



WEST LIBERTY UNIVERSITY

Fall 2016 Compact

Leading the Way Access. Success.
Impact

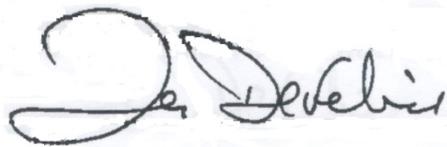
12/1/2016

Compact fall 2015 Update

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TO: West Virginia Higher Education Policy Commission
FROM: Executive Committee
West Liberty University Board of Governors
DATE: November 9, 2016
RE: Approval of 2016 Update of West Liberty University Institutional Compact

At their October 5, 2016 meeting, the West Liberty University Board of Governors unanimously approved the 2016 Update of West Liberty University's Institutional Compact.

A handwritten signature in black ink, appearing to read "L. DeFelice". The signature is written in a cursive style with a large initial "L".

Leslie DeFelice, Chair

West Liberty University Board of Governors

Access

Enrollment: Fall Low-Income Student Headcount = 837

West Liberty experienced a third consecutive drop in enrollment during the fall 2015 semester, after having seven straight years of enrollment growth. The number of first-time freshmen and transfers continued to decline in 2015. However, the number of graduate students continued to grow. The quality of first-time freshman showed an increase, as we saw the average ACT score, and average high school grade point average for the entering students rise. Some Highlights:

- The largest number of enrolled graduate students (181)
- The largest number of first-time freshmen Elbin Scholars (50)
- The largest number of enrolled Elbin Scholars (130)
- Increase of first-time freshmen from Ohio
- Average Act score for freshmen increased to 21.2
- Average GPA for freshmen increased to 3.35

Success

Developmental Math:

In this first year of implementation, there is some preliminary and encouraging assessment data to share. In the 2014-15 AY, 199 students took the previous developmental math course (Math 046). Of those students, 107 (54%), passed and were able to move on to their gateway course. In the 2015-16 AY, 115 students took the co-requisite statistics or quantitative reasoning courses, of which 99 (86%) passed with a grade of D or above. The college algebra bound developmental students took the new course Math 139, Introduction to College Algebra. Of 115 students who enrolled, 88 (77%) passed. Comparing these two academic years, we can say that 54% of the developmental math population passed a 0 level math course, while 81% of developmental math students passed a 100 level math course under the new models. Despite limited resources and administrative support, we are pleased and encouraged by these results, but believe they can be improved. Barriers to our success include lack of faculty, consistency in the recitation hours, and faculty development. Initially, co-requisite courses were conducted with as many 53 students, but after hearing from experts at the CCA conference, we realized the significance of reduced class size to the success of a co-requisite model.

Developmental English:

Although the co-requisite model has been used (in some form) in WLU composition program since 2013, the Department of Humanities has not used the same method of delivery for two consecutive years, making it difficult to compare the results. That being said, early indications suggest that the co-requisite model, regardless of the method, is successful. Whereas pass rates were well under 50% before the co-requisite model was adopted, and now students are realizing close to 90% completion rates in our five-hour composition courses.

Retention: 2015-16 70%

We expect that the our retention trends will continue, and hopefully further increase as more of our academic programs establish their own retention committees and collaborate with admissions, and the University Retention Committee to implement strategies and encourage “at risk” students to stay on track.

Progress toward Degree:

All first-time freshmen at West Liberty are required to enroll in the College 101 course. An important component of this course focuses on students completing 30+ credit hours per year and the benefits of doing so. From 2009 to 2013 the percent of first time freshmen earning 30+ credit hours increased 9.5%. However, as a result of implementing compact initiatives, fall of 2015 is established as the baseline for tracking and 67% of first-time freshman enrolled completed 30+ hours during the 2015-16 AY. This percentage does not include students who withdrew after the fall semester. Encouraging students to complete 30+ credit hours per academic year will continue to be an initiative of the Freshmen Experience course and a focus of the enrollment staff.

Graduation Rates: 2015-16: 48%

IPEDS graduation rates for West Liberty have remained relatively constant over the past several years with an annual average of 41.5 for the years 2010-2014. The graduation rate for the fall 2015 AY increased to 48 percent. This increase is a result of increased enrollment over the past several years. However, as West Liberty initiatives continue to encourage and education students of the importance of completing 30+ credit hours per year, we hope to maintain and increase our graduation rates.

Degrees Awarded: West Liberty has enjoyed seven straight years of enrollment growth and these students are contributing to more degrees being awarded in all areas, but also in the STEM fields.

STEM degrees awarded in teacher education for science/math/chemistry/general science is: 9

STEM degrees awarded in the Health Professions is: 78

STEM degrees awarded not in education or health professions: 65

Total STEM degrees awarded: 152

Student Loan Default Rate:

West Liberty's student loan default rate was 18.1% in 2011 and in 2012 it was 10.4% a decrease of 8%. We anticipate that decreases in the student loan default rate will continue since the University has hired an outside vendor (Inceptia) to assist.

Research and Development:

West Liberty College of Sciences encourages faculty research that is undergraduate-driven. When possible, faculty performing grant-supported research are given course-load reductions. College of Science faculty reported a total dollar value of \$1,124,226 for externally sponsored research in the HEPC Report Card for the 2015-16 AY. This externally sponsored research supported a headcount of 66 undergraduate students and 16 faculty in funded projects

Total number of peer-review publications generated by the institution in FY2015: 23

1. Provide a brief summary of the strategy.

Measure student competence, achievement, and success by implementing a successful assessment plan for general studies

Several initiatives designed to further assessment of general studies were implemented in the 2015-16 academic year. Two major directives from the Provost were executed for administration and faculty. First, all faculty teaching general studies courses are required to collect assessment data using [LiveText](#) and the [general studies rubrics](#). Second, all general studies courses will undergo a review (similar to the one used for program review) established in a recurring five-year rotation. In addition, a procedure is instituted for proposing the addition of a course to the general studies program.

The General Studies Assessment Committee is charged with the responsible for establishing the criteria for review, conducting annual reviews and communicating requirements to department chairs and faculty. LiveText training will be offered to faculty every semester. Finally, the HEPC Assessment Grant is utilized for faculty development and training designed to improve overall understanding and effectiveness of general studies assessment.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?**Activity 1: General Studies Assessment Committee**

The GSA Committee established a review process for the following courses in 2015-16: Communication 101, Math 102, Physics 190 and 191, Finance 131, Psychology 101, Art 140, Music 130, Geography 205 (best example), History 210, and Health 253.

The Committee created criteria for review, [a scoring rubric](#), and is using LiveText for data collection and assessment. The purpose of the review is to determine how effectively each course addresses the general studies goals, ensure that each course is using the appropriate [GS student learning outcome](#), and that the outcomes are included on the course syllabus.

There were a few problems with communicating the directives and assigning responsibility for submission. Several requests for submission were made before all the reviews were collected. Next year, face-to-face meetings will be scheduled early in the semester with the department chairs and faculty so that there is no confusion about what, when, and who is responsible for making submission to the GSAC.

Activity 2: Faculty Development Workshops:

The HEPC Workshop facilitated by Dr. Virginia Anderson in the fall of 2015 provided our WLU team (Paula Tomasik, Director of IR&A; Tammy McClain, Dean, College of Liberal Arts and member of the Assessment and Accreditation Committee; Traci Tuttle, Chair, General Studies Assessment Committee; and Theunis van Aardt, Faculty Assessment Coordinator) with an opportunity for assessment planning and organization that revitalized our general studies assessment initiatives. Even though we had provided faculty with online LiveText training, and numerous on-campus assessment presentations, we realized, after attending the workshop, that our efforts were not sufficient. Dr. Anderson helped us to understand that faculty not only need more guidance implementing general studies assessment measures in course embedded assignments but also need guidance with establishing goals for student learning. Our team

returned from the conference with two major action plans (1) Faculty LiveText Training and (2) Faculty Effective Grading Book Study.

Dr. Tammy McClain, Dean, College of Liberal Arts, facilitated two faculty development workshops. The first one, a book study using Dr. Anderson's text, *Effective Grading, A tool for Learning and Assessment in College*. Ten faculty attended, and nine successfully completed the course and received a certificate of professional development from the Provost's Office. The session assisted faculty in the development of integrated, meaningful assignments and demonstrated methods to enhance student motivation in the classroom and integrate course assessment with program assessment. The course was well received, and one faculty member provided the following course testimonial:

"I really enjoyed and benefited from the book study. It was so nice to have an opportunity to collaborate with faculty from across campus. Thank you for facilitating this experience."

The second book study, *Motivating Students*, by B. & Brown Armstrong was designed to assist faculty in the development of strategies to increase student motivation by intentional evaluation of curriculum, delivery, and assessment in teaching practices. Participants received instruction for developing pedagogical strategies to impact student motivation; adapt motivational orientations for teaching a diverse multiple group of students; and re-examined common teaching practices and their impact on student learning. This second session was offered in the spring semester and was less well attended than the first book study. The timing of the workshop, spring semester, was indicated as a major factor in fewer participants being able to complete the series.

Activity 3: LiveText Training

Faculty teaching general studies courses are required to develop a course embedded assessment using the appropriate general studies rubric, creating the assignment, and collecting the data using LiveText. Several LiveText training sessions were scheduled with presentations and demonstrations for beginners/intermediate/advanced users, and included individual assistance and question/answer. The training was generally well-received, and the majority of faculty indicated that they are more comfortable using LiveText as a result. Initial data is collected, but the General Studies Assessment Committee has yet to decide its relevance and/or how to best share the findings with faculty.

3. **Target Populations:** LI AL UM TS PTS
Degree Areas: Health STEM STEM ED All Degree Areas
4. **What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?** *WLU faculty, staff, and facilities and HEPC assessment grant funding*
5. **Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy.** *Faculty collaborated from various disciplines in the on campus workshop. WLU staff participated in the HEPC sponsored workshop, and had an opportunity to learn about assessment planning at other state institutions.*

1. Provide a brief summary of the strategy.

The University Assessment and Accreditation Committee will measure the effectiveness of academic degree programs assessment planning, implementation, data collection, and actions taken in the Board of Governors Five-Year Program Review Process.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted?

What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1: Academic degree programs at WLU include an assessment update in the BOG Program Review. Assessment updates are reviewed in the University [Assessment and Accreditation Committee](#). In the fall of 2015, The Chair of the Assessment and Accreditation Committee and the Director of IR&A met with Faculty Assessment Coordinators, Department Chairs or Program Directors from all degree programs scheduled for program review in the spring of 2016. The five-year BOG was scheduled for: Psychology, Chemistry, Elementary and Secondary Education. Criminal Justice, the BLA, and Communication were scheduled to provide only an assessment update. The purpose of the fall meetings is to inform all parties of their responsibilities for program review, familiarize them with the reporting forms, and provide them with the expectations of the Assessment and Accreditation Committee. These meetings ensure that no one is surprised by any of the requirements or of the February 1 spring semester submission due date. The feedback from faculty and administrators is positive, and they appreciate knowing what is expected and having the opportunity discuss assessment planning and implementation and ask questions.

Activity 2: In the Assessment and Accreditation Committee spring semester meetings, assessment reports are evaluated using a rubric designed by the A&A Committee Chair. The Committee evaluates student learning outcomes, general studies integration, assessment method, location of measures, time line for implementation, and implementation of program revisions. The committee reaches a consensus on each review. Formal recommendations are written and shared with all stakeholders from each program in face-to-face meetings. These meetings are designed to share the recommendations in a positive, encouraging and professional manner, and the feedback, with few exceptions, is well received and utilized in preparation of the next review.

New this year is the utilization of LiveText for report submissions and rubric scoring. The A&A Committee members scored each submission individually with LiveText Assessment Management System, and then came together as a committee for a consensus score. All reports and submissions for the 2015-16 academic year are included in the LiveText Exhibit Room. Each review includes the submitted documents, Committee scores and comments, and the A&A Committee final recommendations. All future program review documents will be submitted via LiveText, and reports and recommendations will be saved to the LiveText Exhibit room where they can either be accessed in-house or externally by outside accrediting agencies such as the HLC. No matter what personnel changes may occur at the University, utilizing LiveText to house program review submissions will eliminate any confusion over report location, results or A&A Committee recommendations.

The A&A Committee has greatly improved assessment sharing and communication among faculty and administration. The program review rubric is an excellent tool for demonstrating progress, and has greatly increased assessment knowledge of all participants. Academic degree programs are provided recommendations and suggestions for improvement. The A&A Committee responds to the unique nature of West Liberty's degree programs by providing recommendations

that are based on best practice and feedback received from the faculty within West Liberty's academic degree programs.

Activity 3: The recommendations of the Assessment and Accreditation Committee are shared with the Provost and the WLU Board of Governors at their April meeting. The BOG approved the programs in the 2014-15 review cycle. Summary reports are processed and submitted to the HEPC in May by the IR&A Director. Program Review [documents](#) are posted on the IR&A website.

Some A&A Committee Assessment Recommendations for the 2015-16 AY include the following:

- *Psychology: The A&A Committee is highly impressed with the psychology assessment report and the work it represents. Given permission, the Committee will share some of the assessment strategies and approaches with other WLU programs as a template for West Liberty's best practices. The Committee's first recommendation is for psychology to continue with its exemplary efforts outlined in the 2016 Program Review Assessment Update.*
- *BLA: General Studies Integration-Recommend a stronger integration of the self and cultural awareness GS outcome. Now that the GS Assessment Committee had reduced the number of SLO's to three, it becomes preferable to move all programs in the direction of full integration.*

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3. **Target Populations:** LI AL UM TS PTS
Degree Areas: Health STEM STEM ED All Degree Areas

4. **What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?** *The A&A Committee, Provost, IR&A Director, Department Chairs, Deans, Faculty Assessment Coordinators internally. Externally, the Board of Governors and the HEPC.*
5. **Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy.** *WLU faculty and staff and the WLU Board of Governors.*

1. Provide a brief summary of the strategy.

West Liberty intends to expand the career-readiness of our students through an increased focus on courses in the science, technology, engineering, and math (STEM) areas. Moreover, students participating in research and internships are more likely to enter graduate programs in the STEM fields. Direct ties with graduate schools in the State such as West Virginia University, Marshall University, and WVSOM, will positively influence opportunities for our students both throughout the State and globally. Student participation in these areas will also help with enrollment and retention as STEM degree production continues to grow.

West Liberty University recently initiated a proposal for a Master’s program in Biology that has received HEPC approval and HLC approval is pending. This program will provide additional opportunities for West Virginia students to receive a graduate degree and internships in STEM fields. Moreover, we have initiated a Zoo Sciences undergraduate program through a partnership with the Good Zoo at Oglebay. Each year, this program will admit ~25 new Zoo Science majors and provide additional internships at the Good Zoo. WLU will continue to focus on ways to contribute and promote opportunities and readiness of WLU students to positively contribute in the workforce and community.

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

Activity 1: *College of Sciences faculty have acquired over \$600,000 in grant funding in the STEM fields that will support student research, as well as active, problem-based, and community learning experiences. Students participating in the summer undergraduate research program were given pre- and post-surveys that dealt with their experiences, activities, and ways to improve their experience. Many students felt that increasing team-building activities, providing more time for research investigation, and including more instruction for scientific presentations would enhance their experience.*

We have increased team-building activities, provided more time for research investigation, and included unique instruction for scientific presentations as a result of past assessments. Through an evaluation of current and former students, we determined that involvement in undergraduate research substantially increases retention in majors in the STEM fields. We are considering implementing research projects for all STEM majors. Moreover, we found that addition of an active study component to freshman science courses increases retention. All first-year “majors” biology and chemistry now include such components. The increase in retention means that more West Virginia students will graduate with STEM degrees, leading to an increase in the potential science-educated workforce in our state. Finally, we polled our current students to determine if there is demand for a Master’s program in Biology at our institution. The overwhelming numbers from this query indicated to us that this degree would be highly pursued by WV students.

Activity 2: *West Liberty has established “early admittance” partnerships in which graduates that successfully complete designated programs at our institution would be accepted directly into the osteopathic physician program at WVSOM or WVU dental school. We continue to work with both WVU and WVSOM to support these programs. Three graduates from WLU have just entered the WVU dental school, and four are currently matriculating at WVSOM.*

We are pursuing a partnership with Southern Research that will allow our future graduate students to have STEM internship experiences at an industry setting. In addition, we have formed a collaboration with investigators at the National Center for Natural Products research that provided research internships for two West Liberty students during the summer of 2015. This internship opportunity has been renewed for 2016. These students and future graduates will be tracked to determine whether they became employed or pursued future education in a STEM field.

3. **What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?** *Human: WLU faculty and staff and Oglebay, Good Zoo have participated in the implementation of the research grants; Physical: WLU facilities including a new STEM laboratory in Arnett Hall. In addition, an anatomy and zoology lab in Arnett hall have been refurbished, and also utilized are West Liberty's outstanding research infrastructure (equipment and facilities) to secure grant funding, and the facilities of the Goo Zoo; Financial: WLU has provided in-kind matches to grants and has supported the administration of grants awarded*
4. **Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy.** *The department of natural sciences and mathematics at WLU has an open collaboration with both WVU and WVSOM for the early admittance programs as previously described.*

Through a partnership with Oglebay, biology faculty member, Dr. Joseph Greathouse became the director of the Good Zoo which allowed for the initiation and implementation of the new [Zoo Science program](#) to be seamless.

5. **Target Populations:** LI AL UM TS PTS
Degree Areas: Health STEM STEM ED All Degree Areas

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

A Career Advisory Board will be formed to identify the needs of employers in the area, state and region through discussions, surveys and focus groups. West Liberty University must be astute to the regional economic needs as it relates to job growth and be prepared to alter or create academic programs to meet these needs.

The Career Advisory Board was put on hold until the 15-16 academic year due to staff resignations.

The Career Advisory Board initiative is not considered feasible due to a lack of staff, and a campus-wide retention committee is established in its place that will recommend and review retention initiatives within specific academic and support areas (including Career Services) and facilitate and encourage student success. The committee is comprised of faculty and staff who are selected because of their unique role as representatives on their respective Departmental Recruitment and Retention Teams. WLU will continue to focus on ways to contribute and promote opportunities in the workforce and community.

2. **Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted?**

What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1: *The Committee is reevaluating the graduation senior survey to include a career services needs assessment component rather than only measure student satisfaction and placement rates. The committee and Career Services staff review and collaborate on the survey data collected and discuss options for assisting and promoting career opportunities for West Liberty students. In addition, West Liberty community partnerships and networking opportunities are discussed. The Office of Career Services has been able to establish relationships with several large area employers to recruit on campus. WLU also heavily promotes job posting from area employers to recent alumni and graduating services.*

The May 2016 survey indicated that 46% of graduates had already secured full time employment or were planning to attend graduate school, and of those reporting that they had secured full-time employment, 72% reported the position was in their field of study. Of the students reporting plans to attend graduate school, 70% indicated that they had been accepted by their first choice institution.

Activity 2: *Career Services offers College 302 each spring semester, a course designed to introduce students to the fundamentals of planning and organizing job search strategies. Additionally, all students and alumni have access to [CareerBeam](#), a full service career development portal designed to provide all the resources necessary to guide students through the strategic job search process and achieve their career goals. West Liberty students have access to several assessment tools to help guide them to select a major field of study. Faculty advisors are encouraged to take an intrusive approach in advising their students about academic planning and career readiness, career search, internships, shadowing opportunities and professional development activities.*

Challenges include formalizing partnerships with local firms for recruitment and increasing visibility for professional development opportunities on campus.

Activity 3: Retention/Recruitment Committees are formed in all four academic colleges. Some of the retention measures implemented in each college are as follows:

- Gary E. West College of Business - Improved advising sheets, faculty participated in advising training offered by the Registrar, curriculum revisions based on assessment data and student feedback, and increased student activities within the GEW College of Business
- College of Liberal Arts - Revised website, social media accessed, Faculty development book study offered and facilitated "in-house" for Effective Grading by Walvoord and Anderson. (This workshop is the direct result of WLU faculty participating in the fall 2015 HEPC sponsored workshop facilitated by Dr. Anderson).
- College of Sciences - Active study course added for biology to address study skills and motivate in-coming students, recitation course added in chemistry to address problem-solving skills, offering co-requisite math courses for support in entry level math, learning communities established via First Year Experience for biology, chemistry, math, and dental hygiene and nursing are in the planning stages for establishing similar learning communities, tracking students and success rates for active study and recitation; in progress. College of Science assessment information reveals that undergraduate students involved in research projects substantially increased retention for students majoring in the STEM fields.
- College of Arts and Communication - Advising guidelines reinforced during faculty meeting, student engagement through workshops, field trips, gallery events, opera productions, readings, competition venues, etc., faculty availability beyond the normal classroom and office hour schedule, partnership with the WLU Center for Arts and Education.

3. **What resources (human, physical, financial) have been employed to achieve the desired outcomes?** Human: West Liberty faculty, staff and students; Physical: West Liberty facilities; Financial: Career Services has a dedicated budget
4. **Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy.** Career services staff collaborate with faculty (Retention Committee) and administration (Enrollment Committee, Academic Administrators Meeting) to share information and discuss career and employment opportunities for West Liberty students.
5. **Target Populations:** LI AL UM TS PTS
Degree Areas: Health STEM STEM ED All Degree Areas

1. Provide a brief summary of the strategy.

Student Design Services that offer pro bono graphic design services to campus and community organizations. The program matches senior graphic design students with non-profit organizations, educational institutions, and startup enterprises. The goal is to provide professional design services to organizations with limited budgets.

Twenty-one individual projects were completed by the various design teams during the 2015-16 academic year. Three of the projects are highlighted as Activity 1, 2, and 3.

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

Activity 1: *Request: Employment Works, A Bridgeport, Ohio based agency committed to helping people with disabilities find employment in the Ohio Valley and with helping businesses meet their staffing needs.*

*Outcome: Logo, Identify system, letterhead, envelope, business card, website redesign, signage
Testimonial: I am so pleased to have the opportunity to write a glowing review for a few of your students. The team has such a brief amount of time to work with me, and I only sat with them in a meeting one time to lay out my expectations, my goals for them, and to discuss some design ideas, but they proved themselves in that meeting, being attentive and interested in what we were discussing, really seeming to be passionate about what they were about to do for my organization.*

*Thank you so much for the opportunity!
Kelly Stevens, Business Developer, Employment Works*

Activity 2: *Village of Yorkville, Ohio/Request: Create a graphic design to depict the community pride and unity in the Village of Yorkville to be used on a cover for a community cookbook and branding for the village centennial. A design that will depict the community, incorporating our village name and a picture/drawing to depict our community.*

Testimonial: The Mayor and Council of the Village of Yorkville has been both pleased and privileged to work with the Meraki Design team. Our meeting at WLU was informative and enjoyable. The team made us feel welcome and comfortable from the start, while maintaining a professional atmosphere. They listened to our needs and created our logo and cookbook cover accordingly. We requested several changes and they complied with each. The end result is exactly what we wanted, and we are proud of the team's accomplishments.

We wish these students much success. They will be an asset to future employers and have much to give to the world of design.

*Thank you for this opportunity.
With Respect, Karen S. Vargo, Council President*

Activity 3: *Community Foundation of the Ohio Valley/Request: The purpose of this project is to create a stand-out, phenomenal social media campaign for our largest fundraising event "The Amazing Raise." Print/web advertisement, design template, assorted marketing materials, social media campaign.*

Outcome: The team created a social media campaign that included one month of new, custom illustrations leading up to the event. The illustrations were rotated through CMOV's social media channels on a daily basis generating anticipation and excitement for the event. The event was the most successful campaign to date.

Testimonial: We had an excellent experience working with Meraki Design team. Rebecca, Maggie, Dalis, and Caleb truly understood how to turn creative conceptualization into incredible designs. We are simply delighted with the results and working with Rebecca and her team was effortless, at least on our part! The team quickly grasped the importance of the mission of the Community Foundations for the Ohio Valley and our events. The team produced unique visuals with very little revision required and all within the expected time frame. We cannot say enough about the quality, the speed, the attention to detail and the effectiveness of their work!

*We, at the Community Foundation, are grateful to have been part of this project!
Lisa Moore, Director of Development*

- 3. **What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?** Volunteer graphic design students. Production resources provided by the Eileen Reinbold Graphic Design lab at West Liberty University.

- 4. **Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy.** *Internal: WLU graphic design students and faculty. External: Employment Works, Council of the Village of Yorkville, Community Foundation of the Ohio*

- 5. **Target Populations:** LI AL UM TS PTS
Degree Areas: Health STEM STEM ED All Degree Areas
 Arts and Communication

1. Provide a brief summary of the strategy.

This off-campus enrichment activity provides second year dental hygiene students in the Sarah Whitaker Glass School of Dental Hygiene with the opportunity to provide preventive dental hygiene services to high risk children under the age of 18 that attend Ohio County Schools. The preventative services will include educating elementary school age children by demonstrating and delivering age appropriate oral hygiene instructions, providing oral prophylaxis, exposure of dental radiographs, application of preventive topical fluoride treatments and application of pit & fissure sealants as prescribed by the supervising dentist. The Ohio County Dental Clinic is located at Madison Elementary, a Title I school.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted?

What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1: During this activity, second year dental hygiene students provided prophylaxis and oral hygiene education to 89 children up to 18 years of age grades PK-12, 60 bitewing radiographs were exposed, 50 occlusal sealants were placed, and 81 topical fluoride treatments were provided.

The greatest challenge with this activity has been identified as the delay or non-compliance by the parent/guardian to comply with further dental recommendations and treatment.

Each dental hygiene students is evaluated using a rubric to evaluate patient care, professionalism, and treatment. Our assessment continues to demonstrate this enrichment activity is extremely valuable and provides our students with an opportunity to gain practical experience working with a variety of patients with varying socioeconomic backgrounds. These children are high risk patients and present with varying needs and backgrounds. The criteria and skill sets to treat various patients of need are covered didactically and this enrichment activity provides the opportunity for further critical thinking skills, communication skills, and clinical skills that support didactic learning.

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

Resources were provided by 34—2nd year dental hygiene students from the Sarah Whitaker Glass School of Dental Hygiene at WLU, 4--Dentists, and 1—Registered Dental Hygienist. The clinical supplies were provided by the Ohio County Board of Education’s operating budget.

Support for this activity included the Tri-State Dental Hygienists’ Association, the Student American Dental Hygienists’ Association, and the Ohio County Board of Education.

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

This successful activity supported community engagement and enhanced professional and communication skills of the WLU dental hygiene students while providing preventive and educational therapy to an under-served population in Ohio County grades PK-12.

- 5. Target Populations: [X] LI [] AL [] UM [] TS [] PTS
Degree Areas: [X] Health [] STEM [] STEM ED [] All Degree Areas

1. Provide a brief summary of the strategy.

The College of Education will enrich the educational experiences of students enrolled in special education and community education by encouraging their involvement in community outreach projects. Collaboration with area K-12 personnel will provide programming and events for students with special needs, and also showcase West Liberty's students in a positive and professional atmosphere. These experiences and services will be offered through various outreach programming.

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

Activity 1: Fitness and Fun Day: Area students with disabilities visit West Liberty's campus and participate in physical activities and art projects. West Liberty students coordinate the activities, and children are partnered with a WL student buddy/mentor who guides them to each scheduled event. This experience is invaluable for the WL student and the children enjoy the activities and friendship. Average attendance has increased since the initial event, and this past year, 60 teachers and 500 students participated.

Funding for expenses is the greatest challenge, and the local student chapter of the Council for Exceptional Children (CEC) is instrumental in raising funds. WLU Student Government also donated, and some grant monies were obtained.

West Liberty students enrolled in Introduction to Instructional Practices for the Exceptional Child are required to attend this event. At the conclusion of the course, they are asked to provide a reflection of their experience. Funding for expenses is the greatest challenge, and the local student chapter of the Council for Exceptional Children (CEC) is instrumental in raising funds. WLU Student Government also donated, and some grant monies were obtained.

West Liberty students enrolled in Introduction to Instructional Practices for the Exceptional Child are required to attend this event. At the conclusion of the course, they are asked to provide a reflection of their experience. These indirect assessments are used in future programming and/or to make changes or improvements as necessary.

Activity 2: Parent's Night Out: WL students enrolled in special education courses create and implement programming for local area individuals with autism and related disabilities.

Programming includes community outings such as bowling, movies or activities planned at the WLU Highlands Center. WL students, under the direction of WL faculty, provide free-of-charge child-care services during these planned events. Parents of special needs children often experience difficulty finding affordable, well-trained, personnel with whom they feel comfortable leaving their children. Parent's night out gives caregivers some worry-free time for themselves and simultaneously provide WL students with an opportunity to apply classroom concepts to real-life scenarios and experience the rewards of helping others in the community. Attendance ranges between 20 to 30 children, typically a 1:1 ratio, and siblings are also invited to attend.

Funding for expenses is the greatest challenge, but last year the Community Foundation of the Ohio Valley provided a grant, and this year, students enrolled in West Liberty's Community Education Program are helping to coordinate events and research other funding sources.

Activity 3: Kaleidoscope Event: This community service activity held on West Liberty’s campus provides WL community education majors with an opportunity to serve Pre-K-K, (1-6 year-olds). This event is the main fund raiser for the Gabriel Project of WV whose mission is to provide immediate, practical and compassionate assistance to low-income pregnant women and families with infants and children two-years-of-age or younger. During the four-hour Kaleidoscope event, children participate in a variety of educational and physical activities. Parents choose five activities that they think their child will enjoy such as: fossil imprinting, discovery bottle, marble run, etc. Programming is available for parents such as: understanding food allergies, technology, "What is Community Education?" etc. Unfortunately, this past year the parent program was not well advertised, and therefore, not well attended. Consequently, more advance notice will be made available prior to next year’s scheduled event. As a result of informal assessments with parents, future plans will include optional parent/care-giver training and the development of a support network for families.

West Liberty students who participated are very enthusiastic about the program. Faith Hick, Chapter Coordinator of the Norther Panhandle Gabriel Project, provided the following: Thank you from the bottom of my heart! I can't express how much I appreciate all the work you all did to make today successful. The children loved it, and many of the parents said they are bringing their children again next year. Thank you for sharing your time, talents, energy and love to make this happen. You have each helped the Gabriel Project continue to assist babies and their families. Blessings to all of you.

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

Activity 1: Human-Approximately 90 students enrolled in Special Education 241 and 75 (student/staff/faculty) volunteers; Physical-WLU Athletic and Recreational facilities, R. Emmett Boyle Conference, Rogers Cafeteria; Financial-WLU chapter of CEC, Student Government, grants

Activity 2: Human-Programming and care is provided by students in the Autism I and Autism II courses. Additional support and programming is provided by the Community Education Program's on-campus practicum course; Physical-West Liberty University allows the usage of the Highlands center for Parents' Night Out events; Financial-The Community Foundation for the Ohio Valley provided a community impact grant.

Activity 3: Human-18 Community Education students; Physical-Gary E. West Event Center; Financial-Grant money

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

Activity 1: Collaboration with College of Education Faculty students in CEC and students in SPED, WLU Athletics and Dental Hygiene (DH students present an oral hygiene program).

Activity 2: Collaboration with the Community Education Program, the Highlands Campus Manager, WLU Teacher Education Program Coordinator to ensure student receive credit for teacher certification requirements, WLU Graphic Design Students who created a logo for the Center for Autism Support and Research (CASR), which houses this and other projects related to autism.

Activity 3: Collaboration with the Gabriel Project of the Northern Panhandle, WLU Community Education Program, Good Zoo, Wheeling Park High School Art Department.

- 6. Target Populations:** LI AL UM TS PTS
Degree Areas: Health STEM STEM ED All Degree Areas

1. Provide a brief summary of the strategy.

The Community University at West Liberty offers stimulating learning opportunities to people age 50 and older. The Community University is an organization with volunteer presenters that engages older adults as learners. Community University programs are shaped by presenters' and learners' interests and include study topics from the arts and literature, sciences and technology, history, religion, business and commerce, current events – and other suggested topics.

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

Activity 1: *There are two terms annually: a spring and fall, and most classes are held at the West Liberty University Highlands Center. There is no entrance requirements, grades or tests, just a love for learning! Tuition is just \$25 per person entitling the learners' to enroll in as many courses or lectures as they wish during any given term. Most courses are about 90-120 minutes in length. The Community University began in spring 2012, and the program has grown exponentially since its conception. There is a mailing list of over 400 people and growing. The average class size is 33. There have been as many as 60 in a particular class and as few as six. Most of the attendees are from the Northern Panhandle of West Virginia, Eastern Ohio or Western Pennsylvania. People have traveled as far as 60 miles to attend a class.*

The greatest challenge with this activity is offering classes that are interesting and relevant to the audience. A way to know whether the courses are meeting expectations is through a survey at the conclusion of the term. In addition, the participants are asked to share ideas for future topics of interest, and these suggestions are considered for future courses.

3. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes? *The program is administered by the Executive Director of Alumni and Community Relations, along with support from the Administrative Secretary at the West Liberty University Highlands Center.*

4. Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy. *The Community University classes are made possible through a collaboration of West Liberty University faculty as well as other volunteers in the local community. There has been overwhelming support from faculty and staff throughout the campus. Therefore, anyone internal or external who is willing to share his or her knowledge, experience and passion in a particular area can volunteer, and the Community University provides a platform for such lifelong learning.*

5. Target Populations: LI AL UM TS PTS
Degree Areas: Health STEM STEM ED All Degree Areas
 Non Degree Seeking

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

Focus is to enhance efforts to provide access by intensive collaboration between the Division of Enrollment Services and the Division of Academic affairs. Enrollment Services is integrating Academic Affairs into its enrollment outreach planning initiatives.

The focus for the 2015-16 academic year is collaboration with other entities, primarily on campus, to promote access to higher education. In an effort to solicit ideas and gain support, our planning process included representatives from across campus. The focus of our initiative is improved communication with prospective students concerning the benefits of higher education and specifically in attending West Liberty University.

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

Activity 1: *Faculty Recruiting and Retention Teams are created in each of West Liberty's four academic colleges. These teams collaborate internally with the WL Admissions staff and externally with local high schools to create opportunities to connect with high school students, arrange for campus visits, and meet with faculty. The teams also visit local high schools and speak with the students there. This interaction provides high school students with a chance to learn more about the benefits of higher education and job opportunities in their areas of academic interest from University faculty. College Recruiting teams in collaboration with WL Admission Staff are continuing to expand these valuable recruiting initiatives.*

Activity 1 Expanded: *As a result of continued collaboration with Academic Affairs and IT Services, Student Services is expanding activity one to include "high school invasion." WL faculty visited John Marshall High School for one-full-day of teaching classes in English, Chemistry, etc. Faculty were instructed to teach at the college-level to give students a better idea of the college curriculum. The initial response from faculty and students was positive, and several WL faculty have expressed an interest in participating in another "invasion." "In addition, many faculty believed they made valuable connections with John Marshall faculty, some of whom were West Liberty Alumni. Our hope is that these contacts will result in continued collaborations between WLU & JMHS faculty."*

Before expanding this initiative into other area high schools, John Marshall faculty and students will be surveyed to assess the success of this project. In addition, student participants will be tracked to determine if any of them enroll at WLU in the future, and if their decision to attend West Liberty was influenced by this activity.

Activity 2: *The Executive Director of Admissions and Recruitment was charged with providing detailed contact information to departments through APEX (application express). APEX extracts data from the student database in Banner, and faculty training was provided to allow them more immediate access.*

Activity 2 Expanded: *The purchase of a customer relationship management module ([CRM](#)) through Hobson's Radius system is included as an expansion of activity two. With the assistance of academic affairs and IT Services, full implementation of Hobsons Radius CRM is ongoing, and has significantly improved the business operations of West Liberty's Admission's Office. The CRM offers a true on-line application process to our customers and is providing West Liberty's Admissions staff with the ability to track and target communication with prospective students. In*

addition, faculty will receive training in this user-friendly system that will replace the antiquated process of requesting or obtaining lists of information either directly through Apex or requesting the information from Admissions.

The application process for graduate students was implemented through Radius in the fall of 2016. Applications for all other students will open in the spring of 2017. In addition to tracking and communicating with prospective students, radius was used in the fall 2016 semester to assist with admissions event planning.

Activity 3: *Survey data collected from new students indicates that parents are the leading influence in determining where a student attends college. As a result, West Liberty initiated a direct mailing campaign designed to target the parents of prospective students. After students visit the campus, parents receive a hand-written note and business card from the Vice-President of Student Services. In addition, the Director of Financial Aid follows up with a letter to parents emphasizing available financial aid programs and their benefits. These direct mailing initiatives help establish a connection between the parents of prospective students and West Liberty University. Radius CRM is providing West Liberty with an automated system of correspondence that includes scheduled emails or letters. Nevertheless, the direct mailing campaign is continuing since parents have informed us that they appreciate receiving personalized correspondence.*

3. **What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?** *Human: IT Services, Academics, Enrollment and Student Services staff; Physical: WL facilities; Financial: minimal financial investment*
4. **Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy.** *The Purchase and implementation of Ellucian [Degree Works](#) and Hobson's Radius represents a significant collaborative effort among Enrollment Services, Academic Affairs, IT and the Finance Department. Activity one provided faculty with an opportunity to become actively involved in the recruitment process. Due to enrollment decline over the last several years, faculty have experienced first-hand the repercussions of less revenue and reduced budgets to their respective departments. Faculty are making themselves more available to assist with recruitment initiatives, and as a result, they have contributed to the development of an ongoing collaboration between Enrollment and Student Services and Academic Affairs.*
5. **Use the space below to provide additional information or comments related to this strategy.** *As with most institutions, recent budget cuts combined with the loss of enrollment have been devastating to West Liberty. Five positions were lost in Enrollment/Student Services Division in the last year. Nevertheless, we were able to make a significant investment in technology with the purchase of Ellucian Degree Works and Hobson's Radius that is assisting us with student retention and recruitment efforts, and improved data tracking.*

Although early in the implementation process, it appears these initiatives are creating positive results, and we are excited to report that our new student class (first-time freshman and transfers) is up 11% over the fall of 2015. An increase of 11% for new students (22% transfers/7% freshmen) is the most important piece of assessment data available to us.

1. Provide a brief summary of the strategy.

West Liberty University's financial aid comprehensive plan stresses financial literacy throughout the student's relationship with the university.

Strategy I: Focuses on providing financial literacy to students who are not yet enrolled at the University. It includes providing college financial planning information to local high school students and parents during financial aid nights and Open House events, providing a detailed financial aid package, and one-on-one counseling during summer orientations programs.

Strategy II: The core of the enrollment phase of the financial aid comprehensive plan is expanding the financial literacy program within the freshmen First-Year Experience Course, and on-campus, and by making a Financial Literacy Course available to all students through the College of Business.

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

Activity 1: Financial Literacy Prior to Enrollment at WLU: *Financial planning for college is provided at local area high schools. Presentations on financial aid are included at University Open House events and during summer orientation in one-on-one financial aid counseling sessions that include an estimated out-of-pocket cost analysis. Accepted students receive an award letter that further explains available grants, loans, and scholarships.*

Group Counseling: *During financial aid nights at local area high schools and during campus Open House events, high school seniors and their parents participate in financial aid group counseling sessions. Individual counseling is also available. The intended outcome is for students and parents to leave these events with a better understanding of financial aid, loan borrowing and repayment before enrolling at WLU. After the summer programs, students and parents are surveyed about the effectiveness of the counseling sessions they attended. On average, a 4.11 out of a possible 5 was scored on understanding financial aid and expenses in 2014. In 2015, an average of 4.69 overall was scored, and is an improvement over 2014 results.*

Time constraint is the biggest challenge for West Liberty Financial Aid initiatives. For example, during summer orientation all parents and students want to meet individually with a financial aid counselor. Although every effort is made in the time allowed, it is not always possible for West Liberty's three financial aid counselors to meet with every family individually. Consequently, we have partnered with the Office of Housing and Student Life to incorporate more time into the orientation schedule to focus on financial aid counseling.

Another challenge that may become more apparent in the final years of compact reporting is declining numbers in the upcoming graduating classes. Fewer graduating seniors could increase our CDR's for student cohorts entering repayment.

Activity 2: Financial Literacy in First-Year Experience: *enrolled students are required to attend First Year Experience where they receive personal finance and budget information and learn the impact of SAP on their financial aid. Students are encouraged to enroll in the Financial Literacy Course offered in the Gary E. West College of Business to further expand their knowledge of finances.*

Prior to graduation or if a student withdraws, each are provided the opportunity to participate in one-on-one counseling. WLU has established a relationship with [Inceptia](#), thanks to HEPC funding, to further counsel and educate students on repayment plans for delinquent or defaulted loans

Students in Freshmen Experience are required to attend a presentation during their first semester by the Director of Financial Aid on credit card use, default consequences, SAP Policy and budgeting while in school. Students are assessed in class after attending the presentation. As a result of these presentations, the Financial Aid Office staff has noticed an increase in inquiries from freshmen about how to reduce their load debt and how to increase their opportunity for scholarships. Students are also required to complete an online "Financial Avenue" course. Scores have increased over 30 points since the Director of Financial Aid began making presentations to the students in Freshmen Experience.

Activity 3: Financial Literacy Course (Optional 3-hr): Students can enroll in this course which is taught in the Gary E. West College of Business. Students who have participated are more knowledgeable about the actions they can take to reduce their loan debt before and after graduation.

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

Human: WLU faculty and administration, Board of Governors, Research Corporation staff
Physical: WLU and local high school facilities; Financial: Travel expenses

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

University and high school/Financial Aid Night, admissions and financial aid staff/Open House and Award Letter, Student Life and Financial Aid/summer orientations, Learning and Student Development Center, Office of Housing and Student Life, HEPC/Inceptia

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

West Liberty University is beginning to realize a decline in the cohort default rate as a result of the numerous default rate strategies and activities that have been established. Consequently, West Liberty is experiencing positive, measurable outcomes as a result of implementing these Compact strategies.

Additional measurable outcomes include group counseling survey results increasing from 4.11 in 2014 to 4.69 in 2015, and student test scores in the on line Financial Avenue course increasing on average by over 30 points as a direct result of students attending at the Financial Aid presentation in Freshmen Experience.

As we focus on specific target populations, West Liberty, like other institutions in the State, is challenged by decreasing budgets. However, the Financial Aid Office is fortunate to have an important partnership with the HEPC and Inceptia. HEPC funding has allowed us to continue this valuable partnership with Inceptia, and we are experiencing a decrease loan default and delinquency for our graduates as a result.

6. **Target Populations:** LI AL UM TS PTS

Counseling: students who are withdrawing or graduating

Financial Aid Planning: Incoming freshmen and high school seniors

Degree Areas: Health STEM STEM ED All Degree Areas

1. Provide a brief summary of the strategy.

Recruitment efforts targeting students interested in the STEM disciplines will be enhanced through the development of retention committees specific to the College of Sciences (biology, math, and chemistry) and the College of Liberal Arts (psychology). Dedicated faculty will assist with recruitment efforts. It is hoped that these increased and specialized recruitment efforts will lead to increased enrollment for the University, improved retention and graduation rates, and increased STEM degree production.

Recruitment and retention efforts targeting students interested in the STEM disciplines have been developed and/or enhanced within the College of Sciences (biology, chemistry) and the College of Liberal Arts (psychology). All strategies utilized are faculty-developed and faculty-driven. The process has focused on retention of students (although enhanced recruitment efforts are on-going) as that one mechanism can increase the number of quality degrees awarded in a shorter time frame than recruitment only. Retention efforts are multi-faceted and include active study/recitation courses, intrusive advising, learning community formation, and STEM-specific entry level courses.

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

Activity 1: *Improve Retention Rates and Course Pass Rates*

Retention Committees in each area are responsible for reviewing progress of retention efforts and identifying potential enhancements. Peer mentoring is being piloted through biology/chemistry-specific First Year Experience sections for fall 2016. Dental Hygiene First Year Experience (FYE) entered its 2nd year. Course evaluations from all STEM and health-focused FYE are overwhelmingly positive on engagement of students at WLU, familiarizing students with expectations in the sciences/DH, and building professional relationships between faculty and students. Number of majors in biology and chemistry grew from 2014 to 2015 (178 to 182 in biology; 16 to 19 in chemistry). Biology active study and chemistry problem-solving sections support improved performance in entry major's level courses (see activity 3). Overall retention in the sciences from fall 2015 to fall 2016 was 78.8% compared to the university at 70%. Psychology continues intrusive advising and the introduction to professional psychology where students are introduced to factors leading to success in the field and engaged in multiple student activities including the student psychology club and mentoring. Psychology program experienced a slight drop in majors from AY 2014 to 2015 (83 to 71) with the graduation of 19 students 2014 and the overall drop in institutional enrollment.

Challenges: *Lack of manpower for tracking data on individual students progressing from year-to-year. While we can look at overall numbers, we do not have a means (at this time) to identify if those numbers are growing based on specific retention efforts. We are relying on feedback from course evaluations and personal communications/interactions with students.*

Activity 2: *College Recruitment Activities*

- *College of Liberal Arts – Advising guidelines reinforced during faculty meeting, student engagement through workshops, field trips, gallery events, opera productions, readings, competition venues, etc., faculty availability beyond the normal classroom and office hour schedule, partnership with the WLU Center for Arts and Education.*

Revised website, social media accessed, Faculty development book study offered and facilitated "in-house" for Effective Grading by Walvoord and Anderson. (This workshop is the direct result of WLU faculty participating in the fall 2015 HEPC sponsored workshop facilitated by Dr. Anderson). Psychology, College of Liberal Arts, instituted A Taste of CoLA where high school students visited campus and participated in mini-sessions about the various fields in liberal arts including psychology as a recruitment tool. Psychology also implemented Psych Out - Taking Psychology off the Hill designed to expose K-12 students to the field of psychology.

- College of Sciences - Development of new, specialized majors (Zoo Science and Human Biology, for example) has attracted a new population of students to STEM fields. Increased publicity engendered by student achievements at conferences and research competitions, acceptances into graduate and professional programs/job acquisition, and board/licensure passage rates has impacted recruitment positively. A concerted effort to bring to light student achievement in STEM and health fields by the academic departments and public relations has resulted in broader knowledge of our programs and success of current students as well as graduates.

Active study course added for biology to address study skills and motivate in-coming students, recitation course added in chemistry to address problem-solving skills, offering co-requisite math courses for support in entry level math, learning communities established via First Year Experience for biology, chemistry, math, and dental hygiene and nursing are in the planning stages for establishing similar learning communities, tracking students and success rates for active study and recitation; in progress. College of Science assessment information reveals that undergraduate students involved in research projects substantially increased retention for students majoring in the STEM fields. Chemistry and biology held recruitment days for home school students and John Marshall High School.

Challenges: Coordinating faculty time for visitations and working with prospective students is difficult given full faculty teaching loads (many times overloads) and potential costs associated with hosting students on campus.

Activity 3: Active Study, Recitation, and Curricular Changes

Biology - Active study courses for BIO 124, the freshman major's biology course, are in the third year. Originally students were identified for active study based on ACT/SAT Math scores; students were also blocked from entering BIO 124 for ACT/SAT Math scores requiring co-requisite math. To address challenges from previous report and due to limited data, ALL incoming freshmen in biology-related fields are required to take BIO 124 AND the Active Study. Additionally, the active study is tied to each course so that students cannot drop one without the other. These changes have streamlined registration and no longer delay the student in enrolling in the field-specific course due to math performance. Data from fall 2015 suggested that all students, math-challenged or not would benefit from active study. Two sections, one with active study, one without, of BIO 124 taught by the same professor resulted in active study students (math-challenged) outperforming the other students (not identified as math-challenged) by 5 points overall. These results plus the previous challenges prompted the changes for fall 2016. New to 2016 is the development of surveys for students in BIO 124 to determine effect of active study on the student's perception of ability/understanding of science content. Chemistry - Problem-solving recitation (CHEM 010) for CHEM 110 General Chemistry 1 is in its third year. Students are assigned based on ACT/SAT Math scores; students requiring co-requisite math are not permitted to take CHEM 110 or 010 given the heavy math content in chemistry. Fall 2016 data: 62 students in CHEM

110; 11 in CHEM 010. DFW rate 9% for CHEM 010 (1 student withdrew); 39% for CHEM 110. Final grades - students in CHEM 010 + 110 18% A; 45% B; 27% C/ students in 110 only 17% A; 24% B; 20% C. Individual exam scores at C or higher were also more prevalent for 010 + 110 students versus 110 only students (73% v 54% for exam 1; 82% v 66% exam 2; 55% v 44% exam 3; and 82% v 49% final exam). Results illustrate impact of 010 on performance in 110. Psychology - Continued review of curriculum with attention to student feedback on changes (Intro to Prof Psychology, junior seminar, and senior seminar). Additional modifications will require several years of monitoring for curricular change efficacy.

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

Human: All efforts have required commitment from WLU faculty and staff; Physical: Basic facilities at WLU are used (classrooms, grounds, laboratories, study areas); Financial: Challenges - With limited personnel, tracking each student and correlating results to retention efforts is beyond our capacity at this time.

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

Internal: All student services areas have aided the academic departments. The University Retention Committee is also exploring results from the learning community-based FYE sections and the newly launched peer mentoring project.

External: Local schools, home-schooled students, and HSTA

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

Currently degree production overall in STEM fields is increasing - from 2013 to 2014 to 2015, production in STEM fields was 31, 43, 65, by year respectively. Health sciences degree production is relatively consistent due to caps on enrollment specific to specialized accreditation. Increases in health science degree production will be limited by those caps. For example, the MSPAS is limited to 18 students/year; an increase in enrollment is not predicted for the near future due to changed accreditation standards.

- 6. Target Populations:** LI AL UM TS PTS
Degree Areas: Health STEM STEM ED All Degree Areas

1. Provide a brief summary of the strategy.

Improve the outcomes of student requiring math or English developmental education.

The primary goals for developmental math is to provide students with supplemental instruction that directly aligns with their gateway course and decreases the time necessary for them to fulfill their math requirements. In order to accomplish these goals, the strategy included creating three developmental math courses, one that leads to each of the three gateway courses: Introduction to Statistics, Nature of Math, and College Algebra. Additionally, students were to take these courses contiguously.

The primary goal of developmental English is to develop a better co-requisite model for students that will decrease the time necessary for them to fulfill their English requirements. In order to accomplish this goal, students previously enrolled in no credit developmental English will be enrolled a five-hour version of English 101

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

Activity 1: Developmental Math

In the fall of 2015, West Liberty implemented a co-requisite model in statistics and quantitative reasoning. This model includes a blended three-hour course and a two-hour recitation for half of the students in each section who register for one five-credit-hour course. As a result of attending the CCA-HEPC workshops spring 2016 and fall 2015, college algebra is scheduled to follow the co-requisite model beginning in the fall 2017 semester. Upon its implementation, West Liberty's mathematics gateway courses will be fully scaled as co-requisite courses, and all students will be able to enroll in their gateway math course without taking prerequisite(s). Math pathways were established in the fall 2015 semester, so each student is taking a designated math course aligned to his/her intended major.

In this first year of implementation, there is some preliminary and encouraging assessment data to share. In the 2014-15 AY, 199 students took the previous developmental math course (Math 046). Of those students, 107 (54%), passed and were able to move on to their gateway course. In the 2015-16 AY, 115 students took the co-requisite statistics or quantitative reasoning courses, of which 99 (86%) passed with a grade of D or above. The college algebra bound developmental students took the new course Math 139, Introduction to College Algebra. Of 115 students who took that course, 88 (77%) passed. Comparing these two academic years, we can say that 54% of the developmental math population passed a 0 level math course, while 81% of developmental math students passed a 100 level math course under the new models. Despite limited resources and administrative support, we are pleased and encouraged by these results, but believe they can be improved. Barriers to our success include lack of faculty, consistency in the recitation hours, and faculty development. Initially, co-requisite courses were conducted with as many 53 students, but after hearing from experts at the CCA conference, we realized the significance of reduced class size to the success of a co-requisite model.

Our barriers are being addressed since the WLU President's Cabinet approved a requisition to fill a vacant math position. Math faculty are participating in bi-weekly meetings to improve consistency and develop more stringent planning for the gateway courses. Finally, we are optimistic about the statewide HEPC professional development opportunities offered to faculty with co-requisite courses.

Activity 2: Developmental English

Developmental English: Since 2013, the Department of Humanities has continued its efforts to develop a better co-requisite model for students who previously needed to take non-credit remedial writing courses. Last year the course descriptions for ENG 101 were altered to make the course hours vary, meaning ENG 101 could be taken as a three or five-hour course. Like in Math, students who were previously enrolled in ENG 075 for no credit hours are now enrolled in a five-hour version of ENG 101. In 2014-16, these extra hours were primarily taught by adjuncts, but in 2016-17 the co-requisite classes are primarily being taught by full-time faculty members.

Although the co-requisite model has been used (in some form) in WLU composition program since 2013, the Department of Humanities has not used the same method of delivery two years in a row, making it difficult to compare the results. That being said, early indications suggest that the co-requisite model, regardless of the method, is successful. Whereas pass rates were well under 50% before the co-requisite model was adopted, and now we are now seeing close to 90% completion rates in our five-hour composition courses.

Challenges are more logistical in than anything else, particularly when it comes to scheduling (both for students and faculty). Working a five-hour class into the schedule is obviously more complicated than a "normal" three-hour course, so we are constantly working to make this process easier for students and faculty.

Activity 3: *Representatives from Math and English, as well as WLU administrators, attended a co-requisite conference hosted by the West Virginia Higher Education and Policy Committee on September 7-9, 2016. During this conference, team members worked with a facilitator (provided by Complete College America) who helped lead the team through a series of questions related to school resources and objectives. The team identified several ways in which the school could continue improving its efforts to implement co-requisite class including additional faculty, smaller class sizes, and strengthened student-support services.*

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

Human: Mathematics and English faculty, WLU students and WLU administration; Physical: WLU facilities and mathematics and English computer labs; Financial: Cost of hiring an additional faculty member

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

West Liberty faculty, staff and administration created a co-requisite steering committee chaired by Scott Cook, Vice President of Student Services and Registrar. Goals include: expanding data collections to measure the effectiveness of the co-requisite models adopted and communicate developmental education changes implemented to the campus community.

West Liberty faculty and administration collaborated with the HEPC, other faculty in the State, and facilitators at the CCA-HEPC workshop. WLU faculty came away from the conference with the following suggestions: hire additional faculty, reduce class size, and strengthen student-support services.

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

Mathematics: We are still short an adjunct who previously taught 21 credit-hours per year, but an additional faculty member will help reduce our class sizes moving forward. We have learned that coordination and collaboration are essential, but this does create an additional time commitment for faculty workloads.

6. Target Populations:

LI AL UM TS PTS

Degree Areas:

Health STEM STEM ED All Degree Areas

1. Provide a brief summary of the strategy.

Increase the number of new students by using both internal and external resources in a cross-functional approach to develop new initiatives aimed at increasing overall student population.

WLU is implementing activities to increase overall enrollment and also in important target populations. Since we have become more tuition dependent, enrollment increase is critical to the financial stability of the institution. We have seen dropping enrollments in many of our feeder schools, which requires activities to address these issues. We are looking to increase the number of students by using both internal and external resources.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?
- Activity 1:** *Recruiting and Retention Teams are established in each of our academic colleges that are working collaboratively with our Admissions & Recruitment Office.*

The teams consist of faculty members representing various academic programs within each respective college. The teams work with local area high schools to connect with students interested in majors within their respective colleges. Campus visits are planned that will accommodate the student's interest with specialized recruiting programs. The teams also visit local feeder schools to speak with prospective students who are interested in majors within their college. In addition, the recruiting teams participate in on campus admissions programs and conduct follow-ups with applicants.

This is the first year the academic college recruitment teams are actively established, and the impact on overall enrollment is yet to be realized. However, the number of high schools visited and the success of our on campus programs will be assessed by the Admissions and Recruitment Office.

WLU faculty visited John Marshall High School for one full day of teaching classes in English, Chemistry, etc. Faculty were instructed to teach at the college-level to give high school students a better idea of the college curriculum. The initial response from faculty and students was positive, and several WLU faculty have expressed an interest in participating in another "invasion." Most faculty commented that they made valuable contacts with John Marshall faculty, some of whom were West Liberty Alumni. We are hopeful that these valuable contacts will result in more collaboration between WLU & JMHS faculty. A surveys will be used to assess the success of this initiative, and if necessary, make adjustments. In addition, student participants will be tracked to determine if any of them enroll at WLU in the future, and if their decision to attend West Liberty was influenced by this activity.

Activity 2: *West Liberty currently does not have a customer relations management system for communicating, engaging and tracking information on prospective students, but we are in the process of implementing Radius, from Hobsons. We signed a contract in May of 2015 to begin implementation. We are in the process of building data fields and an on line application. Weekly meetings take place every Wednesday. We will begin testing in October.*

Once fully implemented, Radius will provide a fully functional on line application for undergraduate, graduate and international students. It will also improve communication with prospects, recruits and applicants. Personalized communication will be available for all campus employees to use when communicating with these populations.

Full implementation of Hobsons Radius CRM is ongoing and has significantly improved the business operations of West Liberty's Admission's Office. Offering a true on-line application process to our customers is providing West Liberty's Admissions staff with the ability to track and target communication with prospective students. The application process for graduate students was implemented through Radius in the fall of 2016. Applications for all other students will open in the spring of 2017. In addition to tracking and communicating with prospective students, radius was used in the fall 2016 semester to assist with admissions event planning.

Activity 3:

College Retention/Recruitment Committees: Some of the retention measures implemented in each college are as follow:

- **Gary E. West College of Business** - Improved advising sheets, faculty participated in advising training offered by the Registrar, curriculum revisions based on assessment data and student feedback, and increased student activities within the GEW College of Business
 - **College of Liberal Arts** - Revised website, social media accessed, Faculty development book study offered and facilitated "in-house" for Effective Grading by Walvoord and Anderson. This workshop came about as a direct result of West Liberty faculty participating in the fall 2015 HEPC sponsored workshop facilitated by Dr. Anderson, and funding for the workshop is provided through the HEPC Assessment Grant.
 - **College of Sciences** - Active study course added for biology to address study skills and motivate in-coming students, recitation course added in chemistry to address problem-solving skills, offering co-requisite math courses for support in entry level math, learning communities established via First Year Experience for biology, chemistry, math, and dental hygiene and nursing are in the planning stages for establishing similar learning communities, tracking students and success rates for active study and recitation; in progress. College of Science assessment information reveals that undergraduate students involved in research projects substantially increased retention for students majoring in the STEM fields.
 - **College of Arts and Communication** - Advising guidelines reinforced during faculty meetings, student engagement facilitated through workshops, field trips, gallery events, opera productions, readings, competition venues, etc., faculty availability beyond the normal classroom and office hour schedule, and partnership with the WLU Center for Arts and Education.
3. **What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?** We have employed staff from IT Services, faculty and the Enrollment Services Division to address these activities. Funding for the Radius project has been secured and approved by our Board of Governors
 4. **Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy.** We are collaborating with Hobsons, our

external vendor, for Radius. We are also working with local high schools (Wheeling Park, Brooke, John Marshall and others). Internally, faculty, IT Services, Finance Dept. and our Enrollment Division, are collaborating on these activities.

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

West Liberty experienced an encouraging and exciting enrollment development with an 11% increase in new students this fall. Enrollment services will continue to assess enrollment success by looking at new student populations, high school graduate enrollment, and enrollment data. Moving forward, data provided through Radius will assess the success of the CRM with on-line application numbers, communication interaction and event attendance. The 2016-17 academic year is established as our baseline year for review of assessment information.

6. **Target Populations:**

LI AL UM TS PTS

Freshmen and high school seniors

Degree Areas:

Health STEM STEM ED All Degree Areas

1. Provide a brief summary of the strategy.

Enhance and expand the existing faculty professional development program to encourage and enable more and higher quality scholarly activity by the faculty. This strategy will broaden the current internal mini-grant program, modify the guidelines and processes for awarding travel funds related to scholarship, expand on-campus support for research, and emphasize the dissemination of faculty research results and artistic creation.

Create a system to quantify faculty scholarship

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted?

What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1: The faculty development budget was eliminated for the 2015-16 academic year. Provided budget return, mini-grants and faculty development funding will be increased. No additional assessment can be conducted and no additional actions taken due to the elimination of the budget.

Funding to support faculty professional activity is restored for 2017, albeit at a reduced level. Funds were distributed to the academic college budgets to be distributed based on a system of application and review established within each academic unit and with the oversight of the college dean. The faculty mini-grant program is also reestablished for the fall of 2016, and a committee will review applications and award a limited number of grants.

Activity 2: The original course release application process included here as part of the original strategy is not feasible or recommended considering budget constraints. A revision is included for a process of quantifying faculty scholarship data that is necessary to assess faculty development annually. The Provost is collaborating with the deans and department chairs/program directors to establish a standardized process for reporting faculty professional activity at the conclusion of each academic year. This process will be in place for the spring of 2017 and include a method for quantifying faculty scholarship activities.

Activity 3: Currently, the Office of the Provost notifies faculty of possible external grant funding opportunities when notified. However, a more systematic method of notification is being considered for the future.

3. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes? Human: WLU faculty and administration Board of Governors, and Research Corporation staff; Physical: WLU facilities; Financial: NA

4. Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy. Faculty, professional development committee, Dean’s Council, Provost Office, Chair’s Council, administration and Research Corp.

- 5. Target Populations: [] LI [] AL [] UM [] TS [] PTS
Degree Areas: [] Health [] STEM [] STEM ED [X] All Degree Areas

1. Provide a brief summary of the strategy.

Provide student programming and services such as academic success classes, tutoring programs, and counseling. All services are designed to improve the student's chances for academic success, social interaction, commitment to degree completion, and financial literacy.

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

Activity 1: *Hilltopper Academy continues to increase collaboration with faculty and adjust to curriculum changes. Due to the implementation of the co-requisite model and subsequent elimination of developmental courses, adjustments were made to support these strategies. For example, rather than a single group of students for mathematics, they were divided into two groups, depending on major and general studies requirement for STEM and non-STEM tracks. Pre- and post-tests were administered and 44% improved their scores as a result of their Academy participation. In fact, one student's math scores were high enough on the Math Asset test to be removed from the co-requisite group altogether. In addition, survey results indicated that the students felt they were better prepared for college as a result of their Academy participation.*

Activity 2: *Team building activities were expanded to incorporate even more faculty and provide exposure to most academic colleges at WLU. These activities provide Academy participants with an opportunity to meet faculty, student leaders, and network with alumni, and connect to both WLU and the local community. Program activities included:*

- **Oglebay Park Good Zoo** - *Students were provided information about West Liberty exciting new Zoo Science program, and they participated in a supervised animal encounter.*
- **Murder Mystery** - *Students participated in a campus tour with a unique twist. Clues to a murder mystery were planted around campus, and as students progressed through the tour, they collected the clues and solved the mystery.*
- **WLU Theater** - *Presented a performance for Academy participants that was written and directed by West Liberty faculty.*
- **Wheeling Entrepreneurship Tour** - *Visited winners from the Gary E. West College of Business Pitch Contest.*

Activity 3: *College Retention/Recruitment Committees: Some of the retention measures implemented in each college are as follow:*

- **Gary E. West College of Business** - *Improved advising sheets, faculty participated in advising training offered by the Registrar, curriculum revisions based on assessment data and student feedback, and increased student activities within the GEW College of Business*
- **College of Liberal Arts** - *Revised website, social media accessed, Faculty development book study offered and facilitated "in-house" for Effective Grading by Walvoord and Anderson. This workshop came about as a direct result of West Liberty faculty participating in the fall 2015 HEPC sponsored workshop facilitated by Dr. Anderson, and funding for the workshop is provided through the HEPC Assessment Grant.*
- **College of Sciences** - *Active study course added for biology to address study skills and motivate in-coming students, recitation course added in chemistry to address problem-*

solving skills, offering co-requisite math courses for support in entry level math, learning communities established via First Year Experience for biology, chemistry, math, and dental hygiene and nursing are in the planning stages for establishing similar learning communities, tracking students and success rates for active study and recitation; in progress. College of Science assessment information reveals that undergraduate students involved in research projects substantially increased retention for students majoring in the STEM fields.

- **College of Arts and Communication** - Advising guidelines reinforced during faculty meetings, student engagement facilitated through workshops, field trips, gallery events, opera productions, readings, competition venues, etc., faculty availability beyond the normal classroom and office hour schedule, and partnership with the WLU Center for Arts and Education.

3. **What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?** *Financial: Both programs are funded through the university budget; Hilltopper Academy also received grant support from Higher Education Policy Commission this past year; Human: Staff members from the Learning and Student Support Center (a division of Enrollment and Student Affairs led by Scott Cook) coordinate Hilltopper Academy and instruct the academic probation course. Learning and Student Development Center staff are also responsible for assessment and continued improvement for these activities; Physical: Participants in Hilltopper Academy stay in residence halls, dine in the campus cafeteria, and attend class in university buildings. Students are taken off campus to Raccoon Creek State Park to participate in a low ropes course and also visit several area businesses in downtown Wheeling (described below.) Students enrolled in the academic probation course utilize all on campus resources (Library, Learning and Student Development Center, classrooms.)*

4. **Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy.** *Multiple internal and external collaborations are supported through Hilltopper Academy. Faculty from the Math and English Departments instruct the academic portions of the program. Students with specific academic interests or declared majors meet with WL faculty from their areas of interest and get acquainted at an informal luncheon meeting. Housing and Student Life staff assist move-in, check-out, and transportation. College Retention Committees are provided with information on best practices and training for improved student advising.*

Students are given an opportunity to meet successful alumni this year through a new external collaboration. Director of the Center for Entrepreneurship tour. Students toured and spoke with the owners of the Wheeling Brewing Company, Clutch Gaming and Mmm...Popcorn about the challenges and rewards of entrepreneurship. Students also visited Goo Zoo at Oglebay Park as part of the formal partnership with WLU Zoo Science Program.

5. **Target Populations:** LI AL UM TS PTS
 Freshmen
 At risk students
- Degree Areas:** Health STEM STEM ED All Degree Areas

1. Provide a brief summary of the strategy.

As West Liberty's graduate programs continue to grow and develop, creating a graduate program culture and infrastructure becomes increasingly important. Beginning in the fall of 2016, West Liberty will offer a total of five graduate programs, and additional programs are being developed in biology and dental hygiene. The growth of West Liberty's graduate programs has led to a campus-wide quality initiative for the development of a graduate program substructure. Initiatives include a strategic plan that integrates with the University strategic plan, development of graduate services, and a time line to address the unique needs of graduate students while simultaneously providing resources to the entire campus community. This quality initiative is implemented by a select group of faculty, administration, staff and students.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted?

What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1: *Develop a governance structure and establish a distinct mission, student handbook, and student association for graduate education. Mission and vision statements for all graduate programs are reviewed and approved at all levels, and these statements are in alignment with those of the University. An overall graduate studies mission and vision statement will be developed with the creation of the Office of Graduate Studies in the summer of 2016. A graduate student association was formed in the fall of 2016, and a graduate student handbook should be available in the 2016-17 AY.*

Activity 2: *Establish parameters to separate graduate and undergraduate policy/procedures to enhance the graduate program infrastructure and directly affect day-to-day implementation. The Graduate Council was created in the fall of 2015 and has primary responsibility for curriculum approval, faculty qualifications, and for making recommendations for policy additions and/or modifications. In the last three years, several policies have been revised to address faculty responsibilities for professional activity and service, and online course obligations. Revised policies include: Policy123 (Protocol for Submitting/Revising Policy), 210 (Teaching Loads), 214 (Annual Evaluation of Faculty), 216 (Tenure), 217 (Promotion), 252 (Credit Hour Definition), and 253 (Faculty Qualifications). The Office of Graduate Studies will review institutional standing committees to determine if any are in need of a graduate student representative for the 2016-17 AY.*

Activity 3: *Develop consistent operations procedures/Student and Enrollment Services and Graduate Orientation. The implementation of DegreeWorks and Radius (CRM) has greatly increased student and enrollment services support for graduate programs. A graduate orientation is established within each of the five programs. During the 2016-2017 academic year, support services will continue to be developed with input from the newly formed graduate student association.*

Establish a graduate budget: University Procedure 10 (Budget and Planning) ensures participation in the budget planning process by all programs. Each of the graduate academic programs has a separate budget. The Office of Graduate Studies will develop a budget for FY18.

Graduate Assistantship (GA) Positions: Structure and Awarding-Procedure 254 (Graduate Assistantships) was approved in May 2016 which includes the process by which GA positions are established, the student application process, and appointments. In summer 2016, the President's Cabinet approved several new GA positions. These positions are streamlined through the hiring and evaluation process, which is overseen by the Office of Graduate Studies.

No need for 24-hour access for graduate study-From graduate student input, it was determined that there is not currently a need for a study area with 24 hour access for all graduate programs at this time. The Library Strategic Planning Committee, which includes graduate program representation, will be determining the possibility of increased library hours during the 2016-17 academic year.

- 3. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes? Human: West Liberty faculty, staff and students; Physical: West Liberty Main Campus and the Highlands Center; Financial: Creation of a dedicated budget. Decreased funding from the state requires individual graduate programs and the Office of Graduate Studies to be more creative with methods of recruiting, retaining, and meeting the needs to graduate students. Social media, websites, and emails are utilized often.

- 4. Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy. Internal collaborations include the implementation of a campus-wide quality initiative that consisted of the Provost, Graduate Council, Graduate Program Faculty, Human Resources, Students, Staff, Library Personnel, Enrollment and Student Services, Learning and Student Development Center, Athletics, Institutional Advancement, Distance Education, IT Services, Student Government Association, and the Highlands Center.

External collaborations include: RESA VI and MAEd faculty collaborated on a WV Leaders of Literacy grant to train 20 teachers from 5 area counties with research-based instructional strategies aligned with early foundational reading skills that will lead to an increase in student reading proficiency levels. RESA VI and MAEd faculty are collaborating on an Alternative Certification program to provide professional development for WV teacher certification and is the only program in the state, which can lead to a master's degree. The MAEd program collaborates with local area schools for field placement experiences in numerous courses. The Center for Arts in Education has obtained grant funding to provide area educators with professional development in the form of graduate courses. The Physician Assistant program collaborates with area hospitals for clinical sites. Dr. Jack Kirby, Director of Graduate Studies at Fairmont State University, met with the Graduate Council in March 2016, to share his experiences and challenges of graduate program structure and development.

- 5. Target Populations: Degree Areas: LI AL UM TS PTS Health STEM STEM ED All Degree Areas Master's Degree

1. Provide a brief summary of the strategy.

Purchasing Ellucian-Degree Works is an ongoing goal for the University that was realized in the 2015-16 academic year. This comprehensive academic advising, transfer articulation, and degree audit solution that aligns students, advisors, and institutions to a common goal and assists them with on time degree completion. In addition, West Liberty is committed to improving graduation rates through the development and implementation of successful student programming services.

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

Activity 1: Funding is secured for Ellucian-Degree Works and the initial implementation and software installation began in the summer of 2015. After initial implementation and staff training is complete, advisor/advisee training will begin and final implementation is scheduled for spring of 2016. Training schedule is as follows: Summer 2015: scribe readiness, decision planning training, technical training, and three functional trainings; September 2015: scribe training, student educational planner training, and technical; fall 2015: Advisor/advisee training; December 2015: Three catalogs scribed; spring 2016: Student “go-live” implementation

Degree Works was introduced to a sample group of Deans and Chairs in February 2016. They were asked to assess the majors within their respective colleges and provide feedback on whether or not the information was scribed correctly according to catalog and curriculum changes. This group was given a three-week time frame after which any corrections would be sent to the main scribe for Degree Works. Prior to fall 2016 pre-registration scheduled in March of 2016, five trainings were held for all academic advisors with a 50% attendance rate. After pre-registration, five student training sessions were offered on campus. The Registrar's Office successfully utilized DegreeWorks for May 2016 graduation evaluations, and as a result, degree works significantly increased efficiency and reduced labor and time for Office personnel. In the fall of 2016 students will be trained in Freshmen Experience courses, and additional training will be offered for advisors and students. The most recent University catalog is being scribed into Degree Works, and when it is finished, a total of four catalogs will be online in Degree Works.

Activity 2: Student Programming: Student involvement in campus activities promotes a sense of community and commitment that will improve overall college experience and successful degree completion. The Office of Housing and Student Life (HSL) provided various support services to assist students in becoming engaged and connected to WLU. Programming consists of a variety of events, including athletic/intramural, personal wellness, educational, academic support, entertainment, and community building. Programming models such as this assist with retention of students, and ultimately assist in keeping students through to graduation. Through collaboration with various clubs, organizations, departments, and off campus organizations/businesses, the HSL works to be inclusive of all cultures, ethnicity, and socioeconomic backgrounds in activities outside of the typical classroom experience. Events include study sessions, educational events on alcohol, drugs, and other risky behaviors for college students, intramural events, celebration of various awareness months (i.e. domestic violence, black history, sexual assault, autism awareness, etc.) and diversity awareness

(including but not limited to, race, gender identity, sexual orientation, religion, nationality, ethnicity, and socioeconomic).

Additionally, the Learning and Student Development Center (LSDC) offers regular support services and events to assist students in their academic pursuits. The LSDC offers tutors for most classes, and works to provide additional needs to students with specific accommodations requests, such as note-taking, and special test-taking needs. This assists the student population in academic success leading to their eventual graduation. The LSDC offers career services through job fairs and posting information through various means on job opportunities for students after graduation. The LSDC holds a senior graduation fair for all students who are planning to graduate to assist them as they successfully matriculate. Finally, the LSDC provides academic advising and support, specifically for the undeclared majors. These "at risk" students receive assessments designed to help them select a major as early as possible.

Activity 3: International Student Support: *The International Student Office (ISO) provides specialized support services and collaborates with other on and off campus entities to meet the various needs of international student. Some services include transportation, setting up a bank account, securing a social security number, obtaining a driver's license and similar documents. Assistance is also provided for personal needs such as shopping for clothes, housewares, food, etc. Programs are provided to assist international students with integrating into the campus community. The ISO collaborates with the Learning and Student Development Center to provide academic support of all kinds including tutors. All of these services and activities serve to increase retention and graduation rates for international students.*

Host families are recruited to house international students in friendly home environment. This service not only expands the cultural awareness of the international student, but also that of the host family. The ISO is in its second year of recruiting host families, and has increased the host family numbers from one to four. The ISO collaborates with five different exchange programs whose students attend, but are not degree-seeking. While they are here, these students are encouraged to become degree seeking. One exchange student will graduate in May of 2017 and two others are working toward becoming degree-seeking. The ISO distributed a satisfaction survey and responses were favorable in the areas of academic support, services, and staff and faculty assistance.

3. **What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?** *Activity 1: Ellucian-Degree works purchased by the University; Registrar's Office, Chief Technical Officer, IT, WLU staff, Degree Works staff, and a representative from WVNET; Activity 2: Housing and Student Life, Learning and Student Development Center, WLU faculty and staff, outside vendors and businesses; Activity 3 - International Student Office, Learning and Student Development Center, Housing and Student Life, WLU faculty and staff, host families.*
- 4.
5. **Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy.** *Activity 1: Ellucian-Degree works purchased by the University; Registrar's Office, Chief Technical Officer, IT, WLU staff, Degree Works staff, and a representative from WVNET; Activity 2: Housing and Student Life, Learning and Student Development Center, WLU faculty and staff, outside vendors and businesses; Activity 3: International Student Office, Learning and Student Development Center, Housing and Student Life, WLU faculty and staff, host families.*

Strategy Updates: Progress Toward Degree

1. Provide a brief summary of the strategy.

It is critical for West Liberty to retain and progress students towards degree. We have implemented a strategy to retain more students and assist them with progressing towards a degree by focusing on academic advising and completing 30 hours per year.

Provide multiple opportunities for disseminating information to first-time freshman regarding the benefits of maintaining 15+ credit hours per semester, and preregistering for 15+ every semester. Academic affairs and faculty advisors will collaborate to address this issue and insure students receive ongoing reminders and information throughout their first-year and beyond of the need to maintain a minimum of thirty hours per year to finish on time.

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

Activity 1: *It is critical for West Liberty to retain and progress students towards degree. We have implemented actions to retain more students and assist them with progressing towards a degree by focusing on academic advising and completing 30 hours per year.*

Freshman Experience/College 101 is a requirement for all first-time freshmen. During this course, "15-to-Finish" is strongly emphasized. Students are educated concerning the necessity of carrying a minimum of 15 semester hours to graduate on time and the benefits of doing so. A new requirement for academic scholarship renewal, added this year, is completion of 30 semester hours for the academic year, and this matches the PROMISE Scholarship requirement.

Assessment data will be a review of freshman academic records to determine if 30 semester hours (15 per semester) are completed. Fall 2015 is the baseline year and this data will be compared on an annual basis as part of the Institutional Enrollment Report completed in November and disseminated internally.

Activity 2: *Academic Advisor training is ongoing, but the training has shifted to DegreeWorks implemented in 2015-16. This technology will assist the faculty and staff with efficient and timely processing of student's course evaluations, and thereby prevent students from costly scheduling mistakes that could affect their ability to complete their degree on time.*

The Registrar's Office successfully utilized the DegreeWorks for May 2016 graduation evaluations, and as a result, degree works significantly increased efficiency and reduced labor and time for Office personnel.

In the fall of 2016 students in Freshmen Experience courses will receive DegreeWorks training, and additional sessions will be offered for advisors and students. The most recent University catalog is being scribed into Degree Works, and when it is finished, a total of four catalogs will be online in Degree Works.

3. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes? We have employed faculty and staff from WLU to teach the COLLEGE 101 course. We have also utilized information and resources made available from the Higher Education Policy Commission.

4. Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy. *Faculty, student service staff, DegreeWorks staff, and enrollment service staff collaborated on these projects. As part of a collaborative effort with academic affairs, sections of Freshmen Experience are identified for*

majors in music, dental hygiene, biology and natural sciences business, and health and physical education. Faculty from these disciplines teach the students in dedicated sections designed to bring student and faculty with similar interests together in the classroom as early as possible.

6. **Target Populations:** LI AL UM TS PTS
Degree Areas: Health STEM STEM ED All Degree Areas

1. Provide a brief summary of the strategy.

Research & Development Strategy: Encourage and support faculty in their endeavors to engage in research and related academic writing and publishing, and increase the number of successful grant submissions and revenue.

Activity 1: *The Faculty Workshop Series on Research and Development will provide opportunities for West Liberty University faculty to access information and resources and develop skills in the area of research, related academic writing and publishing, and the grant process (identification of opportunities, submission preparation, budgeting, and project implementation). Opportunities for internal and external collaborations and partnerships will also be discussed during the workshops.*

The members of the COMPACT Research and Development Committee did not present any formal programs during the 2015-2016 academic year. However, individual members of the committee did respond to requests for information, resources and support from individual faculty members.

The College of Sciences and College of Education co-hosted a writing grants workshop open to all faculty and staff. Additionally, some departments maintain a research seminar series.

On July 1, 2016, Ms. Angie Zambito-Hill became Executive Director of the West Liberty University Foundation. During the fall 2016 Semester, Ms. Zambito-Hill presented five Foundation Fund Manager Training Sessions for faculty and staff. She also established a process for faculty to submit funding need requests to the Foundation and an approval process for any fund raising activities being planned.

During the spring 2017 semester, the Committee, in partnership with the West Liberty University Foundation, will offer a series of workshops to provide West Liberty University faculty with access to information and resources and develop skills in the area of research, related academic writing and publishing, and the grant process (identification of opportunities, submission preparation, budgeting, and project implementation).

Activity 2: *West Liberty College of Sciences encourages faculty research that is undergraduate-driven. When possible, faculty performing grant-supported research are given course-load reductions. College of Science faculty reported a total dollar value of \$1,124,226 for externally sponsored research in the HEPC Report Card for the 2015-16 AY. This externally sponsored research supported a headcount of 66 undergraduate students and 16 faculty in funded projects. Faculty development funds are available for publication costs, attending scientific meetings, grant writing workshops or to pay for publication costs.*

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?
3. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes? *Human: Employees of West Liberty University and the West Liberty Foundation; Physical: Campus facilities; Financial: no expenditures*
4. Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy. *West Liberty staff and the WLU Foundation.*

Strategy Updates: Student Loan Default Rate

1. Provide a brief summary of the strategy.

Provide financial literacy (detailed financial aid package) to prospective students and their parents during financial aid events and Open House, and provide one-on-one counseling during summer orientations programs.

Strategy I: Focuses on providing financial literacy to students who are not yet enrolled at the University. It includes providing college financial planning information to local high school students and parents during financial aid nights and Open House events, providing a detailed financial aid package, and one-on-one counseling during summer orientations programs.

Strategy II: The core of the enrollment phase of the financial aid comprehensive plan is expanding the financial literacy program within the freshmen First-Year Experience Course and on-campus. There will also be a Financial Literacy Course available on campus to all students.

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

Activity 1: Financial Literacy: *Prior to enrollment at WLU, financial planning for college is provided at local area high schools. Presentations on financial aid are included at University Open House events and during summer orientation in one-on-one financial aid counseling sessions that include an estimated out-of-pocket cost analysis. Accepted students receive an award letter that further explains available grants, loans, and scholarships.*

Financial Literacy: During financial aid nights at local area high schools and during campus Open House events, high school seniors and their parents participate in financial aid group counseling sessions. Individual counseling is also available. The intended outcome is for students and parents to leave these events with a better understanding of financial aid, loan borrowing and repayment before enrolling at WLU. After the summer programs, students and parents are surveyed about the effectiveness of the counseling sessions they attended. On average, a 4.11 out of a possible 5 was scored on understanding of financial aid and expenses in 2014. In 2015, an average of 4.69 overall was scored, and is an improvement over 2014 results.

Time constraint is the biggest challenge for West Liberty Financial Aid initiatives. For example, during summer orientation all parents and students want to meet individually with a financial aid counselor. Although every effort is made in the time allowed, it is not always possible for West Liberty's three financial aid counselors to meet with every family individually. Consequently, we have partnered with the Office of Housing and Student Life to include more time into the orientation schedule to focus on financial aid counseling.

Another challenge that may become more apparent in the final years of compact reporting is declining numbers in the upcoming graduating classes. Fewer graduating seniors could increase our CDR's for student cohorts entering repayment.

Activity 2: Financial Literacy in First-Year Experience: enrolled students are required to attend First Year Experience where they receive personal finance and budget information and learn the impact of SAP on their financial aid. Students are encouraged to enroll in the Financial Literacy Course offered in the Gary E. West College of Business to further expand their knowledge of finances.

Prior to graduation or if a student withdraws, each are provided the opportunity to participate in one-on-one counseling. WLU has established a relationship with Inceptia, thanks to HEPC funding, to further counsel and educate students on repayment plans for delinquent or defaulted loans

Students in Freshmen Experience are required to attend a presentation during their first semester by the Director of Financial Aid on credit card use, default consequences, SAP Policy and budgeting while in school. Students are assessed in class after attending the presentation. As a result of these presentations, the Financial Aid Office staff has noticed an increase in questions from freshmen about how to reduce their load debt and how to increase their opportunity for scholarships. Students are also required to complete an online "Financial Avenue" course. Scores have increased over 30 points since the Director of Financial Aid began making presentations to the students in Freshmen Experience.

Activity 3: Optional 3-hour Financial Literacy Course: Students are encouraged to enroll in the course offered in the Gary E. West College of Business to further expand their knowledge of finances. Students who have participated are more knowledgeable about the actions they can take to reduce their loan debt before and after graduation.

3. **What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?** Human: WLU faculty and administration, Board of Governors, Research Corporation staff; Physical: WLU and local high school facilities; Financial: Travel expenses
4. **Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy.** University and high school/Financial Aid Night, admissions and financial aid staff/Open House and Award Letter, Student Life and Financial Aid/summer orientations, Learning and Student Development Center, Office of Housing and Student Life, HEPC/[Inceptia](#)
5. **Provide any additional information or comments related to this strategy.** West Liberty University is beginning to realize a decline in the cohort default rate as a result of the numerous default rate strategies and activities that have been established. Consequently, West Liberty is experiencing positive, measurable outcomes as a result of implementing these Compact strategies.

Additional measurable outcomes include group counseling survey results increasing from 4.11 in 2014 to 4.69 in 2015, and student test scores for the online Financial Avenue course increasing on average by over 30 points as a direct result of students attending at the Financial Aid presentation in Freshmen Experience.

As we focus on specific target populations, West Liberty, like other institutions in the State, are challenged by decreasing budgets. However, the Financial Aid Office is fortunate to have an important partnership with the HEPC and [Inceptia](#). HEPC funding has allowed us to continue this valuable partnership with Inceptia, and we are experiencing a decrease loan default and delinquency for our graduates as a result.

7. **Target Populations:** LI AL UM TS PTS
 Freshmen and High School Seniors
- Degree Areas:** Health STEM STEM ED All Degree Areas