fairs. CSCE works in collaboration with the academic colleges and student groups to facilitate student development through co-curricular and

educational programs. This has been achieved through the hosting of convocations, job fairs, and other career-focused programs. Cooperative Education is an academic program designed to integrate classroom learning with professional applications and experience under the supervision of professional practitioners. Further, the program is designed to enhance education and the local economy by providing students with opportunities for practical experience at a work site and providing businesses, agencies, and industries with skilled employees. Internship and practicum opportunities are also offered through various academic departments as part of the major curriculum. Some opportunities are offered at the introduction to major level, and others are offered at the junior/senior level. CSCE has co-op opportunities that are similar to internships except these opportunities are paid (by the employer) and students can earn elective credit only. Additionally, the office has a “Job Certification” process where a particular job can become a co-op site. This process is utilized in a variety of settings from public accounting firms to social service agencies.

Opportunities for students to gain exposure to international experiences are available through the [Office of International Studies](#). Students have opportunities to participate in co-curricular activities abroad for academic credit. For example, eight WVSU students participated in a nine-day, one-credit-hour, statewide-sponsored trip to Quebec, Canada, in the past four years. In addition, thanks to a bilateral agreement, two WVSU students spent a full semester, and one a full academic year, at the Université Laval (Quebec City) earning transferable credit in intensive French. Students have also participated in a three-credit-hour trip to Costa Rica for the Spanish 303 Intensive Communication class. Over 30 WVSU students have participated in the 20-day trip to Costa Rica since the spring of 2008.

Students also have the option to participate in the International Student Exchange Programs consortium through a statewide agreement that allows WVSU students to register through Marshall University. The students may then spend a summer, semester, or year abroad at a rate equivalent to the in-state tuition cost at Marshall. Finally, a few students, mostly in the STEM areas, participate in international visitors' exchange programs. An important finding in this area is that the aforementioned opportunities seemed to be limited in scope and number. Thus, recommendations include increasing the number of opportunities for WVSU students via exploring additional partnerships with other partnering institutions and consortia as well as the additional establishment of academic programming related to international education. Moreover, efforts to quantify program effectiveness and student learning outcomes should be implemented.

Students have numerous opportunities to engage in co-curricular activities which enhance their academic experience while gaining valuable workforce skills. For instance, the WVSU [Center for the Advancement of Science, Technology, Engineering, and Mathematics](#) (CASTEM) provides students with academic support and professional development opportunities as a part of its mission to advance studies in science, technology, engineering, and mathematics (STEM).

The Learning Assistant program at WVSU is based on a peer-mentoring model pioneered at the University of Colorado at Boulder. This program places high-achieving STEM students into sections of the introductory biology course to provide supplemental instruction and in-class academic support utilizing a peer-mentoring model. The program, which is in its third year of implementation, provides an important support component to the education of the University's introductory STEM students. Additionally, this program has the objective of inspiring

upper-level STEM students to consider a career in education. To support them pedagogically in this endeavor, learning assistants engage in a course, EDUC 299 Pedagogy for Learning Assistants, on how to teach science and are mentored by education department faculty throughout the semester. This is a one-credit-hour course that is taken during the first semester a student serves as a learning assistant. To date, 10 STEM students have served as learning assistants.

The [Kentucky-West Virginia Alliance for Minority Participation](#), a [Louis Stokes Alliance for Minority Participation](#) (LSAMP) program, is designed to increase the quantity and quality of underrepresented minority students who receive baccalaureate degrees in STEM disciplines. LSAMP students at WVSU have historically received academic support in the form of student mentoring, tutoring, and tuition assistance. These students are technologically supported through an equipment loan program, which provides laptop computers and graphing calculators for academic use. These students are also provided the opportunity to attend regional and national meetings so that they may network with peers and leaders in STEM disciplines. The WVSU LSAMP program experienced a gap year due to expired funding. The National Science Foundation (NSF) has resumed funding for this program. Implementation of the next phase of WVSU LSAMP began in the fall of 2014.

One of the main goals of LSAMP at WVSU during Phase I was to create a culture of support for the participants. This has included information and guidance in choosing the right programs of study and the right institutions of higher learning. The students have been given opportunities to visit and network with faculty and students at various institutions through campus visits, research symposium, conferences, and workshops. The LSAMP participants have participated in and partnered with WVSU researchers to gain hand-on experience in the laboratory and in campus activities to assist the participants in creating a larger network of colleagues and friends to share in their educational and life experiences. WVSU LSAMP has also worked with STEM faculty and professionals to provide role models for the students and to serve as mentors. Some of the activities include the Guaranteed 4.0 program, the Day of Science sponsored by Oak Ridge National Laboratory and the University of Tennessee, the Association of Research Directors Biennial Research Symposium, the MANRRS National Conference, WVEPSCoR STaR Symposium, WVSU Student Undergraduate Research Program in partnership with WVEPSCoR, WVSU Day at the Legislature, and Research Day at the Capitol. The students have also served as mentors and teachers for pre-college students working

with WVSU's National Summer Transportation Institute (NSTI) and NASA SEMAA programs.

WVSU graduated several students over the course of Phase I of the LSAMP project. WVSU was specifically charged with producing nine direct support graduates. WVSU has accomplished this goal and the major contributions and successes of the program are the unique contributions of these nine students.

WVSU [NASA Science, Engineering, Mathematics and Aerospace Academy](#) (SEMAA) provides the opportunity for valuable informal education field experiences for STEM education students through engagement with and programmatic delivery for K-12 youth at local elementary schools and on campus at the University. These aforementioned opportunities, available through outreach, are not well-known by the student population throughout campus, or have not been taken advantage of when offered. Thus, it is recommended that an aggressive awareness campaign be implemented through the campus community for the dissemination and promotion of co-curricular programs available to students. Efforts to quantify program impact and student learning outcomes should also be considered.

Opportunities for students to participate in research is a foundation of the University's efforts to recruit, retain, and educate undergraduates, especially in the Science, Technology, Engineering, Agriculture, and Mathematics (STEAM) disciplines. The [Research Rookies](#) is a newly-instituted program that offers opportunities to college freshmen and sophomore students for meaningful participation in laboratory research from their first semester in college onward. The aim of Research Rookies is to engage highly-motivated freshman in faculty-mentored, hands-on research activities. Students explore their intended majors, develop relationships with faculty in their field, and gain valuable research and critical-thinking skills. A key objective of the program is to improve the recruitment and retention of promising, high-achieving, first- and second-year students, particularly first-generation, low-income, and under-represented minority students, by providing the academic and psycho-social support necessary to facilitate a seamless transition from high school through to their sophomore year of college. [SURE](#) is designed to provide research experiences for undergraduate students during the summer in the STEM disciplines. SURE complements the Research Rookies program by providing additional research opportunities for all students and a source of income over the summer.

Other programs offering research opportunities to graduate students include at least 20-40 research and teaching assistantships supported through federal and state research sponsored agreements. For instance, each year the Research and Public Service unit provides funding (derived from agencies such as DoEd, USDA, and NSF) for at least 15 graduate research assistantships for students pursuing a MS in biotechnology in the College of Natural Sciences and Mathematics. Eligible students must be working in research areas consistent with the mission of the sponsoring agencies as well as the University's research priority areas. One important finding was that there exist limited research opportunities to colleges outside of the STEM fields. Thus, efforts to continue expanding research opportunities for graduate and undergraduate students, by all academic units, through the active seeking of external support (e.g. grants, partnerships with industry, etc.) is essential.

The [Adult and Commuter Student Services](#) and the [Parent and Family Programs](#) offices provide support to engage the University's adult learners, commuters, parents, and families through several programs established on campus since November of 2012. The physical space was purposely designed to engage commuter students and includes a lounge area and a computer lab with printers. The lounge area has a refrigerator, microwave, and coffee maker for adult learners and commuter students on the go. The following are programs being offered by these offices to engage adult learners, commuters, parents, and families:

- Commuter Week is a week dedicated to recognizing and valuing the institution's adult learner and commuter populations.
- Student Success Series is a series of workshops that provides students with the academic and social skills that will help them to be successful in college and in the workplace.
- Ride/Share is an Adult and Commuter Students program that matches commuters from similar areas together so that carpooling between participants is facilitated.
- The Adult and Commuter Advisory Board is a group of adult learners and commuter students that meet periodically to discuss issues and to find solutions to the problems that non-traditional and commuter students are faced with.
- Family Days are themed days for students, faculty, and staff to engage with each other and their families. For example, a family themed event includes athletic events, or an Easter Egg Hunt.

An important finding is the lack of involvement of large numbers of adult and commuter students. Thus, it is recommended that this unit continues providing programming to support commuting students and increase efforts to promote awareness and student involvement. It should increase student involvement and participation when designing and delivering these programs.

Focused Programs for Student-Athletes

Students have ample opportunities to participate in athletic programs at the University. Participation in athletics contributes to lifelong growth, effective communication skills, accountability through shared responsibility, integrity, and community service. Programs specifically designed to support the University's student-athletes are important to their academic success.

In addition to playing sports, teams also participate in community service activities during the off-season. For example, the women's basketball team participates in "Read Aloud" at Bridgeview Elementary, the men's basketball team volunteers at an assisted living facility for senior citizens, and the tennis team sponsors a free camp for children in the summer.

WVSU had 211 student-athletes participating in varsity sports during the 2012-2013 academic year: 160 male athletes competed in football, basketball, baseball, tennis, and golf; 51 female athletes competed in volleyball, tennis, basketball, softball, and golf.

A [survey](#) sent to all student-athletes garnered 65 responses (31 percent response rate), the results of which are provided below. A summary of the results is also available [here](#).

- The data show that athletes give highly favorable ratings to academic support services and athletic trainers/physicians.
- Some students rated the availability of substance abuse education and prevention as average, and a nearly equal number responded that they were unaware of any such programs.
- When asked to whom would they turn for substance abuse or other personal problems, most listed head/assistant coaches or fellow students.
- Athletic facilities and rehabilitation facilities were regarded as from average to very good.
- Athletes responded favorably to practice and competition schedules, but rated overall team travel and team budgets as average.
- Seventy-two percent of respondents noted that athletics had helped with their academic growth, and 97 percent said that athletics had improved their social growth.
- In terms of overall satisfaction with their experience as WVSU athletes, 11 percent rated it excellent, 38 percent rated it above average, 42 percent said average, eight percent said below average, and one percent said poor.

The survey results overall suggest that student-athletes are satisfied with their experiences but that there is room for improvement, especially in the area of funding team budgets. One possible area for improvement would be to increase the visibility of support programs that are available for student-athletes. Another improvement would be the addition of new opportunities for students to participate in athletic activities such as in sports not currently offered at WVSU.

Student Organizations' Programs and Activities

Through on-campus student government and other associated professional student organizations, numerous co-curricular activities enriching the academic environment are available to WVSU students. The number and availability of programs offered through this means depend on the level of support attained by these organizations. A [complete list of clubs](#) and organizations at WVSU is available on the University's website.

Furthering social inclusion, seven fraternities and sororities ([Greek Organizations](#)) are also another vehicle to promote students' success through the formation of lifelong friendships and networking opportunities as well as by emphasizing academic achievement, community service, leadership, and diversity.

Campus ministries, representing a variety of faiths and beliefs, are available to students through organizations such as the Fellowship of Christian Athletes and Campus Catholic Ministries. These organizations provide students with religious services, spiritual guidance, and additional personal support and education within a faith-based framework. Also, as a support unit, the National Center for Human Relations coordinates several initiatives related to themes such as religion, human rights, gender and race, and civic education.

The self-study committee for Criterion Three distributed two surveys, one to student leaders and advisors of SGA-sanctioned organizations, and the other to faculty and staff who advise organizations not overseen by the SGA.

The committee received a total of 27 [responses to the survey](#) sent to SGA-sanctioned clubs and organizations (response rate = 39 percent). The respondents are identified as follows:

1. Alpha Mu Gamma
2. Pinnacle Honor Society
3. Alpha Kappa Alpha Sorority, Inc.
4. Alpha Mu Gamma National Foreign Language Honor Society
5. WVSU Concert Choir and WVSU State Singers
6. WVSU State Singers
7. Catholic Campus Ministries
8. WVSU Honors Program
9. WVSU SNEA
10. WVSU Student Veterans of America
11. National Broadcasting Society-Alfa Epsilon Rho
12. "CHOICES" Peer Educators
13. Alpha Delta
14. Delta Sigma Theta Sorority, Inc.
15. Alpha Kappa Psi Professional Business Fraternity, Inc.
16. NAACP
17. MONA (Motivational Organization for New Artists)
18. NYANSA
19. Student Members of the American Chemical Society
20. Omega Psi Phi Fraternity, Inc.
21. English Club
22. Lambda Iota Tau Literature Honorary
23. Sigma Tau Delta English Honorary
24. National Broadcasting Society
25. Alpha Kappa Alpha Sorority, Inc. – Nu Chapter
26. C. R. Byrd Chapter of the Public Relations Student Society of America
27. Alpha Phi Sigma - Criminal Justice Honor Society

The collected data have produced these observations concerning WVSU student organizations:

- A majority (85 percent) are nationally or internationally affiliated.

- Over half (52 percent) offer membership eligibility to all WVSU students, and 59 percent have an open-application policy for anyone who meets the organization's standards.
- Nearly all (96 percent) hold on-campus activities that are open to all WVSU students.
- All of the organizations hold on-campus and off-campus service projects.
- All but two of the organizations submitted the required paperwork to the SGA for 2012-13.
- Fewer than half (37 percent) rely on support from student fees, while 73 percent collect membership dues.
- Only eight percent serve a specific ethnic, racial, or (inter)national population, and only 16 percent limited membership to one sex.
- The number of organizations at WVSU has shown steady growth in the last 20 years: 16 percent are 10-20 years old; 24 percent are 5-10 years old; and 28 percent are less than five years old. Some respondents did not answer the question.
- Membership numbers range from fewer than 10 (27 percent) to more than 30 (8 percent); 38 percent have 10-20 members, and 27 percent have 20-30 members.
- Membership numbers over the past 10 years have been steady or increasing for 89 percent of the organizations.
- On-campus residents make up over 40 percent of organization memberships.
- Alumni remain active in 77 percent of the organizations.
- While four percent have no official advisor, the other 96 percent are advised by WVSU staff, faculty, or administrators.
- Membership ceases upon graduation from WVSU for 19 percent of the organizations.
- Members of seven percent of the organizations are required to attend and/or present at conferences.
- Sixty-three percent of the organizations have received an award or commendation in the last five years.
- All organizations promote one or more of the WVSU Guiding Values as shown below:

Table 3.11. Percentages of SGA Organizations Following WVSU Guiding Values

Academic excellence	13	48%
Academic freedom	6	22%
Advancement of knowledge through teaching, research, scholarship, creative endeavor, and community service.	14	52%
A core of student learning that includes effective communication, understanding, and analysis of the interconnections of knowledge, and responsibility for one's own learning.	13	48%
Lifelong growth, development, and achievement of WVSU students.	16	59%
Development of human capacities for integrity, compassion, and citizenship.	13	48%
WVSU's rich and diverse heritage.	9	33%
Personal and professional development of WVSU faculty and staff.	2	7%
Accountability through shared responsibility and continuous improvement.	6	22%

In addition to the official organizations of the University, students participate in other groups and activities that staff and faculty have created independently and operate independently from University oversight. These non-SGA-sanctioned organizations were also surveyed. A total of 13 organizations responded. The [results](#) are presented here:

- Eight-five percent are continuous organizations; the other 15 percent were one-time functions.
- Twenty-three percent have invitation-only members' policies.
- The primary purposes for these organizations break down as follows: academic 46 percent; service 39 percent; social 15 percent.
- All WVSU students are eligible for participation in 77 percent of the organizations; the remaining are limited by academic field, GPA, or intercollegiate sport.
- Thirty-one percent require payment of fees/dues, which are used primarily for room and board or conferences.
- Seven percent serve a specific ethnic, racial, or international population.
- The organizations promote WVSU Governing Values as follows:

Table 3.12. Percentages of Non-SGA Organizations Following WVSU Guiding Values

Academic excellence	6	46%
Academic freedom	2	15%
Advancement of knowledge through teaching, research, scholarship, creative endeavor, and community service.	5	39%
A core of student learning that includes effective communication, understanding and analysis of the interconnections of knowledge, and responsibility for one's own learning.	7	54%
Lifelong growth, development, and achievement of WVSU students.	8	62%
Development of human capacities for integrity, compassion, and citizenship.	10	77%
WVSU's rich and diverse heritage.	3	23%
Personal and professional development of WVSU faculty and staff.	2	15%
Accountability through shared responsibility and continuous improvement.	5	39%

The results of these surveys demonstrate that student organizations remain an important component of the students' overall educational experience at WVSU. It is important that the University continues supporting student organizations and assists them in attaining additional funding for the furtherance and expansion of these programs that directly benefit the student body. It is also essential for the future success of these programs that a system to quantify their impact and student learning outcomes be implemented.

Summary for Component 3.E.

In an effort to continue enriching the experiential learning of its diverse student body, mainly comprised of a mixture of residential and commuter students, WVSU currently offers a number of co-curricular opportunities. These opportunities are specifically intended to promote the students' personal growth, prepare them for a global and diverse workforce, provide leadership and service to their communities, and prepare them to better participate in an innovatively demanding society. Though these program opportunities are numerous and can potentially meet the needs of its diverse student population, an effort to better coordinate (with other units), market, and customize these activities is being explored by the offering units at the University. Furthermore, additional efforts to better quantify and assess the impact of these programs, based on program and student learning outcomes, is deemed necessary.

Summary for Criterion Three: Strengths, Challenges, and Opportunities

As this chapter shows, WVSU has rigorous review and approval processes to ensure that high-quality degree programs and course offerings are maintained and kept current. The University has processes in place for the recruiting, hiring, and retention of quality faculty and staff. The University also prides itself on its low student-to-faculty ratio. WVSU supports its students through a variety of support services that strive to maximize each student's potential and that demonstrate the University's commitment to diversity and its cultural heritage. Students may choose to participate in a multitude of co-curricular activities that also enhance their educational experience and help in teaching students important social skills. The relationships between students and faculty and staff are positive and collegial, which also plays an important part in the academic success of students and the potential for future growth at the University.

Strengths

- The quality of academic programs is demonstrated through a rigorous general education core curriculum for undergraduates in addition to strong discipline-specific degree programs at both the undergraduate and graduate levels. These academic programs support a wide variety of opportunities for students to develop lifelong learning skills and demonstrate that the University attains its goal to engage students in intellectual inquiry, creative work, and research-based scholarship. A low student-to-faculty ratio enables direct and frequent contact with faculty members, which, in turn, promotes intellectual curiosity and strong academic engagement.
- The University has effective processes in place for evaluating current programs and developing new programs. It recognizes the need to expand its graduate programs but is doing so cautiously so as not to grow too quickly or prematurely. Its vision for the future is encouraging, while remaining realistic.
- WVSU has been modernizing its campus to meet the needs and demands of twenty-first century students. The computer infrastructure has recently been expanded to provide Wi-Fi campus-wide, the library has increased its supply of loaner laptops, and many classrooms have been or are in the process of being upgraded with new learning technology. The administration recognizes the importance of this endeavor and is committed to continual improvement of the campus.
- WVSU is sincerely committed to its goals of academic excellence, accountability, and student-centeredness. To help students with academic performance and to improve retention, persistence, and graduation rates, faculty and staff utilize a range of student support services that encourage the success of all students, and the new administration has introduced some new services, such as the New Student Advising and Orientation program and Adult and Commuter Student Services, to address previously noted problem areas. Most faculty also serve as student advisors, which also helps to build strong student-faculty bonds. The introduction this year of the tool MyDegree@State will help to bring more uniformity and accuracy in advising sessions across all departments. Faculty and staff also participate in and advise a number of co-curricular clubs and activities that help round out the students' college experience.

Challenges and Opportunities

- In the past six years, WVSU has experienced a rapid growth in the number of offerings of primarily online (Web 80 and Web 100) courses, a 535 percent increase. Growth in the number of course offerings and increases in enrollment in these courses require special attention on the part of the University to ensure that program quality and learning goals are consistent across all modes of delivery. The creation of the Online Learning Advisory Committee in the past year and the adoption of a new institutional Policy for Online and Distance Education based on the Quality Matters program will help ensure that consistency. The policy needs to be fully implemented, and all courses need to conform to the Quality Matters rubric, especially if the University considers offering any fully online degree programs.
- The current general education core curriculum is robust and supports the academic mission of the University, but to keep the curriculum fresh and current, it needs to be updated. The GE Task Force needs to present its findings to the University community and obtain buy-in from the faculty and administration to begin a revision within the next academic year.
- Funding for professional development, research scholarship, and salaries for faculty and staff continues to be a problem. As the report describes, faculty and staff are not being fully reimbursed for their professional activities, and several years have passed with little or no salary increases. To continue to retain high-quality faculty and staff, the University needs to identify reliable funding sources for professional development, research, cost-of-living adjustments, and merit-based pay.
- The University community is excited about the new residence hall that opened in August 2014. While the new hall provides the University with an opportunity to attract more residential students, the reality is that WVSU is still primarily a commuter campus with a large non-traditional student population. The University has made great progress in encouraging these students to become active participants in campus activities through such initiatives as the “State Stride,” a commuter meal plan, and Adult and Commuter Student Services. The opportunity to encourage even more commuter students to engage in co-curricular activities still exists and should be pursued.
- The timely return of student evaluations to faculty has been an issue for several consecutive semesters. The University should examine the current procedures and find opportunities to improve the processing time.
- The University has a number of attractive and marketable certificate programs that could bring in additional revenue, but participation rates are low. The University should develop a plan to market its certificate programs to current students, alumni, local businesses, and members of the community.

References

1. [Academic Assistance Office](#)
2. [Academic Calendar](#)
3. [Admissions office](#)
4. [Adult and Commuter Student Services](#)
5. [Advanced Placement \(p. 27 of University Catalog\)](#)
6. [Advising Sheets](#)
7. [APC Minutes \(Academic Policies Committee\)](#)
8. [Ask-A-Librarian](#)
9. [Association of American Colleges and Universities](#)
10. [BACCHUS Peer Education Network](#)
11. [Biotechnology Graduate Student Manual](#)
12. [BOG Policy #47](#)
13. [Business Administration Advising Webpage](#)
14. [The Buzz](#)
15. [Center for Online Learning](#)
16. [Center for the Advancement of Science, Technology, Engineering, and Mathematics](#)
17. [Center for Online Learning Helpdesk](#)
18. [Chemistry Programming Learning Outcomes \(PLOs\)](#)
19. [CHOICES \(Peer Education Group\)](#)
20. [College of Arts and Humanities](#)
21. [College of Business and Social Sciences](#)
22. [College of Natural Sciences and Mathematics](#)
23. [College of Professional Studies](#)
24. [Commuter and Adult Student Services](#)
25. [Commuter Week](#)
26. [Copyright and Fair Use Guide](#)
27. [Counseling and Academic Support Services \(CASS\)](#)
28. [Criminal Justice Student Advising \(p. 7\)](#)
29. [Current Students](#)
30. [Disability Services Office](#)
31. [Division of Enrollment Management and Student Affairs](#)
32. [Drain-Jordan Library](#)
33. [Drain-Jordan Library Book Catalog](#)
34. [Drain-Jordan Library's distance learning page](#)
35. [D. Stephen and Diane H. Walker Convocation Center](#)
36. [Earned Credits \(p. 27 of University Catalog\)](#)
37. [Educational Policies Committee \(EPC\)](#)
38. [Engineering Degree WVU System](#)
39. [English Advising Handbook](#)
40. [English Placement by Test Scores](#)
41. [Essential Learning Outcomes](#)
42. [Faculty Handbook](#)
43. [Financial Aid office](#)
44. [Future Students](#)
45. [GE Committee](#)
46. [GE Curriculum](#)
47. [General Education Common Learning Objectives](#)
48. [George V. Monroe Athletic Complex](#)
49. [Greek Organizations](#)
50. [Honors Program](#)
51. [Information Literacy Instruction](#)
52. [Information Technology](#)
53. [Inter-Library Loan Forms](#)
54. [Regents B.A. Portfolio Guidelines](#)
55. [Journal Finder](#)
56. [Judge Damon J. Keith Scholars Hall](#)
57. [Judge Damon J. Keith Scholars Hall \(Groundbreaking for New WVSU Residence Hall\)](#)
58. [Kentucky-West Virginia Alliance for Minority Participation \(LSAMP\)](#)
59. [Land-Grant Quarterly Spring 2012 \(Computational Science Center \(pp. 5 & 11\)\)](#)
60. [Law Enforcement and Administration Program](#)

-
61. [Liberal Education and America's Promise \(LEAP\)](#)
 62. [Library Annual Report 2011-2012 \(Director's Statement\)](#)
 63. [Library Instruction Calendar](#)
 64. [Library Liaisons](#)
 65. [List of Internships September 2013](#)
 66. [Louis Stokes Alliance for Minority Participation \(LSAMP-NSF Site\)](#)
 67. [Master Plan \(WVSU Campus\)](#)
 68. [Math ACT & SAT Test Scores](#)
 69. [Media Studies](#)
 70. [Military Student Services Center](#)
 71. [MyDegree@State](#)
 72. [NASA Science, Engineering, Mathematics and Aerospace Academy \(SEMAA\)](#)
 73. [New or Revised Course Form Educational Policies Committee](#)
 74. [New or Revised Program Form Educational Policies Committee](#)
 75. [New Student Advising/Orientation](#)
 76. [Occupational Outlook Handbook](#)
 77. [Office of Career Services and Cooperative Education](#)
 78. [Office of International Studies](#)
 79. [Mental Health and Substance Abuse Office](#)
 80. [Office of New Student Programs](#)
 81. [Office of Residence Life and Services](#)
 82. [On-Demand Tutorials @ COL Helpdesk Forum](#)
 83. [Parent and Family Programs](#)
 84. [Pennsylvania Academic Library Consortium, Inc](#)
 85. [Political Science Advising Webpage](#)
 86. [Program Review Schedule](#)
 87. [Programs \(5\) and their accrediting bodies/monitoring organizations:](#)
 - a. [Accreditation Council for Business Schools and Programs \(ACBSP\)](#)
 - b. [American Chemical Society \(ACS\)](#)
 - c. [Council for the Accreditation of Educator Preparation \(CAEP\)](#)
 - d. [Council on Social Work Education \(CSWE\)](#)
 - e. [US Army Cadet Command, Fort Knox, KY](#)
 88. [Provost Byers Message about Degree Works \(Nov 1, 2012\)](#)
 89. [Quality Matters Program](#)
 90. [Regents B.A. Portfolio Guidelines](#)
 91. [Regents B.A. Portfolio Scoring Rubric](#)
 92. [Research Rookies](#)
 93. [Social Work Advising Webpage](#)
 94. [Specifications for Campus Networks](#)
 95. [Standards for Webpages](#)
 96. [Stinger HPC Usage Report 2014](#)
 97. [Student Support Services](#)
 98. [Summer Undergraduate Research Experience \(SURE\)](#)
 99. [Student Athlete Survey](#)
 100. [Student Athlete Survey Results](#)
 101. [Student Clubs & Organizations](#)
 102. [Student Organization Survey Results-SGA Sanctioned](#)
 103. [Student Organization Survey Results-Non-SGA Sanctioned](#)
 104. [Table 3.7. Student-to-Faculty Ratios of Selected Peer Institutions](#)
 - a. [Lewis-Clark State College](#)
 - b. [Eastern New Mexico Univ.-Main Campus](#)
 - c. [Elizabeth City State University](#)
 - d. [Fort Valley State University](#)
 - e. [Kentucky State University](#)
 - f. [Lake Superior State University](#)

-
- g. [Lock Haven University](#)
 - h. [Mansfield University of Pennsylvania](#)
 - i. [Missouri Western State University](#)
 - j. [University of N. Carolina at Asheville](#)
 - k. [University of Wisconsin-Parkside](#)
 - l. [University of Wisconsin-Platteville](#)
 - m. [Alcorn State University](#)
 - n. [Lincoln University](#)
 - o. [SUNY at Purchase College](#)
 - p. [Delaware State University](#)
 - q. [University of Arkansas at Pine Bluff](#)
 - r. [University of Maryland Eastern Shore](#)
- 105. [Title 133 procedural rule Series 10](#)
 - 106. [Title 133 Procedural Rule Series 11 \(120 credit hours\)](#)
 - 107. [TRIO Programs](#)
 - 108. [Undergraduate Research Day](#)
 - 109. [WVSU at a Glance](#)
 - 110. [Vision 2020](#)
 - 111. [Withdrawal Report AY 2013-2014](#)
 - 112. [WVHEPC Approval of Masters of Public Administration](#)
 - 113. [WVHEPC Regents B. A. Administrative Guidelines](#)
 - 114. [WVHEPC Final Agenda 2.20.14](#)
 - 115. [WVSU Annual Film Festival](#)
 - 116. [WVSU Factbook](#)
 - 117. [WVSU Merit Evaluation Form](#)
 - 118. [WVSU Withdrawal Process](#)
 - 119. [The Yellow Jacket](#)



CRITERION FOUR.

Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

West Virginia State University (WVSU) is committed to providing high-quality educational programs that prepare graduates to pursue additional educational training and/or to enter the workforce upon graduation. The University demonstrates responsibility for the quality of its educational programs and evaluation of student learning through the development and monitoring of policies and procedures designed to review the quality and utility of its academic programs on a continuous and defined cycle. To enhance those academic programs, the University offers courses and support services in environments that foster optimal learning to a diverse population of students.

4.A. *The institution demonstrates responsibility for the quality of its academic programs.*

The quality of academic programs is critically important at WVSU. Here, as at many institutions, the academic programming serves as the core of the organization and is the primary reason for attracting students. Because of the essential role of academic programs, the University uses several mechanisms and processes to ensure the integrity of its academic offerings and to demonstrate responsibility for the quality of those programs. These mechanisms allow the University to closely monitor and maintain control of its curriculum design and development, the quality of its faculty and academic support staff, the design and execution of its assessment process, and the continuous review of academic programs in alignment with the mission of the University and the dynamic nature of higher education trends and best practices.

4.A.1. *The institution maintains a practice of regular program reviews.*

At WVSU, academic programs undergo a comprehensive program review every five years that assesses adequacy, viability, and necessity according to the schedule set by the WVSU Board of Governors (BOG). This requirement is in compliance with the West Virginia Higher Education Policy Commission (WVHEPC) [Series 10 “Program Review Policy.”](#)

The program review at the institution is a multi-level process that begins with a departmental self-study and includes a review by faculty, administration, and the BOG. The internal review process is conducted by a standing committee of the Faculty Senate composed of appointed and elected faculty members and ex officio representatives. The responsibility of the Program Review Committee (PRC) is explained in the [West Virginia State University Faculty Handbook \(pp. 58-59\)](#).

The [program review self-study report](#) includes a detailed description of the program, accreditation information as needed, faculty data sheets, student entrance and exit data, available resources, assessment strategy, and a consideration of the program’s viability and necessity. The committee conducts an extensive review of each program and develops a recommendation based on its findings. The self-study document and committee recommendations are forwarded to the Provost and Vice President of Academic Affairs, who does an independent evaluation of the program and submits the self-study document and an institutional recommendation to the BOG Academic Policies Committee (APC). The APC evaluates the self-study document and develops its committee recommendation. Any group within this comprehensive process may require a follow-up report to address any concerns regarding the contents of the report. The recommendations from these internal review groups range from “no additional action for the program” to “elimination of programs.” The latter may be recommended for reasons such as low rates for performance indicators such as student enrollment, number of graduates, or reduced program viability due to changing trends in the demands for academic programs. At the end of the review cycle, the BOG summarizes the results of the program reviews and sends a summary report to the WVHEPC. The Provost and Vice President for Academic Affairs or his/her representative notifies programs of the outcome of the review, and faculty members within the affected departments take appropriate actions or corrective steps to make the required program modifications, enhancements, or eliminations.

Over the last two program review cycles, a number of academic programs were required to submit follow-up reports, mainly due to assessment needs. Table 4.1 outlines the recommendations and required actions for the eight programs reviewed during those cycles.

Table 4.1 Academic Program Review Actions 2012-2014

Academic Program	Governing Board Recommendation
Academic Year 2012-2013	
Bachelor of Arts in History	Continuation of the program at the current level without specific action.
Bachelor of Arts in Political Science	Continuation of the program at the current level with specific action.
Bachelor of Arts in Economics	Continuation of the program at a reduced level of activity.
Bachelor of Arts in Sociology	Continuation of the program at the current level with specific action.
Bachelor of Science in Business Administration	Continuation of the program at the current level without specific action.
Academic Year 2013-2014	
Bachelor of Arts in Art	Continuation of the program at a reduced level of activity.
Bachelor of Science in Criminal Justice	Continuation of the program at the current level without specific action.
Bachelor of Science in Health Sciences	Continuation of the program at the current level with specific action.
Bachelor of Arts in International Studies	Continuation of the program at the current level with specific action.
Bachelor of Science in Recreation	Continuation of the program at a reduced level of activity.
Bachelor of Science in Social Work	Continuation of the program at the current level without specific action.
Bachelor of Science in Sports Studies	Continuation of the program at the current level with specific action.
Regents Bachelor of Arts	Continuation of the program with a recommendation for further development.

The self-study documents, complete with recommendations at all levels, are housed in the University's Library Archives as a permanent record of the program reviews. The documents are open to the public for review upon request. Included here are sample program reviews for [Health Sciences](#) and [Business Administration](#).

In addition to the internal program review process, many academic programs have formed external advisory committees, which meet annually to review program curriculum, assessment information, student satisfaction, and success data. These advisory groups are composed of representatives who are experts and practitioners in the chosen discipline. Minutes from the [Regents Bachelor of Arts program](#) and the [Bachelor of Science in Health](#)

[Sciences program](#) external advisory committees are provided in the electronic resource room.

The Program Review process has served the institution well over many years and has allowed for meaningful review of each program's "health" in service to students and the community.

4.A.2. *The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.*

Students who matriculate at WVSU may earn credit through a variety of mechanisms, including Advanced Placement (AP), Credit by College Level Examination

(CLEP), Defense Activities for Non-Traditional Education Support Test (DSST), other accredited institutions, life or prior learning experiences, and Credit by Special Examination. The AP program grants credit to high school students who earn the recommended passing scores on the AP Examinations of the College Board. The University's academic departments determine the type of AP test and score that they will accept for courses within the curriculum. This information is published in the [WVHEPC Advanced Placement Credit Guide](#), which is reviewed by institutions each year and updated. The CLEP and DSST are provided through WVSU's Office of Career Services and Cooperative Education. The recommended passing scores for these tests are set at a national level through the Center for Adult Learning and Educational Credentials of the American Council on Education. Additionally, all CLEP and DSST tests offered through WVSU are approved through the department chairs.

WVSU, in accordance with WVHEPC policy, offers a Regents Bachelor of Arts degree. This degree may include credit for experiential learning, depending on the student. In that case, the student prepares a portfolio for experiential learning credit; the registrar employs the guidelines set forth by the American Council on Education (ACE) to conduct a prior learning assessment. Those guidelines clarify the credit awarded for various types of prior learning, including workforce and military experience. A student's portfolio is evaluated not only by the registrar according to the ACE guidelines, but it is also presented to the academic department designated by the student as an area of emphasis and, where needed, evaluated by a faculty member with expertise in the area of study addressed by the portfolio, such as business writing or public relations.

4.A.3. *The institution has policies that assure the quality of the credit it accepts for transfer.*

The WVHEPC states that institutions will ensure a sound academic policy that allows students to transfer, and apply toward degree requirements, credits earned at regionally accredited institutions with limited requirements to take additional courses or repeat courses. In accordance with [HEPC Series 17 "Transferability of Credits and Grades,"](#) an institution may accept up to 72 credit hours and grades from an in-state community and technical college or regionally accredited institution. Upon a student's transfer to WVSU, the registrar evaluates his or her transcripts in order to determine transferable general education credits. The registrar uses the American Association of Collegiate Registrars and Admission Officers (AACRAO) guidebook *Transfer Credit Practices of Designated Institutions* in order to determine issues of institutional accreditation

and transfer credit practices for particular courses. The WVSU registrar is a member of AACRAO and follows conventional practice.

In addition to adhering to WVHEPC policy, the [WVSU course catalog](#) provides information regarding the acceptance of transfer credit. The University utilizes the WVHEPC Coursework Transfer Agreement document (combined with the [Advanced Placement Credit Guide](#)), which outlines specific information about transferring general education courses among institutions within the State of West Virginia.

4.A.4. *The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.*

As a historically black college and public institution, WVSU is dedicated to providing higher education and professional preparation of its students. As a publicly funded university, WVSU draws upon its allocated resources, the WVHEPC, and the State of West Virginia to promote, maintain, and improve the quality of its early enrollment, undergraduate, graduate, and post-graduate educational programs. Following established policies and requirements of WVHEPC and WVSU, the University relies on staff and administrators to develop and implement plans that outline expectations of student learning, the entire curricular array, and academic quality assurance for the University. To support student learning expectations and the curriculum, the University provides numerous learning resources and academic support services. The learning resources include the academic library, online and face-to-face tutoring, enhancement workshops, career and internship services, counseling, and mental health assistance. Key to student success at the institution is the interaction with faculty through advisement and academic coaching. At the center of these efforts are the University's faculty and instructional staff.

WVSU has developed policies and strategies for academic quality assurance and improvement that conform to the requirements of the WVHEPC. The University strives to implement and adhere to accepted best practices and to maintain a collegial environment of policy discussion within its strong shared governance tradition, in which students, faculty, and staff are involved.

WVSU course prerequisites are determined by academic departments according to the level of the course, the intended course sequence, and the skills required for successful completion of particular courses. Prerequisite requirements are approved by the University's Educational Policies Committee (EPC), listed in the course catalog and course schedule, and integrated into the online registration process to ensure students can only register for courses for which they meet the requirements. Placement tests and standardized test scores are also used as prerequisite mechanisms for discipline-related courses such as mathematics and English, for students must acquire a certain score in order to progress to the college-level course. If this score is not achieved, the student will be placed in a developmental course to acquire the necessary skills to complete college courses.

WVSU has established policies and procedures to ensure the quality of its academic programs. These include an established order for departmental program review, a review and approval policy for undergraduate curricula, and external review of program curricula by program advisory committees. In addition, the General Education Faculty Senate standing committee reviews the General Education program. The authority to monitor, evaluate, and ensure the rigor and quality of the academic programs rests with the University's faculty in collaboration with the Provost and Vice President for Academic Affairs, the BOG, and WVHEPC. This intricately designed oversight process is previously described in section 3C.

Faculty members at WVSU determine expectations for student learning through the General Education program, discipline-related academic programs, and interdisciplinary programs. Through the development of Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs), the institution conveys its expectations for student proficiency and mastery and defines the necessary skills and abilities its students should exhibit upon graduation.

WVSU employs a well-qualified cadre of faculty, both full-time and part-time, who are credentialed in the discipline areas for which they teach. The University ensures the quality of its faculty members through the recruitment process, student course evaluations, the evaluation of faculty for retention, and the tenure and promotion process. These multi-level processes are driven by faculty involvement and monitored by Academic Affairs. Specific evaluative mechanisms include classroom observations, review of instructional materials, annual self-reports, and student evaluations. These processes and mechanisms are described in detail in section 3.C.3 and in the [Faculty](#)

[Handbook](#). Tables 3.8 and 3.9, found in section 3.C.2., highlight the qualifications of WVSU faculty members.

Part-time faculty credentials are reviewed by department chairs, and recommendations for hiring and retaining these individuals are reviewed by the deans and Academic Affairs. Generally, part-time faculty members are expected to hold the same degree level as their full-time counterparts.

Dual credit courses are managed by the chairs of the departments offering those courses. Some dual credit courses are taught by regular full-time faculty and some are taught by part-time faculty whose credentials are reviewed in the same manner as other campus-based part-time faculty. Faculty teaching dual credit courses are familiarized with the expected student outcomes stated in the syllabus shell developed by full-time faculty members, and quality is maintained through regular discussion between the chair and the faculty.

4.A.5. *The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.*

WVSU is accredited by the Higher Learning Commission. Additionally, individual programs within WVSU have earned individual accreditation or certification by nationally recognized organizations. Table 4.2 gives details about the degree programs at WVSU that have received specialized, external accreditation.

Table 4.2. Specialized Accreditation by Program

Program	Agency	Accreditation/Certification Dates		
		Initial Accreditation/Certification	Most Recent Review	Next Review
BS in Business Administration and BA in Economics	Association of Collegiate Business Schools and Programs (ACBSP)	2005	2005	2015 ¹
BS in Chemistry (Option A)	American Chemical Society	1972	2012	2017 ²
BS in Education	National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP)	1962	2007	2015 ³
	West Virginia Department of Education (WVDE)	1969 ⁴	2012	2017
BS in Social Work	Council on Social Work Education	1974	2001	2017

¹ The Business Administration and Economics programs are currently in a self-study and will submit the information for \ accreditation to ACBSP in August 2015.

² The BS in Chemistry, Option A, is ACS Certified. The ACS does not accredit programs; rather, it approves them. The program in the Department of Chemistry at WVSU is approved by the ACS. The department submits an annual report to the ACS and submits a periodic report, typically every five years.

³ The NCATE accreditation is currently in a self-study, and the site visit is scheduled in March 2015.

⁴ WVDE does not accredit programs, but approves programs through a process and generates a Curriculum Approval report.

4.A.6. *The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).*

All programs gather information from employer and graduate programs (primarily through surveys) regarding how prepared graduates of the program were for post-graduate work or employment. This information is also included as one of the components of the academic program review, but due to limited survey returns, the data on graduates are, for many programs, inadequate to

predict the success and utility of the degree preparation. Information collected from such surveys has been used to modify the curriculum and/or SLOs for the programs. For example, based on responses from a graduate satisfaction survey administered by the Department of Criminal Justice, the department increased its major requirement hours from 39 to 51 and added new certificate programs and new elective courses. In the section labeled “Adequacy,” the [Criminal Justice 2008-2012 Program Review](#) discusses the curriculum revisions in detail.

A recent initiative through a partnership between WVHEPC and WorkForce West Virginia, an agency of the West Virginia Department of Commerce, allows the University to gather data on student employment. The spreadsheets, by college and program, identify the students who graduated from WVSU during the 2007–2010 academic years who were also found to be employed somewhere in the state. In all, 1,572 student records were

submitted to WorkForce West Virginia, and they, in turn, identified the graduates who were employed in the state, their most recent employment year, the type of industry where they were found to be employed, and their quarterly wage. Each of the [program summary tables](#) identifies the number of graduates included in the submitted file, the number of students who were found to be employed in the state, and the number of years between their graduation year and their most recent employment year. This is a new program that may be useful to colleges and departments for analyzing graduate placement and employment data.

Summary for Component 4.A.

WVSU has active and relevant policies and procedures in place to ensure the quality of its academic programs. These policies and procedures are enforced and monitored for course and curriculum development and academic program evaluation. The University takes the integrity of its educational programs seriously. Credentialing through recruitment, retention, tenure, and promotion of faculty is ensured through mechanisms that include oversight by faculty and administration. The ability of the University to acquire and maintain specialized accreditation and certification in its academic programs further demonstrates the quality of the academic programs at WVSU.

4.B. *The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

WVSU is committed to student learning and achievement for all of its curricular and co-curricular programs. This commitment is reflected in the University's mission and core values, which emphasize the advancement and creation of knowledge through effective teaching and research that promotes student learning and the achievement of student success.

In the University's 2005 HLC review, it was noted that "assessment at WVSU has become a part of the culture of the institution." This evaluation may be due in part to the development of approved assessment plans with clearly defined program-level outcomes for all academic programs.

In the years following the 2005 HLC Self-Study Report, WVSU has continued its efforts to strengthen an institutional culture of assessment and emphasize the importance of the assessment of student learning. However, these efforts have not been without significant challenges. From 2005 forward, assessment measures were taking place, mainly at the course level, though efforts were uneven and inconsistent across the University. The

absence of assessment support services and staff resulted in a lack of consistency in the way the institution's academic and co-curricular programs approached the task of ongoing assessment of student learning. Recognizing the need for greater expertise and leadership around assessment issues, WVSU hired a Director of Institutional Research and Effectiveness and merged the assessment and institutional research functions under one unit. This unit initiated numerous programs and activities to assist the University with its commitment to create a "culture of assessment" throughout its many academic and co-curricular programs. Key achievements included

- development of PLOs for academic programs;
- development of Curriculum Maps for academic programs;
- identification of assessment coordinators assigned to each academic program;
- adoption and implementation of LiveText as a centralized electronic system for collecting and maintaining program-level assessment data; and
- implementation of faculty training and staff support for the development of comprehensive assessment plans for academic programs.

The University continued to build on these achievements towards systemic assessment by creating faculty surveys, conducting focus group sessions, and acquiring feedback from assessment coordinators to identify and prioritize the types of support needed by faculty to move the assessment process forward. Major needs identified by faculty as part of this process included

- additional training on the development of program-level SLOs;
- additional training on the use of LiveText to generate student learning assessment reports; and
- greater access to technical support for the use of LiveText.

The results of these fact finding efforts were analyzed, and a strategy was developed to address the major concerns. In response to this evaluation of assessment challenges, the University hired an HLC Assessment Academy consultant to conduct two training sessions with assessment coordinators and faculty in spring 2013. Topics focused primarily on the fundamentals of SLOs and curriculum mapping. In addition, the University opened a computer lab that same semester to expand technical support for faculty on the use of LiveText. These more recent

activities build on prior initiatives and serve to reinforce WVSU's commitment to educational achievement and improvement through ongoing assessment of student learning.

The departments continued to work on refining and in some instances developing PLOs and mapping those outcomes to their programmatic curriculum. Additional evaluation of the assessment process at the University continued in fall 2013 by gathering information through meetings with assessment coordinators, an [assessment questionnaire](#), and an assessment status tool, which sought information about assessment planning, data collection and analysis, assessment reporting, and the use of data for continuous improvement. Using this assessment status tool, academic programs provided information about where they were regarding the assessment of student learning. [Results from the self-reported data](#) indicate that all academic programs have developed PLOs and most programs have created curriculum maps that link those outcomes to the courses or activities in which those outcomes will be assessed.

Information from all evaluation methods indicated that although academic departments were actively engaged in the assessment process and understood the importance of ongoing assessment, many desired a systematic approach to assessment for guidance and support. Assessment is ongoing at the course and program level even if not yet fully systematized. The assessment of general education is in a period of transition.

4.B.1. *The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.*

WVSU is committed to offering quality educational programs for its students that prepare them to contribute to the global economy effectively. To that end, setting expectations for student learning and assessing what our students learn are integral to our academic programs. At WVSU, there are two major mechanisms for which SLOs are defined, the General Education program and discipline-specific academic programs. The General Education program has broad learning outcomes that provide the foundational skills and knowledge for students to be successful in their major fields of study. This program also provides WVSU students with common learning goals and seeks to define through this common educational experience the characteristics and profile of a WVSU graduate.

Specific student learning goals are stated for each academic program and are developed based on current trends and best practices in the academic disciplines. The University requires all academic degree programs to establish and publish PLOs that clearly describe what graduates are expected to know and be able to do as they exit the program and enter the job market or apply for graduate study. Some programs have made greater progress in developing and publishing PLOs than others.

The University uses a multi-pronged approach for the assessment of student learning that involves the participation of faculty, staff, and administrators. Central to this process is the Office of Institutional Research, Assessment, and Effectiveness (OIRAE), which is charged with providing guidance and support for curricular and co-curricular programs in this critical evaluative process. Faculty members have always been essential to academic assessment at the University. Realizing the need for coordination of assessment activities at the departmental and program level, each academic program designated an assessment coordinator. This individual provides leadership for the assessment process and ensures that academic assessment is conducted for the academic program. Faculty members in academic programs work collectively to develop programmatic assessment plans with common components such as defined PLOs, curriculum maps, assessment measures, and instruments and timelines. Included here are [examples of assessment plans and reports](#) for selected academic and non-academic programs and departments.

As previously mentioned, periodic challenges with staffing in the OIRAE have impacted the assessment process, but mechanisms have been implemented to ensure that assessment is continually conducted at the University. One such strategy implemented was the coordination of academic assessment between the OIRAE and the Provost's Office. These offices serve as a link to the faculty academic liaisons and attempt to monitor and facilitate academic assessment in collaboration with both entities. The previously cited assessment questionnaire was used by OIRAE and Academic Affairs to determine what type of assessment activities were being conducted by the various academic programs in order to begin developing standardized tools and timelines for assessment activities. As a result of the responses to the questionnaire, a new [assessment reporting template](#) and a new [assessment planning template](#) were created as a component of the annual reporting requirement and disseminated for use in spring 2014. All academic programs are required to submit assessment reports as a part of the annual report at the end of each academic year.

As mentioned in 4.B., the University hired an HLC Assessment Academy consultant to conduct two training sessions with assessment coordinators and faculty in spring 2013. The University consulted with a different HLC Assessment Academy consultant from spring 2014 to fall 2014 to continue the development of the University's assessment process. The work produced from these sessions is presented in the body of [WVSU's Assessment and Effectiveness Process](#): the [resource room folder](#) includes unit reports on assessment activity looking back one year (including analysis and next steps) and assessment plans for the next two years that identify both tools and the most likely areas for outcomes measurement. This approach has formalized work that was chiefly informal even though it was conducted regularly and documented within program areas. Now, all academic and support unit Plans and Reports are available to all.

The discussions of the past year underscored the need to re-affirm the role of the Assessment Coordinators and the need for their work to move beyond program boundaries to an approach that allows for more regular meetings and conversations about measures and findings.

With the assessment work redefined and aligned with Strategic Planning and embedded in a Program Review, campus stakeholders recognize better the value of the work being asked of them and the need for accountability in goal setting/planning and measuring and sharing results with colleagues. Initial reviews of assessment reports (2013-2014) and conversations about plans for 2014-2015/2015-2016 should be concluded in early spring 2015 by assessment coordinators with expectations of clearer direction and next steps. For support units, the end of spring 2015 will bring the first cycle of goal review.

In order for the University to continue making progress in its assessment process, the OIRAE and Academic Affairs will need to maintain a prominent role in assessment of student learning and continue to define a systematic approach for providing guidance, support, and monitoring of assessment activities. A greater leadership presence from OIRAE working with Academic Affairs will not only help to build a vibrant culture of assessment at the institution, but it will also assist academic programs with having adequate and useful assessment data to present with their program review self-study documents.

4.B.2. *The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.*

General Education Assessment

WVSU assesses SLOs for its curricular and co-curricular programs. The University assesses broad learning outcomes through the General Education program and discipline-specific learning outcomes in its academic programs. The work mentioned in 4.B. brought to light that the quantity of learning outcomes, coupled with the number of courses under the General Education program, made assessment of the learning outcomes tedious and cumbersome. Understanding the importance of modifying the General Education program to reflect the changes in the student population and to utilize best practices, the program was revised using the AAC&U LEAP Essential Outcomes as a model.

The revised [Essential Graduation Competencies](#) are composed of four competencies that transcend the academic disciplines represented at the University and emphasize 10 common learning outcomes, which include the following:

- Demonstrate knowledge of the sciences and mathematics, wellness, social sciences, humanities, histories, international perspectives, and the arts in the context of both contemporary and enduring questions
- Practice inquiry and analysis
- Employ critical and creative thinking
- Communicate effectively
- Apply both quantitative and qualitative approaches to problem solving and evaluation
- Practice effective collaboration/teamwork
- Model civic knowledge and engagement
- Demonstrate understanding of multiculturalism and sensitivity to issues of diversity
- Practice professional ethics in reasoning and action
- Demonstrate synthesis of knowledge both within a specialization and between disciplines

The formal adoption of a general education core which is known by the term "Essential Graduation Competencies" for all graduates means that a new dimension of assessment work will be undertaken in the near future. These "Essential Graduation Competencies" are areas of shared responsibility between the general education courses and major fields of study. How and where to

approach measuring these competencies, with what tools and in what cycle, will be a large part of the work in the spring of 2015 for assessment coordinators.

Academic Program Assessment

All academic programs have defined PLOs developed by the faculty. Programs use both direct and indirect measures for assessment at the course and program level. At the course level, direct measures include research projects, standardized tests, artistic performances, and observation of field work, while course evaluations and course grades are examples of indirect measures. For assessment at the programmatic level, direct measures such as pass rates or scores on licensure exams, capstone projects, and major field tests are utilized. Indirect measures for program level assessment include the use of focus groups, job placement and graduate school placement, and employer surveys to ascertain what the students have learned.

- **Assessment of Student Learning.** All academic programs are required to have structured assessment plans to evaluate achievement of PLOs and to serve as the basis for making curriculum improvements.
- **Employer Surveys.** Area employers are surveyed by individual programs to assess their perceptions of WVSU graduates' preparation for specific careers. Employer surveys are tailored to measure knowledge and skills related to specific academic programs and are linked to PLOs. Academic programs are required to conduct employer surveys at least once every five years.
- **Alumni Surveys.** Alumni are surveyed by individual programs to assess their perceptions of the extent to which their education at WVSU prepared them for entry-level careers and/or graduate study. Survey items are linked to PLOs. Academic programs are required to conduct alumni surveys at least once every five years.
- **External Exams.** Programs which prepare students for careers that require licensing exams monitor pass/fail rates on an annual basis. Other types of tests associated with accrediting bodies or with the Educational Testing Service (ETS) are used to assess knowledge and skills related to specific curriculum content. Aggregate scores provide academic programs with assessment information for curriculum improvements.

To disseminate information about the academic assessment activities and to share findings and next steps, programs complete [an assessment report](#) as a part of the annual report as previously mentioned.

Co-Curricular Program Assessment

WVSU defines co-curricular involvement activities as opportunities sponsored by the University that bridge formal learning and out-of-the-classroom activity. These programs have conducted assessment for various activities and services that seek to enhance the overall WVSU student experience and to cultivate a holistic development of the student.

Career Services and Cooperative Education (CSCE) assesses co-curricular learning using measures to determine an increase of content knowledge through pre- and post-tests and through questions to measure developmental learning by way of self-reporting using feedback sheets and surveys. For example, the exit survey for the teacher job fair experience asks about comfort level with networking and interviewing after the experience and requests the participant to write down one concept, idea, or new perspective he or she will take away from the day's discussion.

The Academic Assistance Counselor assesses its services in the walk-in tutoring centers using student evaluations and written comments. Evaluation questions include tutor satisfaction, self-reported pre- and post-tutoring grades, the number of times met with a tutor, and an opportunity for comments.

Academic Coaching is a program implemented by the Academic Assistance Counselor for students who successfully appealed their financial aid suspension. This program requires students to attend two academic coaching counseling sessions to assist them in identifying and correcting the barriers that have prevented them from achieving academic success. The participants also have to attend a workshop to strengthen the area they identify as an academic weakness, such as study skills or time management. The methods to evaluate the program include the level of [participation in the program](#) (full, partial, none), GPA (pre- and post-intervention), and hours attempted and completed.

WVSU implements Supplemental Instruction (SI) in a variety of subjects. Course rosters are obtained from the SI course instructors each semester. The rosters contain the students' name and school ID. The data are compiled in Excel, to which exam scores are added throughout the semester. SI Leaders track attendance at each SI sessions. This information is regularly entered into the

database and used to evaluate participation in SI sessions. Data entry and database management are the primary responsibility of the SI Coordinator.

At the end of each semester, final grades are merged into the database to compare participant and non-participant performance outcomes. Comprehensive data include descriptive statistics of SI participants and non-participants, number of sessions attended, mean size of SI sessions, and final course grade according to number of SI sessions attended. Additional reports are completed to assess specific features of the SI program, such as helpfulness of the sessions, number of sessions attended, feedback on improving program, and the grade expected in the class.

WVSU contracts with the online tutoring program Smarthinking to provide access to students 24 hours a day via the Web. Students who participate in live sessions (about one in three) are provided an opportunity to rate their tutors and the technology on a five-point scale, as well as answering “yes” or “no” to the question, “Would you recommend Smarthinking to a friend?” Students may also add written comments. Students are also provided the opportunity to evaluate non-live sessions.

The many co-curricular areas of the University regularly conduct surveys to gain insight on the student perspective and how services and support might be improved. In response to these findings, WVSU has adjusted services incrementally over many years.

On April 11, 2013, several WVSU employees attended the *Building a Culture of Evidence Workshop* at the Charleston Town Center Marriott, sponsored by WVHEPC. The presentation revolved around the content of the 2012 book titled *Building a Culture of Evidence in Student Affairs*. With an emphasis on student affairs, the workshop focused on how everyone in the University community can work to build a culture of evidence to support assessment. Participants learned each culture of evidence is unique to the institution in which it is developed and communication is an essential element. Each chapter of the book, written by leading experts in the field of institutional assessment, provides a guide for leaders and practitioners. The activity sheet completed in the workshop focused on case studies that illustrated the efforts of actual Presidents, Vice Presidents, Deans, and other leaders to establish a culture of evidence at their respective institutions. Presentations of the case studies by each table at the conference stimulated discussion and notes for ideas about how to implement the concepts presented at the workshop. In summer 2013, a retreat for Enrollment Management and Student Affairs’ directors

also focused on this book. Each director summarized a chapter of the book to guide the participants’ efforts to develop more effective ways to assess student learning in WVSU student programs.

Institutional Assessment

Graduate Exit Surveys. All candidates for graduation are required to complete an exit survey during their final semester. The survey provides the University with institution-level data but also has the capacity to provide department-level data for academic programs and informs the University about opportunities to change and improve. In spring 2014, a committee was established to revise the Graduate Exit Survey, including adding questions to determine future plans of graduates. It is expected that a revised survey can better inform multiple university areas on how programs and services might be enhanced to continually support student success. A sample Graduate Exit Survey may be found [here](#).

4.B.3. *The institution uses the information gained from assessment to improve student learning.*

Faculty members, academic program leaders, and staff have worked with several consultants over the course of the last two years to review and in some cases develop and refine PLOs so that they are relevant, clear, and meaningful in gathering information about student learning. Below are several examples of revisions or modifications made to academic assessment process as a result of this professional development:

- The Department of Criminal Justice reduced its PLOs from 14 to five in spring 2013 in an effort to make them more meaningful and manageable. The department realized it was attempting to address too many outcomes and student learning expectations.
- The Department of Art reduced its PLOs from nine to five also in spring 2013. The department met for several full day workshops to develop the revised PLOs, thus simplifying the PLOs and making them less ambiguous.
- The Department of Chemistry adopted six PLOs and developed a curriculum map and assessment timeline.

Other instances of focused efforts to improve assessment at the University include a full-day working session for all academic programs in the College of Business and Social Sciences to review and revise learning outcomes.

The workshop also stressed the importance of having a cohesive plan that ties into the College mission. Those impacted programs are at various stages in their assessment approach. The following are some examples:

- Five PLOs have been identified and are assessed at specific points in the Business Administration program. These PLOs have been mapped to specific courses. Fall 2012 was the first official semester for evaluation of the PLOs. Results from assessment activity that occurred during the 2012-13 academic year are currently being gathered by departmental faculty.
- Economics has administered exit surveys to graduates through the Student Assessment Center. Students in upper-level classes have been given a pre-test designed to diagnose learning deficiencies beginning with the fall 2014 semester. A post-test was administered at the end of the semester. Those Economics majors who have Business as a second major have been administered the ETS Field Test.
- History and Psychology faculty members are continuing to refine their PLOs, collecting data, and they are just beginning their analysis.
- The other disciplines, such as Political Science and Sociology, have begun revising their curricula and accompanying PLOs.

As a part of the assessment process, WVSU academic programs and departments regularly report on PLOs, assessment procedures, assessment data, and any plans for programmatic changes that address problems identified in that data. The following examples illustrate the effective use of assessment information for continuous improvement by WVSU departments.

English Department. Majors are required to submit a portfolio of their written work from three stages in their college career, which is evaluated by faculty using a rubric based on program outcomes. These portfolios allow for the assessment of whether students are learning the designated outcomes (or competencies): critical thinking and analytical writing, comprehension of literary texts, understanding of form and genre, use of critical approaches to literature, an effective engagement in the process of writing a variety of compositions, and the use of research.

A concern about student achievement of program outcomes was noted in one of the primary outcomes

for all graduates, effective use of standard English. By completion of the program, all graduates had met a reasonable standard of language use, but too many of them (about 15 percent) demonstrated better skills at Stage 2, in the middle of the program, than they did as they neared the end of their studies. Faculty observation of student skills based on coursework appeared to confirm that this was an issue. In response to these observations, the English department decided to require a course in grammar (English 160) for all writing majors. Another outcome, “editing one’s work,” produced a low average score among graduates of the Professional Writing Option. Faculty observations, graduate-survey responses, and comments from students currently in the program suggested that the curriculum insufficiently addressed the computer design and layout aspect of professional writers’ editing roles. As a result, the English department created and offered majors a course in desktop publishing.

Education Department. The education program’s assessments are designed to evaluate candidate performance and public school student learning in the four phases of the program: Pre-Professional, Professional, Capstone, and Continuing Professional Development. Most of the assessment benchmarks are required by NCATE Standards, WVHEPC and WVDE Policies, and Federal Title I and II Regulations. The education department uses a comprehensive and integrated set of evaluation measures to monitor candidate performance and to improve operations and programs.

Each semester the education department dedicates a department-wide meeting to the review of data that were collected during the prior semester. The department reviews comments from Specialized Profession Associations (SPA) received during that semester. Candidates’ Action Research projects are reviewed and ways to improve the research are discussed. During the Senior Capstone Interview, candidates are asked to make comments and suggestions for improving the education program and their specialization program. As a result of the assessments of program outcomes collected by the education department, the following are a few of the improvements that were made:

- The field placement for special education was moved from Education 327 to the second special education course, Education 331. All candidates complete a teaching unit during Education 331 in which they administer a pre-test, teach the unit, administer a post-test, and write a report to document public school student learning. Candidates are then critiqued on this action

research and are better prepared to administer direct measures of student learning during their student teaching experience.

- An analysis of the technology of the public schools located within RESA III formed the basis for a case to redirect Title III funds to upgrade of classrooms in Wallace 221, 531, 622, and 623, where the education program classes are held.
- Tutoring opportunities were provided to increase candidate performance on national assessments, specifically the Pre-Professional Skills Test (PRAXIS I). A new one-hour elective PRAXIS I Review course was piloted in fall 2010.
- To address transfer candidates' comments about providing additional information regarding the education program, a new one-hour online course was developed—Education 290 Advanced Education Foundations. This course uses the Education Department Handbook and guides the candidates through the program. Candidates' comments received after completion of the course have been very positive.
- The Teacher Education Handbook has been revised twice during the last five years to reflect the changes in the program.

Communications Program. The Department of Communications and Media Studies has an assessment plan that includes strategies for determining student competence in digital media and filmmaking, theatre, radio production, television production, scriptwriting, oral communication, public relations, telecommunications, and web design. The following are some examples of program improvement in response to an analysis of assessment data:

- The capstone course for Communications and Media Studies is an internship. This component of the program ensures that qualified students engage in a field experience in one or more media arts-related disciplines. Each intern completes a weekly report, and supervisors submit mid-term and final evaluation forms. The department also requires each major to submit a proficiency ePortfolio, a collection of the student's work submitted on CD, consisting of examples of scholarly research work, production work, and work from the student's area of specialization. A three-member assessment committee of full-time faculty, appointed by the chair of the department, assesses each portfolio. Information obtained

from internship evaluation forms, ePortfolios, and assessments of courses is reviewed regularly at department meetings and forms the basis for further curricular design and development. For example, it was discovered that one advanced television class was insufficient for students to learn the required information and produce a bi-weekly program, "Campus Connection." Consequently, the curriculum was changed so there are now two advanced television courses. COMM 360, Advanced Television and Production I, teaches the students advanced techniques, and COMM 462, Advanced Television Production and Direction II, allows them to put these techniques into practice by producing "Campus Connection."

- A weakness in film editing was also determined as a result of the assessment information; therefore a Special Topics course in editing was offered as a possible solution.
- The department had only one course which met the requirement for a communications writing course—COMM 348, Scriptwriting. Again, assessment data led the department to the discovery that the students needed a broader choice in writing courses. An existing course, COMM 307, Writing for Public Relations, was expanded into Writing for the Media.

Media Studies Master's Program. The Media Studies Graduate Coordinator manages the outcomes assessment process in media studies with input from the graduate faculty. The coordinator is responsible for compilation of data at the beginning of each academic year and also prepares an annual assessment report that is sent to WVHEPC. The department's graduate faculty members also review this report and make recommendations for action, which has included curriculum or student outcomes revisions, to the coordinator, who initiates action for improvement. In addition, student satisfaction surveys are distributed during the program review cycle and reviewed by the coordinator and graduate faculty.

Other assessment findings are culled from thesis/project evaluations prepared by the graduate coordinator and advisors for the thesis/project. Examples of changes made based on data collected over the past five years include the following:

- Based on four years of project and thesis assessments, the faculty began meeting with members of the English department to discuss

the development of a research and writing course that would be a required class for all entering media studies graduate students. The data gathered clearly indicated that while the media design skills of the graduating students were generally of high quality, their research and writing skills were inconsistent. After two years of meetings and discussions, a new course was created (MS 502—Graduate Research and Writing) that is now a curriculum requirement.

- Faculty reviewed the expected outcomes in the two core courses (MS 500 and 501) and met as a group to discuss the exams, projects, and final papers that were completed by graduate students. Utilizing a rubric that addresses key content and conceptual understandings of the core classes, faculty members rated the performance of students on a three point rating scale (1 = unacceptable, 2 = satisfactory, and 3 = excellent) and discussed the extent to which students are developing and demonstrating key conceptual and content understandings being taught in the core courses.

Chemistry Department. Faculty discussion of student performance led to the realization that certain core concepts, such as orbital hybridization, bond and molecular polarity, and intermolecular forces of attraction, should be covered in greater detail in the general chemistry sequence to better prepare students for more advanced courses such as Chemistry 205.

In the summer semester of 2010, the department adopted a different textbook for the organic chemistry sequence (Chemistry 205 and 206): *Organic Chemistry* by Leroy G. Wade. The new text encourages students to think critically, reinforces cross-disciplinary concepts, and builds upon those fundamental theories to better understand organic chemistry. In addition, it facilitates problem-solving skills and reinforces contemporary applications.

Another step was to add an additional contact hour for recitation to Chemistry 205 and 206 that is dedicated to honing problem-solving skills. An additional contact hour for recitation was also added to Chemistry 105 and 106 to help students work on problem-solving and critical thinking skills through conceptual exercises.

Business Administration. The Bachelor of Science in Business Administration uses a multi-prong approach to program-level assessment. The program consists of a single degree with multiple concentrations. All

concentrations are required to take 33 credit hours of common business core courses. Each concentration requires 21 to 27 additional credit hours.

This multi-prong approach includes three broad areas of assessment, as follows:

- Program-level assessment consists of five PLOs. Each PLO is assessed multiple times within the business core courses. In addition, each of the concentrations has extended PLOs for the concentration area. Hence, each area of concentration has PLOs at the beginning and end of the academic requirements.
- Educational Testing Service's (ETS) Major Field Test (MFT) is administered each semester in the business capstone course, BA 420, Senior Seminar. Results from this test are analyzed by total scores obtained by students taking the exam at the University. Trends from semester to semester as well as comparative analysis with scores from other institutions who administer the test are analyzed. ETS also provides test results for nine specific areas of assessment: accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues. This information is also used to identify opportunities for improvement in the program and concentrations.
- A Graduate Exit Survey yields information about the program overall, as well as the individual areas of concentration. The survey administered by the University collects both institution-level data and department-level data for business programs.

With this approach, in addition to an overall assessment of the Business Administration degree program, each concentration area will have three distinct areas of assessment—within specific capstone courses, MFT test results by assessment indicator, and exit survey results from graduating students.

In addition to these examples of how the University uses assessment data to improve SLOs, both the developmental mathematics and English offerings have been modified. Initially, the University offered a non-course method for preparing students to complete college level work via a workshop model. Unfortunately, this model was not ideal for the WVSU student population, and thus, a developmental math course, Math 020, was created and complemented by online supplemental assistance

software. Based on pass rate data (65.9 percent in fiscal year 2014) and general faculty observations and interactions with students, the department is currently engaged in redesigning a developmental education program that utilizes best practices for enhancing success in developmental math programming. The department continues to collect data and uses the results to improve performance in this critical area for our students.

Additionally, the WVHEPC has directed more attention to developmental education courses/programs at four-year public institutions, including metrics related to pass rates for both developmental mathematics and English as reporting elements, for the success component of its new cycle of WVHEPC's *Master Plan: Leading the Way*.

Like the mathematics department, the English department is currently revising its English 020 course based on pass rate data collected over the last two years. The departmental assessment committee is developing plans for focused assessment of the developmental course and is currently making progress regarding assessment of developmental writing. Modifications based on the results of the data analyzed will be made.

Co-curricular programs at the University are currently working collaboratively to develop assessment plans. These programs have been conducting assessments, but after taking a critical look at the data, it was decided that a more directed, outcomes-driven approach needed to be implemented so information could be used to determine how the impact of programs linked to student learning. For this purpose, program leaders were provided with an assessment planning template to create departmental plans. For the current academic year, each department is asked to submit four goals, two of those goals focusing on enhancing first-to-second year retention. The assessment planning process has already begun, and the first draft of the goals was submitted for review and was finalized in fall 2014.

4.B.4. *The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other institutional staff members.*

Assessment at WVSU is a collaborative process that involves faculty, staff, and administrators. Faculty members serve a major role in assessment activities by developing learning outcomes, determining the methods of assessment, collecting and analyzing data, and utilizing a data-driven decision making process to implement improvement for curricular programs. Co-curricular program assessment is facilitated by institutional faculty

and staff members. These programs serve to enhance the academic preparation of WVSU students. Evaluation is conducted to determine not only the impact of the academic support offering but also indirectly to measure the long-term effect of such programs on the persistence and retention of students. Essential to any mode of assessment at WVSU, whether it be curricular or co-curricular, are guidance and support of faculty and staff for assessment activities.

Summary for Component 4.B

WVSU's academic programs have established PLOs and continue to work on developing and refining program-level SLOs and curriculum maps for their programs. Each program has appointed assessment coordinators who act as liaisons between the departmental faculty and staff from OIRAE and Academic Affairs. With the development of the University's Assessment and Effectiveness Process, all academic programs have gathered assessment data, but more work needs to be done in this area to finalize a systematic approach to assessment. Co-curricular assessment is also underway as plans to provide improved student support services proceed.

4.C. *The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

WVSU is acutely aware of the importance of retention, persistence, and completion of degrees offered at the institution. Recognizing the impact that student services, faculty and staff interactions, and institutional commitment have on WVSU's ability to retain and graduate students, the University implemented a variety of improvement strategies and enhancements to ensure that students progress academically and graduate in a timely fashion. These strategies were driven in part by the reorganization of the structure of the University in response to the separation of the community college component of the institution, which resulted in a rather sudden reduction in student enrollment. Despite that reduction, the University is making strides in increasing its student enrollment. This change provided the opportunity to improve the quality of efforts to ensure student success in terms of persistence and graduation.

The major enhancement implemented by the University to increase student enrollment and to monitor retention, persistence, and completion at the institution was to move from a decentralized recruitment and student service entity to an enrollment management model that links

all facets of the WVSU student journey from entry to graduation under one unit. The Division of Enrollment Management and Student Affairs was introduced in July 2012. This strategic organizational change has allowed the University to coordinate enrollment, retention, and graduation efforts and to utilize strategies that facilitate student persistence and success.

The University has engaged in a number of initiatives, many implemented since summer 2012, to follow best practices and current and productive approaches in its efforts to recruit, retain, and graduate students. Recruitment and retention initiatives are informed by data and intentional efforts to review and respond to data trends. The University is poised to provide one-to-one student support from the time a student makes an inquiry as a prospective student to graduation.

New academic programs, such as the energy management concentration and the 2+2 in engineering, along with new facilities, including the Judge Damon J. Keith Scholars Hall (on-campus student residence), the D. Stephen and Diane H. Walker Convocation Center, and the Gregory V. Monroe Athletic Complex, provide tremendous support to recruitment and retention efforts.

Recruitment

During the past two years, the University has enhanced recruitment programs resulting in increased applications, admission offers, and enrolled students. The University believes the activities outlined below contribute to this success.

- **Increased and Improved Outreach.** WVSU is now collecting and maintaining prospect names. The foundation of this effort is an ACT and SAT name buy in targeted geographic markets. In addition, student names are collected from high school visits, college fairs, and an online inquiry form. Students are sent mailings and electronic communications to encourage interest in and application to WVSU. In the summer of 2013, WVSU successfully completed an RFP process for a Customer Relationship Management (CRM) solution that will support communications and inquiry tracking. EMAS Pro software has been selected and implementation is ongoing. The CRM is the foundation of the University's communications strategy providing the opportunity to create targeted prospect groups. A recent Noel Levitz study indicates that using a CRM ranks at or near the top of the top five internal operations supporting recruitment.

- **Territory Management.** Admissions counselors are assigned geographic territories within West Virginia and out of state. This approach allows staff to nurture, build, and sustain ongoing professional relationships with prospective students and those who influence them to achieve assigned recruitment objectives with the idea of elevating students and their parents to progressively higher levels of interest and commitment through the enrollment funnel. Territory management also supports goal setting and accountability.
- **Timely Admission Decisions and Follow-up.** Admissions staff, assisted by Banner, WVSU's student information system, and now the CRM, work to encourage students to complete their application and then to get an admission decision to students as quickly as possible. Applicant follow-up, including telephone calls, mailings, and electronic communications, are implemented on an ongoing basis. All admitted students are asked to notify the University of their decision regarding enrollment. Examples of new targeted communications include ACT/no application, transcript/no application, and FAFSA/no application.
- **Events.** WVSU's first [open house programs](#) were offered in fall 2012. [On-the-Spot Decision Days](#) are offered on a regular basis. The University held its first [Admitted Student Day](#) in spring 2013. A summer open house was introduced in summer 2013. A daily visit program has been enhanced.
- **Scholarships.** Select admitted students are offered scholarship awards. Most awards are based on the student's application for admission. By eliminating a scholarship application for new students, awards can be made in a timely manner and may influence a student's enrollment choice. The WVSU Scholarship (in-state) and the Black & Gold Scholarship (out-of-state) are two examples. Corporate partners, such as BrickStreet Insurance, provide the opportunity to assist students by offering scholarships and visibility for internships and careers.
- **Timely Awarding of Financial Aid.** Prior to 2013, WVSU delivered financial aid award letters each May. For fall 2013 and forward, the first financial aid award letters were mailed to newly admitted students on March 1. Providing aid award letters to students in a timely manner allows new students and their families to

compare costs at WVSU with other colleges and universities more effectively. Initial distribution of aid award letters for continuing students is April 1. Sending aid award letters is another reason for the University to communicate with admitted students about the college search process and enrollment at WVSU.

Retention

Recruitment is vital to the University, but to achieve the enrollment results the University requires, it must focus on retention, as well. In January 2014, a University Retention and Student Success Council was formed, co-chaired by the Vice President for Enrollment Management and Student Affairs and the Assistant Provost/Assistant Vice President for Academic Affairs. Council representation includes students, faculty, and staff. The Council is working to create a retention plan with input provided by a variety of sources, including recommendations from the [Degree Completion Task Force](#). It is anticipated that the plan will focus on student advising, the use of Degree Works (MyDegree@State) and degree paths, compiling and sharing data, and improvements to orientation together with other new initiatives. In addition, the University is engaged in a variety of ongoing retention activities as follows:

- More faculty members are using the faculty referral (early alert) system with staff follow-up to each referral.
- More students are encouraged to use available tutoring services, including Smarthinking, a free online tutoring program; in-person tutoring; and one-on-one meetings with an Academic Affairs staff member and at-risk students.
- Support departments for military students and adult and commuter students opened in fall 2012. A food pantry opened in March 2013, and a campus clothes closet to assist students in creating a positive impression in interviews, internships, and jobs opened in spring 2014.
- An improved one-stop service was created by co-locating the Cashier's Office, Registration and Records, and Financial Aid in the same area of Ferrell Hall, facilitating easy navigation for students.
- Staff members are contacting students the University believes should have registered but did not.

- Staff members are conducting exit interviews/communications with students who withdraw to set the stage for a student's return.

Under the new enrollment management model and University leadership, the University increased overall student enrollment by 1.2 percent and its undergraduate enrollment by approximately 2.4 percent from fall 2012 to fall 2013. An examination of the data shows that the increase is primarily attributed to a tremendous boost in the enrollment of first-time freshmen (43.6 percent) and new graduate students (53.8 percent). The table below provides a snapshot of comparative student enrollment, credit hours, and full-time equivalent data for fall 2012 and fall 2013.

Table 4.3 West Virginia State University Fall 2012 to Fall 2013 Enrollment Data

West Virginia State University Fall 2013 Enrollment
October 7, 2013 Census

	Enrollment			Student Credit Hours			Full-Time Equivalents		
Classification	2012	2013	% Change	2012	2013	% Change	2012	2013	% Change
Undergraduate	2561	2622	2.4%	30956	31848	2.9%	2579.7	2654.0	2.9%
First-Time Freshmen	291	418	43.6%	4242	6048	42.6%	353.5	504.0	42.6%
Transfers	267	230	-13.9%	3524	3015	-14.4%	293.7	251.3	-14.4%
Readmits	140	165	17.9%	1625	1765	8.6%	135.4	147.1	8.6%
Continuing	1427	1382	-3.2%	19417	18869	-2.8%	1618.1	1572.4	-2.8%
High School	311	312	0.3%	1333	1290	-3.2%	111.1	107.5	-3.2%
Non-Matriculated	125	115	-8.0%	815	861	5.6%	67.9	71.8	5.6%
Post Baccalaureate	28			84			7.0		
Graduate	55	55	0.0%	444	418	-5.9%	49.3	46.4	-5.9%
First Time	13	20	53.8%	125	151	20.8%	13.9	16.8	20.8%
Continuing	42	35	-16.7%	319	267	-16.3%	35.4	29.7	-16.3%
WVSU Total	2644	2677	1.2%	31484	32266	2.5%	2636.0	2700.4	2.4%

Source: WVSU Office of Institutional Research and Effectiveness

4.C.1. *The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.*

University goals for student retention, persistence, and completion are collaboratively developed and clearly defined through the institutional strategic planning process and in compliance with the WVHEPC requirement that institutions set targets for a variety of performance metrics such as retention and graduation rates through the cyclical submission of a formal Institutional Compact document. In developing these goals, consideration of the characteristics of the WVSU student population was considered in the process. The origins of WVSU reside in the establishment of the Second Morrill Land-Grant Act of 1890, which was to educate African-Americans in a segregated United States. Therefore, WVSU has a long and proud tradition of educating minority students, and it is one that continues today. Additionally, WVSU serves a large primarily non-

traditional adult commuter student population from a metropolitan area and surrounding rural counties.

In the new strategic plan, [Vision 2020: State's Roadmap to the Future](#), the University outlines strategies to achieve a 70 percent first-year to second-year retention rate and to improve graduation rates to a 30 percent six-year completion rate by the year 2020.

Vision 2020 provides ample evidence of the University's commitment to persistence and retention among its students. The plan contains several goals that address retention and degree completion. For example, several goals under the section *Recruitment, Retention, Degree Completion, Marketing/Branding, and the Student Experience* focus on using best practices to track and monitor students, expanding the existing first-year experience to span four years, collecting and analyzing data for academic planning, and improving classroom instruction and student life. In addition to the goals established through the strategic planning process, WVSU has set targets for metrics such as first-year retention,

progress toward degree, and four- and six-year graduation rates as a part of the next Institutional Compact for WVHEPC. Even though the Compact cycle ends in 2018, both Vision 2020 and the Compact align with each other and with the University's mission and specify goals for retention, persistence, and degree completion that are appropriate for WVSU's student population and academic programs. In order to achieve the defined goals, both documents contain strategies, action plans, and activities designed to meet the goals by the desired timeframe.

The goals for student success metrics were developed through a University-wide collaborative process that considered historical data for WVSU and future progress in through areas. As a result of this collaborative process, the University determined target goals for student

success, which are presented in Table 4.4. Summarily, the University has set a 70 percent first-year retention rate and a 30 percent six-year graduation rate, which align with the goals defined in Vision 2020 for both metrics. In addition to these two metrics for student success, the University aspires to achieve a rate of 30 percent for first-time freshmen earning 30 credit hours and a 14 percent four-year graduation rate. The table shows how the target goals are disaggregated for several key representative populations including low-income first-time freshmen, returning adults, transfer students, and underrepresented racial/ethnic groups. Although these goals may appear to be ambitious compared to rates for previous cohorts, they are attainable due to the renewed University vitality and aggressive efforts to achieve the defined goals.

Table 4.4 WVSU Compact Plan Student Success Targets for 2018

Student Success							
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Formal 2018 Target 2016 Cohort
Retention							
Full-Time, First-Time Freshmen	57.7%	59.4%	66.7%	61.6%	67.2%	60.7%	70.0%
In-State		63.3%	71.5%	65.1%	70.5%	61.5%	NA
Out-of-State		47.7%	50.6%	47.2%	52.5%	55.8%	NA
Part-time, First-Time Freshmen	55.0%	66.7%	50.0%	53.3%	52.0%	31.3%	60.0%
Low-Income First-Time Freshmen	54.6%	56.9%	63.2%	55.6%	63.3%	57.8%	60.0%
Returning Adults	72.1%	62.4%	62.3%	55.4%	55.8%	61.5%	65.0%
Transfer Students	67.5%	73.0%	67.3%	64.3%	62.2%	68.6%	70.0%
Underrepresented Racial/Ethnic Group Total	43.6%	54.5%	60.2%	52.4%	56.6%	48.3%	60.0%
Progress Toward Degree							
First-Time Freshmen Earning 30 Hours	11.3%	11.5%	13.4%	18.6%	18.5%	22.5%	30.0%
In-State		12.3%	13.4%	18.7%	20.3%	21.3%	NA
Out-of-State		9.1%	13.8%	18.2%	10.6%	30.2%	NA
Four-Year Graduation Rate Cohort Years:	2004	2005	2006	2007	2008	2009	2014 Cohort
First-Time Freshmen	4.6%	4.7%	4.4%	3.8%	2.7%	4.8%	14.0%
In-State	5.3%	5.1%	4.0%	3.6%	2.4%	4.5%	NA
Out-of-State	0.0%	2.8%	5.6%	4.6%	3.8%	6.5%	NA
Low-Income First-Time Freshmen	4.1%	3.8%	2.2%	2.6%	1.1%	3.5%	12.0%
Returning Adults	40.1%	38.5%	41.8%	31.2%	34.5%	25.7%	40.0%
Transfer Students	34.2%	36.5%	32.0%	37.1%	35.6%	34.8%	45.0%
Underrepresented Racial/Ethnic Group Total	2.5%	2.5%	2.0%	1.8%	1.1%	2.4%	15.0%
Six-Year Graduation Rate Cohort Years:	2002	2003	2004	2005	2006	2007	2012 Cohort
First-Time Freshmen	26.5%	19.7%	21.2%	19.8%	17.7%	18.6%	30.0%
In-State			23.0%	20.2%	18.0%	20.2%	NA
Out-of-State			9.4%	18.3%	16.9%	13.6%	NA
Low-Income First-Time Freshmen	22.0%	19.6%	19.9%	15.7%	13.0%	16.9%	25.0%
Returning Adults	42.2%	46.7%	44.3%	42.7%	49.9%	37.6%	45.0%
Transfer Students	53.3%	53.4%	45.1%	46.6%	39.9%	47.2%	55.0%
Underrepresented Racial/Ethnic Group Total	25.3%	24.4%	15.2%	15.0%	11.9%	12.7%	22.0%

During the past few years, WVSU has struggled with low first-year retention and six-year graduation rates. Many of the factors that may contribute to low rates in these areas are external factors such as a large working student population, lack of family support to attend college, family obligations, and inadequate secondary education preparation. To address this challenge, the University has developed a number of resources and services to assist students in achieving academic and personal success while providing them with support systems that are both academic and social in nature. Some of the efforts include developing services for specialized student populations such as military veterans and commuter students, creating a one-stop student service area, which houses Admissions, Financial Aid, Registration and Records, and the Cashier's Office, and developing University-wide task forces and committees focused on retention and degree completion.

Through continual collaboration and implementation of strategies and efforts that foster an environment for success and optimal client satisfaction, it is anticipated that the retention and graduation rates for WVSU will improve over time. The University fully understands the increasing demand to meet the needs of its diverse student population and continues to strive to provide appropriate and competitive academic programming, an engaging social atmosphere, and academic and personal support services.

4.C.2. *The institution collects and analyzes information on student retention, persistence, and completion of its programs.*

WVSU uses a variety of sources and methods to collect and analyze data about student success measures such as retention and degree completion. As mentioned in the previous section, the institution sets goals for these measures through system requirements as mandated by the WVHEPC and through its strategic planning process. Understanding the importance of data-driven decision making for all facets of organizational planning and the vital role that data play in demonstrating the University's ability to matriculate and graduate its students successfully, OIRAE provides a critical service and guidance to the University. OIRAE works collaboratively primarily with the Information Technology department to collect and manage the data. Data for a multitude of reporting elements are entered into the Banner database by students (online student application form and registration) and various campus offices (Admissions, Registration and Records, Financial Aid, individual

departments, etc.). This information from Banner is used to build the WVHEPC data files, which primarily consist of student, course, teaching workload, and registration data.

OIRAE oversees the collection and analysis of retention and graduation rate data at WVSU. Once analyzed, the office shares the results with various internal and external constituents. Internal constituents (e.g., faculty, staff, the President, Provost and Vice President for Academic Affairs, Vice President for Enrollment Management and Student Affairs, and BOG) review this information to help identify deficient areas and bring forward meaningful solutions to help improve the University in these areas. OIRAE also conveys retention and graduation rate data to external constituents (e.g., WVHEPC, IPEDS, etc.) and to the general public ([WVSU Factbook](#)) to illustrate that the University is in compliance with various federal and state reporting requirements.

The University collects and analyzes retention and completion data and uses the information to determine how well it is performing in comparison to its defined group of peer institutions nationally and to its West Virginia peer institutions. The selected peer institution group was identified by basic institutional information such as size, student demographics, and other attributes including HBCU designation. When comparing retention and graduation rates, WVSU rates are lower than the collective rates for the selected peer group. These data are an indication that as an institution WVSU has a great deal of work to do but is poised to improve due to the many efforts in which it is currently engaged.

Using the IPEDS Data Feedback Report for 2013, which compares student success measures of WVSU to 16 selected peer institutions (Table 4.5), the graduation rate overall was 23 percent for WVSU whereas peer institutions with similar student body characteristics had a graduation rate of 32 percent; the transfer-out rate, however, was 18 percent for WVSU and 26 percent for peer institutions. Analysis of retention statistics showed that the full-time student retention rate was 50 percent for WVSU students and 63 percent for peer institutions. Part-time WVSU students had a retention rate of 25 percent whereas peer institutions had 29 percent. Table 4.5 provides a snapshot view of the statistics mentioned above, as well as the individual data for each of the peer institutions.

Table 4.5 Student Success Indicator Comparison for WVSU Peer Group

Institution Name	Full-Time Retention Rate	Grad Rate for Total Cohort	4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate
Alcorn State University	69	32	15	28	31
Bluefield State College	53	28	11	21	25
Concord University	62	38	17	30	38
Delaware State University	60	33	15	29	33
Eastern New Mexico University- Main Campus	63	29	11	24	29
Elizabeth City State University	79	43	17	36	43
Fairmont State University	64	34	14	28	34
Kentucky State University	45	14	4	10	14
Lake Superior State University	70	38	16	33	39
Lewis-Clark State College	50	30	11	22	26
Lock Haven University	71	47	25	42	47
Mansfield University of Pennsylvania	72	48	31	45	48
University of Arkansas at Pine Bluff	55	28	8	20	28
University of Maryland Eastern Shore	69	32	14	27	31
University of Wisconsin-Parkside	62	30	7	23	30
Virginia State University	65	42	25	39	44
West Virginia State University	50	23	7	15	21

In comparison to its peer institutions within the State of West Virginia, for full-time WVSU students starting in fall 2010, 58 percent returned in fall 2011, an increase from the fall 2009 to fall 2010 rate of 52 percent, but well below the fall-to-fall retention rate for WVSU's peer institutions in West Virginia, which was 66 percent. For part-time WVSU students, the 2010 to 2011 return rate was 41 percent. Analyzing more recent data for the return rate of students in fall 2013 from the previous fall of 2012 indicates a return rate of 51.1 percent. A realistic and appropriate goal for WVSU would be to increase the retention rate to meet or exceed those statistics for peer institutions within the next two academic years.

A number of factors influence retention, persistence, and completion at WVSU, including the following:

- Approximately 90 percent of students at WVSU are commuter students; nearly one-third of students are part-time students.
- The average age of the student body at WVSU is 26 years.
- Most students, including full-time students, are employed to assist in financing their education.
- Job and family responsibilities often take priority over college courses, and these students find themselves decreasing their college load in order to handle their multiple priorities, increasing the number of semesters required for graduation.
- WVSU provides access to many students whose educational backgrounds did not prepare them for the rigor of college-level courses.
- Aging dormitories do not provide an appealing residential experience for on-campus students.

Recognizing the challenges faced to retain, progress, and graduate the student population it serves, WVSU is working continually to determine and understand the barriers that impede students from staying in college and ultimately graduating with the desired degree to create and implement strategic initiatives to address those factors.

4.C.3. *The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.*

As mentioned in the previous section, WVSU collects and analyzes data for retention, progression, and graduation of its students. The data are shared among the BOG, University divisions, and other University constituent groups. In response to the challenges that the data reveal, the University has embarked upon an aggressive approach to increasing the student enrollment, enhancing the student academic profile, and increasing retention and graduation rates. This approach can be explained in three broad, major categories, which are interconnected and span University divisions: recruitment and marketing initiatives, academic program enhancements and services, and progression and retention efforts.

Recruitment and Marketing Initiatives

The University is currently engaged in an intensive recruitment, marketing, and rebranding campaign that has assisted the University with increasing the enrollment of first-time freshmen. Prior to the 43.6 percent increase in first-time freshmen from fall 2012 to fall 2013, the number of new students selecting and enrolling at WVSU was on a continual decline beginning with fall 2009. Understanding the critical impact that declining enrollment has on an institution, the University executed several efforts to increase the visibility of WVSU and used best practices to reach and enroll prospective students. Marketing and rebranding efforts included increasing the University's visibility through the use of billboards in key strategic locations, implementing new University publications, such as the *STATE* magazine and annual *President's Report*, overhauling the University's website, expanding social media contacts, and enhancing the University's engagement with local and state media and civic organizations. These efforts were coupled with several focused actions for augmenting the recruitment activities. In the recruitment area, the following actions were taken:

- targeted name purchases from ACT and the College Board

- implementation of territory management within the admissions office
- enhanced outreach via mailings, email, social media, and telephone
- better follow-up with applicants to encourage application completion
- stronger visitation program including special events and daily visits
- enhanced tracking inquiry and applicant activity via the recent purchase of EMAS Pro, a constituent relationship management solution, which allows the University to track students from inquiry through to enrollment. This tracking provides information on marketing strategy and resource utilization.

The combined recruitment and marketing/rebranding activities has resulted in an enrollment increase, and it is anticipated that continued efforts of this nature will allow the University to realize a continual increase in enrollment for all target student population categories.

Academic Program and Support Enhancements

WVSU has made a variety of academic program and academic support enhancements to assist students in staying in college, to progress in a timely manner, and to complete their degrees. In that regard, a number of new academic programs were introduced in response to industry and job market demands. These programs are in alignment with the regional needs and interests of students in the local vicinity. One such program is the Energy Management concentration for the Business Administration program, which is a joint degree program between the College of Business and Social Sciences and the College of Natural Sciences and Mathematics and provides students with specialized training in industries important to the West Virginia economy. Other new programs on the horizon include a Master in Public Administration and an RN to Bachelor of Science in Nursing.

As previously mentioned, the University regularly conducts reviews of all its academic degree programs. As a result of those program reviews and suggested updates by WVHEPC, the University examined its credit hour requirement for degree completion and required all academic programs to reduce their degree programs to 120 credit hours. Because of state and federal licensing requirements, the education program was particularly challenged by the requirement and thus developed a

[detailed plan](#) to meet the required changes. The 120-hour programs became effective with [WVHEPC Series 11](#), which was executed in 2011. WVHEPC monitors compliance for all programs when they come up for program review.

In addition to the academic program credit hour reduction, the developmental education offerings at the University continue to evolve to enhance student outcomes and the academic preparation of students to complete college work with additional time to degree completion. The Department of Mathematics has converted and modified its developmental mathematics by first offering a math course, then a no credit-bearing transitional workshop, and more recently a traditional course with developmental math contents using evidence-based best practices. During the first three semesters of implementation for the new courses, the pass rate for the course has continually increased and 70 percent of the students were able to pass the college level math course successfully. In the future, the mathematics department envisions a transition from a developmental math course to a developmental math program and the newly established math resource center.

Additional improvements to academic programs and support include

- a grant secured to help enhance developmental English offerings;
- attendance by a member of the mathematics department at a workshop on new approaches to developmental math; and
- formal training of a staff member on supplemental instruction, a tool the University routinely uses in its science and mathematics courses to help reinforce the main concepts conveyed by the instructor.

Progression, Retention, and Graduation Efforts

As previously noted, the University faced challenges with fluctuating retention rates during the past few years. The student retention rate increased from 52 percent to 58 percent from fall 2010 to fall 2011 but remained below the retention rate (67.5 percent) of its West Virginia peer institutions. Unfortunately, the retention rate continued to decline to 50 percent in 2012 but increased slightly to 51.1 percent in fall 2013. Realizing the importance of increasing the retention rate, the University implemented a Retention Work Group with the primary charge of coordinating and enhancing retention efforts at the institution. In its initial academic year of 2012-2013, the

group designed and implemented several innovative retention initiatives. Those University-wide innovative activities include

- State Stride—freshman convocation designed to highlight the University and the many support services it has to offer;
- creation of a retention committee with representatives from across the University to help address challenges that students encounter;
- development of a one-on-one student-mentoring program for [WVHEPC Series 23](#) students;
- creation of a military student services center;
- working with academic deans once students with academic deficiencies were identified in an effort to address the problematic areas;
- development of the Withdrawal Process, which encourages students to remain enrolled;
- securing funds through the Presidential Scholarship Fund to address the financial needs of students;
- increased communication through email, text, phone, and U.S. mail;
- enhanced faculty referral system to include a feedback loop so that faculty members can chart the status of a student that they referred;
- increased outreach efforts of Student Support Services throughout the summer;
- promotion of ROTC and the financial benefits that it offers to students who need money for college; and
- supplemented personnel duties to address student-athlete retention.

As an expansion of the Retention Work Group, a Retention and Student Success Council was formed in spring 2014. This group, composed of faculty, staff, and administrators, is currently developing a University retention plan; the group is examining student success data to guide its work. In addition to the institutional data, the group will use the data from the National Survey of Student Engagement (NSSE) to identify critical needs areas, to develop and introduce initiatives to address those critical student needs, and to direct retention and persistence efforts effectively.

In addition to the implementation of the Retention Work Group and its corresponding innovations, other strategies have been introduced to assist with student progression and retention. A University [Degree Completion Task Force](#) was formed to develop mechanisms to assist students with progressing to the next classification. Some of the recommendations for the task force focus on encouraging students to take at least 15 credit hours per semester by discussing the “opportunity cost” taking more hours as the tuition rate is the same for 12 to 18 credit hours. The long-term impact for such encouragement includes decreased time to degree, less student debt, and a greater desire to persist to graduation as the student experiences progression to the next classification each academic year. Other recommendations from that body addressed student advisement, making modifications to the existing developmental education program, and identifying faculty to advise undecided students.

To help keep students on track for graduation, many academic programs, such as Communications and English, conduct a junior or senior evaluation for their majors. This evaluation often takes place one or two semesters before students expect to apply to graduate. In alignment with the evaluation of student progress at the departmental or college level, the University introduced the DegreeWorks tool (MyDegree@State), which assists the student in tracking his or her progress toward completing his or her specified degree program.

When a student applies for graduation, a commencement clearance is conducted in two phases. The first phase is conducted by the department chair or program coordinator, who reviews the student’s transcript to determine if all graduation requirements are met. The second phase of the commencement clearance occurs when the registrar evaluates the student’s transcript to confirm all graduation requirements are met and approves the student for graduation.

Many individuals and units in both Academic and Student Affairs review and analyze information about student retention, persistence, and degree completion. Those individuals include deans of the four colleges, collegiate and academic support service providers, both Academic Affairs and Student Affairs leadership, instructors for the Freshman Experience Course, and the Director of Institutional Research, Assessment, and Effectiveness. One of the key areas for the provision of retention and persistence efforts at the University is the [Counseling and Academic Support Services](#) (CASS) office. This unit, housed under Enrollment Management and Student

Affairs, administers several retention programs and initiatives, which are described below:

- **Faculty Referral Program.** Faculty complete referral forms online to refer to CASS students who may be having difficulties in the classroom. Student success coordinators and AmeriCorps members make contact with the referred student to provide the student with any assistance or support needed to complete the class successfully.
- **Early Commitment Initiative.** Student success coordinator’s and AmeriCorps members contact incoming first-time freshmen to assist them in the transition to college and answer any questions they may have during their first year. It is also designed to provide incoming students with a person to contact with any concerns.
- **Academic Assistance.** Peer tutoring is provided by students who have had the course, been recommended by an instructor, and have completed a tutor training course. Tutoring is available in math, English and writing assignments, business, natural and social sciences, and foreign languages.
- **Smarthinking.com, Online Tutoring.** Students have access to the online tutoring service, which provides tutoring in mathematics (basic math through Calculus, including bilingual math), biology, introduction to human anatomy & physiology, chemistry, organic chemistry, physics, economics, accounting, introduction to finance, statistics, Spanish, and writing. Accounts are set up for students, and they receive an email with instructions on how to login. CASS counselors promote this program in Freshman Experience courses.
- **Academic Coaching.** Offered in conjunction with Student Financial Assistance, students receiving a financial aid appeal must participate in this program. Requirements include attending two coaching sessions and attending one workshop.
- **Educational Workshops.** As a part of continued efforts to reach all of the student body, CASS offers several education workshops to those living in the residence halls, to members of student organizations, and to individual classes. A partial list of topic areas include self-esteem, stress management, date rape, depression, anger management, coping skills, learning disabilities,

relationships, communication patterns, emotions, and assertiveness training.

- **Advisory Grade Midterm Mailing.** CASS emails all students receiving a D or F at midterm to offer services such as tutoring or counseling.
- **Disability Services Office.** The office provides individualized accommodations and support for students with physical and/or learning disabilities. The Disability Services counselor assists students with academic concerns and provides accommodations for differently-abled students. Students utilizing these services are afforded the confidentiality of this office and the institution. Individual accommodations are based on the student's documentation. Accommodations include note taker, extended test time, alternative test area, braille materials, oral or large print exams, test proctor, voiced text books, interpreter, and preferential seating.
- **Mental Health Services.** This service provides individual counseling, mental health programming, and substance abuse peer education. Its services include confidential individual and/or couples counseling, and workshops for students with personal, social, academic, or career-related issues. CASS counselors provide services for students dealing with mild to moderate issues.
- **Writing Center.** Tutors work with drop-in students on any school-related writing tasks. There are also English 101 courses for students with borderline placement scores that can earn college credit with the Writing Center support.

West Virginia State provides an extensive number of services, initiatives, and programs to ensure that its students are retained, can persist, and graduate with the desired degree. These efforts work both independently and in concert with each other to facilitate opportunities for students' success. Again, these services are assessed annually for their effectiveness and impact so that the University can continually adjust to student need.

4.C.4. *The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.*

The Office of Institutional Research, Assessment and Effectiveness serves as the primary information center for both internal and external data requests and reports. The office follows standard reporting protocols and guidelines for WVHEPC and the U.S. Department of Education. To ensure the integrity of the data that it reports, an intricate and detailed process for checking the accuracy of the data and corresponding data editing is utilized by the IT department in collaboration with the various departments that enter and manage data related to their function. When all edits have been approved, the WVHEPC officially accepts the WVSU data file submission. These data are then used by the WVHEPC for reporting in their annual Higher Education Report Card, as well as data that they supply for Institutional Compact reporting at the various West Virginia public four-year institutions.

Data are pulled from the official WVHEPC data files to respond online to the annual IPEDS surveys and other required data reporting. Additional checks are executed prior to the submission of all required reporting.

This process is conducted to meet the census data submission deadlines and to ensure that data for the institution are consistent and accurately reflect the various reporting elements such as student enrollment, retention, and graduation rates. The University uses appropriate definitions for reporting student retention/persistence and degree completion rates.

Summary of 4C

This detailed commentary provides both quantitative and qualitative data that WVSU constituents in various sectors, administrative, college level, and from Counseling and Academic Support Services, recognize that student success is the primary mission of WVSU. Numerous methods are used to support student retention, persistence, and completion, as one would expect since students face various challenges that are unlikely to be resolved by just one method. The good efforts documented in this summary utilize both traditional and innovative ways of helping students. Increased and continuing assessment of these efforts is on-going.

Summary for Criterion Four: Strengths, Challenges, and Opportunities

Adhering to its mission to meet the higher education and economic development needs of the State and region through innovative teaching and applied research, WVSU is committed to assisting its students in achieving their academic goals. As detailed in this chapter, the University performs rigorous program reviews and collects and analyzes data related to student retention, progression, and graduation rates. Assessment data is used to modify

programs and keep the curriculum current and relevant. A number of new initiatives to boost recruitment, retention, and graduation rates have been implemented since the previous accreditation review. The University has identified an attainable goal to improve retention and graduation rates by the year 2020.

Strengths

- WVSU has effective policies and procedures in place to monitor course and curriculum development and academic program evaluation. It uses the data obtained from program reviews to ensure the quality of its academic programs, to keep its curriculum current, and to meet the current needs of the student body.
- WVSU has clear and documented procedures for evaluating and accepting transfer credit.
- WVSU evaluates the success of its graduates by gathering data from employers and graduate programs through surveys, IPEDS reports, and a new initiative with Workforce West Virginia.
- WVSU is actively engaged and committed to a culture of assessment. Faculty and staff are continuously developing and improving assessment tools and using the information gathered to improve student learning.
- WVSU has tools in place to monitor retention, persistence, and graduation rates. Following the decline in enrollment after its separation from the community and technical college, the University has undertaken a number of initiatives in the areas of recruitment and retention and has begun to see positive results.

Challenges and Opportunities

- Retention data are collected and analyzed on an annual basis, but a systematic or consistent way to broadly disseminate retention and completion data to all University constituent groups needs to be developed.
- A shared governance mechanism for approval and review of graduate programs and curriculum changes needs to be clarified.
- A better mechanism to obtain graduate satisfaction from all students and employment data for out-of-state graduates needs to be developed.

- The University needs to establish a consistent approach for collecting and analyzing assessment data. The culture of assessment needs to continue to expand to obtain visibility and buy-in from all internal and external constituents. A centralized electronic repository for all assessment data should be explored.

References

1. [Academic Assessment Status Matrix \(Results from the self-reported data\)](#)
2. [Academic Coaching Participation Rates](#)
3. [Assessment Planning Template](#)
4. [Assessment Report](#)
5. [Assessment Reporting Template](#)
6. [Business Administration Program Review](#)
7. [CASS- Counseling and Academic Support Services](#)
8. [Criminal Justice 2008-2012 Program Review \(January 6 Revised\)](#)
9. [Degree Completion Task Force](#)
10. [Education Department 120 Credit Hour Reduction Plan](#)
11. [Essential Graduation Competencies](#)
12. [Faculty Handbook](#)
13. [Fall 2012 Graduate Exit Survey Results \(Fall 2012 GES\)](#)
14. [Graduate Employment Data \(program summary tables\)](#)
15. [Guideline for Program Review](#)
16. [Health Science Advisory Minutes](#)
17. [Health Sciences Program Review](#)
18. [HEPC Program Review Policy Series 10 \(HEPC Series 10 Final \(9.10.08\)\)](#)
19. [Program Level Outcomes \(Complete Set of PLOs\)](#)
20. [RBA Advisory Minutes](#)
21. [Sample Assessment Plans and Reports](#)
22. [Student Learning Outcomes Assessment Questionnaire](#)
23. [Series 17-Transferability of Credits and Grades \(HEPC policy\)](#)
24. [Standards and Procedures for Undergraduate Admissions Series 23](#)
25. [Submission of Proposals for New Academic Programs Series 11](#)
26. [Vision 2020: State's Roadmap to the Future](#)
27. [WVHEPC Advanced Placement Credit Guide](#)
28. [WVSU Course Catalog](#)
29. [WVSU Factbook](#)
30. [WVSU On-the-Spot Decision Days](#)
31. [WVSU Open House Program](#)
32. [WVSU Plan a Visit](#)



CRITERION FIVE.

Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

The evidence in this chapter illustrates that even under challenging economic times, West Virginia State University (WVSU) maintains a resource base, strategically allocated to fulfill the University's mission. Budgetary planning and processes are detailed, which demonstrate that the University has the fiscal resources to achieve its goals. WVSU's organizational and governance structures speak to the enduring culture of collaboration that guides the University's strategic planning and operations. WVSU strives for overall institutional improvement through the acquisition and analysis of performance data, which is continually used to guide operational enhancement.

This chapter will elucidate how institutional resource allocation and current and future planning processes have led WVSU through difficult transitional issues and have poised the University for a bright future.

- 5.A.** *The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.*

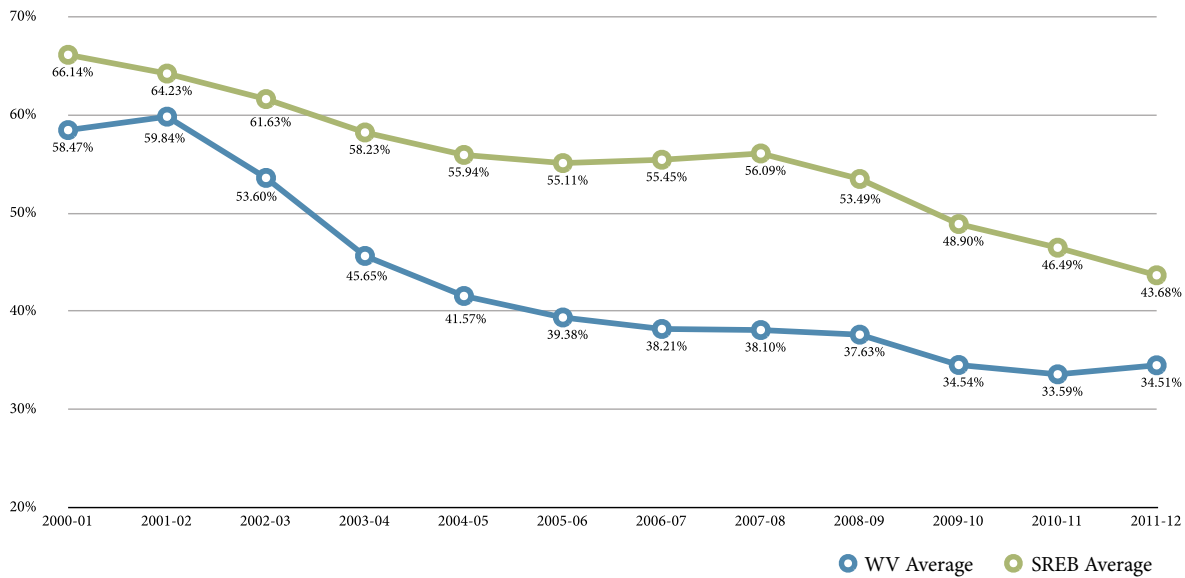
Typical of many higher education institutions, WVSU has dealt with the ongoing challenge of reduced resources over the last several years. The West Virginia Legislature granted university status to the former West Virginia State College in 2004. The same legislation called for re-organization of community and technical colleges (CTCs) throughout the state, which eventually led to the separation of WVSU and its CTC component. This separation was complete in 2009, leading to, among other things, reduced service revenue and student tuition and fees. That, combined with state and national economic challenges faced by many institutions, resulted in WVSU managing numerous issues over the last several years. Nonetheless, the future for WVSU is positive. Through careful expense management, frugal management of capital improvements, and aggressive recruitment efforts, WVSU has addressed recent challenges thereby positioning the University to continue serving as a dynamic higher education force in West Virginia.

- 5.A.1.** *The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.*

Fiscal Resources

As a public, higher education institution in the State of West Virginia, the West Virginia Higher Education Policy Commission (WVHEPC) has oversight of many of the fiscal resources available to WVSU. [HEPC Series 2 "Higher Education Finance"](#) details the State of West Virginia's higher education finance policy. WVSU's operating budget includes state appropriated funds that flow through the WVHEPC. The WVSU Board of Governors (BOG) is responsible for establishing tuition and fees within guidelines promulgated by the WVHEPC or West Virginia Code. WVSU expects to acquire unrestricted and restricted revenues from sources other than tuition and fees and state appropriations. Supplemental budget requests being sought from the State of West Virginia require approval from the WVHEPC. While WVSU is a separate, autonomous entity, a strong, collaborative process exists between the institution and the State of West Virginia through the WVHEPC.

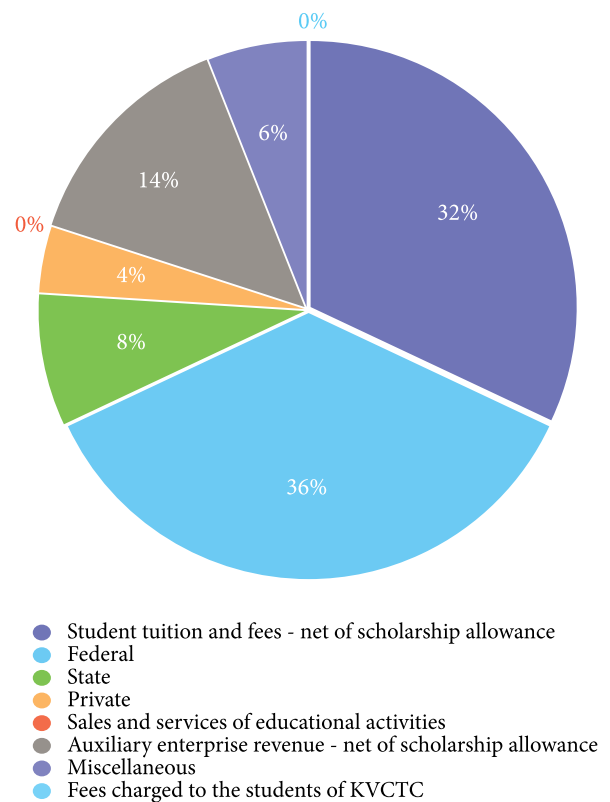
Figure 5.1 - State Support vs. Full-Time Equivalent (FTE) Student Enrollment



As seen in figure 5.1, when state support is viewed in comparison with FTE student enrollment, a declining pattern over a 10-year period is revealed. Consistent with higher education funding across the state and the United States of America, WVSU has a heavy reliance on revenue from tuition and fees. According to the [WVHEPC Report Card 2012](#), in-state tuition for WVSU increased by 83.2 percent between 2003 and 2012. Tuition and fees for in-state students was \$2,970 in 2003 and \$5,442 in 2012. According to the WVHEPC Report Card, WVSU in-state tuition is among the lowest of public schools in the state. This same document compares WVSU tuition with 20 peer institutions; WVSU ranks 18th in tuition and fees among that group. By all measures, lower tuition and fees are an attractive feature for students choosing to attend WVSU.

Other sources of funding include Title III, federal funding available to institutions who meet specific eligibility requirements. The amount of funding from this source is influenced by a variety of factors, including the number of students receiving Pell Grants and the number of students in STEM designated graduate programs. Figure 5.2 provides a breakdown of revenue sources.

Figure 5.2 - Fiscal Year 2014 Sources of Revenue



One of the more financially significant events WVSU experienced in recent years is the administrative separation of Kanawha Valley Community and Technical College (KVCTC) from WVSU in 2009 and KVCTC's physical relocation off campus during the summer of 2012. The transition to a separate institution began long before that time with legislation creating the separate college in 2004. Prior to the separation, KVCTC functioned as part of the overall institution. Administrators, student support services, and academics were shared by the two entities. Gradually, KVCTC developed its own organizational structure, which was consistent with the state legislation. During this transition period, financial reserves that had been accumulated by WVSU over the years were depleted. By the 2011-12 academic year, no financial reserves remained at WVSU. The University administration is working diligently to replenish the financial reserves through continuous development and implementation of a balanced budget. With continuing funding constraints present, financial reserves have not been restored at this time.

In recognition of the financial difficulties associated in part with the separation of KVCTC, WVSU was awarded a one-time supplemental appropriation of \$750,000 through the state budget process for the 2012-13 academic year. While this same amount was requested by WVSU in the next fiscal year, an allocation by the State of West Virginia was not forthcoming.

One of the consequences of the financial difficulties faced by WVSU was the Composite Financial Index (CFI) falling below acceptable levels. This index is comprised of four key ratios: Primary Reserve, Net Operating Revenue, Return on Net Assets, and Viability. In the past two years of CFI history, WVSU reported a low composite score and signaled a Financial Panel Review by the Higher Learning Commission. In both years, WVSU submitted a report ([2012](#); [2013](#)), which was accepted by the Financial Panel. The Panel concluded, in both years ([2012](#); [2013](#)), that WVSU had substantially met its commitment in its report on finances. The issues were addressed at a satisfactory level.

As the result of budget issues faced by the State of West Virginia, there was a decline in state funding to WVSU for 2013-14 fiscal year. One of the measures used to offset this decline was a nine percent increase in tuition, which was approved in April 2013. While enrollment for 2013-14 did not increase, recruitment efforts brought in a larger first-year class. Although elevated retention efforts may result in increased enrollment over time, reduced funding from the State of West Virginia continues to be a concern for WVSU.

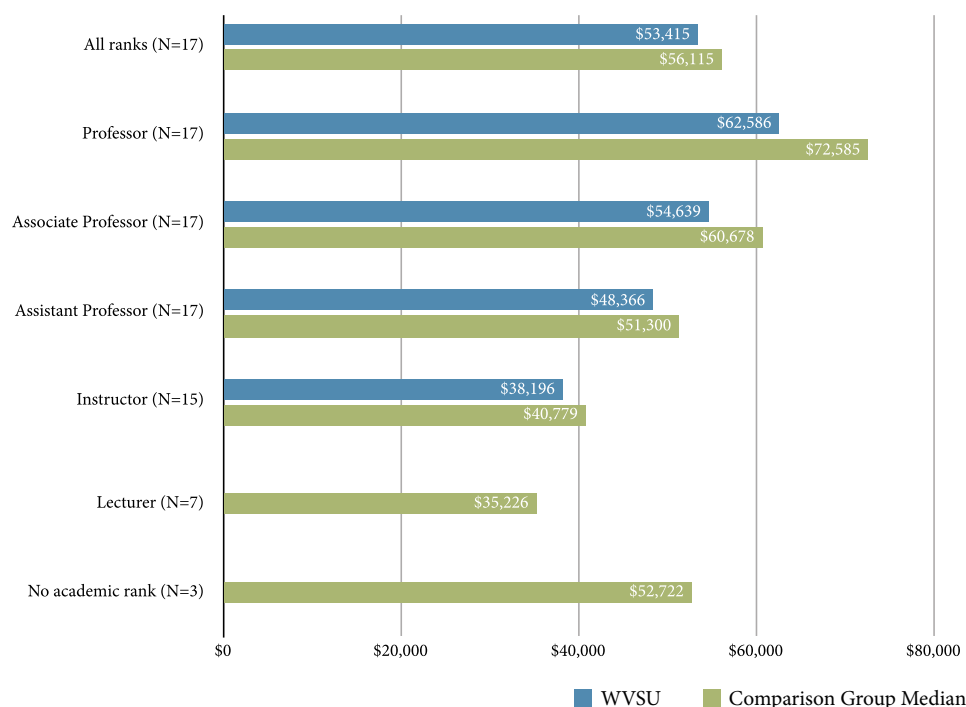
The BOG approved the fiscal year 2014-15 budget at its May 1, 2014, meeting with WVSU facing continued financial pressure in the budget year. Significant aspects of this budget include the incorporation of a 3.75 percent reduction in state funding mandated by the Governor's Office for all state agencies, including higher education, and a five percent tuition and fee increase.

A fiscal strength of WVSU is its low indebtedness. At present, the only two areas of indebtedness are a promissory note in the amount of \$2.7 million and a bond issuance in the amount of \$11,745,000.

Faculty Salaries

Faculty salaries and corresponding fringe benefits are paid for by state appropriations and Education and General (E&G) Fees (tuition and non-designated fees). Budgets for these costs begin within the individual departments. Based on the overall academic needs of WVSU, the Provost and Vice President for Academic Affairs has some discretion as to allocation of resources. The number of tenure track lines is not a quota and can change as needs change. Items such as budgeting issues, student majors, and new programs being planned influence where positions are aligned. As figure 5.3 shows, in all categories of academic rank, average salaries of full-time instructional staff at WVSU are below the comparison group median.

Figure 5.3 - Comparison of Average Salaries of Full-Time Instructional Staff



Note: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Human Resources component.

During academic year (AY) 2013-14, faculty received a two percent across-the-board increase, with 65 percent of faculty receiving an additional two percent merit-based pay increase. This was the first increase for faculty since 2011.

Faculty salaries require continued monitoring. Specifically, the recruitment and retention of well-qualified faculty is negatively impacted by lower salaries, affecting existing programs as well as the expansion into new programs. For example, a possible expansion area that would have a positive impact on student enrollment is the completion of a baccalaureate degree program in nursing for students already possessing an associate's degree in nursing. WVSU is exploring this as a new program, but current faculty pay levels are lower than the market rate in this academic area. Market rates for new faculty in other existing areas of study, such as certain science and business areas, present a problem of attracting qualified faculty, as well. This issue of faculty salaries is systematically being addressed when budget permits. In his [2013 State of the University address](#), President Hemphill announced the first faculty merit raises

since 2008 and an across the board salary increase for faculty. This act represents the first step towards closing the salary gap for WVSU faculty.

Physical Facilities

WVSU takes great pride in its campus, located near West Virginia's capital city. The attractiveness of a University campus is one often-cited reason students decide to attend a particular higher education institution. Visitors arriving on campus see well-maintained buildings and grounds, as well as remodeling of existing facilities and new construction, such as the new residence hall. Versatile and various funding sources have been used in the capital management of the institution.

In December 2012, the BOG authorized the sale of \$8,930,000 in bonds with the proceeds being used to refund a 1996 note, as well as to fund various capital projects. In March 2013, the BOG authorized the sale of \$2,815,000 of bonds with the proceeds being used in part to refund 2002 Series A Bonds, which carried a higher interest rate than the 2013 bonds.

A \$15 million Education, Arts, Science, and Tourism (EAST) bond-funded project resulted in the Fleming Hall renovation and the D. Stephen and Diane H. Walker Convocation Center expansion project. This project was a fulfillment of a portion of the WVSU Campus Master Plan, which was incorporated in the official Strategic Plan of WVSU. While the funds flowed through WVHEPC, the bonds were actually issued by the West Virginia Development Office, under the West Virginia Department of Commerce, and the Development Office is responsible for paying off the debt. This remodeled facility holds classrooms for students, athletic events (which will increase crowd capacity), commencements, and other activities. Boasting a modernized look and feel, Fleming Hall and the Walker Convocation Center have the most up-to-date technological equipment. Fleming Hall originally occupied 61,418 sq. ft.; with the renovation and expansion, Fleming Hall and the Walker Convocation Center now totals 81,418 sq. ft. Modernizing the gymnasium inside Fleming Hall and construction of the Convocation Center arena not only has enhanced the campus' aesthetics, but it is also expected to rejuvenate athletic programs.

Following the Fleming Hall renovation and the Walker Convocation Center expansion, a new athletic complex was constructed. The facility contains training and conditioning programs for all student-athletes and serves as the Yellow Jackets football team's home locker room. The Gregory V. Monroe Athletic Complex features state-of-the-art weight training facilities, locker rooms, meeting rooms, and coaches' offices. This project was funded, in part, with pledged donations from WVSU constituents and a [promissory note](#) obtained by WVSU in February 2014 in the amount of \$2.7 million.

Another campus improvement is the new Judge Damon J. Keith Scholars Hall featuring modern suite-style housing for 291 individuals. The multi-story facility houses two to four students per suite and contains a commons area with vending machines, laundry, and other retail operations. Housing is a key component to any campus, and with the new Scholars Hall, the University has the potential to attract a larger number of traditional students to campus. Funding for this project was derived from a partnership between the WVSU Foundation, a separate entity from WVSU, and the Kanawha County Commission. Bonds totaling \$25,175,000 were received on September 24, 2013. WVSU manages and operates the residence hall for the Foundation, and the bond payments are paid from revenue generated from student housing fees. Supporting evidence can be found in the audited [financial statements for 2012 and 2013](#).

As the University continues to grow in the Science, Technology, Engineering, Agriculture, and Mathematics (STEAM) fields, Hamblin Hall, which houses the majority of the College of Natural Sciences and Mathematics offices, classrooms, and laboratories, will require renovations and additions to provide critically needed laboratory space and upgraded equipment to accommodate the projected increase in enrollment and research activity. Efforts to continue WVSU's tradition as "a living laboratory of human relations" includes the opening of the Adult and Commuter Students Services, which is discussed in greater detail in Criterion 3.D and 3.E. The service provides a welcoming, supportive environment that commuter students and adult learners require to achieve optimal success. The facility helps these students balance their studies with work and family obligations. It also serves as a resource for community members who seek to continue their education or increase their knowledge in a specific skill without becoming a full-time student.

The continued growth on campus resulted in classrooms and buildings repurposed in Cole Complex, the building that formerly housed the CTC component of the University. It now contains administrative offices, faculty offices, and dedicated space for the Communications Department, including a student theatre and a black room for film making studies, as well as serving as home to the Business Administration Department for both faculty offices and classroom space.

On June 28, 2013, WVSU received a donation of approximately 20 acres of land and buildings, the former West Virginia Rehabilitation Center, from the West Virginia Department of Administration. This land is adjacent to the existing campus and affords WVSU the opportunity for expansion as funding becomes available. Supporting evidence can be found in the audited [financial statements for 2012 and 2013](#).

Information Technology

An [information technology assessment](#) was conducted by the administration of WVSU in early 2013. The study resulted in an assessment of the existing infrastructure as well as a list of recommendations. The results of that study, in conjunction with existing campus-wide plans, provided guidance for key actions to occur. [The Strategic Plan, 2011-2013](#), as well as the current [Vision 2020](#), contains goals and performance indicators with respect to key aspects of the information technology initiatives.

Phase I of the information technology initiatives was funded largely with bond refinancing proceeds discussed earlier under the physical facilities section. For Phase I of the information technology initiatives, the University

allocated \$817,000 of those proceeds. Significant areas of improvement in Phase I include a 10GB fiber ring surrounding the campus. In addition, 500 wireless access points have been installed on campus. In addition to the 10GB campus ring and the wireless upgrade, an extension of service to the athletic fields and the WVSU Agricultural and Environmental Research Station has been accomplished.

IT obtained IP addresses (versus leaving them with WVNET, the University's current service provider) in late December 2014. Once fully implemented, this change will position WVSU to proceed to Phase II. Select Phase II initiatives include the virtualization of servers. Virtualization would potentially be a public/private venture where a vendor would be permitted to provide equipment and technological support for a fee, ultimately resulting in ownership of the equipment by WVSU. It is generally thought the level of service will eventually improve for the same cost now being incurred. Obtaining the IP addresses is the first step toward achieving this goal.

Other areas include achieving telephone uniformity (all phones on ShoreTel) across campus. Phone lines now run through the same wiring system as the Internet access. Even so, if there are Internet problems, the phones will still function.

Generally, comprehensive progress in the IT area is occurring across campus, and the [Vision 2020](#) plan addresses key performance indicators in this area. Banner is the software used for records management, especially in the area of student records. Ongoing development of Banner-based solutions to problems and expansion of Banner training and ad hoc reporting are performance indicators contained in Appendix Three of the Vision 2020 report. Also, planning is underway for replacement of the server infrastructure and hardware virtualization. Vision 2020 currently targets these two initiatives for completion in 2015.

WVSU Website

In today's digital world, an organization's website is one of the most effective means of communication. This is true for those making initial contact with the organization, as well as for long-time consumers. Part of the effectiveness of a website is the organization's ability to maintain an up-to-date, easily navigable website. An organization's website must be dynamic, never fully reaching a "completed" stage.

A robust Internet presence is perhaps even more important with younger, technologically-savvy users relying on WVSU's website to provide information to make college-bound decisions, as well as enabling users to obtain necessary information to facilitate their success as college

students. While there is centralization in overall website design, updates, and edits, faculty and staff have and continue to receive appropriate training within individual areas of WVSU in order to maintain up-to-date, complete information within their respective areas. Training webpage content managers is a continuous process for the University.

5.A.2. *The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.*

The BOG is responsible for monitoring the financial activities of WVSU, including any accrued debt. With the exception of long-term indebtedness, WVSU does not have obligations to superordinate entities.

WVSU annually remits to the WVHEPC payment of debt service on revenue bonds issued by the former Board of Regents or the former Boards of the University and College Systems, which are the precursors to the current WVHEPC. The bonds are capital obligations of the WVHEPC, yet an estimate of the obligation is reported as a long-term payable by WVSU. WVSU did not have any debt obligation to the WVHEPC as of June 30, 2012, 2013, or 2014.

Funding for the demolition of two outdated dormitories and the construction of the new Scholars Hall was obtained through a cooperative effort between the WVSU Foundation and the Kanawha County Commission on behalf of WVSU. Bonds totaling \$25,175,000 were received on September 24, 2013. WVSU manages and operates Scholars Hall for the Foundation, and the bond payments are paid from revenue generated from student housing fees.

5.A.3. *The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.*

[Vision 2020](#) was released in March 2014, which is the strategic plan designed to support WVSU's vision and mission into the future. The following four planning committees were created to develop goals and strategies that are incorporated into Vision 2020:

1. Academic Programs, Research Growth, Faculty Excellence, and Rewards and Public Service
2. Recruitment, Retention, Degree Completion, Marketing/Branding, and the Student Experience

3. Building, Renovation, and Technological Infrastructure
4. Alumni Engagement and Philanthropic Giving

Recognizing the possibility of continued financial challenges, cost-neutral strategies were developed and included in the plan. Certain strategies specifically address areas such as recruitment and retention initiatives that will in the long run have a positive impact on tuition and fees, and in the case of traditional students living on campus, room and board.

Vision 2020, in many cases, utilizes a foundation from previous strategic planning. For example, prior to Vision 2020, the most recent, updated [Strategic Plan 2011-13](#) included a goal to “create and convey a compelling marketing brand.” This particular goal is both an activity currently in progress as well as part of Vision 2020.

5.A.4. *The institution’s staff in all areas are appropriately qualified and trained.*

WVSU ensures that personnel are qualified by checking references (verifying previous work experience) and requiring transcripts and certificate/licensure verification. All WVSU employees submit a United States Department of Homeland Security Employment Eligibility Verification I-9 form. To ensure new staff members meet departmental needs, the immediate supervisor writes the position announcement. The position announcement specifies the responsibilities, skills, and qualifications required to perform the job. Only candidates meeting the position specifications are considered for hire. The Department of Human Resources verifies qualifications of new hires and conducts appropriate background checks. Orientation of new employees is appropriate to an individual’s experience and background and is conducted within the appropriate department.

Training for classified and non-classified staff occurs based on the duties and responsibilities of the respective position. For example, staff may receive training on Banner Finance if they have budget responsibility or web design if they have website responsibility. Current classified and non-classified staff participate in an annual Performance Enhancement Program (PEP) that identifies issues related to their specific job. The annual PEP review presents an opportunity to examine and to begin to correct any deficiencies that may arise.

The qualifications of faculty and staff are discussed in detail under Core Component 3C.

Qualifications for Directors

Director positions are divided between classified and non-classified status based upon guidelines established by WVHEPC in accordance with applicable state and federal law. Justification must exist for a director to be in the non-classified category. This justification includes, but is not limited to, job responsibilities, handling of confidential information, and the ability to make policy. State law currently limits the percentage of staff in the non-classified category to no more than 25 percent.

Director positions that are categorized as classified fall under Senate Bill 330. State guidelines assist in determining educational and work experience requirements as well as compensation levels.

Qualifications for Vice Presidents

There are no set criteria for the vice president positions. Job descriptions for these positions are customized based on needs and area of expertise. All positions are filled in compliance with applicable state and federal law.

Training

The [University Mission Statement](#) identifies personal and professional development of faculty and staff as a core goal, and the University supports staff training as funding allows. Individual campus departments allow staff to attend training that supports the needs of their respective departments. This value was reiterated in Vision 2020 with Appendix One outlining a number of performance indicators that are directly related to faculty excellence, including increasing external research and development funding and increasing undergraduate research programs.

Course delivery is also a performance indicator in Appendix One, which has a direct relationship with faculty development to ensure adequate training and competencies in various modes of delivery. The mission of the [Center for Online Learning](#) is “to assist faculty members to use educational technologies that help support their teaching and enhance the learning and retention of their students.” Assistance is available in large group and one-on-one sessions at the Faculty Training Lab. Assistance is available in the use of Sakai CLE, the learning management system used by WVSU; Quality Matters, part of a statewide initiative sponsored by WVHEPC; evaluation of other technologies; and development of specifications for computer hardware and software.

WVSU faculty have several additional opportunities for training. WVSU offers various grants for faculty development for research, improving teaching methods, and travel. Also, sabbatical and academic leave options are available upon certain conditions. In recent years,

about one-third (60+) of WVSU faculty received faculty development grants. A [Faculty Development Handbook](#) is available for faculty.

Many faculty and staff members also belong to various professional organizations that afford specific training statewide, regionally, and nationally. Examples include the Modern Language Association, West Virginia Association for College English Teachers, International Communication Association, National Council of Teachers of English, West Virginia Department of Education Workshops, West Virginia Recreation and Parks Association, American Chemical Society, and West Virginia Academy of Science, among numerous other organizations.

WVSU faculty have an opportunity to participate in [FACET](#) (Faculty Center for Excellence in Teaching), which provides several pathways for faculty development, such as brown bag lunches, teaching/learning groups, and the West Virginia Great Teachers Seminar. More information about FACET can be found in Criterion 2.E.

5.A.5. *The institution has a well-developed process in place for budgeting and for monitoring expense.*

Budgeting

WVSU approaches the budgeting process from two different time perspectives: long-term and short-term. The long-term portion is based on the Strategic Plan, which covers a mid- to long-term time frame, or a five to 10-year period. As annual budgets are prepared, items may be included that are supported by the Strategic Plan. The short-term portion of the budget covers a one-year period of time. The budget covers normal operating revenues and expenses and is initiated at the faculty/staff level through yearly requests placed with unit level budget managers.

The WVSU Budget Office operates under the direction of the Vice President for Business and Finance. The Budget Office is responsible for developing and maintaining the budget for all funds of the University and analyzing project budget information in order to provide decision support for the University's administration and the BOG, as well as the WVHEPC. The Budget Office supports the University's leaders and the strategic planning processes by providing objective, accurate, and timely information, analysis, and advice to aid in decision-making and resource-allocation processes. In addition, the Budget Office is responsible for coordinating all aspects of the development, allocation, processing, and monitoring of the University's annual budget.

Annual Budget

The annual budget process begins in November at WVSU. The Budget Office submits draft budget information to the finance team consisting of the Vice President for Business and Finance, the Assistant Vice President for Business and Finance, the Director of Budget and Accounting, the Director of Purchasing, the Controller, the Human Resource Director, the Physical Facilities Director, and the Financial Analyst. The final draft of the budget is provided to the President and his senior cabinet. From November through April, the Budget Office works with all University departments to finalize the budget. In April/May, the budget is presented to the BOG for their approval. State law then requires the approved budget to be submitted formally to the State of West Virginia Budget Office. The budget request is submitted to WVHEPC by August 15, and WVHEPC must submit its budgets to the State Budget Office (Department of Revenue) by September 1. The approved budget is incorporated into the overall State of West Virginia budget by the State Budget Office on an institutional basis with each higher education institution having its own line item.

There are numerous systems in place to facilitate the financial processes at WVSU. Many of these systems are utilized by all governmental entities in the State of West Virginia, while some are unique to most of the higher education institutions in the state. These systems are constantly being updated; the most recent update was to Banner AR, which maintains records of student accounts receivables. Banner Finance was also updated to produce WVSU's annual financial statements. Table 5.1 lists the significant systems.

Table 5.1 Financial Systems Used at West Virginia State University

<i>System</i>	<i>Purpose</i>
OASIS	Financial Information Management system used to process all transactions
STARS	Purchasing card system linked to OASIS
HRIS	Human Resource Information System
Banner Finance	Institutional accounting system; System of Record
Banner AR	Institutional student accounts receivable system

College deans have budget authority and are able to monitor college and departmental budgets through Banner.

Transparency and inclusiveness is increasing in the budgeting process. There is a Student Fees Committee, led by the Vice President for Business and Finance with representatives from various constituencies, that meets throughout the academic year to review existing tuition and fees and propose changes to those items as well as possible inclusion of new items. This information, in conjunction with anticipated enrollment data, is the basis for a portion of the annual budget. Individual departments have access to select budget information through Banner Self-Serve, part of Banner Finance.

Financial information is presented to the BOG at its regularly scheduled meetings. Two Committees of the BOG are updated with financial information—the Audit Committee and the Finance Committee. Regular reports ([sample](#)) provided to the Finance Committee by the Vice President for Business and Finance include the E&G Budget, a report on All Funds, and a report on Auxiliary Funds. Regular reports ([sample](#)) provided to the Audit Committee by the Assistant Vice President for Business and Finance include internal reviews of selected WVSU areas. These reviews are conducted to ensure policies and procedures are being followed.

The Strategic Plan financial commitments are incorporated in the annual operating budget. For example, contained within the Strategic Plan is a goal to have campus-wide Wi-Fi. Another example is to have all landline phone access operated by the same internal system (ShoreTel). In order to achieve these two goals, a portion of the annual budget is devoted to these items. This incremental approach permits steady progress in the achievement of goals within the Strategic Plan without undue financial hardship in a particular fiscal year.

On November 1, 2013, the President convened a [Budget Efficiency Summit](#) that included students, faculty, staff,

and administrators. The Summit provided an opportunity to share information and to brainstorm ideas for more efficient use of the limited financial resources available. The cooperative idea sharing had the positive benefit of improving morale among the participants, as well as supplying recognition of the magnitude of the ongoing work involved. [Recommendations](#) have been compiled and published on the WVSU website and assigned to appropriate vice presidents. Implementation is ongoing.

The ongoing implementation is exemplified by recommendation Efficiency #9, which states, “Conduct a data-focused review of new degree programming opportunities with regard to economic needs and workforce demand within the Kanawha Valley, state and nation. Also, examine potential growth across inter-disciplinary connections between colleges and cross-list existing courses to reduce redundancies of class offerings, while meeting student academic needs.” This recommendation is being implemented with the Memorandum of Understanding between WVSU and West Virginia University (WVU) System for a 2+2 program in engineering where students may obtain their first two years of education at WVSU and transfer to the WVU System for the last two years. WVSU is also exploring creation of a baccalaureate degree completion program in nursing for registered nurses who have an associate’s degree. An energy management concentration in the Bachelor of Science in the business administration degree program was created and classes were first offered in January 2014 in collaboration with the physics department.

Business and Finance continually monitors current-year financial performance. Modifications to the approved budget are made on an as-needed basis. Challenges faced by WVSU over the last several years include the separation of the CTC from the University, actual enrollment being less than budgeted enrollment, and statewide budget cuts. Careful monitoring, along with conservative spending, has enabled WVSU to continue fulfilling its core mission of educating students.

Other Items

Increased emphasis on academic programs, increased recruitment efforts of new and transfer students, and active retention activities will place WVSU in a positive position as it continues moving forward. Evidence of these actions include an increase in first-time, full-time students in fall 2013; increased student support services, with specialty services being offered to veterans, commuter students, and international students; increased academic assistance through specialty labs for students experiencing difficulty; supplemental instruction one-on-one tutoring; and computer-based tutoring, Smarthinking. With the passage of time, these efforts should result in higher retention and ultimately higher graduation rates. Improvement in retention rates should result in a larger student population with corresponding increases in tuition and fee revenues.

The West Virginia State University Foundation, Inc., a separate entity, embarked on a \$12.5 million fundraising campaign in March 2011 and increased the goal to \$18 million in October 2014. Funds will be used for scholarships, academic programs, institutional research, new facilities, and improved infrastructure. This campaign, as well as an increased emphasis on annual giving, has resulted in significant increases in contributions. Net unconditional promises to give as published in the Combined Financial Statements and Independent Auditors' Reports over the last three years are given in table 5.2.

Table 5.2. Net Unconditional Promises

Fiscal Year June 30, 2011	\$15,733
Fiscal Year June 30, 2012	\$141,744
Fiscal Year June 30, 2013	\$1,325,370

Summary for Component 5.A

Like most public, four-year institutions in the United States, WVSU has faced economic challenges stemming from reduced federal and state funding in addition to a forced separation from its CTC. However, through careful expense management and aggressive recruitment efforts, WVSU is successfully overcoming these challenges and is positioned to continue its mission to meet the higher education and economic development needs of the state and region.

5.B. *The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.*

5.B.1. *The institution has and employs policies and procedures to engage its internal constituencies*

including its governing board, administration, faculty, staff, and students in the institution's governance.

Overview of the Organizational Structure

WVSU has always had policies and procedures in place to engage all of its constituencies including students, faculty, staff, and administrators. With a change in University leadership in July 2012, WVSU has made significant progress in strengthening the governance and administrative structure to facilitate the support and leadership required not only to achieve its mission but also to establish a direction for the future. WVSU's strategic plan, Vision 2020, is an example of collaborative efforts among the University students, faculty, staff, and administrators.

The 12-member BOG controls, supervises, and manages the financial, business, and education policies and affairs of the University. In accordance with the provisions of [Chapter 18B of the West Virginia Code](#), the Board hires a President, who serves as the administrative leader of the University.

The President's Cabinet consists of the following positions:

- President
- President's Chief of Staff
- Provost and Vice President for Academic Affairs
- Vice President for Research and Public Service
- Vice President for University Advancement
- Vice President for University Relations and Operations
- Vice President for Enrollment Management and Student Affairs
- Vice President for Business and Finance
- Executive Assistant to the President

The WVSU faculty plays a significant role in University governance, leadership, policy making, and strategic and future planning primarily through the [WVSU Faculty Senate](#). In addition, the following groups and offices are also involved in WVSU governance and policy-making in various capacities:

- [WVSU Classified Staff Council](#)
- [WVSU Student Government Association \(SGA\)](#)

Shared Governance Structures at WVSU

The University's governance is shared by the BOG, the administration, and the faculty. Students and staff provide input in governance through their elected representatives. The [WVSU BOG](#) was established on July 1, 2001, by [Chapter 18B](#), Article 2A, of the West Virginia Code, which established institutional BOG for all institutions of higher education in the State of West Virginia. Details about the structure and purpose of the BOG can be found in Criterion 2.C.

The full BOG meets at least six times during each fiscal year. In addition, the standing committees meet before each board meeting or as needed. The commitment and engagement of the BOG is evident from the fact that during most years, the BOG meets more than the minimum six times. For example, in fiscal year 2014, the BOG met 10 times. The BOG also meets with the University's constituents regularly. The University administration reports to the BOG at each meeting. In addition to the regularly scheduled meetings, the BOG meets with members of WVSU faculty, classified staff, and student body at least once a year. In 2014, these meetings were held on January 22, 2014.

The Board appoints the President of the University, who serves as administrative leader for the institution in accordance with the provisions of Chapter 18B of the West Virginia Code. On July 1, 2012, Dr. Brian O. Hemphill became the 10th President of West Virginia State University. President Hemphill is a firm believer in shared governance. He actively interacts with various constituents of the University. He meets with his senior administrators biweekly. All of the Vice Presidents of the University and the Director of Athletics meet with the President individually each week. Additionally, he meets with the Executive Committee of the WVSU Faculty Senate regularly and reports at most Faculty Senate meetings. Each semester, he holds open forums with students, faculty, and classified staff. He is accessible and has an open door policy for students, faculty, and staff. He also meets with the WVSU Foundation Board of Directors regularly. The Foundation Board of Directors includes membership from all components of the University and the community.

On July 5, 2011, the University experienced a major change in organizational structure. The title of the Vice President for Academic Affairs was transformed into the Provost and Vice President for Academic Affairs. Dr. Charles R. Byers became the first Provost of the University. This change enabled the University President to focus on important external issues (e.g., legislative, fundraising, and community outreach related activities). The Provost attends all the Faculty Senate meetings. In addition, he meets with

the WVSU Faculty Senate Chair every week to discuss and collaborate on the important current issues.

- In addition to his continuous direct interaction with all the constituent groups at the University, the President appoints members to the following committees, which play a pivotal role in internal and external affairs of the University:
Intercollegiate Athletics and Compliance Committee. The committee ensures NCAA rules and regulations are reviewed with all staff members of the athletic department and appropriate University officials to monitor the University compliance with NCAA policies, procedures, and practices.
- **Legislative Affairs Committee.** The committee coordinates the University's legislative activities throughout the year.
- **Enrollment Management Committee.** The committee reviews policies, plans, and procedures related to recruiting, registration, and retention, and makes recommendations for improvements in all three areas.
- **Environmental Safety, Parking, and Security Committee.** The committee reviews concerns and makes recommendations for strategies that add safety to areas where needed. Additionally, the committee advises the President on all matters pertaining to natural disasters or emergencies that might affect the WVSU campus community.
- **Student Hearing Committee.** The committee hears those student disciplinary cases where suspension or expulsion may be the recommended sanction.
- **Student Publications and Radio Station Committee.** The committee reviews the plans and budgets for the *Kanawha Review*, *The Yellow Jacket*, and the Campus Radio Station. The committee also evaluates the effectiveness of these publications in accordance with the University mission statement and the policy on student publications.
- **Student Fees Committee.** The committee conducts budget hearings with all areas and organizations requesting monies from all student fees or special fees and recommends the appropriate fees structures.

- **Resource and Planning Advisory Committee.** The committee provides an avenue for advisory input into the University's fiscal management process.
- **Homecoming Committee.** The committee coordinates and plans homecoming activities for all segments of the University community.
- **International and Multicultural Affairs Committee.** The committee provides general coordination and makes recommendations related to international students and multicultural issues and the various programs and activities related to global education and understanding.
- **Scholarship Committee.** The committee makes policy recommendations regarding timely awarding, publication, communication, and availability of scholarships, as well as recommends qualified students to receive the scholarships.
- **Data Council.** The council is responsible for collecting, analyzing, and reporting information necessary for institutional effectiveness. Additionally, the council examines existing data approaches, technologies, and processes and develops best practices, and procedures that will inform the institution in its strategic progress towards the accomplishment of its mission and goals.
- **Commencement Committee.** The committee recommends potential speakers, coordinates the program of activities, and handles all facets of the commencement ceremony.

The [Faculty Senate](#) is the governing body of the University faculty. It serves in an advisory role to the Provost of the University. The four colleges within the University elect representatives to the Senate, as do the librarians and the Gus R. Douglass Land-Grant Institute. Faculty Senate rules, policies, and procedures are described in detail in the Faculty Senate Constitution and Bylaws (Appendix A of [Faculty Handbook](#)). Although its role is advisory, at WVSU the faculty is the backbone of University governance. In this role, the faculty remains engaged with all the constituents of the University either through Faculty Senate, Faculty Senate standing committees, presidentially-appointed committees, or ad-hoc committees of WVSU.

The WVSU Faculty has at least four general meetings every academic year. In addition, the Faculty Senate meets every month of the academic year. The details of these meetings can be found on the [Faculty Senate website](#). Each meeting

features reports from the University Provost, faculty representative to the WVSU BOG, faculty representative to the West Virginia Advisory Council of Faculty, and chairs of the Faculty Senate standing committees. The President of the University also provides reports in most of the Faculty Senate meetings. Frequently, the Faculty Senate invites other responsible individuals to discuss important issues. These meetings provide a great forum for interaction between faculty and administration. It is worth mentioning that discussions during the Faculty Senate meetings are traditionally candid.

The Faculty Senate plays its role in University governance through its standing committees. The following standing committees of the Faculty Senate have representation from the University administration, Gus R. Douglass Land-Grant Institute, the University classified staff, and/or the University student body and provide a strong collaboration among constituencies at WVSU:

- **Educational Policies Committee.** The committee reviews the University curriculum, approves curriculum changes, and formulates academic policies.
- **Program Review Committee.** The committee reviews and evaluates the University's academic programs on a regular basis as mandated by the BOG.
- **Library Committee.** The committee makes recommendations regarding the functioning of the library and library resources to the director of Library Services.
- **Cultural Activities and Educational Assemblies Committee.** The committee plans, organizes and develops artist series activities, convocations, guest speaker events, and other educational assemblies.
- **Teacher Education Committee.** The committee examines and evaluates teacher training programs and makes recommendations regarding changes in these programs.
- **Academic Appeals Committee.** The committee hears student grade appeals, cases of academic dishonesty and appeals of academic suspension and makes recommendations to the Provost and Vice President for Academic Affairs.
- **General Education Committee.** The committee oversees the University's general education curriculum.

- **Honors Program Committee.** The committee overseas the honors program of the University.

[WVSU Classified Staff Council](#) consists of all full-time regular classified employees of the University. It promotes the well-being of the University's classified staff by enhancing communication among its members; facilitating staff input into decisions that affect classified employees and the University in general; encouraging cooperation, coordination, and communication among employees; fostering improvement of working conditions for employees through input into staff development programs and appointment or election of classified employees to major University committees; and conveying employee concerns to the WVHEPC. The members of the council play an important role in the academic and administrative life of the University, and staff have shared that they believe they are listened to and respected. The structure, procedures, and bylaws of the council can be viewed on the council's website.

[The Student Government Association](#) (SGA) is the representative body for the students at the University. The details of students' rights, responsibilities, policies, procedures, constitution, and bylaws are contained in the [Student Handbook The Buzz](#). SGA elections are held every year in April. In these elections, the students elect a president, vice president, BOG representative, and senators. The SGA leadership plays a very important role in University governance as it appoints student representatives to various University-wide committees. WVSU has been fortunate to have student representatives fully engaged in their leadership roles.

[The West Virginia State University Foundation, Inc.](#) was established in 1959 by the administration, faculty, alumni, and friends to receive, manage, and administer contributions and gifts for the benefit of the University. The Foundation is a public charity under the Internal Revenue Code – IRC § 501(c)(3). Since its inception, the Foundation has arranged scholarship programs, financial aid for students in need, and support for academic, athletic, community, and student projects at the University. [The Foundation Board](#) consists of a diverse group of highly accomplished individuals including members of the University communities (administration, faculty, classified staff, students, alumni, etc.), community, businesses, industry, and academia and also provides an excellent platform for collaboration among those groups.

Due to the strong leadership provided by President Hemphill, the Foundation's reputation and achievements have realized a significant boost. In Dr. Hemphill's first year (2012-2013), the Foundation received \$2,352,095 in gifts

and pledges. This was a 280 percent increase compared to the previous year. Additionally, the participation in giving almost doubled with about 800 individuals and organizations making gifts. The donors believe in the positive direction WVSU is heading and feel comfortable and enthusiastic in contributing to a bright future for the University. For example, in January 2013, an award of \$500,000 from the BrickStreet Foundation established the BrickStreet Scholars Program for outstanding students in business administration, computer science, and mathematics. The WVSU Foundation's 2014 annual report, which can be found on pages 25-39 of the [President's report](#), highlights its achievements and recent activities. A comparison with the [Foundation's 2013 annual report](#) shows a significant increase both in donations and in donors in 2014.

Examples of Collaboration

Under the President's direction, Vision 2020 strategic planning efforts were launched in November 2012. Forty-two individuals from WVSU students, faculty, staff, and administrators were invited to draft a roadmap for the University's future. They were tasked with developing an inclusive approach to articulating WVSU's vision and mission; developing an inclusive and comprehensive strategic plan to bring the University's vision and mission to life through the year 2020; implementing a planning process that encourages input from internal and external stakeholders; determining the structure for the strategic plan document and the timeline for completing each phase; and recommending, within the document, a process for monitoring the progress of the strategic plan and modifying the plan, if needed.

To achieve this goal, the group was divided into the following four planning committees:

- Academic, Programs, Research Growth, Faculty Excellence and Reward, and Public Service
- Building and Renovation and Technological Infrastructure
- Recruitment, Retention, Marketing and Branding, and Student Experience
- Philanthropic Giving and Alumni Engagement

The task force completed its work in October 2013. The WVSU BOG unanimously adopted Vision 2020 on February 25, 2014. It contains 21 measurable goals and strategies to achieve these goals. Updates regarding implementation progress will be available on the [Vision 2020 webpage](#), and milestone accomplishments will be shared with the University community.

This accomplishment is a prime example of collaboration among all the constituencies of the University.

Another example of successful collaboration is the University's recruiting, enrollment, and retention efforts. According to the [WVHEPC Report Card](#) from 2008 to 2012, West Virginia public institutions of higher education observed a 3.5 percent increase in undergraduate FTE enrollment. During the same period, WVSU observed a 10.7 percent decrease, which was the highest rate in the state. Similarly, from 2008 to 2012, West Virginia higher education institutions exhibited a 1.5 percent increase in first-time freshman headcount enrollment, whereas WVSU exhibited a 20.2 percent decrease, the second highest in the state. The University's new administration immediately focused on recruitment, retention, and graduation issues. One of the first changes in the University's organizational structure under the new administration was transformation of the Office of the Vice President of Student Affairs to the Division of Enrollment Management and Student Affairs. The work of the Enrollment Management Committee became pivotal in this context. This committee has membership from the students, faculty, staff, and administrators and meets monthly. Considering the importance of the issue, the President established a 25-member Retention and Student Success Council in February 2014. The council, with membership from all constituents of the University, reviews, recommends, and implements policies, plans, and activities related to retention and degree completion. This council meets biweekly and is working on a long-term retention plan, as well. Due to these collaborative efforts, first-time freshman student enrollment headcount increased from 297 in fall 2012 to 416 in fall 2013, a 40 percent increase. This upward trend is expected to continue in the future. The positive results of the work being done in all the three areas (recruitment, retention, and graduation) are expected to emerge in coming years. The cooperation among the students, faculty, staff, and administration to address these issues is one of the best examples of WVSU engaging its internal constituents.

5.B.2. *The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.*

As previously noted, the BOG was established on July 1, 2001, by the West Virginia Code that established institutional BOGs for all institutions of higher education in the State of West Virginia. The BOG is comprised of 12 members of whom nine are appointed by the Governor of West Virginia, one faculty representative elected by

the WVSU faculty, one student representative elected by the WVSU student body, and one WVSU classified staff representative elected by the WVSU classified staff. The appointed members of the Board are accomplished individuals with diverse professional backgrounds. For example, the BOG at the start of 2013-2014 academic year consisted of a retired higher education administrator (previous interim WVHEPC Chancellor), a retired educator, attorneys, a banker, the president of a financial and investment advisory firm, a community leader, and the president of a government affairs consulting firm. Seven of the nine appointed members are from the local region. All the members of the Board members are required to participate in mandatory training. Due to the BOG members' diverse professional backgrounds, strong local and regional connections, mandatory training, and institutional familiarity, the BOG is knowledgeable about the institution and its functioning. The BOG's prudent role in the events following the August 16, 2011, WVSU faculty's vote of no confidence in President Hazo W. Carter, Jr., then President of WVSU, is strong evidence of the BOG's knowledge about the University and its vibrant oversight for WVSU's functioning.

The BOG's responsibilities are defined in West Virginia Code 18B-2A-4, which states the BOG generally (1) determine, control, supervise and manage the financial, business, and education policies and affairs of the state institution of higher education under its jurisdiction; and (2) develop a master plan for the institution under its jurisdiction. The [bylaws of the WVSU BOG](#) contain all the details about its membership, meetings, powers and duties, and committees. The BOG fulfills its responsibilities with the help of its standing committees: Executive Committee, Finance Committee, Academic Policies Committee, Audit Committee, Recruitment and Retention Committee, Institutional Advancement Committee, and Presidential Review Process Committee. These standing committees meet before the full BOG meeting. The BOG acts as a whole for consideration of issues such as institutional compacts and master plans, legislative recommendations, strategic plans, WVHEPC recommendations, budget requests on behalf of the institution(s), and other matters considered appropriate by the chair. The WVHEPC mandates the Board to meet at least six times during each fiscal year. In practice, the University BOG meets more than the mandated six times. These meetings are open to the public, except executive sessions, and provide an opportunity for public comments. In addition, the BOG's deliberations receive input from the students, faculty, and staff through their elected representatives.

5.B.3. *The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.*

WVSU exhibits an excellent collaboration among University students, faculty, staff, and administrators in making policies and procedures, setting requirements, and handling issues related to academics. The governance structure at WVSU aids and promotes these collaborative efforts. The process of changing a degree program starts at the level of the curriculum committee of the department housing the program. After approval from the department, the chair of the department forwards the proposal to the dean of the college. After the dean's approval, the proposal goes to the Educational Policies Committee (EPC), which makes its recommendation to the Faculty Senate. If approved, the proposal is forwarded to the University Provost for his approval. After the Provost's approval, the proposed change is made to the University catalog.

The procedure for approval of a new program or deletion of a program is slightly different. After approval from the dean, the EPC, the Faculty Senate, and the Provost, any such proposal is forwarded to the Academic Policies Committee of the BOG for approval. The BOG forwards this proposal to the WVHEPC, which is the final authority on such actions. Once WVHEPC approves the new program, it is forwarded to HLC for final approval.

The faculty at WVSU takes the primary role in setting academic policies, requirements, and procedures. In addition, the WVSU faculty members serve as academic advisors to WVSU students. An academic advisor helps a student devise the most suitable academic path for a successful academic experience. Moreover, very frequently, ad hoc committees and focus groups have been established at WVSU to work on smaller and sometimes major projects (for example, Vision 2020 task force, general education revision, Degree Completion task force, etc.). The following standing committees of the Faculty Senate play a pivotal role in setting academic requirements, policies, and procedures in a collaborative fashion at WVSU:

- **[Educational Policies Committee \(EPC\).](#)** The committee has membership from the faculty, administration, library, and student body. The committee reviews the curriculum of the University and formulates educational policies to be submitted to the Faculty Senate for approval. The EPC deals with any changes in WVSU academic courses and programs

including new programs and deletion of old ones. The EPC website contains the deadlines, meeting dates, forms, and procedure. The EPC makes recommendations to the Provost and Vice President for Academic Affairs via the Faculty Senate.

- **[Program Review Committee.](#)** The committee consists of six faculty members, one student, and a representative from the Vice President for Academic Affairs' office. The committee establishes program review criteria for the University. It reviews and evaluates the University's academic programs on a regular basis as mandated by the BOG. It makes recommendations regarding these programs to the Vice President for Academic Affairs via the Faculty Senate.
- **[General Education Committee.](#)** The committee consists of 10 faculty members, one library representative, and one student. It oversees the general education core curriculum. It evaluates revisions proposed by academic departments or colleges.
- **[Honors Program Committee.](#)** This committee consists of a coordinator (appointed by the Vice President for Academic Affairs), eight faculty members, one honors student, the University registrar, and a representative from the WVSU Admissions Office. This committee was established on August 16, 2011. It oversees the Honors program of the University, evaluates the proposed courses for it, and advises on the scheduling of honors courses to facilitate the work of faculty honors advisers. The Honors program is growing. The program coordinator periodically reports to the Faculty Senate. [One such update report](#) was provided to the Faculty Senate on November 1, 2013. In addition, the [Honors students' accomplishments](#) were also shared. According to the report, the program had 29 students in it at that point.

Naturally, Academic Affairs plays an important role in academics. The area establishes operational policies and procedures at the University and makes any necessary modifications, based on analysis of operations, demographics, and other information. The Provost and Vice President for Academic Affairs is assisted by the deans of the four colleges, the chairs of the departments, and academic affairs staff. The following groups meet regularly to discuss issues, share information, and draft policies related to academics:

- **Academic Affairs Council.** The council, chaired by the Provost and Vice President for Academic Affairs, includes the four college deans and representatives from the library, Honors program, Center for Online Learning, Continued Education & Early Enrollment, International Studies, Regents BA, General Education Committee, Upward Bound, International Programs, Registration & Records, Academic Orientation, Cultural Activities, National Center for Human Relations, and Division of Academic Affairs. The council meets every month to share information.
- **Academic Affairs Administrative Council.** This council, chaired by the Provost and Vice President for Academic Affairs, consists of the four college deans and senior academic affairs staff. The council meets every week. Its primary role is information sharing and policy-making.
- **Academic Deans Council.** The council consists of the four college deans and some senior academic affairs staff. The council discusses and makes decision about operational issues related to academics. The decisions and recommendations are forwarded to the Provost and Vice President for Academic Affairs.

The BOG has an important role in the academic affairs of the University. It acts as a whole on consideration of academic (policies) issues related to WVSU Compact with WVHEPC and WVHEPC recommendations related to academics at WVSU. The BOG seeks input from various constituents of the University when making a decision. Usually, this input is provided by the senior University administration. The Academic Policies Committee of the BOG reviews and makes recommendations on matters related to new programs, reviews of existing programs, and baccalaureate and graduate education.

Examples of Collaboration

Center for Online Learning. At this time, the University does not offer any academic programs that are fully online, but following approval of a substantive change application to the HLC, the University anticipates beginning online programs in Criminal Justice and Business Administration in fall 2015. A third program in English is being developed with two additional online programs anticipated by the year 2020. Currently, the University offers a variety of blended and online courses. These offerings include courses from each college of the University. Although the University began its online offerings in AY 2008-2009, it has made significant progress in a short time. From AY 2008-2009 to AY 2012-2013, there has been a 317

percent increase in online offerings (increased from 28 to 117 course sections) and 619 percent increase in online enrollment (from 155 to 1,115). The University previously used WEBCT and Blackboard for its learning management systems (LMS). The current LMS for online courses is Sakai CLE.

In June 2012, WVSU affiliated with the national Quality Matters program (QM) as part of a statewide initiative sponsored by the WVHEPC. The QM program is based on the continuous improvement of online courses and is a peer-reviewed, faculty-driven process.

In spring 2013, the Online Learning Advisory Committee (OLAC) was established by Academic Affairs in an effort to explore issues of online course quality and to determine infrastructure needs in preparation for the substantive change application to the HLC to offer fully online programs. The committee consists of seven members (five faculty and two staff) including the director of the Center.

Based on the recommendations of the OLAC and the processes outlined by QM as best practices, WVSU has developed a set of internal procedures related to ensuring quality online courses. While these procedures are still being implemented, the OLAC is proposing a two-part approval process for the design of online courses: (1) an initial content-readiness check, in which the course is evaluated to see if there are enough materials and assignments to support the class prior to it being offered; and (2) a formal, internal QM evaluation the course must pass within four iterations of being taught. The OLAC is working with the Dean's Council to determine the logistics of implementation, but it is expected that this process will be fully implemented by fall 2015. The OLAC has drafted an [Online and Distance Education Policy](#), which was approved by the Faculty Senate on May 2, 2014.

The OLAC recommends that all faculty be required to complete an introduction to online teaching training prior to being allowed to teach online. This requirement is expected to be implemented in fall 2015. Since the success of online courses is partially dependent on having well-trained faculty designing and teaching the course, the Center has a robust professional development program that includes both internal and external trainings in an effort to provide online and blended faculty with comprehensive support that provides perspectives from a variety of voices.

Much progress towards creating online programs at WVSU has been achieved in a short period of time due to the hard work by the above mentioned advisory committee and is a prime example of productive collaboration among students, faculty, staff, and administrators to facilitate the delivery of academic courses.

General Education Task Force. This task force was appointed by the Provost and Vice President for Academic Affairs during AY 2012-2013. It consists of 10 faculty members, one dean, the WVSU registrar, and a representative from Academic Affairs. The task force is coordinating the development of a new General Education program for the University that fulfills the University's mission and meets the standards of accrediting, certification, and licensure bodies and is amenable to ongoing assessment and improvement. The task force is obtaining input from the entire University community in the development of the program and is working to strengthen curriculum alignment with the University's mission statement. The task force is working towards an implementation goal of fall 2015.

The task force has been charged to review successful general education models; using the AACU LEAP initiative as a framework, develop observable learning goals stated as outcomes and objectives as appropriate to satisfy the requirements of all accrediting bodies for the University; develop a detailed timeline that provides a timeframe for review, revision, and implementation of any revisions; meet with all programs with separate accreditation bodies to ensure compliance in any new curriculum model; provide recommendations regarding the structure and content of a new University General Education program; develop a strategic plan that provides for an ongoing review of the General Education program that is evidence-based; and provide recommendations on resources and faculty development needed to carry out the new General Education program.

Degree Completion Task Force. This task force consisted of five faculty members, a representative from Academic Affairs, and the director of Counseling and Academic Support Services. The committee was charged to draft recommendations to reduce time taken by WVSU students to complete their degree programs and increase adult completion rate. The [committee presented its recommendations to the Faculty Senate](#) on October 11, 2013.

Articulation Agreements. As a part of WVSU's commitment to provide the state's students with opportunities of affordable and quality higher education, the University has signed the following articulation agreements:

- **Arrangement with WVU School of Dentistry.** On December 1, 2014, officials from WVU School of Dentistry (WVUSoD) and WVSU signed a collaborative agreement for a Dental Early Admissions Program (DEAP). Pre-dental students

who have successfully completed the specified undergraduate courses and degree requirements at WVSU and have met all admissions criteria to WVUSoD will be eligible to pursue a Doctor of Dental Surgery (DDS) degree at WVUSoD. Annually, the School of Dentistry will reserve two spots in the entering dental class for WVSU students meeting DEAP requirements.

- **Arrangement with Marshall University in Pharmacy.** In June 2014, Marshall University and WVSU signed a memorandum of understanding leading to a Doctor of Pharmacy degree at the Marshall University School of Pharmacy. Students who successfully complete the required courses at WVSU and meet the minimum transfer requirements will be given preferential consideration during each admission cycle of the Marshall University School of Pharmacy.
- **Arrangement with WVU System in Engineering.** A group of administrators and faculty from the College of Natural Science and Mathematics collaborated with a group from the College of Engineering at WVU to draft a 2+2 agreement in civil, mechanical, and industrial engineering options. The agreement was signed on November 21, 2013. According to this agreement, students can complete the first two years of a general engineering curriculum at WVSU before transferring to the WVU System, where they can complete their final two years. Upon completion, the students will receive a Bachelor of Engineering degree from the WVU System.
- **Arrangement with Community and Technical Colleges.** In summer 2012, the Provost and Vice President for Academic Affairs initiated four Liaison Committees to discuss possible 2+2 arrangements with nearby community and technical colleges (Mountwest CTC, KVCTC, Bridgemont CTC, and Southern West Virginia CTC). Each Liaison Committee consisted of members from administration and faculty. The committees held several meetings with these colleges' administration and faculty. In February 2013, WVSU and KVCTC signed a series of agreements that would make it easier for students to obtain a bachelor's degree in five career fields: criminal justice, art, history, English with a literature option, and health sciences leadership in allied health and rehabilitation. In October 2013, WVSU and Bridgemont

CTC signed an agreement creating a 2+2 partnership in the areas of business, including accounting and management, computer and information technology, digital design and print communications, general studies, teacher education and health sciences. Collaboration among faculty and administration at WVSU and between groups from WVSU and the CTCs has put students' needs first, ensuring an affordable and quality education for them in Kanawha Valley. KVCTC and Bridgemont CTC have merged to become BridgeValley CTC. However, their agreements with WVSU will not be affected.

Summary for Component 5.B

Overall, engagement among various internal and external constituencies has been a hallmark of the University. The shared governance structure at the University facilitates this engagement. The University has a tradition of providing shared governance and collaborative planning to achieve its mission and to meet the current and future needs of the region, state, and nation.

5.C. *The institution engages in systematic and integrated planning.*

WVSU has a history of systematic and integrated planning and most recently launched a multifaceted strategic planning process in November 2012. The task set was to develop an "inclusive and comprehensive strategic plan to bring the University's vision and mission to life through the year 2020." The planning process included input from internal and external stakeholders in the University to further insure that the document created would align the goals with the mission and vision. The strategic plan, Vision 2020: State's Roadmap to the Future, details the goals and strategies that set a clear and well-defined direction with the means to achieve the University's vision and mission.

The University is a community of students, faculty, and staff committed to academic growth, service, and preservation of racial and cultural diversity. Resource allocation supports students, faculty, staff, administrators, and other stakeholders to accomplish the University's mission and vision set forth in Vision 2020. The budgeting process is a collaborative and comprehensive procedure that builds upon the strengths of the University while addressing the challenges. Resource allocation includes input from all levels, which ensures that the process aligns with the mission and vision of the University.

5.C.1. *The institution allocates its resources in alignment with its mission and priorities.*

Mission-centered resource allocation at WVSU is guided by the strategic planning process. The administration, with input from internal and external constituents, establishes spending priorities and goals based on strategic plan objectives, on an annual basis.

WVSU Business and Finance utilizes a two-step budgeting and planning process that addresses both short-term and long-term considerations. These budgeting processes are overseen by the Vice President for Business and Finance. In the short term (up to three years), the annual budgetary needs are emphasized while in the long term (3-10 years), the strategic planning process takes precedence. Both the short- and long-term budgeting processes (discussed in more detail below) are conducted with the University's mission and vision being prioritized and ancillary items being of secondary consideration. That being said, the University must also maintain flexibility in resource allocation in order to capitalize on emerging factors, unexpected opportunities, or to respond to unexpected costs as needs arise. The ultimate goal is to maintain a solid financial platform for the University as a whole. Some information on short-term and long-term resource planning, as well as flexibility, can be found below. Greater information and detail on short- and long-term budgeting can be found in subcomponent 1.A.3. and core component 5.A.

Short-Term Resource Planning

The focus of the short-term budgeting process is to prioritize the use of available funds according to core mission objectives. This is a three-step process. Total revenue from all available sources is assessed, cost of achieving core objectives (e.g. academic programming) is calculated, and then funds are allocated in such a way as to maximize the achievement of core objectives. Additional funds, if available, are then allocated toward ancillary goals (e.g., the bookstore). Tuition and fees, which can vary from semester to semester, are the primary revenue stream for the University. In order to maintain correct and effective budgeting, the University must anticipate increases or decreases in enrollment and adjust the budget accordingly to ensure the maximum effectiveness of available funds towards the achievement of core objectives. A variety of techniques are used not only to anticipate enrollment but also to work toward increasing enrollment and thereby revenue to the University. The most prevalent of these techniques is to identify trends in the number of local high school graduates who are likely to pursue a college education and then to maximize the recruitment and enrollment of those students in the University. As history has shown, WVSU's process for short-term budget planning is effective. The University ended fiscal years 2013 & 2014 with slight surpluses in its E&G budgets.

Long-Term Resource Planning

Planning for the future of academic programs necessarily focuses on identifying long-term trends in specific disciplines and higher education as a whole. The academic deans from each of the four colleges have identified four important characteristics when planning for the future of academic programs; the input of faculty, students, outside governing agencies, and trend-tracking all have a vital role in the long-term planning process.

Long-term resource planning for academic programs is largely driven by faculty members and department chairs, who are essential for identifying and responding to emerging factors within their respective colleges. The expertise of faculty members within their specific discipline is employed to revise, create, and update academic program offerings while keeping with the mission of University. For example, in the College of Business and Social Sciences, economics faculty revised their degree program to offer concentrations in International Finance and International Economics due to faculty expertise, increasing importance of economic globalization, and student demand. The College of Professional Studies reports faculty input is especially important in keeping abreast of and anticipating changes in discipline-specific licensing and accreditation requirements, which can also affect long-term resource planning. Resource planning for capital outlay projects is dependent on the total amount of capital funds. Capital funds are primarily derived from capital fees paid by students as a part of their tuition and funds provided by the State of West Virginia through the WVHEPC.

Flexibility

The University is able to capitalize on unexpected opportunities by maintaining a flexible outlook and a sense of resourcefulness. The decision to embark on the development of a 2+2 nursing program is an example. When the opportunity to collaborate with West Virginia University and several community and technical colleges of the state presented itself, the administration first determined that the opportunities were in alignment with the goals of the University. Once that had been established, Business and Finance then determined that the University was in a position to pursue the development of a program without threat to its financial stability. The faculty then established that the University had the capacity to train and educate future nurses. As a result, the University is currently in the process of establishing a nursing program despite the fact that doing so had not been a part of the current strategic plan.

5.C.2. *The institution's processes for assessment, evaluation, planning, and budgeting are linked effectively.*

The planning, budgeting, assessment, and evaluation processes at WVSU are all linked by their alignment with the University's mission and vision. As noted earlier, the strategic plan guides the University and is anchored in the mission and develops its focus from that alignment. Assessment of student learning is guided by the mission through individual program assessment plans, licensure, certification requirements, and annual program review, which measure student achievement and program performance in all aspects and inform continuous improvement efforts. For more about programmatic assessment and evaluation, see Criterion Four.

Budget managers in each planning unit enter a yearly budget request into Banner based on a variety of factors including assessment and program review outcomes. These budget requests form the basis for the annual budgeting process. Personnel requests are handled separately through requests placed with the appropriate deans, directors, or department heads.

5.C.3. *The planning processes take into consideration the entirety of the institution and appropriate input from internal and external constituent groups.*

Internal and external constituencies meet to inform University governance and policy-making through the BOG, Program Advisory Committees, Student Government Association, Faculty Senate, and Association of Classified Staff (see 5B). These boards and committees are composed of University stakeholders to include a diverse representation of community members who work in relevant positions, student representatives, faculty, alumni, and policy makers. The councils are comprised of local leaders in the respective fields of study and serve to provide an ongoing, realistic approach regarding University planning and serve as a means of providing insight and feedback from informed individuals interacting on a daily basis with local, regional, and even national socioeconomic trends.

Student input is an important means by which academic deans identify and respond to emerging trends. Each college collects student input in a variety of ways including exit surveys completed by students prior to graduation, student requests for particular classes or majors, and even requests for classes to be offered through a particular venue, such as online courses. For example, all four colleges, in response to student requests, report increasing the number of courses offered completely or partially online. This approach also allows the University to serve better the needs of non-traditional and working students, which constitute a large and important portion of the student body. Laboratories and work stations

equipped with various types of scientific and computer technology are maintained by each of the colleges with additional facilities being provided by the University. An International Studies program has been developed as a result of student interest, as have a variety of graduate level programs including a Master of Public Administration (currently in the planning stages) and a Master of Law Enforcement. Each of the four colleges actively seeks to increase enrollment of international students and at least three of the colleges sponsor international travel study opportunities for students.

Outside governing agencies are also valuable resources when anticipating how best to fulfill the University's mission. These include government institutions, such as federal agencies and Congress, the West Virginia State Legislature, the WVHEPC, and relevant state licensing agencies, and accrediting agencies in specific disciplines. For example, in the College of Business and Social Sciences, both the state legislature and WVHEPC were instrumental in identifying an unmet area of need that led to the development of a Master of Public Administration program. The College of Arts and Humanities has received a grant from the United States Department of Agriculture to develop a computer gaming program to be utilized as an educational tool targeting childhood obesity and has developed a certificate program in response to a request by the West Virginia Film Office, a division of the West Virginia Department of Commerce. In addition to various federal research grants, the College of Natural Sciences and Mathematics recently completed an evaluation of its programs, which was funded by a National Science Foundation Science "Planning Grant for STEM Program Evaluation and Improvement."

Outside accrediting agencies also play an especially important role in the College of Professional Studies, where graduates in education, social work, and a variety of other disciplines are required to meet licensing requirements. As a result, the college must keep up to date with and anticipate changes to the frequently changing standards.

5.C.4. *The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.*

The University recognizes that reductions in funding for higher education in West Virginia may have the potential to impact significantly the ability to provide services to the campus community, the local community, the State, and the region and plans to address changes in support from the state level. University leadership anticipated an 8.94

percent budget cut for fiscal year 2014, which translated into a reduction in state appropriations of approximately \$979,612 to the University. The University was able to prepare preemptively for across-the-board budget cuts from the State of West Virginia for fiscal year 2014. This was accomplished by rescinding a nearly equal amount from the University's 2013 budget. The University was well prepared to respond to the reduction in state allocations based on internal budget initiatives put into place the previous year (fall 2013). University vice presidents were asked to review their annual budgets and either replicate the budget reductions proposed in 2013 or resubmit proposed reductions of 8.94 percent for fiscal year 2014. Figures 5.4 and 5.5 provide a breakdown of budgeted revenue and expenditures for 2014 and 2015.

Figure 5.4: WVSU Budgeted Revenue and Budgeted Expenditures 2014

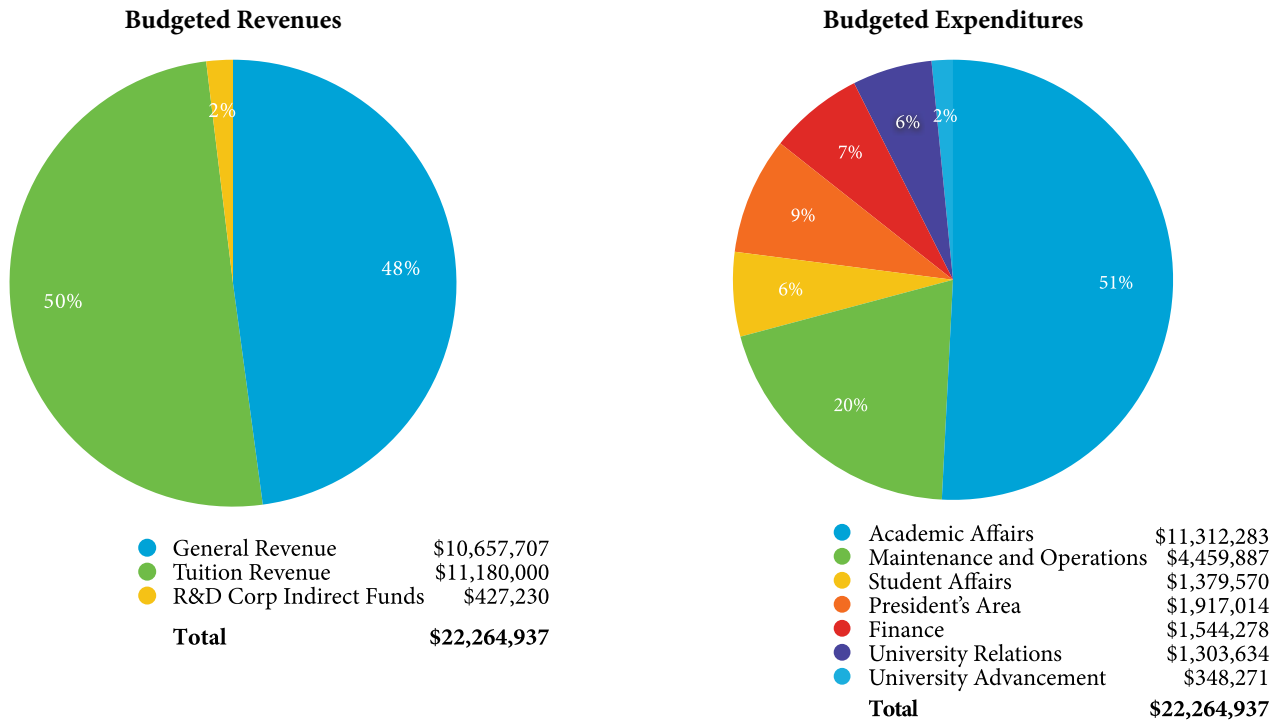
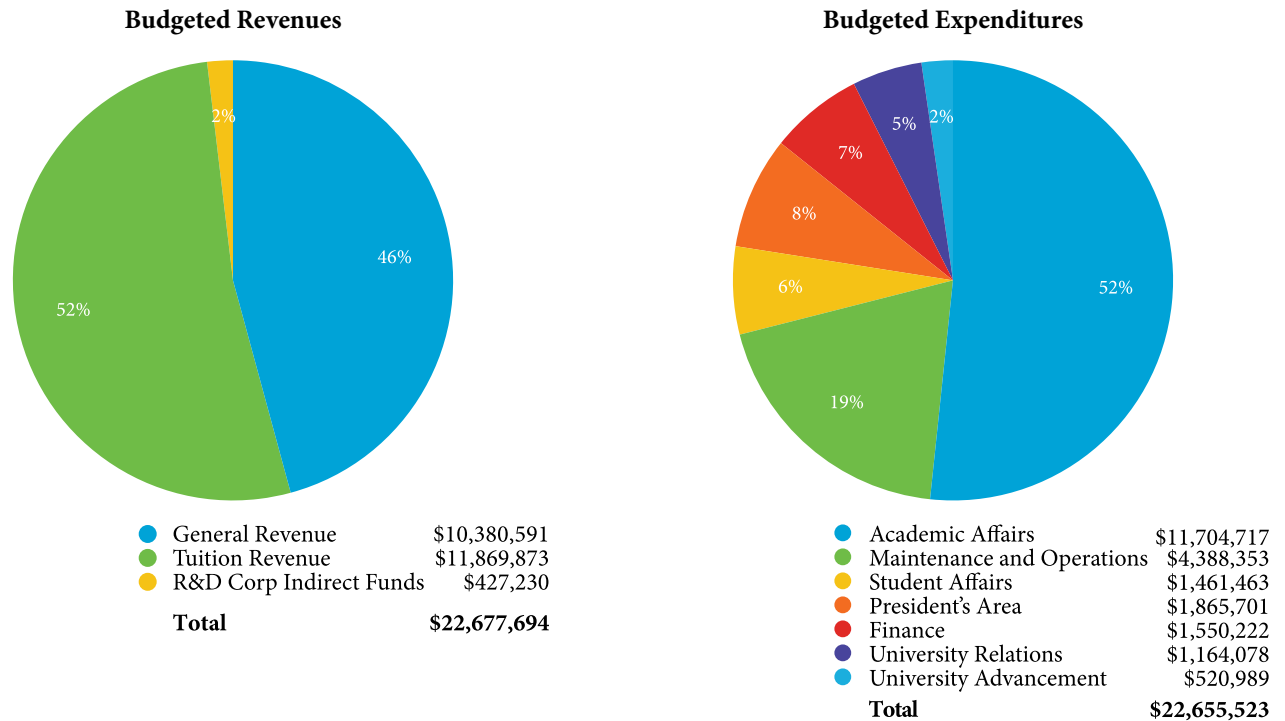


Figure 5.5: WVSU Budgeted Revenue and Budgeted Expenditures 2015



Budget updates are continuously provided to the University's vice presidents and other administrative officers so that ongoing appropriate planning may occur. On November 1, 2013, a Budget Efficiency Summit was held for internal and external University constituents in order to closely examine how the University plans for and allocates its resources. During the Summit, the Budget Office Director for the State of West Virginia shared the state's five-year fiscal outlook, and the attendees took an in-depth look at the University's fiscal health. At the Summit, students, faculty, and staff spent much of the day discussing how to improve efficiency, reduce spending, and enhance the sustainability of the University while remaining true to the University's purpose to provide a quality, affordable education. From the Budget Efficiency Summit, 15 recommendations were made that encompassed the thoughts, concerns, and ideas of University internal and external constituents (see 5A5). All 15 recommendations are in progress at various stages.

5.C.5. *Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.*

WVSU's faculty and administrative leadership regularly engage in higher education discourse in professional arenas, both locally and globally, to maintain current and develop future perspectives for cross-campus planning. Over the past decade, an understanding of emergent academic trends as well as local and global needs resulted in the establishment of new undergraduate and graduate degree programs in addition to the development and expansion of innovative research. This point was previously detailed in 5.C.1: Long-Term Resource Planning, with the example of development of new concentrations in the economic and finance degree programs. Below is an example of how WVSU anticipated an emergent trend and incorporated this trend into its planning processes.

Example: Energy/Bioenergy

In the early 2000's, the input and international professional ties of several faculty members of the College of Natural Sciences and Mathematics were instrumental in the planning and implementing a thermophilic anaerobic digester technology research program. Beginning as a collaboration with universities in Mexico, the United Kingdom, and the Gus R. Douglass Land-Grant Institute at WVSU, this research program has been in existence for over a decade and was the first energy/bioenergy-related research program at WVSU.

Recently, the emergent energy industry in the State of West Virginia has led to the need for a workforce that is not only knowledgeable in the energy field but also possesses

expertise in business management. WVSU fulfilled this need by becoming the first institution of higher education in the State of West Virginia to offer an [energy management](#) concentration as a part of the Bachelor of Science in Business Administration.

WVSU continues to recognize the importance of emerging trends within energy and energy technologies, both locally and globally, and in 2014 established the [West Virginia State University Energy and Environmental Science Institute \(WVSUEESI\)](#). WVSUEESI enhances the University's capacity to participate in evolving opportunities in energy-based teaching, research, and outreach. The WVSUEESI is led by a newly-hired bioenergy research professor and is a centralized interdisciplinary network of infrastructure and expertise.

In addition to the energy technology example, the Vision 2020 strategic planning document illustrates the University's expressed intent to identify strategies that address the emerging factors of changing demographics, changing technological infrastructure needs, and globalized economies and student populations. Goal III of Vision 2020 under the category of Recruitment, Retention, Degree Completion, Marketing/Branding, and Student Experience is to "Support enrollment growth by using demographic data to identify opportunities for new student recruitment." This goal is being accomplished by determining the shifting demographics of college-ready populations in West Virginia and in communities in bordering states and targeting those populations for recruitment. Changing technology needed are addressed in the Vision 2020 section titled "Building, Renovation, and Technological Infrastructure," which charges the University with defining the technological needs of students, faculty, and staff and then developing strategies to meet these needs. Globalized student populations are being addressed at WVSU through goal III of Vision 2020 under the category of Academic Programs, Research Growth, Faculty Excellence and Rewards and Public Service, which has charged the University with developing five degree programs that can be completed fully online, allowing for recruitment of students located anywhere in the country. Globalization is also addressed in the creation of the new Excellence in Culture and English Language Study ([EXCELS](#)) program, which allows students from any location to study at WVSU regardless of current English language skills.

Summary for Component 5.C

The process by which the University strives to continue to fulfill its mission in the dynamic environment of higher education involves synthesizing both financial considerations and anticipating the future academic needs

of the University community. Budgeting and strategic planning concerns are driven by the necessity of the University to remain on a solid financial footing while continuously maintaining the flexibility to respond to unanticipated changes. Academic programs draw from a variety of sources to anticipate and respond to the needs of future students, remain academically current, and meet or exceed the standards set by various accreditations and licensing organizations.

5.D. *The institution works systematically to improve its performance.*

In the interest of greater readability the discussions for subcomponents 5.D.1 and 5.D.2 are combined into a single discussion.

WVSU demonstrates commitment to systematic performance evaluation and continuous improvement of institutional effectiveness. Academic, administrative, and auxiliary organizational units such as the Research and Development Corporation and the University Foundation undergo periodic assessment. In recent years, the University has engaged in a number of administrative process evaluations in order to streamline processes and improve operational efficiency.

5.D.1. *The institution develops and documents evidence of performance in its operations.*

5.D.2. *The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.*

WVSU routinely develops and documents operational performance factors. Across campus and within every major operational unit, data are collected and reports are generated that speak to the performance of the University. WVSU's commitment to continual improvement over the past decade is evidenced by the Strategic Plan, Compact, and Vision 2020. These documents highlight the University's proactive approach to improve efficiency in institutional operations on a regular basis in order to meet strategic goals. All aspects of University operations are regularly assessed and modified as appropriate.

The following examples document operational performance and provide evidence that WVSU uses this documentation to improve operations within its major divisions.

[University Relations and Operations](#) conducts [research](#) each semester to assess the impact of the University's branding and marketing efforts. Performance indicators,

such as these surveys, enable University Relations and Operations to assess the effectiveness of its efforts. Based on frequent review of the documented performance data, this unit has adjusted the University marketing plan, including advertising placements. Having this data has resulted in a more strategic use of funds and has contributed to greater sustainability of the University. University Relations and Operations has and continues to make strategic adjustments to how local and national media are engaged and has increased social media activity, including cross-promotional efforts. Through focus groups and surveys, new information harnessed from target audiences and strategic partners has led to improved effectiveness of University messaging. Through the review of social media and website activity, University Relations and Operations continually studies effectiveness at soliciting the attention of target audiences and increasing reach in the online community.

[University Advancement](#) tracks the alumni participation rate, which is representative of the percent of total alumni making donations to the University in a fiscal year. This is a critical operational performance variable as a high alumni participation rate carries weight in the *U.S. News and World Report's* "America's Best Colleges" annual rankings. Additionally, the [WVSU Foundation](#) collects and [reports](#) (p. 26) on total fundraising data each year. University Advancement evaluates appeal performance by tracking the responses to three annual mailing solicitations. The individual appeal effectiveness is determined by the number of responses and total dollars raised. Both donor and non-donor alumni are periodically solicited for feedback related to appeal effectiveness through qualitative telephone surveys. The data generated from the surveys are used to adjust solicitations to improve future appeal effectiveness. Additionally, through data assessment and appropriate operational adjustments, University Advancement was able to increase the WVSU alumni participation rate from 2.9 percent to 4.1 percent between fiscal year 2013 and fiscal year 2014.

Perhaps the most significant way that University Advancement evaluates effectiveness and makes adjustments to become more effective is through tracking total dollars raised from sources such as grants, annual fund contributions, and realized estate gifts. In recent years, University Advancement exceeded its targeted fund raising goal by seven to 17 percent. The [operational parameters](#) behind annual fundraising goals are set and tracked for the three major gift officers in University Advancement. These goals are modified on an annual basis in response to previous fiscal year performance and to attain subsequent fiscal year goals. Two metrics are tracked—the number of visits and number of solicitations.

In tracking these metrics, it was determined that fiscal year 2014 parameters were not sufficient to meet fiscal year 2015 goals. Therefore, visit and solicitation goals were increased for all fundraising staff. The average number of visits per month for fiscal year 2014 was 5.05. Fiscal year 2015 goals have been set at an average of 8.3 visits per month in response to a \$1 million increase in the fiscal year 2015 fundraising goal.

Specific recruitment and retention targets outlined in Vision 2020 drive the data collection and documentation of [Enrollment Management and Student Affairs](#). The major documented performance factors of this unit are found in daily enrollment reports and weekly financial aid and scholarship awards reports. Daily enrollment reports provide data that can be used by the Division of Enrollment Management and Student Affairs and the Office of Admissions to adjust outreach to current and potential students quickly and assess progress towards specified goals. As an example, early in 2014 a chemical spill impacted the local water supply shutting down public schools in Kanawha and Putnam counties (two critical enrollment areas for WVSU) for an extended period of time. These closures significantly impacted enrollment activity and overall progress towards enrollment targets. Recognizing this trend, the admissions staff quickly modified operations to encourage local student enrollment. Some of these modifications included the introduction of additional messaging targeted to local students, which included application fee waivers and modification of the admissions office operational schedule to add multiple and more frequent visits to local schools once they reopened in the spring. These and other operational adjustments allowed the University to offset the impacts of the chemical spill considerably, thus contributing to the sustainability of the institution.

Weekly financial aid and scholarship awards reports allow this division to compare current year activity to previous years in order to assess progress, identify any areas of concern, and take immediate corrective action. Documented data have been used to improve student retention efforts by highlighting the need for making earlier and more consistent outreach to encourage returning students to register for the next semester.

In direct response to student concerns about the difficult logistics involved in some University processes, a one-stop model was adopted, which brought the Cashier's Office, Registration and Records, and the Office of Student Financial Assistance together in one wing of Ferrell Hall. Additionally, in order to better address student concerns, a formalized student complaint process was implemented in summer 2014.

The [WVSU Extension Service](#), the primary outreach program at WVSU, generates [monthly impact reports](#) for the four program areas ([Community and Economic Development](#), [Agriculture and Natural Resources](#), [4-H Youth Development](#), and [Family and Consumer Sciences](#)), which lie within two program teams (Community and Agricultural Resource Development and Resilient Youth and Families). These reports directly speak to the significant impacts each program area is having in relation to the USDA Plan of Work (POW) and are submitted to the Associate Dean for Extension as well as the Vice President for Research and Public Service. Both the Research and Extension divisions of the University's Land-Grant programs are required to submit an Annual Report of Accomplishments to the National Institutes of Food and Agriculture (NIFA). In these reports, the Research and Extension programs must address progress towards the goals that were set in the POW. Additionally, the Research and Extension programs adopted a format starting in 2013 of generating program specific [impact statements](#) to be presented at the annual Research and Extension Advisory Council (REAC) meeting.

The [Business and Finance](#) team generates Budget to Actual, Fund Balances, and Capital Projects reports, which are reviewed weekly and compiled and submitted to the Board of Governors monthly.

WVSU [Human Resources](#) (HR) operates under statewide performance guidelines set forth in West Virginia Code [Chapter 18B Article 7](#) by the WVHEPC. The major source of documented operational performance evidence is found in the [summary of operational activities](#), which HR must submit to the West Virginia Legislative Oversight Commission on Education Accountability (LOCEA) on an annual basis.

When any of the units finds issues or variables it can control, it seeks to improve either the process or service to further the University mission.

Summary for Component 5.D

As evidenced in this core component, WVSU continually seeks to improve overall institutional effectiveness through collection and usage of data. The University will continue to advance efforts of institutional effectiveness through improved availability and electronic archiving of documents related to collecting, organizing, and accessing data at the program, department, and institutional levels.

Summary for Criterion Five: Strengths, Challenges, and Opportunities

WVSU works diligently to assure its resources, structures, and processes are sufficient to fulfill its mission. As experienced by many other institutions, fiscal constraints complicate the ability to respond to challenges and opportunities. However, WVSU has responded to challenging times and is continually working and improving to, in the words of President Brian O. Hemphill, “become the most student-centered, research and teaching, land-grant University in the state of West Virginia and beyond.” Standard fiscal and human resource allocations as well as needs for improved infrastructure and technology will continue to play significant roles in current and future planning as WVSU continues its history of institutional improvement through systematic and integrated planning tied ever more closely to the University mission.

Strengths

- WVSU recognizes the importance of continued capital improvements, even during financially difficult times, and displays resourcefulness and creativity in the funding of these improvements.
- WVSU is proactively increasing recruitment and retention efforts and strategically identifying program offerings that will generate revenue and develop a larger student base.
- WVSU has embarked upon an \$18 million capital campaign to support its core mission.
- The BOG consists of accomplished individuals with diverse professional backgrounds. This diversity helps the BOG to remain knowledgeable about various aspects of the University functions. The BOG is active and involved. It took a lead role during the transition of administration at WVSU in 2012.
- In general, the communications among the members of various constituencies at WVSU are detailed, open, and clear. Questions raised at various forums, especially at Faculty Senate meetings, are answered in detail and with clarity.
- The collaboration among various groups has improved and produced remarkable results. Examples include Vision 2020, improvement in enrollment, online education, and this self-study document.
- The University’s planning process is one where planning and budget activities, throughout every level of the organization, are coordinated and

driven by the University’s vision and mission and one in which appropriate input from stakeholders is factored into resource allocation decisions.

- The University has processes and strategies in place to evaluate and revise, as needed, the goals set forth in the strategic plan.

Challenges and Opportunities

- WVSU’s reserve funds were depleted as result of the separation of the community and technical college. The University needs to set specific goals and timelines for the rebuilding of the reserve fund.
- The University should implement a systematic process for across-the-board and merit raises in order to competitively attract and retain qualified faculty.
- Although there are many forums for interaction and collaboration at WVSU, in financial planning and allocations, the University constituents are not taken into confidence. WVSU used to have a budget advisory committee with membership from various constituencies. Such a committee is needed to keep the University constituents informed about the rationale and logic of planning and allocation of finances.
- Although much progress has been made in the past year in updating the WVSU website, it needs a major review because it is still difficult to find some information about very important groups and processes at WVSU. Examples include the lack of information about the Program Review process, committee, or schedule and current minutes from WVSU Classified Staff meetings. In addition, many website URLs are long and cumbersome to use on a program’s brochure. University Relations and Operations produces shorter URLs for brochures when asked to do so, but the website’s naming conventions and file structure should be reviewed so that such manual intervention is not required.
- The University should develop a technology master plan that addresses technology needs of all academic programs in order to maintain and further develop state-of-the-art teaching and research facilities.

References

1. [2012- Financial Report for HLC Financial Panel 3.2.12](#)
2. [2012-HLC Financial Panel Recommendations 4.26.12](#)
3. [2013-FP Panel Recommendation Form WVSU Final](#)
4. [2013-WVSU Financial Report 10.4.13](#)
5. [4-H Youth Development](#)
6. [Agriculture and Natural Resources](#)
7. [Budget Efficiency Summit](#)
8. [Budget Efficiency Summit Recommendations](#)
9. [Business and Finance](#)
10. [Bylaws of the WVSU BOG](#)
11. [Center for Online Learning](#)
12. [Chapter 18B](#)
13. [Chapter 18B Article 7](#)
14. [Chapter 18B of the West Virginia Code](#)
15. [Community and Economic Development](#)
16. [Current Students](#)
17. [Degree Completion Task Force](#)
18. [Educational Policies Committee \(EPC\)](#)
19. [Energy Management Concentration](#)
20. [Enrollment Management and Student Affairs](#)
21. [Example Extension Monthly Impact Report June 2014](#)
22. [EXCELS](#)
23. [FACET \(Faculty Center for Excellence in Teaching\)](#)
24. [Faculty Development Handbook](#)
25. [Faculty Handbook](#)
26. [Faculty Senate Website](#)
27. [Family and Consumer Sciences](#)
28. [Financial Statement Years Ended June 30 2013 and 2012](#)
29. [Foundation Board](#)
30. [General Education Committee](#)
31. [Higher Education Finance Policy](#)
32. [Honors Program Committee](#)
33. [Honors Program Report to Faculty Senate](#)
34. [Honors Students' Accomplishments](#)
35. [Human Resources](#)
36. [Impact Statements](#)
37. [President's Report 2014](#)
38. [Online and Distance Education Policy](#)
39. [Operational Parameters-UAFY15 Goal Tracking](#)
40. [Overview of the Organizational Structure](#)
41. [SAMPLE BOG Audit Comm Report](#)
42. [SAMPLE BOG Finance Comm Report](#)
43. [State of the University 2013](#)
44. [The Strategic Plan, 2011-2013](#)
45. [Student Government Association](#)
46. [Student Handbook *The Buzz*](#)
47. [Summary- HR Metrics Report to LOCEA March 2014](#)
48. [University Advancement](#)
49. [University Mission Statement](#)
50. [University Relations and Operations](#)
51. [Vision 2020: State's Roadmap to the Future](#)
52. [West Virginia HEPC Report Card 2012](#)
53. [West Virginia HEPC Report Card 2013](#)
54. [West Virginia State University Energy and Environmental Science Institute \(WVSUEESI\)](#)
55. [West Virginia State University Foundation, Inc](#)
56. [WVSU BOG](#)
57. [WVSU Classified Staff Council's Website](#)
58. [WVSU Extension Service](#)
59. [WVSU Faculty Senate](#)
60. [WVSU Foundation Donation Webpage](#)
61. [WVSU Foundation, Inc. Annual Report 2013](#)
62. [WVSU Image Survey](#)
63. [WVSU Promissory Note 2014 Athletic Center](#)
64. [WVSU Technology Assessment - Final](#)



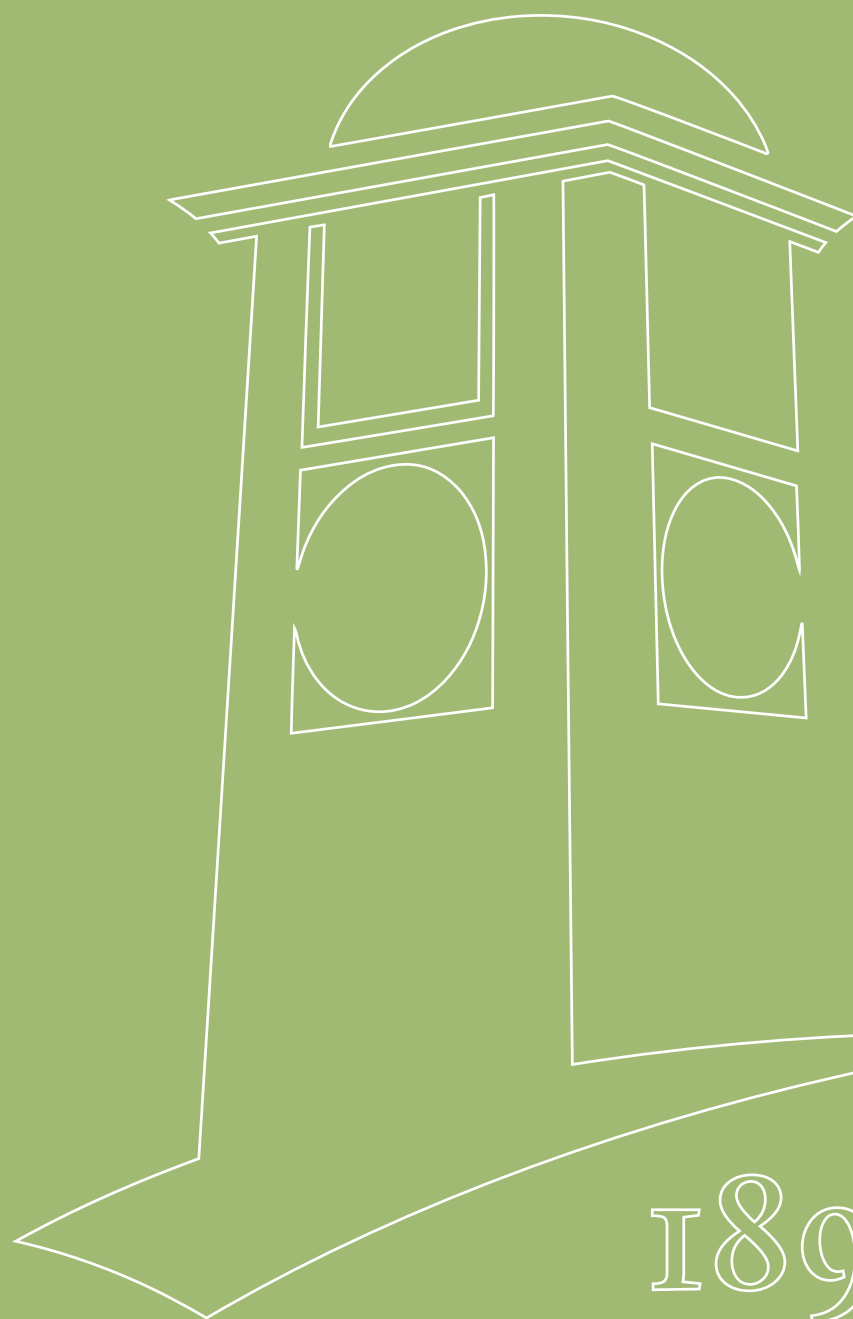
1891

REQUEST FOR REAFFIRMATION
OF ACCREDITATION.

This Self-Study Report is the result of the efforts of numerous individuals listed at the opening of this document and of all the employees of West Virginia State University over the past 10 years who performed their jobs to the best of their ability. We wish to acknowledge the assistance of the Higher Learning Commission staff, who provided written and oral guidance during the Annual Meetings; liaison Linnea Stenson, who responded immediately and thoroughly to our requests for clarifications, and finally, to former WVSU provost, R. Charles Byers, who understood the process extremely well and was available for consultation at any time.

We look forward to outside analysis from the HLC visiting team and the opportunity it provides to obtain an unbiased view of the institution. Through the Self-Study Process, WVSU has assembled for the Higher Learning Commission definitive evidence, both presented within this report and through the required supplemental materials, that the institution fully meets all the Criteria for Accreditation established by the Commission. We realize that with changing economic, demographic, accreditation and governmental requirements, the work of remaining an accredited institution will continue without an intermission from the moment this report is submitted.

After full consideration of this evidence, it is respectfully requested that the accreditation currently granted to West Virginia State University by the Higher Learning Commission be reaffirmed.



1891

GLOSSARY/ACRONYMS.

A&H	College of Arts and Humanities
AACRAO	American Association of Collegiate Registrars and Admission Officers
AACU	Association of American Colleges and Universities
ACBSP	Accreditation Council for Business Schools and Programs
ACE	American Council on Education
ACRL	American College and Research Libraries
ACS	American Chemical Society
ACT	American College Test
ADA	Americans with Disabilities Act
AEP	American Electric Power
AERS	Agricultural and Environmental Research Station
AP	Advanced Placement
APA	American Psychological Association
APC	Academic Policies Committee
AR	Accounts Receivable
AY	Academic Year
B&F	Business and Finance
B&SS	College of Business and Social Sciences
BCTC	Bridgemont Community and Technical College
BOG	Board of Governors
CAEP	Council for the Accreditation of Educator Preparation
CASS	Office of Counseling and Academics Support Services
CASTEM	Center for the Advancement of Science, Technology, Engineering, and Mathematics
CD	Compact Disc
CEO	Chief Executive Officer
CFI	Composite Financial Index
CFO	Chief Financial Officer
CIP	Classification of Instructional Programs
CITI	Collaborative Institutional Training Initiative
CLE	Collaborative Learning Environment
CLEP	Credit by College Level Examination Program
COD	Common Origination and Disbursement
COI	Conflict of Interest
COL	Center for Online Learning
CPO	Chief Procurement Officer
C-RAC	Council of Regional Accrediting Commissions
CRM	Customer Relationship Management
CSCE	Office of Career Services and Cooperative Education
CSWE	Council on Social Work Education
CTC	Community and Technical College
DEAP	Dental Early Admission Program at WVU

DHHS	U.S. Department of Health and Human Services
DoEd	U.S. Department of Education
DSST	Defense Activities for Non-Traditional Education Support Test
E&G	Education and General
EADA	Equity in Athletic Data Analysis
EAST	Education, Arts, Science, and Tourism
EDC	Economic Development Center
EEOC	Equal Employment Opportunity Commission
EMAS	Enrollment Management Action System
EPC	Educational Policies Committee
EPPAC	Educational Personnel Preparation Advisory Committee
ETC	Electronic Teaching Center
ETS	Educational Testing Service
EXCELS	Excellence in Culture and English Language Study
FACET	Faculty Center for Excellence in Teaching
FAFSA	Free Application for Federal Student Aid
FDA	Food and Drug Administration
FERPA	Family Education Rights and Privacy Act
FTE	Full-Time Equivalent
GASB	Governmental Accounting Standards Board
GB	Gigabyte
GE	General Education
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GED	General Education Development
GES	Graduate Exit Survey
GPA	Grade Point Average
HBCU	Historically Black College or University
HHP	Health and Human Performance
HIPAA	Health Insurance Portability and Accountability Act
HLC	Higher Learning Commission
HR	Office of Human Resources
HRIS	Human Resource Information System
HSTA	Health Sciences Technology Academy
IACUC	Institutional Animal Care and Use Committee
ILL	Inter-Library Loan
IMC	Instructional Materials and Production Center
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
ISA	International Student Association
IT	Information Technology
KVCTC	Kanawha Valley Community and Technical College
LEAP	Liberal Education and America's Promise

LEU	Lifetime Eligibility Used
LMS	Learning Management System
LOCEA	Legislative Oversight Commission on Education Accountability
LSAMP	Louis Stokes Alliance for Minority Participation
MANRRS	Minorities in Agriculture, Natural Resources, and Related Sciences
MB	Megabyte
MEC	Mountain East Conference
MFT	Major Field Test
MLA	Modern Language Association
MONA	Motivational Organization for New Artists
MU	Marshall University
NAACP	National Association for the Advancement of Colored People
NACE	National Association of Colleges and Employers
NASA	National Aeronautics and Space Administration
NASPA	National Association of Student Personnel Administrators
NASULGC	National Association of State Universities and Land-Grant Colleges
NBA	National Basketball Association
NCA	North Central Association
NCAA	National Collegiate Athletic Association
NCATE	National Council for Accreditation of Teacher Education
NCHR	National Center for Human Relations
NIFA	National Institutes of Food and Agriculture
NIH	National Institute of Health
NSF	National Science Foundation
NSLDS	National Student Loan Data System
NSM	College of Natural Sciences and Mathematics
NSSE	National Survey of Student Engagement
NTSI	National Summer Transportation Institute
OASIS	Our Advanced Solution with Integrated Systems
OIRAE	Office of Institutional Research, Assessment, and Effectiveness
OLAC	Online Learning Advisory Committee
OMB	Office of Management and Budget
OPE	Office of Postsecondary Education
OPEB	Other Post-Employment Benefits
PALCI	Pennsylvania Academic Library Consortium, Inc.
PEP	Performance Enhancement Program
PLO	Program Learning Outcome
POW	Plan of Work
PRC	Program Review Committee
PS	College of Professional Studies
QM	Quality Matters

R&D	Research and Development
RBA	Regent's Bachelor of Arts
RCR	Responsible Conduct of Research
REAC	Research and Extension Advisory Council
RESA	Regional Education Service Agencies
RFP	Request for Proposal
RN	Registered Nurse
ROTC	Reserve Officers' Training Corps
SAGA	Straight and Gay Alliance
SAP	Satisfactory Academic Progress
SAS	School Accounts Statement
SAT	Scholastic Aptitude Test
SCRATCH	Sustainable Community Revitalization in Appalachia through Children's Hands
SEFA	Schedule of Expenditures of Federal Awards
SEMAA	Science, Engineering, Mathematics and Aerospace Academy
SGA	Student Government Association
SI	Supplemental Instruction
SLO	Student Learning Outcome
SNEA	Student National Education Association
SODA	Students Organizing for Disability Awareness
SPA	Specialized Profession Associations
SREB	Southern Regional Education Board
STARS	Standard Accounting and Reporting System
STEAM	Science, Technology, Engineering, Agriculture, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
STI	Summer Transportation Institute
SURE	Summer Undergraduate Research Experience
SWOT	Strengths, Weaknesses, Opportunities, Threats
SWVCTC	Southern West Virginia Community and Technical College
TEACH	Technology, Education, and Copyright Harmonization Act
UAE	United Arab Emirates
UC	University of Charleston
USDA	United States Department of Agriculture
VPAA	Vice President for Academic Affairs
WCET	WICHE Cooperative for Educational Technologies
WICHE	Western Interstate Commission for Higher Education
WVASPA	West Virginia Association of Student Personnel
WVDE	West Virginia Department of Education
WVEPSCoR	West Virginia Experimental Program to Stimulate Competitive Research
WVHEPC	West Virginia Higher Education Policy Commission

WVNET	West Virginia Network for Educational Telecomputing
WVSC	West Virginia State College
WVSCTC	West Virginia State Community and Technical College
WVSU	West Virginia State University
WVSUEESI	West Virginia State University Energy and Environmental Science Institute
WVSUES	West Virginia State University Extension Service
WVU	West Virginia University
WVU-P	West Virginia University at Parkersburg
WVU-S	West Virginia University System
WVUSoD	West Virginia University School of Dentistry
WVVLN	West Virginia Virtual Learning Network



1891

APPENDICES AND ADDENDUM.
Federal Compliance

Introduction

In this report, West Virginia State University (WVSU) clearly demonstrates full compliance with all of the Federal Compliance Program requirements as established by the United States of America. To ensure full, ongoing, and continuous compliance, WVSU carefully monitors its performance in the 10 areas included in [The Higher Learning Commission's Federal Compliance Program: A Guide for Institutions and Evaluation Teams](#), a publication of the Higher Learning Commission (HLC) of the North Central Association.

By meeting the expectations included within the guide, WVSU addresses and substantiates it is in full compliance with the following requirements:

- Assignment of Credits, Program Length, and Tuition
- Institutional Records of Student Complaints
- Publication of Transfer Policies
- Practices for Verification of Student Identity
- Title IV Program Responsibilities
- Required Information for Students and the Public
- Advertising and Recruitment Materials and Other Public Information
- Review of Student Outcome Data
- Standing with State and Other Accrediting Agencies
- Public Notification of Opportunity to Comment

Assignment of Credits, Program Length, and Tuition

The HLC expects the University to demonstrate a systematical assignment of credit hours to courses in a reasonable way. The Commission also expects the institution to have credit hour allocations, degree program requirements, and tuition costs across programs that “fit within the range of good practice currently in higher education in the United States.”

WVSU complies with these expectations. For extensive information on credits and program length, see [Assignment of Credit Hours Worksheet](#).

Credits

The [academic calendar](#) of the University includes a fall semester, a spring semester, and two summer terms. Fall and spring courses are offered on a 16-week credit-hour basis. The two summer sessions include one term of six

weeks and one term of three weeks. (See full schedules for the [fall of 2014](#) and the [spring](#) and [summer of 2015](#).) WVSU defines a credit hour consistent with the Carnegie Unit: “One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit.” Detailed information on how a credit hour is calculated at WVSU can be found on [pp. 26-27 of the University's Catalog 2014-15](#).

Program Length

Undergraduate: The baccalaureate degrees granted by West Virginia State University are listed in the [University Catalog 2014-15](#), p. 41. For each of these degrees, a minimum of 120 semester hours of credit are required. WVSU offers baccalaureate degrees in 22 different fields.

Graduate: WVSU offers four graduate degrees: Master of Arts in Biotechnology; Master of Arts in Media Studies; Master of Science in Biotechnology; and Master of Science in Law Enforcement and Administration. A total of 30 graduate hours is required in each program. (See online [University Catalog 2014-15](#), p. 41.)

Tuition

WVSU does not have program-specific tuition rates, as the University sets tuition “consistently across degree programs.” Moreover, the University annually publishes updates of tuition and fee information for undergraduate and graduate students on the [Admission's page](#), noting cost differences for on-campus and off-campus courses for West Virginia residents, non-residents, and metro-residents.

Chart 1 displays West Virginia State University's tuition and fees have increased while remaining consistent with the statewide average tuition and fees. As referenced in the [University Catalog 2014-2015](#), (p. 16), a hard copy of the University's tuition and fees are available in the Cashier's Office located in 117 Ferrell Hall.

Chart 1: Regular Tuition and Fees: 2014-15 Resident Undergraduate Students

Institution	2012-13	2013-14	2014-15	Increase Over 2013-14	Ranking by Cost
Bluefield State College	\$5,180.00	\$5,564.00	\$5,832.00	\$268.00	3
Concord University	\$5,716.00	\$6,002.00	\$6,422.00	\$420.00	8
Fairmont State University	\$5,326.00	\$5,824.00	\$6,306.00	\$482.00	6
Glenville State University	\$5,860.00	\$6,384.00	\$6,696.00	\$312.00	11
Marshall University	\$5,930.00	\$6,216.00	\$6,526.00	\$310.00	9
Shepherd University	\$5,834.00	\$6,256.00	\$6,570.00	\$314.00	10
West Liberty University	\$5,930.00	\$6,226.00	\$6,412.00	\$186.00	7
West Virginia State University	\$5,442.00	\$5,932.00	\$6,228.00	\$296.00	5
West Virginia University	\$6,090.00	\$6,456.00	\$6,960.00	\$504.00	12
WVU - Potomac State College	\$3,178.00	\$3,336.00	\$3,480.00	\$144.00	1
WVU - Potomac State College (Bachelor's Degree)	\$3,946.00	\$4,128.00	\$4,320.00	\$192.00	2
WVU Institute of Technology	\$5,558.00	\$5,808.00	\$6,048.00	\$240.00	4

Institutional Records of Student Complaints

West Virginia State University prides itself on being a student-centered university. As such, it is important that an efficient mechanism be in place to listen carefully and respond appropriately to student complaints, concerns, and issues regarding their university experience. Thus, in an effort to efficiently handle student concerns, with a student body of over 2,800 students distributed mainly over one main campus (including online), depending upon the type, level, and complexity of the concern and/or complaint, various institutional mechanisms are available for students to resolve them while enrolled at WVSU. Incidentally, through this self-study it has been recognized that opportunities existed to make this process more efficient, responsive, and used as a tool for continuous improvement. [Procedures for Tracking Student Complaints](#) were updated in the summer of 2014, and were fully implemented in the fall 2014 academic semester.

Furthermore, the West Virginia Higher Education Policy Commission (WVHEPC) prescribes that all West Virginia institutions of higher education publish and adhere to a procedure for handling student grievances. The WVHEPC states it is the institution's responsibility to respond to [Student Complaints and Grievances](#) in accordance with the institution's student grievance policy. The complaint should be brought to the attention of the institution in an

informal fashion. Many issues can be handled quickly and informally once the institution is aware of the concern or issue. If the problem cannot be resolved informally, the complainant should follow the formal complaint process of the institution. The WVHEPC requires institutions to keep records and documentation that provide evidence of the problem and the complainant's efforts to solve it through the institution's internal process. Additionally, the [WVSU's Board of Governors Policy # 23](#) delineates the Students Rights and Responsibilities, including complaints and grievances.

Student complaints related to academic grading matters are handled by the instructor of record for the course. Department heads and deans may help address student concerns that the instructor is unable to resolve. Formal resolution procedures for academic concerns and grievances exist to address academic issues that do not reach resolution through these informal processes. Issues specifically regarding student grade appeal are addressed through the [Academic Procedures section](#) (Pages 31-32) of the University's Catalog. Faculty members must adhere to specific guidelines related to final grade appeals in the [Faculty Handbook](#) (Page 30). For the number of complaints and detailed information, please see the [Report of Student Complaints](#) generated from the Academic Affairs Office.

Student complaints related to non-academic matters (e.g., enrollment, tuition, financial aid, student services, billing, campus police, etc.) are handled through the appropriate administrative unit. Prior to summer 2014, any faculty or staff member could receive and respond to student inquiries and complaints. Typically, these inquiries were resolved through conversation with the student. In the Enrollment Management and Student Affairs Office, students can obtain a [Student Complaint Form](#) developed and used for internal tracking of the issue and its resolution. Records of the complaints received, as well as the processes used for achieving resolution of those complaints, are to be available in each of the administrative units.

During summer of 2014, a formal [Student Complaint Process](#) for non-academic matters was created and it is now being implemented. The process is outlined in a printed format and on the University's website. It provides an opportunity for all students to submit an issue or complaint. The path of the resolution process is clear and information will be provided back to the student as the process moves forward. This formal complaint process also allows the University to track and report. A report will be created two times each year through the Division of Enrollment Management and Student Affairs. The report will summarize complaints and complaint resolution with the potential for spotting trends/issues that will be responded to systematically.

Student complaints related to discrimination, sexual harassment, harassment, and retaliation are addressed through [Title IX policy at WVSU](#). While it is often thought of as a law that applies to athletics programs, Title IX is much broader than athletics and applies to many programs at WVSU. Compliance with the law is everyone's responsibility at the University; however, there are specific staff members (Title IX Coordinator and Assistants) who have primary responsibility for Title IX compliance. These complaints include complaints of sexual harassment, sex discrimination, or sexual assault against a WVSU faculty or staff member (or individuals who do business with WVSU), students, and complaints about gender equity in athletics programs. Moreover, the WVSU's Office of Public Safety is also available to assist in handling these complaints. The [Student Handbook](#) (Pages 30, 33, and 42) also provides clear guidance as to the complaint process available to students. Student grievances relating to participation in intercollegiate athletics are initially handled at the sport level. If necessary, concerns move forward to the Director of Athletics and to others as required.

All of the individuals handling these complaints are to investigate and report all complaints. All employees, operating in their official capacity, are required to report alleged harassment and assault. If a complainant desires that details of the incident be kept confidential, they may speak with on-campus counselors, campus health service providers or off-campus rape crisis resources, who will maintain confidentiality. Counseling and Academic Support Services (CASS) has campus counselors available to help students free of charge. In addition, students can speak off-campus with members of the clergy and chaplains, who will also keep reports confidential.

Except for specific matters related to Title IX, students may discuss concerns with student government representatives. Students with concerns or suggestions related to academic policies regarding student conduct or student academic freedom may present those concerns to the appropriate academic area.

Finally, the Office of the President receives inquiries from time to time from students and their families regarding various matters pertaining to the University. Based on the nature of such inquiries, individuals are referred to the appropriate administrative and/or academic areas. Although the Office of the President does not intervene in these matters, unless specifically required by policies or procedures or specifically requested by the appropriate University area, the Office of the President does ensure that a response is provided. It is common practice for the Office of the President to follow-up with the individual who made the initial inquiry to confirm the requested assistance was provided in a timely and thorough manner. This commitment to students, even at the executive level, is a testimony of the institutional effort to ensure students' success.

Publication of Transfer Policies

WVSU readily and openly discloses its transfer policies to students and to the public through the University Catalog and website. Further, the University disseminates information on this topic clearly, explains how the institution makes transfer determinations, and reveals the criteria used for making transfer decisions.

The University Catalog states:

Credits earned at another regionally accredited institution of higher education usually will transfer to West Virginia State University. By West Virginia Higher Education Policy Commission (WVHEPC) policy ([Series 17, 2.2.2](#), p. 1), at least 64 and no more than 72 credit hours completed at State of West Virginia community colleges are transferrable to bachelor's degree programs.

Also by WVHEPC policy ([Series 17, 2.2.3](#), p. 2), credits taken in general education courses for an associate's degree will count toward the general education requirements at the bachelor's degree institution. An exception may exist if the general education courses are substantially different. (See the online [University Catalog 2014-2015](#), p. 13.)

Transfer applicants must be eligible to return to the last institution attended in order to be admissible to West Virginia State University. Prior to admission, official transcripts of all previously attempted college-level work must be received. Transfer applicants with fewer than 30 earned semester hours of college credit also must submit an official high school transcript or GED and an ACT or SAT score. (NOTE: If English 101 and 102 or their equivalents have not been completed in the first 60 credit hours, the student must enroll in English 101/102 the first semester of enrollment at WVSU.) (See the online [University Catalog 2014-2015](#), (pp. 11 and 13) and [HEPC Series 23, 7.2](#), p. 5).

Core Coursework Transfer

WVSU and all other public institutions of higher education in West Virginia are required by statute to permit students who transfer from one state college or university to another to transfer core coursework that will count toward fulfillment of the general studies requirements at the receiving institutions. A statewide core coursework transfer agreement, which became effective on January 1, 1994, was recently revised at the state level on July 1, 2014. This agreement identifies the general studies requirements for WVSU and other schools that may be fulfilled by comparable coursework at another institution in the state system. The WVSU general studies courses that are covered by this agreement are listed in the [core coursework transfer agreement](#) (beginning on p. 18).

Practices for Verification of Student Identity

WVSU carefully verifies the identity of students who take distance learning and correspondence courses in order to ensure the individual who registers for a course is the same person who takes the course and receives academic credit. All distance courses at WVSU are offered through Sakai CLE, an Online Course Management system. A student must have a login account, which is used to access all electronic services including Sakai CLE, MyState, WVSU email, and Google Apps. A unique institutional identity is created in the campus database and login information is located in a Lightweight Directory Access Protocol server, which handles authentication for these services. Students who lose or forget their login or password information

are required to provide additional personal information confirming their identity before a new password is issued. As an additional safeguard, some courses require proctored examinations and the University adopted [Test Proctoring Policy and Procedures](#) to ensure the security and integrity of distance education student testing. Faculty decide what should and should not be proctored due to the variety of "major course assessments" and course designs.. In addition, as outlined in the University's [Online and Distance Education Policy](#), faculty are strongly encouraged to have major course assessments proctored. WVSU does not charge a fee for any part of the verification of identify process and assures students in writing that appropriate precautions are taken to respect student identity.

WVSU is also part of the [West Virginia Virtual Learning Network](#) (WVVLN), a committee of the WVHEPC. This committee is working to find/develop a solution for student authentication above and beyond the username/password requirements. This committee has spoken to several vendors regarding this issue and has discovered that no one has yet developed anything like this for the higher education market. However, one vendor, ProctorU, is working to develop additional online authentications of student identity that could be, theoretically, used in all processes a distance education student would be accessing (e.g., WVSU Online, financial aid, MyState, etc.). While this is still under development, the basic idea is that admitted students will access the [ProctorU site](#). Once the student accesses ProctorU the site will obtain a photo ID, conduct keystroke analysis, and setup access to the student's census data. Once the student identification is setup, when logging into these services (or possibly randomly as the student accesses these services) the student will be asked to authenticate him or herself by answering random questions related to past census info, to type a paragraph to determine if the keystroke patterns match the ones on file, or have the webcam go live in order to have a proctor visually match the webcam image to the image on file. While this technology is not yet available, it remains a viable possibility for the University.

The HLC recommends that institutions consult the "[Guidelines for the Evaluation of Distance Education \(On-Line Learning\)](#)", a document developed by the Council of Regional Accrediting Commissions (C-RAC). In this informative document, the C-RAC provides useful information on verifying identity and encourages readers to view the comments of the Western Interstate Commission for Higher Education (WICHE) Cooperative for Educational Technologies (WCET) about student verification in "Best Practice Strategies to Promote Academic Integrity in Online Education." WVSU consulted both of these resources when evaluating its verification of student identity process.

Title IV Program Responsibilities

1. General Program Responsibilities

West Virginia State University's Federal Student Aid Program Participation Agreement was re-approved on April 29, 2013, with Full Certification for four years and expires on March 31, 2017. (See [Federal Student Aid Approval Letter](#), [Federal Student Aid Program Participation Agreement](#), and [Eligibility & Certification Approval Report](#).)

WVSU has not received a notice of any kind, including any limitation, suspension, or termination action, from the U.S. Department of Education concerning its Title IV program. Significantly, the University has not been subject to any governmental fines, letters of credit, or heightened cash monitoring. The financial health of WVSU is highly satisfactory, stable, and, consequently, will continue to enable the University to fulfill the Criteria for Reaffirmation of Accreditation. As the financial/budgetary records ([2012 Auditors' Report](#) and [2013 Auditors' Report](#)) indicate, independent WVSU audits are conducted annually in accordance with auditing standards generally accepted in the United States of America and in accordance with the standards applicable to financial audits contained in the *Government Auditing Standards* issued by the Comptroller General of the United States.

2. Financial Responsibility Requirements.

Audits of 2012 and 2013. The financial status of WVSU continues to be positive through fiscal year 2012 and fiscal year 2013. The auditors' report of November 13, 2013, for the year ended June 30, 2013, issued by the independent accounting firm Hayflich Grigoraci of Huntington, West Virginia, states, "We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States." The report also states, "In our opinion, based on the audit and the report of auditors, the 2013 combined financial statements referred to above present fairly, in all material respects, the respective financial position of the University and the discretely presented component unit of the University as of June 30, 2013, and the respective changes in its financial position, and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America." ([2012 Auditors' Report](#) and [2013 Auditors' Report](#) are available in the electronic resource room)

CFI Score and OPEB liability. West Virginia State University received a letter of concern from the Higher Learning Commission (HLC) in September 2011 in regard

to its Composite Financial Index (CFI) score. The WVSU score decreased from 1.80 for fiscal year 2009 to 0.50 for fiscal year 2010. WVSU responded to the HLC concern by requesting the HLC consider excluding the Other Post-Employment Benefits (OPEB) liability when calculating the CFI. WVSU's CFI score for the fiscal year 2010 increased to 1.45 when calculated without the OPEB liability and placed WVSU in good standing. At that time the HLC did not approve the WVSU request to exclude the OPEB liability. Following the request, Paul Hill, Interim Chancellor of the WVHEPC, submitted a similar request on March 28, 2012, to the HLC ([Signed Joint Letter](#)). The letter described several measures the State of West Virginia has instituted to reduce the OPEB liability including changes in eligibility criteria, retiree benefit changes, reduction of future retiree premium subsidy costs borne by the State, and recently passed legislation committing funds to pay down the liability. With the plan and design changes, an additional annual allocation, plus the current funds designated for the payment of OPEB costs, the liability will be eliminated in 2037. Through the State of West Virginia's efforts, WVSU will not have material increases in annual cash outlays to pay down the liability. The effect on the University's cash position is insignificant.

Michael Seuring, Chief Financial Officer of the HLC, responded to Interim Chancellor Hill in a [letter received on May 7, 2012](#), citing the Governmental Accounting Standards Board (GASB) Statement No. 45 and the need to be consistent across all institutions as reason the OPEB liability needs to be included in the CFI calculation. However, Mr. Seuring also stated, "Per your request, I can create a separate Excel-based template, outside of the Commission's Institutional Update process, which would allow your institutions to calculate and report their CFI score without the OPEB liability for purposes of the financial panel review. However, the financial panel will maintain the discretion to ask any institution before it for more information about the institution's finances, even if the institution demonstrates that removing post-employment benefits from the calculation generates a CFI that falls above the threshold for review."

In January 2012, WVSU received a [letter](#) from the HLC requesting certain data and explaining that the University had been referred to a Financial Panel for review due to its CFI score dropping below a set standard. The CFI score as of June 30, 2011 was -1.40. On March 2, 2012, the University submitted the [data](#) requested to the Financial Panel at the HLC. On April 26, 2012, WVSU received a [letter](#) from Patricia Newton-Curran, Director of Accreditation Operations at HLC, explaining the Panel's analysis of our financial report. The Panel concluded that

the institution had substantially met its commitment in its report on finances. The ratios and other issues were addressed at a satisfactory level.

On August 6, 2013, WVSU again received a [letter](#) from the HLC requesting certain data and explaining that the University had been referred to a Financial Panel for review due to its CFI score dropping below a set standard for the second year in a row. The CFI score as of June 30, 2012 was -1.50. The University submitted the [data](#) requested to the Financial Panel at the HLC on October 2, 2013. On December 18, 2013, WVSU received a [letter](#) from Patricia Newton-Curran, Director of Accreditation Operations at HLC, explaining the Panel's analysis of our financial report. The Panel concluded that the institution had substantially met its commitment in its report on finances. The issues were addressed at a satisfactory level.

Single Audit of 2013. As part of the WVHEPC, WVSU is included in its annual financial report. WVHEPC is a component unit of the State of West Virginia and as such is included in the state's single audit required by the United States Office of Management and Budget (OMB) Circular A-133. The [single audit for fiscal year 2013](#) found no matters involving the internal controls over financial reporting with respect to any material weaknesses or significant deficiencies.

However, WVSU was found to have a material weakness in internal control over compliance in the fiscal year 2013 single audit. This weakness related to one finding on enrollment reporting. It stated that WVSU did not promptly notify the appropriate entities of a change in a student's status (withdrew, graduated, or never attended) in a timely and accurate matter. The sample size for this test was eight and WVSU was found non-compliant in four instances (50 percent). There were eight higher education institutions cited in this finding. To ensure compliance moving forward, WVSU implemented the following steps to ensure that enrollment reporting data is updated in a timely manner. (See [Finding 2013-48 on WVSU A-133 Response Memo](#))

- Financial Aid Counselors are responsible for checking the National Student Loan Data System (NSLDS) for the population of students they process.
- Counselors will monitor their student populations when a change of status occurs and will make sure the NSLDS is reflective of the status change.
- Transmissions to NSLDS will continue to occur monthly as scheduled.

- The Director of Student Financial Assistance will work closely with the University's Information Technology Department to determine if the transmission went through and if all records were transmitted successfully. If records are rejected, the Director will review those records and provide the names to the counselors to manually update NSLDS.

WVSU was also found to have significant deficiencies in internal controls over compliance. Those findings are listed here:

- For the testing of the Schedule of Expenditures of Federal Awards (SEFA), WVSU improperly reported current year expenditures for the Student Financial Aid Cluster.
- For two months selected for testing of Direct Loan School Accounts Statement (SAS) reconciliation requirements, proper reconciliations could not be produced by the institution for internal control or compliance testing.
- During the testing of four drawdown requests to the United States Department of Education, it was noted that there was no evidence of review for any of the sampled requests by an appropriate individual to ensure amounts requested were properly supported.
- During the testing of two monthly reconciliations performed for the bank account in which receipts of Federal Perkins Loan repayments are collected, it was noted that two reconciliations were not reviewed in a timely manner.

WVSU acknowledged all findings and implemented policies and internal controls to address each issue as follows:

- The policy regarding the proper reporting of current year expenditures was changed by the A-133 Auditor's during their September 2013 audit. WVSU implemented a review process that is closely followed and documented that complies with the auditor's findings. Corrections were made to the University's SEFA report and resubmitted to the West Virginia Financial Accounting and Reporting Section of the West Virginia Department of Administration. (See [Finding 2013-45 on WVSU A-133 Response Memo](#).)
- In response to the A-133 Auditor's finding regarding the reconciliations of the Direct Loan SAS requirement, WVSU implemented internal

controls to reconcile Direct Loan requirements on a monthly basis with the University's Business and Finance Department, Cashier's Office, Common Originations and Disbursement (COD) and Financial Aid Offices. Any discrepancies are to be fixed at the time of reconciliation. Additionally, the University's Student Financial Assistance Associate Director will manually check disbursed records once a week and update COD within 15 days after the disbursement occurred. (See [Finding 2013-49 on WVSU A-133 Response Memo](#) and [Fund Reconciliation Internal Policy](#).)

- To address the lack of an appropriate individual confirming the amounts on drawdowns for student financial aid allotments, WVSU implemented weekly checks and balances to reconcile drawdowns with the University's Cashier's Office, Student Financial Assistance Office, and the United States Department of Education's grant management system, G5. (See [Finding 2013-46 on WVSU A-133 Response Memo](#) and [Direct Lending Drawdown Internal Policy](#).)
- In response to the A-133 Auditor's finding that bank account receipts of Federal Perkins Loan repayments were not reviewed in a timely manner, WVSU has strengthened the internal control procedures to adhere to reconciliation regulations with bank accounts in a timely manner. (See [Finding 2013-47 on WVSU A-133 Response Memo](#).)

The reply to the University's responses to the A-133 audit findings will not be reviewed until the fiscal year 2015 A-133 audit which normally takes place in September each year. The auditor's report can be received anywhere between the months of December and as late as February 2015.

3. Default Rates.

3-Year Loan Default Rates:

Year	Type	WVSU	Nation
2009	Official	14.1%	13.4%
2010	Official	16.4%	14.7%
2011	Official	14.2%	13.7%

WVSU default rates have never exceeded the United States Department of Education thresholds or triggered a Departmental review.

WVSU is developing a comprehensive [Default Management Plan](#) and is increasing Financial Literacy events to combat rising default rates with the three-year Official Default Rate. As a part of this plan and to meet regulations, WVSU notifies students of repayment requirements and total loan amounts when they drop below half-time or leave school due to transferring out, graduating, or withdrawal. WVSU will add an event before the end of 2015 for both Default Prevention and Financial Literacy to be presented to in-school students.

Currently, WVSU conducts Financial Literacy Events such as High School Financial Aid Nights. WVSU will use Financial Literacy Materials available in print and online from the various Direct Loan Services and other Literacy providers with services available online (such as Cash Course) in subjects covering budgets, loan repayment options, as well as deferments and forbearance, maintaining a checking account, points of contacts at various stages of student loans aging such as in-school, in-grace and repayment, and other financial information.

4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.

- **Campus Crime Information.** The WVSU Department of Public Safety complies with federal crime reporting requirements by publishing crime statistic reports annually. The reports for the years 2004 through 2013 are available [online](#). The report for each year identifies the total offenses that occurred on-campus and the number of off-campus offenses that occurred in residential facilities. In addition, statistics are provided on off-campus offenses reported to and handled by outside local law enforcement agencies, but coordinated with the University. Sources of information for the reports are the University's Department of Public Safety, reports from local and state police agencies, WVSU officials who are responsible for campus and student activities (vice presidents, deans, directors, and department directors), and the WVSU Department of Public Safety brochure.
- **Athletic Participation and Financial Aid, and Related Disclosures.** West Virginia State University is a National Collegiate Athletic Association (NCAA) Division II member of National Letter of Intent and the Mountain East Conference. WVSU has satisfied and is a member in good standing with the NCAA Division II for sports sponsorship, scholarship, and student athlete participation. The University annually submits the NCAA Demographic report (See

[2013-14](#) and [2014-15](#) NCAA Demographics reports) and the NCAA Equity in Athletic Data Analysis (EADA) document.

For a record of Athletic Participation (Men's and Women's Teams), see the "[Equity in Athletics](#)" report, which is created from the University's NCAA EADA annual report. This report indicates that there are 148 male and 61 female participants at WVSU. Also, the report labeled "[Athletically Related Student Aid](#)" (Men's and Women's Teams) indicates a total of \$869,645 for all athletes, \$531,905 for men and \$337,740 for women. Participation data was drawn from the Office of Postsecondary Education (OPE) Equity in Education Disclosure database [website](#).

5. Student Right to Know.

The HLC's *Federal Compliance Program: A Guide for Institutions and Evaluation Teams* states

"Title IV responsibilities require that institutions provide graduation/completion for the student body by gender, ethnicity, receipt of Pell grants, and other data as well as information about the process for withdrawing as a student, cost of attendance, refund and return of Title IV funds, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate. The institution should provide samples of these disclosures in the Resource Room. In addition, the institution should discuss in its self-study any findings from the Department regarding these disclosures and be prepared to discuss them with the team."

- **Retention and Graduation Rates.** For information on graduation and retention rates by cohort year and gender/ethnicity, see the [University's Fact Book](#), (p. 53).
- **Receipt of Pell Grants.** For information on graduation rates and retention rates by Cohort Year and Pell Grant Recipient in Freshman Year, see the University's [website](#). Federal Pell Grants are awarded and disbursed in accordance with federal regulations. Banner, WVSU's processing system, contains current federal regulations to help ensure the grants are awarded properly. Due to the new regulation for 2012-2013 limiting the awarding of Pell Grants to 600 percent

per student, WVSU Information Technology implemented the delivered update to our Banner student data system which identifies all WVSU students and their current Pell Lifetime Eligibility Used (Pell LEU).

Using this information, Pell awards are adjusted accordingly for those who will meet or have met the 600 percent maximum. Anyone who received an adjustment to their award is also notified automatically by email through WVSU's communication plan for revised financial aid awards which is in accordance with Federal Regulations.

WVSU also intends to send additional emails/letters to remind students that their Pell Grant award has been adjusted due to their Pell LEU percentage.

- **Process for Withdrawal.** The process for withdrawing from the University is published in the online [University Catalog 2014-2015](#), (pp. 16-17) and also on the [webpage](#).
- **Cost of Attendance.** The cost of attending the University, including tuition and fees, as well as room and board rates is published annually on the [Admission's page](#), noting cost differences for on-campus and off-campus housing for West Virginia residents, non-residents and metro-residents. A listing of the University fees and the [Net Price Calculator](#) can also be found in the [Schedule of Fees](#). Hard copies of this information are available from the University's Cashier's Office in room 117 Ferrell Hall, as noted in the online [University Catalog 2014-2015](#), (p. 16).
- **Refund and Return of Title IV Funds.** Extensive information on the refund policy for tuition and fees and return of Title IV funds is provided on the [University's webpage](#).

The federal government mandates that students who withdraw from all classes may only keep the federal financial aid (i.e., Title IV funds) they have "earned" up to the time of withdrawal. Title IV funds that have been disbursed in excess of the earned amount must be returned by the University and/or the student to the federal government. Thus, the student could owe aid funds to the University, the federal government, or both.

To determine the amount of aid the student has earned up to the time of withdrawal, the Office of Student Financial Assistance divides the number of calendar days the student has attended classes by the total number of calendar days in the semester (minus any scheduled breaks of five days or more). The resulting percentage is then multiplied by the total federal funds that were disbursed (either to the student's University account or to the student directly by check) for the semester.

This calculation determines the amount of aid earned by the student that he or she may keep. For example, if the student attended 25 percent of the term, the student will have earned 25 percent of the aid disbursed. The unearned amount (total aid disbursed minus the earned amount) must be returned to the federal government by the University and/or the student. The Office of Student Financial Assistance notifies and provides instructions to students who are required to return funds to the federal government.

Funds returned to the federal government are used to reimburse the individual federal programs from which a student has received the aid. Financial aid returned (by the University and/or the student) must be allocated, in the following order, up to the net amount disbursed from each source:

- Federal Unsubsidized Direct Loan
 - Federal Subsidized Direct Loan
 - Federal Perkins Loan
 - Federal Direct Plus Loan
 - Federal Pell Grant
 - Federal Supplemental Education Opportunity Grant
 - Other Federal Loan or Grant Assistance
- **Current Academic Programs.** Degree programs and requirements are listed in the online [University Catalog 2014-2015](#), (pp. 46-253).
- **Faculty.** Faculty of the University are listed alphabetically in the online [University Catalog 2014-2015](#), (pp. 268-272) and on the University's [online directory](#).
- **Names of Applicable Accrediting Agencies.** For a list of the institutional and specialized

accrediting agencies, see the online [University Catalog 2014-2015](#), (p. 5).

- **Description of Facilities for Disabled Students.** The Disability Services Office is housed within the Division of Enrollment Management and Student Affairs and the Office of Counseling and Academic Support Services. This office provides individualized accommodations and support for students with physical and/or learning disabilities. It is the policy and practice of WVSU to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to, or participation in services, programs and activities of WVSU. Additional information is available on the [Disability Services' webpage](#).
- **Enrollment in Study Abroad Programs.** The procedure for enrolling in study abroad programs is presented in the [University Catalog 2014-2015](#), (p. 44). The University states that "Study abroad is an important component of a comprehensive studies program that can contribute to the development and growth of the individual student and prepare the student to function more effectively in a global society."

6. **Satisfactory Academic Progress and Attendance Policies.**

WVSU fully complies with the Title IV program requirement that it have a widely available Satisfactory Academic Progress (SAP) policy and an attendance policy.

- **Satisfactory Academic Progress (SAP).** WVSU's SAP policy was developed based on the new Department of Education's Program Integrity Regulations released in spring 2011. This policy contains the required qualitative and quantitative components of GPA and completion. WVSU has chosen to evaluate student SAP every semester which allows the University to give the student a warning semester before suspending aid. Students may appeal a suspension and be placed on probation for one semester if the appeal is approved. WVSU requires an academic plan for all semesters after that until the student meets the standards of the policy or leaves school through graduation, etc. Academic Plans for students who will need more than one semester to increase their GPA to meet policy or who have exceeded the 150 percent completion requirement may not take any

classes not required for their degree whether they are registered above the full-time limit (12 credit hours/semester) or not. The policy is available on the [website](#). (An additional statement on the SAP policy is available in the online [University Catalog 2014-2015](#) (pp. 20-21).

- **Attendance Policies.** The attendance policy of WVSU, which is readily available in the [University Catalog 2014-2015](#) (p. 26), states that, “Punctual, regular attendance in all classes is required. Should an absence occur it is the student’s responsibility to contact the professor. Individual faculty members may have additional specific policies regarding class attendance, missed assignments, and missed examinations. These specific policies will be presented to students with the syllabus at the beginning of the semester and will be on file in department offices. Poor attendance may adversely impact grades.”

While the student is permitted to have either institutional or unavoidable absences that are excused under certain circumstances, WVSU relies primarily on its faculty to encourage a reasonable pattern of class attendance. A faculty member may impose attendance requirements, but must inform students in writing of such a requirement on the first day of class, including any penalties that will be imposed for nonattendance. The institutional attendance policy does comply with HLC expectations.

7. Contractual Relationships.

WVSU is required to “disclose its contracts with third-party entities not accredited by a federally recognized accrediting agency as a part of the materials in preparation for the on-site evaluation.” As reported to the HLC in the *Institutional Data Update* that is due annually, the University does not have any contracts with any such third-party entities. Appropriate notification to the Commission would be made promptly if WVSU should decide to enter such a third-party contract in the future. The [2012-2013](#) and [2013-2014 Institutional Data Updates](#) are available in the Resource Room.

8. Consortial Relationships.

West Virginia State University has developed academic articulation agreements between several institutions in the State of West Virginia. WVSU continues to make academic programs available to the citizens of West Virginia based on student needs, local and regional workforce needs, faculty expertise, and adequate resources. Beyond articulation agreements, WVSU does not contract its academic program or curricula.

In the past decade, the University has entered into numerous articulation agreements with other institutions of higher learning. For example, in June 2014 the University signed an articulation agreement with Marshall University for an academic program leading to a doctoral degree in pharmacy. The purpose of this agreement is to provide access for WVSU students into Marshall’s doctoral pharmacy program. Through this articulation agreement, two openings will be held for WVSU students annually who fulfill all of the requirements necessary for entrance into the pharmacy doctoral program.

Also in June 2014, the University entered into an articulation agreement with the newly-formed BridgeValley Community and Technical College (BridgeValley CTC). This agreement established 2 + 2 programs designed for BridgeValley CTC students graduating with Associate in Applied Science degrees in Accounting, Finance, Healthcare Management, Management, and Marketing to make a seamless transfer to the Bachelor of Science in Accounting, Finance, Management, and Marketing.

In November 2013, an articulation agreement was signed between WVSU and the West Virginia University (WVU) System. This agreement established a 2+2 program for students wishing to pursue a Bachelor of Science in Engineering at WVU, who successfully completed the first two years of coursework at WVSU. The University once had an engineering program, and this is the first step toward redevelopment of a four-year engineering program.

BridgeValley CTC was founded on March 20, 2014, after the consolidation of Bridgemont CTC and KVCTC. Prior to the founding of BridgeValley CTC, the University entered into numerous articulations agreements with each of the institutions. They include the following:

- Bridgemont CTC and WVSU (August 2013) 2+2 program: AAS in Business, Humanities, and Health Division’s Associate in Science and Associate in Applied Science Degrees (Bridgemont CTC) to Bachelors of Science in Health Sciences-Leadership in Allied Health and Rehabilitation (WVSU).
- Kanawha Valley Community and Technical College (KVCTC) and WVSU (February 2013) 2+2 program: General Education Associate of Arts (KVCTC) to Bachelors of Arts in History (WVSU).
- Kanawha Valley Community and Technical College and WVSU (March 2012) 2+2 program: Associate of Applied Science in Community

and Behavioral Health Technology (KVCTC) to Bachelors of Sciences in Health Sciences-Behavioral Science Option or Addiction Specialist Option (WVSU).

- Kanawha Valley Community and Technical College and WVSU (March 2012 and March 2010) 2+2 program: Associate of Applied Science in Accounting, Finance, Management, Marketing and Management Information Systems (KVCTC) to Bachelors of Science in Business Administration (WVSU).

Required Information for Students and the Public

WVSU makes available to students and the public, fair, accurate, and complete information in catalogs, student handbooks, and other publications.

The University Catalog and faculty and student handbooks are all available online. Detailed documentation of specific information requirements, including website locations, are listed under the ***TITLE IV PROGRAM RESPONSIBILITIES*** section of this report.

Advertising and Recruitment Materials and Other Public Information

The University provides both prospective and current students with full information about its accreditation status with the HLC NCA and with other accrediting agencies in the online [University Catalog 2014-2015](#) (p. 5) as well as online on the University's webpage [here](#), [here](#) and [here](#). Moreover, WVSU frequently reviews and, if necessary, revises its catalog, brochures, and recruiting materials to ensure that the information they contain on accreditation, programs, locations, and policies are accurate, timely, and appropriately detailed.

Review of Student Outcome Data

As evidenced in the self-study in response to Criterion Four, WVSU regularly evaluates program performance (Component 4.A), assesses student learning (Component 4.B), and seeks to actively improve student success (Component 4.C). Component 4.A.6 provides evidence of the use of graduation surveys, National Student Clearinghouse data, National Survey of Student Engagement results, and the results of students' performance on professional and licensing examinations as evidence of student success.

To inform efforts to improve retention and graduation rates, the following measurements are analyzed:

- incidence of F grades by student
- course completion rates
- academic probation rates
- courses with high D, F, and W rates
- academic probation rates
- completion of 30 credits by the end of the first academic year
- completion of foundational math and composition courses in the first academic year
- fall to spring and year-by-year retention
- precipitous GPA drops (defined as nine quality points in a single semester)
- early grade feedback reports (midterm progress) as described in Component 4.C

Policies for monitoring Satisfactory Academic Progress (course completion) to comply with Title IV requirements for financial aid are described in Federal Compliance section labeled, "[Satisfactory Academic Progress and Attendance Policies](#)."

Standing with State and Other Accrediting Agencies

WVSU must disclose to the HLC its relationship with any other specialized, professional, or institutional accrediting agency in its Self-Study Report. Further, the University must disclose its relationship with all governing or coordinating bodies in states in which it is located or has a presence.

In addition to general institutional accreditation granted to WVSU by The Higher Learning Commission of the North Central Association since 1927, the following WVSU programs hold specialized accredited status as indicated:

Program	Agency	Accreditation/Certification Dates		
		Initial	Most Recent Review	Next Review
BS in Business Administration and BA in Economics	Association of Collegiate Business Schools and Programs (ACBSP)	2005	2005	2015*
BS in Chemistry (Option A)	American Chemical Society (ACS)	1972	2012	2017**
BS in Education	National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP)	1962	2007	2015***
	West Virginia Department of Education (WVDE)	1969****	2012	2017
Social Work	Council on Social Work Education	1974	2001	2017

* The Business Administration and Economics Programs are currently in a self-study and will submit the information for accreditation to ACBSP in August 2015.

** The BS in Chemistry Option A, is ACS Certified. The ACS does not accredit programs, rather it approves them. The program in the Department of Chemistry at WVSU is approved by the ACS. The department submits an annual report to the ACS, and submits a periodic report, typically every five years.

*** The NCATE accreditation is currently in a self-study and the site visit is scheduled in March 2015.

**** The WVDE does not accredit programs but approves programs through a process and generates a Curriculum Approval report.

The benefit of specialized accreditation was explained in Component 4.A.5. Each of the degree-granting programs that undergo specialized accreditation currently meets or exceeds the expectations of the respective accrediting agencies.

West Virginia State University is also a member of several national associations. This information is published in the online [University Catalog 2014-2015](#) (p. 5).

Public Notification of Opportunity to Comment

The Higher Learning Commission (HLC) seeks comment from third parties regarding substantive matters related to the quality of the institution or the academic programs of WVSU and other institutions that are undergoing comprehensive evaluation for continued accreditation. To comply with this requirement, WVSU published an announcement of its forthcoming evaluation visit in accordance with established HLC procedures regarding content, dissemination, and timing. This notice and a

request for comment were widely published locally in the student newspaper *The Yellow Jacket*, the alumni electronic newsletter *The Buzz*, and two local newspapers: *Charleston Daily Mail* (Charleston, WV) and *Charleston Gazette* (Charleston, WV). The request for comment was also placed on the University [website](#). The announcement read:

Third Party Comment: West Virginia State University is seeking comments from the public in preparation for its re-accreditation visit on April 13-15, 2015. A team of reviewers representing The Higher Learning Commission of the North Central Association will conduct a comprehensive evaluation of the institution to determine its ongoing ability to meet the Commission's Criteria for Accreditation. The University was first accredited by the Commission in 1927. Comments regarding WVSU may be submitted to the commission's [website](#) or to the address below:

**Public Comment on West Virginia State University
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411**

Comments must be received by the Commission no later than March 16, 2015, in order to be considered. Typically, the identifying information of commenter is intact. Questions about submitting a comment anonymously should be directed to legalaffairs@hlcommission.org.

This notice is available **online**, and copies of the press releases are available in the **Resource Room**.



1891

APPENDICES AND ADDENDUM.
A Compendium on the History of Land-Grant Status

Land-grant institutions were established under the provisions of the Morrill Acts (also known as Land-Grant Acts) of 1862 and 1890. The 1862 law authorized Congress to grant thousands of acres of public land to each senator and representative of each state. The measure stipulated that the revenue from these lands be used for “the endowment, support, and maintenance of at least one college where the leading object shall be, ...to teach such branches of learning as are related to agriculture and the mechanical arts...in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.” These “1862 Institutions,” as they became known, were the first established land-grant institutions. Those institutions, established under the Second Morrill Act, or the Morrill Act of 1890, are commonly referred to as the “1890 Institutions.”

West Virginia State University was designated by the United States Congress as one of the original 1890 land-grant schools under the Second Morrill Act. These schools were created to provide “instruction in agriculture, the mechanical arts, English language, and the various branches of mathematical, physical, natural, and economic science” to the black citizens of the states where these individuals had no access to other higher education institutions because of segregation laws. The University was the first 1890 land-grant school to be accredited and has been accredited longer than any other public college or university in West Virginia.

West Virginia was one of the six original states to establish a new land-grant college under state control. West Virginia State University faithfully met its duties to the citizens of West Virginia as a land-grant college in an outstanding manner. However, on October 23, 1956, the State Board of Education voted to surrender the land-grant status of West Virginia State University (effective July 1, 1957) and on March 5, 1957, instructed the state legislature through Senate Bills 93 and 219 to transfer \$21,900 worth of personnel and expense funds to West Virginia University. These actions preceded explicit funding by Congress in 1972 for 1890 institutions and resulted in a subsequent loss of millions of dollars, which could have been used by the institution to serve the needs of a severely depressed region of Appalachia.

For 31 years, alumni of the University, interested in regaining land-grant status, looked for the right time, place, and key persons to reverse the decision made in 1957. Dr. Hazo W. Carter, Jr., became President of West Virginia State University on September 1, 1987. During the fall of 1988, President Carter undertook the endeavor to regain the land-grant status or, failing that, have the record show that all possible efforts to regain the status

had been made. The President and several members of his administration traveled to Washington, D.C., to meet with the staffs of Senator Robert C. Byrd, Senator John D. Rockefeller, and Representative Bob Wise. President Carter and Steve W. Batson, Vice President for Planning and Institutional Advancement, also met with the staff of the Secretary of the United States Department of Agriculture (USDA). The purpose of these meetings was to explore the feasibility of re-attaining land-grant status for the University. The Congressional delegation was supportive. Dr. Carter determined that the first step was to have the state legislature reverse its previous decision and once again designate West Virginia State University as an 1890 land-grant institution.

At their 1989 meeting, members of the West Virginia State Chapter of the NAACP appointed a committee to explore the actions required to have the state legislature reinstate the University’s land-grant status. President Carter and Vice President Batson approached Delegate Tom Susman from Beckley and Delegate Steve Williams from Huntington about sponsoring a bill. During the 1990 state legislative session, such a bill was attached to a parent bill. Unfortunately, this attempt failed when the parent bill was defeated late in the session before any other action could be taken.

Between the 1990 and 1991 state legislative sessions, representatives of the University continued to meet with various staff members of the U. S. Department of Agriculture (USDA) and the State’s congressional delegation. The University continued to plan for the 1991 legislative session. As a result of the leadership of President Carter, a coalition of alumni developed which included the state and local NAACP leadership and the Charleston Black Ministerial Alliance. This grassroots support was invaluable, culminating in the introduction of House Bill 2124 early in the 1991 legislative session. Consequently, the Board of Directors of the State College System passed a resolution during their January meeting unanimously supporting the actions for WVSU to regain land-grant status. Board member Cecil Underwood seconded the resolution.

The House Bill was passed unanimously by both the House and Senate after being amended twice and then went to Governor Gaston Caperton as the first bill presented for his signature that session. During the session, West Virginia University was extremely supportive of the University’s efforts and even flew several administrators to a legislative hearing so that they could answer any questions from concerned legislators.

On February 12, 1991, Governor Gaston Caperton signed House Bill 2124 on the campus of West Virginia State University, and on March 28, 1991, he wrote to Edward Madigan, Secretary of the U.S. Department of Agriculture. In this letter, the Governor informed Secretary Madigan that the West Virginia legislature had officially designated West Virginia State University as a land-grant institution and requested the appropriate funding at the federal level.

On July 30, 1991, Mr. Charles Hess, Assistant Secretary for Science and Education of the USDA, responded negatively to Governor Caperton's March 1991 letter. In his response, the Assistant Secretary stated that the USDA decided not to provide funding for the University's reinstatement of land-grant status. He asserted that a new designation of West Virginia State University under the Second Morrill Act would not be consistent with the U.S. Supreme Court's ruling in *Brown v. Board of Education*, and thus, the enactment of West Virginia House Bill 2124 was ineffective and would not result in eligibility to receive federal funds.

On August 9, 1991, Governor Caperton again wrote Secretary Madigan requesting clarification of the decision against the University to include "a complete manuscript of the U.S. Department of Agriculture's Office of the General Counsel's opinion, including the full review, legal citations, other references, and any other confirmations he may have used to arrive at this opinion." During August of 1991, the staffs of Senator Byrd and Congressman Wise requested the American Law Division of the Library of Congress review the USDA's decision not to recognize the University's reinstated land-grant status.

On September 20, 1991, the Library of Congress rendered an opinion contrary to that of Mr. Hess. Their legal analysis concluded that the *Brown* decision would not preclude West Virginia from re-designating West Virginia State University as a land-grant institution and receiving the assistance authorized under the Second Morrill Act for the University, so long as the institution has an admissions policy that is in compliance with federal law.

Correspondence continued throughout 1992 and 1993, including a letter from the Governor to the new Secretary of Agriculture, Mike Espy. This April 16, 1993, letter again requested reconsideration of the Department's decision. On July 22, 1993, Secretary Espy responded that the matter was the subject of an ongoing consultation with the Office of Legal Counsel at the U.S. Department of Justice.

Ultimately, after years of determined effort by many dedicated persons, Secretary Espy informed Governor Caperton on March 28, 1994, that the Office of Legal Counsel had advised the Department of Agriculture that West Virginia's 1991 land-grant designation of West Virginia State University would entitle the University to a \$50,000 permanent annual appropriation under the Second Morrill Act.

Unfortunately, in the following year, the federal funds that provided for the \$50,000 appropriation were eliminated. Nonetheless, efforts to obtain federal funding continued and progress was made on other fronts. The University was accepted in to the National Association of State Universities and Land-Grant Colleges (NASULGC), and President Carter was appointed to that group's Council of 1890 Presidents. In January of 1997, the USDA appointed Mr. Carl T. Butler as liaison officer to West Virginia State University.

On November 2, 1998, the Office of Land-Grant Programs was created with the priority of securing full funding as an 1890 Land-Grant Institution. Dr. Orlando F. McMeans was appointed as the office's first director. It was the concept of President Hazo W. Carter, Jr., and Dr. R. Charles Byers, Vice President of Planning and Advancement, to create the office as a way of continuing the 10-year effort. This would later prove to be a very prudent approach.

On August 4, 1999, Senator Robert C. Byrd amended the House of Representatives Bill 1906 to once again establish West Virginia State University as an original 1890 Land-Grant Institution established under the Second Morrill Act of 1890. In addition, this amendment would entitle WVSU to some of the financial privileges of the seventeen 1890 Institutions. Included in the bill was specific language that would provide \$1,000,000 for research and \$1,000,000 for extension activities for fiscal year 2000 and thereafter. On October 1, 1999, Congress approved the amendment, and President Bill Clinton signed the fiscal year 2000 Agricultural Appropriations bill (on October 22, 1999), which in summary stated that West Virginia State University was indeed a land-grant institution.

Although WVSU received land-grant research and extension funding in fiscal year 2000, the Office of General Council of the USDA stated that more explicit amending language was necessary for full inclusion of WVSU as an 1890 Land-Grant Institution. Senator Byrd introduced such an amendment, and on November 28, 2001, with the passage and subsequent signing of the fiscal year 2002 Agricultural Appropriations Bill, the University

regained its birthright of becoming again an official and fully recognized 1890 Land-Grant Institution, eligible for 1890 research and extension formula funds, 1890 Facilities and Capacity Building funds, as well as many other tangible and intangible entitlements.

On March 17, 2000, President Hazo W. Carter, Jr., established the Department of Land-Grant Programs as the University's lead land-grant administrative area. This administrative area was renamed the Gus R. Douglass Institute for Agricultural, Consumer, Environmental, and Outreach Programs on January 2, 2006 (the designation ceremony took place on March 15, 2006). The Institute, named in honor of Dr. Gus R. Douglass, then-West Virginia Commissioner of Agriculture, is comprised of three programmatic divisions: West Virginia State University Extension Service (WVSUES, 1890 Extension); West Virginia State University Agricultural and Environmental Research Station (AERS, 1890 Research); and The Center for the Advancement of Science, Technology, Engineering and Mathematics (CASTEM). There are also three support departments: Business and Finance (B&F), Communications, and Human Resources.

On August 25, 2011, per the approval of the West Virginia State University Board of Governors, the University was reorganized. As part of that reorganization, the administrative area of Research and Public Service was established, thus elevating the research and public service missions. This new administrative area was comprised of university research, public service, the Gus R. Douglass Land-Grant Institute (includes the three land-grant programmatic areas of AERS, CASTEM, and WVSUES), sponsored programs, intellectual property and technology transfer. In 2012, the first Vice President for Research and Public Service was named.

Upon his arrival, the 10th President of West Virginia State University, Dr. Brian O. Hemphill, transferred the West Virginia State University Research and Development Corporation to the Research and Public Service administrative area. The WVSU R&D Corporation, as is also the case of other research corporations in the state, is an affiliate fiscal agent of the University that allows for greater flexibility in managing federal, state, and private foundation grant funds and to facilitate utilization of grant funds in contracting for research support, public service activities, and educational endeavors. Additionally, in April 2014, qualified (terminal degree) faculty members of the Douglass Land-Grant Institute were awarded academic faculty status in the four Colleges of the University to promote a "One University" concept and reestablish academic homes for land-grant programs that has been absent for 60 years.

West Virginia State University
Gus R. Douglass Land-Grant Institute
201 ACEOP Administration Building
PO Box 1000
Institute, WV 25112
Phone: (304) 766-4291
Fax: (304) 766-4292
Email: mcmeanso@wvstateu.edu

Revised 06/14



Vision

West Virginia State University will become the most student-centered, research and teaching, land-grant university in the State of West Virginia and beyond.

Mission

West Virginia State University will meet the higher education and economic development needs of the state and region through innovative teaching and applied research.

Find *Your* Passion.





WEST VIRGINIA STATE
U N I V E R S I T Y

PO Box 1000 Institute, West Virginia 25112-1000
(800) 987-2112
wvstateu.edu

West Virginia State University does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability or status as a U.S. veteran.