A. Access to Higher Ed: Increase educational access for traditional and non-traditional West Virginia students.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Metrics</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENROLLMENT Increase enrollment overall, and specifically in important target populations</td>
<td>Increase Enrollment For: (1) Headcount (2) Annualized FTE (3) 1st-time freshmen Target Populations (a) low income (b) Underrepresented Racial/ethnic minorities (c) UG adults age 25+</td>
<td>(Fall 2014) Prepare one campus strategy for improvement and incorporate collaboration, fiscal responsibility, and assessment. The strategy must include activities that address at least one of the target populations: (a) low-income, (b) underrepresented minority, or (c) adult students. Annually a. Submit quantitative data on metric progress with explanation for that progress b. Report on the progress of the strategies including implementation and outcomes of assessment and actions to be taken based on that assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Target 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Headcount</td>
<td>2,400</td>
<td>2,508</td>
<td>2,645</td>
<td>2,738</td>
<td>2,788</td>
<td>2,794</td>
<td>2,780</td>
<td>2,820</td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,973</td>
<td>1,918</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>821</td>
<td>862</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Annualized FTE</td>
<td>2,231</td>
<td>2,358</td>
<td>2,493</td>
<td>2,615</td>
<td>2,628</td>
<td>2,679</td>
<td>2,702</td>
<td>2,652</td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,818</td>
<td>1,786</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>862</td>
<td>915</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>1st Time Fresh HC</td>
<td>476</td>
<td>552</td>
<td>577</td>
<td>534</td>
<td>555</td>
<td>526</td>
<td>501</td>
<td>525</td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>372</td>
<td>358</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>154</td>
<td>143</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Low-Income HC*</td>
<td>844</td>
<td>859</td>
<td>1,020</td>
<td>1,166</td>
<td>1,165</td>
<td>1,076</td>
<td>1,119</td>
<td>1,170</td>
<td></td>
</tr>
<tr>
<td>Underrepresented Racial/Ethnic Total</td>
<td>118</td>
<td>109</td>
<td>117</td>
<td>137</td>
<td>152</td>
<td>147</td>
<td>192</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>91</td>
<td>90</td>
<td>89</td>
<td>110</td>
<td>122</td>
<td>113</td>
<td>136</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>21</td>
<td>16</td>
<td>24</td>
<td>24</td>
<td>25</td>
<td>31</td>
<td>26</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Multi-Racial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.</td>
<td>.</td>
<td>23</td>
<td>NA</td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>2</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Fall Adult (25+) HC</td>
<td>333</td>
<td>290</td>
<td>310</td>
<td>346</td>
<td>317</td>
<td>317</td>
<td>318</td>
<td>360</td>
<td></td>
</tr>
</tbody>
</table>

Committee: Scott Cook, Chair; Brenda King; Katie Cooper; Marcella Snyder; Sara Sweeney
### HEPC Metric Definitions:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount enrollment: Fall headcount enrollment</td>
<td>Fall end-of-term headcount enrollment</td>
</tr>
<tr>
<td>Annualized FTE enrollment: Sum of Summer, Fall, and Spring end-of-term FTE divided by 2.</td>
<td>First-time freshman headcount enrollment: Fall end-of-term headcount enrollment of students designated as first-time freshmen in registration type on the student file.</td>
</tr>
<tr>
<td>Low-income student headcount enrollment: Fall end-of-term headcount enrollment designated as having received a Pell Grant during that academic year at that institution. This data element will be provided directly from institutions due to the timing of the financial aid file submission.</td>
<td>Underrepresented minority student headcount enrollment: Fall end-of-term headcount enrollment designated in the student file as being from one of the following racial/ethnic minority groups: Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial. For years prior to the new IPEDS race/ethnicity categories, the Asian and Pacific Islander category is not included.</td>
</tr>
</tbody>
</table>

### Enrollment Rationales (submitted fall 2013)

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headcount:</strong> During the fall 2013, our early enrollment headcount indicates a drop in enrollment for the first time in eight years. We are also experiencing a decline in graduating classes in many of our feeder high schools. Although we are developing additional graduate programs, it is difficult for us to forecast a significant increase at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>FTE:</strong> During the fall 2013, our early enrollment headcount indicates a drop in enrollment for the first time in eight years. We are also experiencing a decline in graduating classes in many of our feeder high schools. We are also seeing more students enrolling part-time in order to hold down a part-time job. We have changed our class schedule format to the traditional MWF – TTH class times in order to try and give students more flexibility with their class scheduling. However, at this time we are not sure of the immediate impact this will have on FTE.</td>
<td></td>
</tr>
<tr>
<td><strong>First-time freshmen:</strong> During the fall 2013, our early enrollment headcount indicates a continued drop in first time freshman enrollment. We are experiencing a decline in graduating classes in many of our feeder high schools. We are also seeing more students enrolling part-time in order to hold down a part-time job. We have changed our class schedule format to the traditional MWF – TTH class times in order to try and give students more flexibility with their class scheduling. However, at this time we are not sure of the immediate impact this will have on FTE.</td>
<td></td>
</tr>
<tr>
<td><strong>Low Income:</strong> We believe we may have plateaued in this area. We are seeing an increased number of low income students with significant need opt to attend community colleges due to costs. We are also seeing many students attending community colleges one a year or two to keep loan debt to a minimum. The Federal Pell Grant has not kept pace with the increase in costs, making enrollment difficult for some low income students.</td>
<td></td>
</tr>
<tr>
<td><strong>Underrepresented:</strong> We have seen an increase in this area and believe we will continue to grow as we expand our recruiting efforts into more urban areas. However, cost and loan debt continue to be a hindrance to some students from some of the minority groups.</td>
<td></td>
</tr>
</tbody>
</table>

### Enrollment Strategy

Describe the general focus of the strategy designed to foster progress on the objective. The general focus of this strategy is to 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.
### Enrollment: Activity I-College Recruiting and Retention Teams

#### (I. 1) Who is responsible for implementation? Brenda King, Associate Dean of Enrollment & College Deans

#### (I. 2) Describe the activity: Faculty will utilize their expertise to enhance the recruitment and retention efforts of enrollment services by developing retention strategies specific to their programs of study. This will include visiting local high schools to meet with students in introductory courses in specific disciplines (business, health care, sciences). These visits will focus on career pathways, curriculum, and the opportunities of higher education.

#### (I. 3) What target populations, if applicable, does this activity address? Prospective and current students, including low-income and underrepresented minority populations.

#### (I. 4) Provide a timeline for implementation of this activity. November 2014: Faculty members will be identified by their respective academic deans; December 2014: Teams will meet enrollment services and begin identifying recruitment/retention initiatives; January 2015: Finalize and implement initiatives.

#### (I. 5) What resources will be deployed to achieve the desired outcomes? Human: Faculty and staff; Physical: WLU facilities and local schools; Financial: Departmental budgets for travel and marketing.

#### (I. 6) What internal and external entities will collaborate? Enrollment Services, College Deans, Faculty, HS educators

#### (I. 7) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The intended outcome is the development of discipline specific recruitment strategies designed to engage faculty in a collaborative recruitment effort that will lead to increased enrollment. Implementation will come about as the committees develop their strategies and collaborate with admissions staff. Assessment will be a result of review of enrollment data, recruitment strategy success, and information sharing between faculty and enrollment services staff.

#### (I. 8) Does the activity foster progress in another compact strategy/plan? Retention/Graduation Rates, Loan Default

### Enrollment: Activity II-Customer Relations Management System (CRM)

#### (II. 1) Who is responsible for the implementation of this activity? Brenda King, Associate Dean, Enrollment Services; Stephanie Hooper, Vice President, Finance; Scott Cook, Dean of Enrollment and Student Services

#### (II. 2) Describe the activity. Implement a customer relations management system (CRM) for admissions and recruitment to track recruiting information and centralize communication.

#### (II. 3) What target populations, if applicable, does this activity address? Prospective students, including low income and underrepresented minorities.

#### (II. 4) Provide a timeline for implementation of this activity. September 2014: Collect information from vendors and determine specification needed for bid process; November 2014: Complete specifications needed and begin bidding process; March 2014: Select vendor for CRM and begin implementation.

#### (II. 5) What resources will be deployed to achieve the desired outcomes? Human: Staff of Enrollment Services, Business Office, and IT; Physical: WLU facilities; Financial: Budgetary issues are being assessed.

#### (II. 6) What internal and external entities will collaborate to implement this activity? IT Services, Finance, and Enrollment Services will collaborate to implement this activity.

#### (II. 7) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The intended outcome is to provide a centralized approach to tracking prospective student data, coordinating communication from faculty and admissions to prospective students, and utilizing analytic information to develop a data-driven recruitment plan. Assessment will occur as a process of successfully implementing the customer relations management system.

#### (II. 8) Does the activity foster progress in another compact strategy or plan and how? Graduate Programs and External Engagement as the CRM will enhance recruiting and marketing for adult students.
### B. Student Success: Increase the number of students completing quality academic programs.

<table>
<thead>
<tr>
<th><strong>Graduate Programs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>System wide implementation of efforts to improve the outcomes of students enrolled in graduate programs and assessment to monitor these efforts.</td>
</tr>
</tbody>
</table>

(Fall 2014) Develop and provide a strategy to improve the outcomes of students enrolled in graduate programs, and explain how the success of these activities will be assessed.

Annually: Report on the progress of the strategy including implementation, outcomes of assessment, and actions to be taken based on that assessment. Initiatives may include efforts to improve licensure pass rates, strategies for supporting students in the timely completion of their degrees, initiatives to decrease student debt loads, or other institutional efforts to improve student success.

**Committee:** Rick West, Chair; Bill Childers, Leann Elkins

### Graduate Programs Strategy

As West Liberty’s graduate programs continue to grow and develop, the importance of creating a graduate program culture and infrastructure becomes increasingly more important. Graduate program academic quality and consistency are critical to the success of already existing graduate programs and those that are being considered in the near future. Alignment with the University Mission Statement to provide a high quality undergraduate, graduate, and professional education is a priority.

A campus-wide quality initiative is being developed and implemented by a select group of faculty, administration, students, and staff. This initiative will develop a graduate education strategic plan that integrates with the institutional strategic plan. A solid infrastructure and timeline will addresses the needs of all West Liberty University graduate students and provide resources to the entire campus community.

### Graduation Programs: Activity I—Develop Graduate Program Governance Structure

(I. 1.) **Who is responsible for the implementation of this activity?** Brian Crawford, Provost; Jennifer Childers, Assistant Professor Physician Assistant Studies; LeAnn Elkins, Assistant Professor MA Education; Joe Horzempa, Assistant Professor of Biology; Richard West, Instructor of Exercise Physiology, and Program Director, MAED; Lihua Chen, Assistant Professor of Management; Sara Sweeney, Highlands Campus Manager; Bruce Smith, Graduate Assistant, MAED; Kayla Fetsko, Athletics; Linda Cowan, Professor of Music and Faculty Senate Representative; Thomas Michaud, Dean, School of Professional Studies; Keely Camden, Dean, College of Education; Robert Kreisbeg, Dean, College of Sciences; Traci Tuttle, Associate Professor of Education; Mihaela Szabo, Director International Enrollment Services; Kate Billings, Campus Activities Coordinator; Evan Newman, Student Government President; Marcella Snyder, Associate Dean Student Services; Vishakha Maskey, Associate Professor of Geography; Karen Kettler, Assistant Professor of Biology and Co-Chair of Natural Sciences and Mathematics

(I. 2.) **Describe the activity.** The campus-wide quality initiative will:

1. Establish a distinct mission with expectations for graduate education that align with the university mission and vision;
2. Identify parameters to separate graduate and undergraduate policy and procedure to develop and enhance the graduate program infrastructure and directly affect day-to-day practice throughout the University;
3. Develop a graduate education organizational structure based on institutional needs and established best practices;
4. Amend the current university curriculum committee for graduate education or establish a separate body functioning solely for graduate education;
5. Develop or amend faculty evaluation policy/procedure to include graduate-level faculty, including dual role faculty, and develop a course evaluation tool specific to graduate level education;
6. Develop or amend budgeting policy/procedure to specifically address the needs of graduate education;
7. Establish requirements and procedures for awarding graduate assistantships
8. Develop an institutional graduate student handbook for general policies;
9. Establish and implement a communication and collaboration plan to facilitate graduate and undergraduate
   interactions at and between all levels (programs, students, faculty);
10. Establish a graduate student association to best serve the needs of and provide a campus voice for the graduate
    student population regardless of program delivery mode.

(I.3.) What target populations, if applicable, does this activity address? Graduate/undergraduate students, faculty, and
support staff

(I.4.) Provide a timeline for implementation of this activity.
2014-2015 Academic Year: Formation of Group Goals and Leaders, initial meetings of groups and subgroups to develop
strategies and recommendations, formation of focus papers for overall recommendations;
2015-2016 Academic Year: Program Directors, Chairs, and Deans vet the recommendations and submit reactions, Goal
Groups and Leaders review the recommendations and make appropriate and necessary changes, and resubmit for final
consideration;
2016-2017 Academic Year: Final draft is submitted to Curriculum Committee, Faculty Senate, and Provost for review and
final comment/approval, final draft is submitted to the President and BOG for approval.

(I.5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?
Human: WLU faculty and staff/Physical: WLU main and Highlands campus/Financial: Exploring possibility of hiring
additional specifically qualified graduate program staff

(I.6.) What internal and external entities will collaborate to implement this activity? WLU faculty and staff/Physical:
WLU main and Highlands campus/Financial: Exploring possibility of hiring additional specifically qualified graduate
program staff

(I.7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be
assessed? The intended outcome is to enhance graduate education program education by establishing a supporting
infrastructure created through the following activities.
1. Establish policies or procedures specific to WLU graduate programs
   a. Create a graduate student handbook
   b. Establish day-to-day procedures for curriculum approvals and faculty evaluations
   c. Establish requirements and procedures for a graduate assistantship program
2. Establish graduate studies as a separate but integral part of the campus community
   a. Develop a graduate program mission and vision
   b. Establish a graduate student association
The implementation of these outcomes will come as a result of committee work, focus paper recommendations, and
BOG approval. Assessment will occur as these outcomes are established and evaluation will be an on-going process
through revisions, feedback, successful and/or less than successful implementations.

(I.8.) Does the activity foster progress in another compact strategy or plan and how? All of the outcomes described for
creating a graduate program culture and infrastructure will enhance graduate program academic quality and provide external engagement/continuing education opportunities.
Graduate Programs: Activity II-Develop Consistent Operations Procedures

(II. 1) Who is responsible for the implementation of this activity? Brian Crawford, Provost; Goal Team: Joe Horzempa, Assistant Professor of Biology; Richard West, Instructor of Exercise Physiology and Program Director, MAED; Lihua Chen, Assistant Professor of Management; Sara Sweeney, Highlands Campus Manager, Bruce Smith, Graduate Assistant, MAED; Kayla Fetsko, Athletics; Jack Wright, Chief Financial Officer; Lou Karas, Instructor of Education; Beverly Burke, Administrative Assistant Senior; Scott Cook, Dean of Enrollment and Student Services; Ann Rose, Distance Education Coordinator; Rhonda Tysk, Admissions Counselor

(II. 2) Describe the activity. The campus-wide quality initiative will:
1. Establish guidelines/timing for orientation of students enrolled in graduate programs
2. Complete and publish online orientation modules with common units (standard policies and procedures, contacts), program-specific units (program information, policies and procedures), and links to institutional and program-specific student handbooks
3. Establish guidelines, allotment, requirements, and mechanisms for the award of graduate assistantships
4. Evaluate current sufficiency and establish parameters for separating graduate student services from undergraduate student services, including hiring of additional staff as appropriate.
5. Increase effective interface for graduate students/programs with West Liberty campus offices and student services
6. Establish a graduate student association with a campus advisor that serves traditional and distance graduate students by providing a campus voice and activities.
7. Review, identify, prioritize, and configure a learning space with 24 hour secure access for graduate student study.
8. Acquire and implement an appropriate CRM system to aid recruitment, communication, and tracking

(II. 3) What target populations, if applicable, does this activity address? Graduate and undergraduate students, faculty, and support staff

(II. 4) Provide a timeline for implementation of this activity.
2014-2015 Academic Year: Formation of Group Goals and Leaders, initial meetings of groups and subgroups to develop strategies and recommendations, formation of focus papers for overall recommendations;
2015-2016 Academic Year: Program Directors, Chairs, and Deans vet the recommendations and submit reactions, Goal Groups and Leaders review the recommendations and make appropriate and necessary changes, and resubmit for final consideration;
2016-2017 Academic Year: Final draft is submitted to Curriculum Committee, Faculty Senate, and Provost for review and final comment/approval, final draft is submitted to the President and BOG for approval.

(II. 5) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?
Human: WLU faculty and staff/Physical: WLU main and Highlands campus/Financial: Budgetary issues are being assessed

(II. 6) What internal and external entities will collaborate to implement this activity? Provost, Graduate Program faculty, students and staff, Library personnel, Enrollment Services, Athletics, Institutional Advancement, Distance Education Coordinator, Faculty Senate, Curriculum Committee, Dean’s Council, Information Technology, and Student Government.
What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?

The intended outcome is to enhance graduate education program education by establishing a supporting infrastructure created through the following activities.

1. Establish graduate program guidelines
2. Established orientation timeline
3. Develop online orientation process
4. Designate select student services staff as contacts for West Liberty’s graduate program/students
5. Develop a graduate student association
6. Implement a new/separate Faculty Senate for graduate program faculty

The implementation of these outcomes will come as a result of committee work, focus paper recommendations, and BOG approval. Assessment will occur as these outcomes are established and evaluation will be an on-going process through revisions, feedback, successful and/or less than successful implementation and results.

Does the activity foster progress in another compact strategy or plan and how? Academic Quality and External Engagement
B. Student Success: Increase the number of students completing quality academic programs.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Metrics</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ON-TIME COMPLETION</strong></td>
<td>Increase the percentage of fall, first-time freshmen earning 30 or more credit hours in their first year of college</td>
<td>(Fall 2014) Prepare one campus strategy for improvement and incorporate collaboration, fiscal responsibility, and assessment</td>
</tr>
<tr>
<td><strong>Progress Toward On-Time Degree Completion</strong></td>
<td></td>
<td>Annually: Report on the progress of the plan including implementation and outcomes of assessment and actions to be taken based on that assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st-Time Freshmen 30+ Hrs.</td>
<td>48.2%</td>
<td>53.8%</td>
<td>49.1%</td>
<td>52.2%</td>
<td>50.2%</td>
<td>61.6%</td>
<td>56.7%</td>
</tr>
<tr>
<td>In-State</td>
<td>51.8%</td>
<td>50.8%</td>
<td>53.6%</td>
<td>49.3%</td>
<td>63.3%</td>
<td>56.7%</td>
<td>NA</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>56.1%</td>
<td>45.8%</td>
<td>49.2%</td>
<td>52.1%</td>
<td>58.4%</td>
<td>56.5%</td>
<td>NA</td>
</tr>
</tbody>
</table>

Committee: Scott Cook, Chair; Traci Tuttle

**HEPC Definition:** Freshmen earning 30 or more credit hours: Out of the number of first-time, degree-seeking freshmen according to fall end-of-term data, the proportion who earn 30 or more credit hours by the end of the following summer at any institution. Developmental education hours are included.

**On-Time Completion Rationale (submitted fall 2013)**

Numbers are increasing and the draft target number is realistic. The benefits of maintaining 30-hours are presented in WLU financial aid programs and first-year student seminar.

**On-Time Completion Strategy**

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 repeated reminders throughout their first-year and beyond of the need to maintain a minimum of thirty hours per year to finish on-time.

**On Time Completion: Activity I**

(I. 1.) **Who is responsible for the implementation of this activity?** Scott Cook, Dean of Enrollment and Student Services and Bridgette Dawson, Director, Learning & Student Development Center

(I. 2.) **Describe the activity.** Since all first-time freshman are required to enroll in College 101-First Year Experience, this course will be utilized to provide freshmen with information vital to successful and timely college completion. The course objectives are revised to include: the benefits of on-time degree completion, completing a minimum of thirty hours per academic year, academic program planning, financial aid, loan debt issues, and scholarship/aid eligibility. Instructor training for this course will include these new course objectives, and the course syllabus is adjusted to reflect these changes.

(I. 3.) **What target populations, if applicable, does this activity address?** All first-time freshmen

(I. 4.) **Provide a timeline for implementation of this activity.**

- March of 2015: Enrollment Management team plans College 101 course content and strategy
- June of 2015: Enrollment Management team meets with College 101 course instructors to review content and provide training on the objectives for 30-credit hours per academic year and on-time degree completion
- August of 2015: Enrollment Management team meets with College 101 instructors for course content review
| **(I. 5.)** What resources (human, physical, financial) will be deployed to achieve the desired outcomes? |
| **Human:** WLU faculty and staff  **Physical:** WLU facilities  **Financial:** No additional costs |

| **(I. 6.)** What internal and external entities will collaborate to implement this activity? |
| Internally, faculty and the enrollment management team will collaborate on this activity. Externally, the enrollment management staff will attend the College Foundation of WV sponsored “15-to-Finish Institute.” |

| **(I. 7.)** What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? |
| The intended outcomes are to educate students of the necessity of maintaining 15 or more credit hours per semester to graduate on-time and reduce their likelihood of incurring an overburdensome student loan debt. **Implementation** will occur by first training our staff on the initiative and then educating our students during preregistration and in the freshmen experience course. **Assessment** - Determining the success of this initiative will be a process of: tracking student credit-hours per year and graduation completion rates and comparing to historical data; tracking the number of students losing eligibility for Federal, State and institutional aid programs; and collecting indirect assessment information through course evaluations and data collected in the graduating student survey. |

| **(I. 8.)** Does the activity foster progress in another compact strategy or plan and how? |
| Students who lose financial aid due to not meeting progress requirements is a major concern. Appropriately addressing and emphasizing the importance of maintaining fifteen+ hours and on-time degree completion will positively impact retention and graduation rates, and student load debt. |

**On Time Completion: Activity II**

| **(II. 1)** Who is responsible for the implementation of this activity? |
| Scott Cook, Dean of Enrollment and Student Services and Linda Cowan, Chair of Faculty Senate and Professor of Music |

| **(II. 2)** Describe the activity. |
| It is critical to train and inform faculty academic advisors on student requirements. Typically, the faculty advisor/student relationship is the strongest on campus, and if properly trained, faculty can accurately assist and advise students throughout their academic career. In 2013, West Liberty organized a new faculty orientation program, along with new faculty advising training. The Enrollment Services division will partner with the Chair of Faculty Senate and incorporate on-time degree completion into the curriculum of these two established programs. This information will also include, financial aid programs, financial aid eligibility, student loan debt, academic program planning, and the benefits of completing thirty hours for on-time degree completion. |

| **(II. 3)** What target populations, if applicable, does this activity address? |
| All enrolled students, as this activity will be a partnership between faculty advisors and enrollment services. Faculty advisors will be targeted for training and will subsequently meet with all their student advisees twice a year. |

<p>| <strong>(II. 4)</strong> Provide a timeline for implementation of this activity. |
| November 2015: Information will be gathered by the Enrollment Services Division for faculty advisor training. January 2015: Scheduled meeting with the Chair of Faculty Senate and review training for faculty advisors. March 2015: Faculty Training is scheduled (face-to-face/on line) and completed prior to April preregistration August 2015: Faculty training incorporated into faculty orientation program. October 2015: Faculty training scheduled prior to November spring pre-registration Annually: Training is continued and scheduled maintained |</p>
<table>
<thead>
<tr>
<th>(II. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human:</strong> WLU faculty and staff <strong>Physical:</strong> WLU facilities <strong>Financial:</strong> No additional costs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(II. 6.) What internal and external entities will collaborate to implement this activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The internal entities include Chair of Faculty Senate, Academic Department Chairs, faculty and the Enrollment Services Division</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(II. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intended outcome is accurate and appropriate academic advising for our students that is implemented by a collaboration between faculty and Enrollment Services and reinforced through annual training of faculty (new and old). Direct assessment will occur as students are tracked for on-time completion and/or loss of financial aid eligibility. Indirect assessment will result from data collected in the graduating student survey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(II. 8.) Does the activity foster progress in another compact strategy or plan and how?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention and graduation Rates</td>
</tr>
</tbody>
</table>
C. Impact on WV: Increase the impact that public colleges and universities have on WV through production of qualified graduates ready to contribute to the workforce and the community, provision of needed services, and research and development that promote knowledge production and economic growth.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Metrics</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT LOAN DEBT</td>
<td>Decrease the system average federal student loan cohort default rate</td>
<td>(Fall 2014) Prepare one campus strategy for improvement and incorporate collaboration, fiscal responsibility, and assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annually a. Submit quantitative data on metric progress with explanation for that progress b. Report on the progress of the strategies including implementation and outcomes of assessment and actions to be taken based on that assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year</th>
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<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
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<tbody>
<tr>
<td>Cohort Yrs.</td>
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<td>2006</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>3-YR-Rate</td>
<td>5.4%</td>
<td>4.6%</td>
<td>7.6%</td>
<td>12.1%</td>
<td>15.4%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

HEPC Definition: Federal student loan cohort default rates: The percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loans (FFELs) and/or William D. Ford Federal Direct Loans (Direct Loans) during a fiscal year and default (or meet the other specified condition) within the 3-year period. This data will be pulled from the Federal Office of Student Financial Aid Program website.

Student Load Debt Rationales (submitted fall 2013)

Student loan cohort default rate rationale:

- West Liberty University has continued to increase their financial literacy efforts through online and classroom education. WLU believes that as financial literacy efforts increase, students will continue to borrow more wisely.
- Entrance and Exit Counseling have also become a primary focus again in the Financial Aid office through times set aside during summer orientations and graduation fairs. One-on-one counseling is being utilized during summer orientations for incoming students to ensure the proper amounts of loans are being borrowed.
- WLU is also making an effort through contacting delinquent borrowers in the early stages of delinquency, to put them in contact with their loan services to help with repayment efforts.

Student Loan Debt Strategy 1

Describe the general focus of the strategy designed to foster progress on the objective.

The first strategy is focused 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 orientation programs.

Student Loan Debt: Activity I–College Financial Aid Planning

(I. 1.) Who is responsible for the implementation of this activity? Katie Cooper, Director, Financial Aid
**WLU Mission:** To provide our students the opportunity for a high quality undergraduate, graduate and professional education.

**Compact 2013-2018 Leading the Way: Access/Success/Impact**

**Collaboration, Fiscal Responsibility, Assessment**

(I. 2.) **Describe the activity.** Group counseling will take place with high school seniors and parents in high schools during financial aid night events as well as on-campus during Open House events. One-on-one counseling sessions will also be offered during summer orientation with incoming freshmen and parents.

(I. 3.) **What target populations?** Local senior high school students and incoming freshmen

(I. 4.) **Provide a timeline for implementation of this activity.** This activity will take place during the 2014-2015 academic school year and beyond. High School visits will take place during the high FAFSA filing season (Jan-March), Open House presentations occur monthly on-campus and summer orientation counseling will take place in the months prior to students moving on-campus.

(I. 5.) **What resources (human, physical, financial) will be deployed to achieve the desired outcomes?**

- **Human:** Financial Aid staff
- **Physical:** WLU facilities and local area high schools
- **Financial:** Travel expenses

(I. 6.) **What internal and external entities will collaborate to implement this activity?**

The University and local high schools for the high school financial aid nights, and Admissions and Financial Aid for the Open House days and Student Life and Financial Aid for the summer orientation sessions.

(I. 7.) **What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?** The intended outcome is for students and parents to have a better understanding of financial aid and borrowing before enrolling at WLU. Students and Parents will be asked at summer orientation to complete a survey after the presentations and one-on-one counseling sessions.

(I. 8.) **Does the activity foster progress in another compact strategy or plan and how?**

This activity has a direct relationship and is an integral component of the Financial Aid Comprehensive Plan. Hopefully reinforcing financial aid understanding and financial literacy prior to a student enrolling will improve retention rates and reduce the default rate. If prospective families realize higher education is obtainable with financial aid assistance, it may increase the number of students from underrepresented minority populations. Finally, with emphasis on borrowing smart, we hope to increase the number of students completing their degree in four years.

**Student Loan Debt: Activity II-Student/Parent Communication**

(II. 1) **Who is responsible for the implementation of this activity?** Katie Cooper, Director, Financial Aid

(II. 2) **Describe the activity:** The purpose of this activity is to ensure students and parents understand their financial aid award prior to starting school through an easy to understand financial aid award letter. The letter breaks down award information and estimated costs allowing for a projected new price. We will allow for updates and adjustments before each awarding cycle.

(II. 3) **What target populations, if applicable, does this activity address?** Incoming first-time students

(II. 4) **Provide a timeline for implementation of this activity:** The award letter is delivered to first time students from March through the start of school. Adjustments and updates will take place in January and February before the first letters go out to students.

(II. 5) **What resources (human, physical, financial) will be deployed to achieve the desired outcomes?**

- **Human:** Financial Aid staff
- **Physical:** WLU facilities
- **Financial:** No additional costs

(II. 6) **What internal and external entities will collaborate to implement this activity?** We will collaborate across the division in reviewing our financial aid letter every year.

(II. 7) **What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?** The intended outcome is for prospective students/parents to fully comprehend all aspects of the financial aid award. Implementation will be the financial aid award letter and a financial aid entrance counseling session. Assessment measures include tracking inquiries received and student questions/problems. All issues and solutions will be shared and discussed in department meetings.
(II. 8.) Does the activity foster progress in another compact strategy or plan and how?
This activity has a direct relationship and is an integral component and activity of the Financial Aid Comprehensive Plan. A better understanding of financial aid and net costs prior to enrolling, will hopefully help reduce loan default and unnecessary borrowing. Also, an increased understanding of costs and default consequences may increase retention and graduation rates.

Student Loan Debt Strategy II

Describe the general focus of the strategy designed to foster progress on the objective.
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.

Student Loan Debt: Activity I

(I. 1.) Who is responsible for the implementation of this activity? Katie Cooper, Director of Financial Aid, Jamie Coen-Pickens, Retention Specialist

(I. 2.) Describe the activity. All first time freshmen are required to take a First Year Experience Course. During the semester, students will be required to attend a financial aid and financial literacy presentation given by the Director of Financial Aid. The presentation will include credit card use, default consequences, SAP policy, and budgeting while in school. Students will be assessed in class after attending the presentation. In addition, students will have the option of enrolling in a 3-hour Financial Literacy course taught by faculty in the College of Business.

(I. 3.) What target populations, if applicable, does this activity address? The first year experience course will target first-time freshmen. The Financial Literacy course will be available to all students on campus.

(I. 4.) Provide a timeline for implementation of this activity.
Fall 2013: Financial Literacy initiated in freshmen experience classes
Fall 2014: The financial literacy course is available in the College of Business
Fall 2014: Financial Literacy continues in freshmen experience
Fall 2015: Financial Literacy course continues in College of Business

(I. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?
Human: Financial Aid and Business faculty/Physical: WLU facilities/Financial: No additional costs

(I. 6.) What internal and external entities will collaborate to implement this activity? The Learning and Student Development Center, Financial Aid Office and College of Business will collaborate to ensure presentation and curriculum is appropriate, up-to-date, and accurate.

(I. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The intended outcomes are decreasing unnecessary loan borrowing and increasing financial literacy. Financial literacy will increase the understanding of default consequences. Implementation will be through financial literacy presentations in freshmen experience and instruction in the College of Business Financial Literacy course. Assessment will occur through regular class tests and by tracking student loan default rates.

(I. 8.) Does the activity foster progress in another compact strategy or plan and how? Retention and Graduation Rates and the Financial Aid Comprehensive Plan.
B. Student Success: Increase the number of students completing quality academic programs.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Metrics</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| **DEVELOPMENTAL EDUCATION**
Improve the outcomes of students requiring developmental education | • Increase the % of 1st-time freshmen passing developmental math  
• Increase the % of 1st-time freshmen passing developmental English  
• Increase the % of 1st-time freshmen passing developmental math and first related college-level course  
• Increase the % of 1st-time freshmen passing developmental English and the first related college-level course | (Fall 2014) Prepare one campus strategy for improvement and incorporate collaboration, fiscal responsibility, and assessment  
Annually  
a. Submit quantitative data on metric progress with explanation for that progress  
b. Report on the progress of the strategies including implementation and outcomes of assessment and actions to be taken based on that assessment. |

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<tbody>
<tr>
<td>Students Passing Developmental Courses</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>67.3%</td>
<td>67.3%</td>
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<td>71.7%</td>
<td>73.6%</td>
<td>79.8%</td>
<td>81.0%</td>
<td>80.0%</td>
</tr>
<tr>
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<td>68.5%</td>
<td>68.3%</td>
<td>68.4%</td>
<td>72.1%</td>
<td>70.8%</td>
<td>78.4%</td>
<td>81.2%</td>
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</tr>
<tr>
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<td>63.5%</td>
<td>70.8%</td>
<td>80.8%</td>
<td>83.1%</td>
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<tr>
<td>English</td>
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<tr>
<td>Students Passing Developmental Courses and a College-Level Course</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>27.9%</td>
<td>31.6%</td>
<td>11.7%</td>
<td>37.4%</td>
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<td>In-State</td>
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<td>13.7%</td>
<td>38.3%</td>
<td>37.7%</td>
<td>44.0%</td>
<td>39.1%</td>
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<td>7.9%</td>
<td>35.4%</td>
<td>42.3%</td>
<td>35.6%</td>
<td>39.1%</td>
<td>NA</td>
</tr>
<tr>
<td>English</td>
<td>52.8%</td>
<td>58.0%</td>
<td>25.7%</td>
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<td>50.9%</td>
<td>55.7%</td>
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<td>In-State</td>
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<td>57.4%</td>
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<tr>
<td>Out-of-State</td>
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<td>56.1%</td>
<td>20.0%</td>
<td>51.2%</td>
<td>66.7%</td>
<td>53.3%</td>
<td>76.7%</td>
<td>NA</td>
</tr>
</tbody>
</table>

Committee: Jenna Cook, Wally Hastings; Carrie Young

**HEPC Definitions:**

First-time freshmen passing developmental education courses: Out of the number of fall end-of-term first-time freshmen who enroll in developmental education courses in math (CIP=320104) or English/writing (CIP= 320108, 320191, or 320192) in their first two years of school, the proportion who within those two years eventually pass each of the courses taken in that developmental subject area. The end of the two year period is in spring of the second year.

First-time freshmen students passing college-level course in subject requiring developmental coursework: Out of the number of fall end-of-term first-time freshmen who enroll in developmental education courses in their first two years, the proportion who eventually pass those developmental education courses as above and pass a college-level course in that same subject area (math CIP= 270000 thru 279999 and English/writing CIP = 230000 thru 239999) within two years. The end of the two year period occurs in spring of the second year.
Developmental Educational Rationales (submitted fall 2013)

Freshmen passing Developmental Math: With assistance from the WV Completion Innovation Challenge Subgrant, West Liberty will offer developmental math in a modular format beginning in the fall of 2013. This reform should dramatically increase the number of students clearing developmental math within an academic year.

Freshmen passing Developmental English: With assistance from the WV Completion Innovation Challenge Subgrant, West Liberty will offer developmental English in an advanced learning program system that will mainstream students and provide tutorials.

Freshmen passing Developmental Math and a college-level Math course: Success rates should increase as a direct result of collaboration between the developmental and college-level instructors coupled with targeted content for gateway courses and a continual sequence of math courses.

Freshmen passing Developmental English and a college-level English Course: Due to the recent changes in course format and instruction, along with the addition of tutorial assistance, a stronger success rate for simultaneous passage of both courses is anticipated.

Developmental Educational Strategy

Describe the general focus of the strategy designed to foster progress on the objective. West Liberty will be fully reformed into a modular format of developmental math by the end of spring 2015 and have career pathways and co-requisite gateway courses developed by fall 2015. Significant progress has already been made in these two areas. The intended outcome of West Liberty’s developmental math reform is to have students complete their developmental requirement in a timelier manner and to learn content that specifically aligns to their college-level course and intended career. This model will eliminate time off between the developmental and college level courses, with the intention of increasing retention and graduation rates amongst the developmental education cohorts.

In the case of developmental English students, the university has initiated an advanced learning program that integrates developmental students into mainstream classes. The Department of Humanities works with the staff of the Student Learning Center to train and supervise student tutors, and with the admissions office to assign potential developmental students to the appropriate sections of freshman composition and tutorial classes.

Instructors work with the tutors assigned to their English 101 courses to coordinate instruction across the composition class and a supplemental tutorial. The intended outcome of this strategy is to increase retention of students, improve passage rates for students who enter the university without adequate preparation for college-level writing, and to see better written work in all subsequent classes.

Developmental Education: Activity I-Mathematics

(I. 1.) Who is responsible for the implementation of this activity? Jenna Cook, Mathematics Instructor and Developmental Math Coordinator in collaboration with adjunct instructors and student tutors. Initially, assistance from the Provost, Deans, Chairs and Registrar will be necessary to implement curriculum changes.
**WLU Mission:** To provide our students the opportunity for a high quality undergraduate, graduate and professional education.

| (I. 2.) Describe the activity (250-Word Max): | West Liberty will develop three modular developmental math courses intended to prepare students for career pathway and college level math courses. Specifically, students will take Math 046, Math 047 or Math 048, each designed to prepare them for College Algebra, Introduction to Statistics or Nature of Math, respectively. Curriculum changes will be made to create these courses and to place students into the proper track dependent upon their career choice. ACT/SAT scores will be used as placement measures and those scores will vary based upon STEM/Non-STEM career paths. Students required to take College Algebra will be held to an ACT score of 21 while non-STEM students will be required to have an ACT score of 19 to enter either Introduction to Statistics or Nature of Math, depending upon their major. Students will be placed into their college level math course upon completion of the appropriate developmental course, no longer allowing time off between courses. The intended goal is for students needing developmental math to complete both the developmental and college level courses within one year. An extended option exists if students need more than one semester to complete the developmental course; however, they will only complete objectives not mastered which can be done between semesters or in the summer. |
| (I. 3.) What target populations, if applicable, does this activity address? | The target population for this activity is students required to take a developmental math course before entering their college level course. |
| (I. 4.) Provide a timeline for implementation of this activity. | This activity will be fully implemented by the fall of 2015. Work is accomplished throughout the 2014-2015 academic year to develop the three modular developmental courses; to establish career pathways by aligning general studies math courses to each degree program; and to pass the appropriate curriculum changes necessary for the activity to take place. |
| (I. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes? **Human:** The developmental courses will be taught by the developmental coordinator, Jenna Cook, and adjunct instructors. Because modular math relies heavily on a student-centered, self-paced environment, more than one lab facilitator is necessary to adequately meet the students' needs. For this reason, math majors will be hired through the tutoring center to work in the labs with an instructor and to hold additional lab hours for students. Currently, the lab is staffed 20 hours per week. **Physical:** The lab used to house developmental education was recently supplied with new furniture from the WV Completion Innovation Challenge Subgrant. There are 36 functioning computers each running the LanSchool monitoring software. **Financial:** Maintaining the lab is essential to success of the math emporium program. Several of the computers are very dated and will need replaced. It is unknown whether the lab will be large enough to accommodate all developmental math students, as we currently offer a traditional lecture format to approximately 100 students per year. Solutions are available to alleviate this issue including hiring more student tutors to offer additional lab hours, or utilizing another campus lab, for which the LanSchool program would need to be purchased. |
| (I. 6.) What internal and external entities will collaborate to implement this activity? | Collaboration across campus will need to occur to seamlessly implement this activity. First, the developmental coordinator will collaborate with instructors of the college level courses to create developmental courses that specifically align to the content taught in the associated college level courses. All faculty and staff involved in student advising will need to be well informed on the established career pathways to ensure that students are registered for the correct developmental and college level math courses. The developmental coordinator will collaborate with the Dean and Chair to prepare curriculum forms. The curriculum committee will approve the creation of additional developmental courses, the change in prerequisites to college level courses, and the change in general studies math course(s) required for each major. Office of the Provost and Registrar will enter the changes into the Banner system and assist students with registration questions. Once the courses are approved and students are properly placed into them, collaboration will occur. |
between the developmental coordinator and the Learning and Student Development Center to supply tutors to staff the lab. Last, ongoing collaboration will occur with the IT Department to keep the lab in good working condition. External funding and additional training may be necessary if the activity cannot be supported long term by the University.

(I. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The intended outcomes for this activity include making math more relevant for students in their future careers, to increase retention and graduation rates of developmental education students, and to increase the percentage of students able to successfully complete their developmental and college level math courses within one year. Implementation will occur as a result of the process just described in the collaborative University effort. The Provost, Dean and Chair of the Department of Natural Sciences & Mathematics will assess the implementation of this activity by monitoring the progress of the courses being created and assisting to obtain approval of curriculum changes. Assessment will occur through an APEX software program developed by Bob Wise, Database Specialist. This program will track the student’s progress in the developmental and college level course. This information will be used to review the content of the developmental course to ensure it is sufficiently preparing students for their college level math courses. The logistics of the modular course will also be assessed through student evaluations and completion rates.

(I. 8.) Does the activity foster progress in another compact strategy or plan and how? As developmental education students significantly impact retention and graduation rates, this activity fosters progress in both of those areas. As passing rates increase in the developmental and college level math courses, so should the percentage of graduates. When students are able to overcome the developmental hurdle early in their academic careers, they are also more likely to stay at the University at which they are achieving success.

Developmental Education: Activity II-English

(II. 1) Who is responsible for the implementation of this activity? Waller Hastings, Associate Professor of English
(II. 2) Describe the activity. Regular and adjunct faculty teach sections of English 101 including both mainstream and developmental students. The developmental students are assigned to supplemental instruction in classes conducted by advanced English students (tutors). Supplemental instruction classes are coordinated with specific sections of English 101 to insure continuity between the two classes.
(II. 3) What target populations, if applicable, does this activity address? Developmental English students are those who score below 18 on English section of the ACT or 450 on the verbal section of the SAT, or who do not pass an internally administered ASSET test. In the past, students were assigned to a developmental English class prior to English 101, resulting in significant attrition. By mainstreaming these students, we hope to reduce this attrition rate and increase student performance in subsequent classes.
(II. 4.) Provide a timeline for implementation of this activity. This reform of developmental English was initiated in the fall of 2013 and preliminary results indicate an increased pass rate for developmental students. The activity thus has already been implemented, but may be modified as additional data are accumulated.
(II. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes? Human: Regular and adjunct faculty and trained student instructors/Physical: “smart” classrooms/Financial: Student instructor payment ($7.25/hour and $543.75/week) each semester.
**WLU Mission:** To provide our students the opportunity for a high quality undergraduate, graduate and professional education.

| (II. 6.) What internal and external entities will collaborate to implement this activity? | The Department of Humanities collaborates with the Student Learning Center and the Admissions Office. Humanities faculty teach the English 101 courses and supervise student instructors for the supplemental information courses; the Student Learning Center assists with the identification and training of student instructors; and the Admissions Office places incoming first-year and transfer students into appropriate sections of 101 and supplemental instruction. |
| (II. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? | The intended outcomes are to increase the ultimate pass rate for developmental students in English 101 and to improve retention of these students. Data on students’ performance in English 101 and subsequent courses is obtained through the Registrar and the Office of Institutional Research, which maintains confidentiality and allows for tracking of students’ continued enrollment. |
| (II. 8.) Does the activity foster progress in another compact strategy or plan and how? On Time Completion, Academic Quality, Retention and Graduation Rates |
### B. Student Success: Increase the number of students completing quality academic programs.

<table>
<thead>
<tr>
<th>FACULTY SCHOLARSHIP</th>
<th>(Fall 2014) Develop and provide one campus strategy that is consistent with WLU mission and promotes and supports faculty scholarship. The strategy must incorporate: Collaboration, Fiscal responsibility, and Assessment</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Annually: Report on the progress of the strategy including implementation and outcomes of assessment and actions to be taken based on that assessment.</td>
</tr>
</tbody>
</table>

**Committee:** Linda Cowan, Chair; Darrin Cox; Vishakha Maskey

**Strategy:** Describe the general focus of the strategy designed to foster progress on the **objective.** 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.

**Faculty Scholarship: Activity I-Increased mini-grant and faculty development funding**

**I. 1.) Who is responsible for the implementation of this activity?** Brian Crawford, Provost

**I. 2.) Describe the activity.** Increase the efficiency and effectiveness of the mini-grant and faculty travel programs through the modification of guidelines and procedures, and increase on-campus support for scholarly activities, with possible reallocation of institutional funding.

**I. 3.) What target populations, if applicable, does this activity address?** West Liberty University faculty and students directly, as well as the broader academic and local community

**I. 4.) Provide a timeline for implementation of this activity.**

- 2014-15: Fund the mini-grants and faculty travel fund at their current levels
- Spring 2015: Schedule planning meeting and including data from past years’ scholarly activities
- Summer 2015: Create new guidelines and procedures
- Fall 2015: Implement guidelines and procedures
- Annually: Repeat, as necessary, based on analysis of assessment data

**I. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcome?**

- **Human:** WLU faculty and administration
- **Physical:** WLU facilities
- **Financial:** Funds may be reallocated

**I. 6.) What internal and external entities will collaborate to implement this activity?** The existing Faculty Professional Development Committee, Deans Council, Chairs Council, Faculty Senate, Library Administration, Office of the Provost.

**I. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?** The overall intended outcome is increased faculty scholarship opportunities, which will also lead to more scholarship opportunities for students, enhanced instruction, and increased visibility and enhanced image of the institution in the academic and general communities.

Outcomes for implementation:

- Completion of updated procedures for the support of faculty scholarship and for the collection and assessment of data related to faculty scholarship. This will also include necessary definitions.
- Necessary reallocation of institutional funding.

Assessment outcomes for the activity:

- Increased numbers of higher-quality scholarly activities funded by travel grants
Increased numbers of higher-quality scholarly activities funded by internal (non-travel) mini-grants
Increased dissemination of results of faculty scholarly activity
Increased support for, and use of, on-campus support for scholarly activity

(I. 8.) Does the activity foster progress in another compact strategy or plan and how?
Research and Development, Enrollment, Academic Quality, External Engagement

Faculty Scholarship: Activity II-Course Release Application Process

(II. 1) Who is responsible for the implementation of this activity? Brian Crawford, Provost

(II. 2) Describe the activity. Create a process by which faculty are able to receive course release time to conduct scholarly activity.

(II. 3) What target populations, if applicable, does this activity address? West Liberty University faculty and students directly, as well as the broader academic and local community.

(II. 4.) Provide a timeline for implementation of this activity.
- This proposal will be included in the Budget and Planning process conducted during the 2014-15 academic year.
- Application process to begin in the fall of 2015 for the 2016-2017 year.

(II. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?
Human: WLU faculty and administration/Physical: WLU facilities/Financial: Institutional funding

(II. 6.) What internal and external entities will collaborate to implement this activity? Faculty Professional Development Committee, Deans Council, Chairs Council, Faculty Senate, Provost.

(II. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?
Outcomes for implementation:
- Completion of a new scholarly activity course release application procedure for faculty
- Necessary reallocation of institutional funding for adjunct or overload pay.
Assessment outcomes for the activity:
- Increased numbers of higher-quality scholarly activities produced by the faculty

(II. 8.) Does the activity foster progress in another compact strategy or plan and how? Academic Quality and Research and Development

Faculty Scholarship: Activity III-Increase external funding

(III. 1) Who is responsible for the implementation of this activity? Office of the Provost

(III. 2) Describe the activity. Expand the identification of grants and research opportunities for WL faculty and provide assistance with grant applications. The Research Corporation currently distributes general information about existing grant opportunities. This activity will seek to expand that support to include the preparation of applications.

(III. 3) What target populations, if applicable, does this activity address? West Liberty University faculty and students directly, and potentially the broader academic and local community.

(III. 4.) Provide a timeline for implementation of this activity.
- Spring 2015: Submit proposal to the Research Corporation Board for a possible expansion of their services to the WLU faculty.
- 2015-16 AY: Begin enhanced support for faculty

(III. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?
<table>
<thead>
<tr>
<th>Human: WLU faculty and administration, Board of Governors, and Research Corporation staff/ Physical: WLU facilities/Financial: No additional funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>(III. 6.) <strong>What internal and external entities will collaborate to implement this activity?</strong> WLU Faculty and administrators, the Research Corporation Board and employees.</td>
</tr>
</tbody>
</table>
| (III. 7.) **What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?**  
Outcome for implementation: Completion of a new agreement between WLU and the Research Corporation. Assessment: Increased numbers of successful grant applications supporting faculty scholarly activities |
| (III. 8.) **Does the activity foster progress in another compact strategy or plan and how?**  
Research and Development, Academic Quality, and Enrollment |
C. Impact on WV: Increase the impact that public colleges and universities have on WV through production of qualified graduates ready to contribute to the workforce and the community, provision of needed services, and research and development that promote knowledge production and economic growth.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Metrics</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEGREES AWARDED</td>
<td>Increase the number of undergraduate and graduate degrees awarded</td>
<td>(F2014) Prepare one campus strategy for improvement and incorporate: collaboration, fiscal responsibility, and assessment. The strategy must include an activity that addresses one of the target degree areas of STEM, STEM Education or Health Profession</td>
</tr>
<tr>
<td></td>
<td>Increase the number of degrees awarded in STEM fields</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Track the production of degrees awarded in STEM Education and increase the number of degrees over the Master Plan cycle</td>
<td>a. Submit quantitative data on metric progress with explanation for that progress</td>
</tr>
<tr>
<td></td>
<td>Increase the number of degrees awarded in Health Professions</td>
<td>b. Report on the progress of the strategies including implementation and outcomes of assessment and actions to be taken based on that assessment.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2017 Target Data</th>
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<tbody>
<tr>
<td>Total Degrees</td>
<td>396</td>
<td>382</td>
<td>371</td>
<td>470</td>
<td>451</td>
<td>508</td>
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<tr>
<td>Associate’s</td>
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<td>35</td>
<td>34</td>
<td>31</td>
<td>34</td>
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<td>34</td>
<td></td>
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<tr>
<td>Bachelor’s</td>
<td>365</td>
<td>350</td>
<td>336</td>
<td>410</td>
<td>401</td>
<td>454</td>
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<tr>
<td>Master’s</td>
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<td>19</td>
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<td>33</td>
<td>31</td>
<td>17</td>
<td></td>
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</tbody>
</table>

STEM Fields (see definitions)

- Bachelor (Bio, Chem., Math, Psych, Bach of App Sci.)

Health Fields Total

- Associate’s
- Bachelor’s (DH-4, NUR, MLS)
- Master’s

Committed: Travis Miller, Chair; Karen Kettler; Melinda Kreisberg; Tammy McClain; Theunis van Aardt; Rick West

HEPC Definitions for (1) Degree production: The number of degrees produced during the academic year at the associate’s, bachelor’s, master’s levels.

Science, Technology, Engineering, and Mathematics (STEM) degree production: The number of degrees produced during the academic year at the associate’s, bachelor’s, master’s, and doctoral levels in National Science Foundation designated STEM fields (those categorized as STEM categories 1, 2, and 4 in the HEPC degree inventory: HEPC degree inventory for West Liberty: Biology, Math, Chemistry, Psychology, Bachelor of Applied Science [insert link]).

(2) Health field degree production: The number of degrees produced during the academic year at the associate, bachelor, master, and doctoral levels in programs with CIP code beginning with 51. STEM education degree production: The number of education degrees produced during the academic year with specializations in science, technology, or mathematics education according to institution data. A graduate specializing in multiple STEM areas is to be counted once.
### Degrees Awarded Rationales (submitted fall 2013)

**Undergraduate degree:** In 2012-13 there was a spike in undergraduate degrees. A more realistic target number is above the previous years’ norm but below the spike that occurred in 2012-13.

**Graduate degree:** Currently there are only two master’s programs M.S. Physician Assistant Studies and M.A. in Education. Due to these programs being new and additional master’s programs in the process of being finalized, a significant increase in master’s degrees is expected. M.S. Physician Assistant Studies is limited to 18 students enrolled per year due to the programs accrediting agency.

**Associate degree:** An Associate in Science in Dental Hygiene is WLU’s only associate degree and this program has limited growth due to facilities and faculty. The number of associate degrees should be similar to previous years.

**STEM degree:** The number of degrees awarded in STEM is not expected to increase drastically. We expect an increase in enrollment in the STEM fields due to program changes and the Physician Assistant program on campus.

*Note – The original document that was given to the WLU Degrees Awarded committee, listed 21 master’s degrees for 2018 under the STEM field. Currently there is not an approved master’s program at WLU that is a STEM field. As such we cannot target any graduates in a master’s degree related to STEM.

**STEM education:** The number of graduates in STEM Education has fluctuated in previous years and with concerted efforts WLU can hopefully maintain the latest trend of degrees awarded in STEM Education.

**Health professions:** The Health professions should be able to maintain previous year’s numbers if not slightly increase. The Master of Science in Physician Assistant Studies is a health profession master’s program and is estimated to graduate 18 students each year.

### Degrees Awarded Strategy

Describe the general focus of the strategy designed to foster progress on the objective.

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.

### Degrees Awarded: Activity I – Improve Retention Rates and Course Passing Rates

(I. 1.) **Who is responsible for the implementation of this activity?** College Retention Committee faculty, Enrollment Services and Admissions

(I. 2.) **Describe the activity.**

1. Retention Committees – These committees will identify retention strategies specific for their college and programs
2. Learning Communities – Creation of cohort groups which are aimed at providing necessary skills to successfully navigate the program, creating an identity within the program, and facilitating relationships with others in the program.
3. Active Study Sessions – Chemistry... Biology... - Creation of specialized supplemental courses aimed at improving content knowledge and study skills through differentiated instruction.
4. Curriculum changes- Continued in-depth analysis of curriculum to identify strengths and weakness based on career applicability, pass rates, assessment and student feedback.

(I. 3.) **What target populations, if applicable, does this activity address?** STEM and STEM Education Students (specifically Psychology, Biology, Chemistry, and Math)
Compact 2013-2018 Leading the Way: Access/Success/Impact
Collaboration, Fiscal Responsibility, Assessment

WLU Mission: To provide our students the opportunity for a high quality undergraduate, graduate and professional education.

(I. 4.) Provide a timeline for implementation of this activity.
Fall 2013
1. College of Science retention committee formed fall 2013
2. Learning communities were established fall 2013
3. Curriculum changes to the B.S. chemistry major effective fall 2013
Fall 2014
1. Active study sessions begin in the fall of 2014
2. ACT math prerequisite is changed to ensure students enter an appropriate math course effective fall 2014
3. College of Liberal Arts retention committee initiated fall 2014
4. Continued evaluation of curriculum and make necessary changes
5. Develop and start collection of assessment data
6. Retention committees continue evaluations of their efforts
Spring 2015
Evaluate assessment data and make necessary changes

(I. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?
Human: WLU faculty and staff/Physical: WLU facilities/Financial: No additional costs

(I. 6.) What internal and external entities will collaborate to implement this activity?
Registrar, Admissions and Academic Offices, Retention Specialist, and Academic Departments

(I. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?
1. Increase passing rates in specific STEM courses – assessed by percentage of students that pass STEM courses
2. Increase retention rates in STEM fields – assessed by percentage of students that stay in STEM programs
   • Psychology: Major field test and portfolio assessment
   • Biology: (BIO 124) freshmen level program assessment, sophomore level survey, upper level course pass rates, capstone exit interview and survey.
   • Chemistry: (CHEM 110) program assessment, general chemistry pass rates, (CHEM 110/112), and capstone program assessment and exit interview.

(I. 8.) Does the activity foster progress in another compact strategy or plan and how?
Retention – This committee is directly related to our Activity I: Retention and course pass rates
Graduation Rates – Improved retention will increase graduation rates.
On-Time Completion – Improved pass rates will increase the likelihood of on time completion.

Degrees Awarded: Activity II – Increase STEM Recruitment

(II. 1.) Who is responsible for the implementation of this activity? College Retention Committee faculty, Enrollment Services and Admissions

(II. 2.) Describe the activity. College recruitment committees comprised of faculty and admissions staff will evaluate current recruitment efforts and implement new or modified strategies to attract students to STEM fields of study.

(II. 3.) What target populations, if applicable, does this activity address? STEM Students specifically in the disciplines of psychology, biology, chemistry, and math (including biology, chemistry, and math education majors)

(II. 4.) Provide a timeline for implementation of this activity.
1. Fall 2013 – College of Sciences recruitment committee established
2. Fall 2014 – College of Liberal Arts recruitment committee established
3. Fall 2014 – evaluate and make necessary adjustments to committee efforts
4. Fall 2015 – continue evaluation and assessment
**Compact 2013-2018 Leading the Way: Access/Success/Impact**

**Collaboration, Fiscal Responsibility, Assessment**

**WLU Mission**: To provide our students the opportunity for a high quality undergraduate, graduate and professional education.

<table>
<thead>
<tr>
<th>(II. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human</strong>: WLU faculty and staff/Physical: WLU facilities/Financial: postage and travel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(II. 6.) What internal and external entities will collaborate to implement this activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal</strong>: Admissions, Institutional Advancement, IR&amp;A, and Academic Departments</td>
</tr>
<tr>
<td><strong>External</strong>: local schools and institutions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(II. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased faculty involvement in the recruitment of students in the STEM fields that will result in increased enrollment. Implementation is a result of the committees developing specialized recruitment strategies and faculty assisting enrollment services with recruitment. Assessment will occur annually as student enrollment in the STEM fields is tracked and through the feedback and collaboration between faculty and student services recruitment personnel.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(II. 8.) Does the activity foster progress in another compact strategy or plan and how?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment, On-Time Completion, Retention and Graduation rates, Academic Quality</td>
</tr>
</tbody>
</table>
## B. Student Success: Increase the number of students completing quality academic programs.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Metrics</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RETENTION RATES</strong>&lt;br&gt; Increase the retention rate of students overall and specifically in important target populations</td>
<td>1. Increase the 1st-year retention rate of full-time, 1st-time degree-seeking freshmen&lt;br&gt; 2. Increase the 1st-year retention rate of part-time, 1st-time degree-seeking freshmen&lt;br&gt; 3. Increase the 1st-year retention rate of low-income 1st-time, degree-seeking freshmen&lt;br&gt; 4. Increase the 1st-year retention rate of 1st-time, degree-seeking freshmen from underrepresented Racial/ethnic minority groups&lt;br&gt; 5. Increase the one-year retention rate of returning adult degree-seeking students&lt;br&gt; 6. Increase the one-year retention rate of degree seeking transfer students</td>
<td>(Fall 2014) Prepare one campus strategy for improvement and incorporate collaboration, fiscal responsibility, and assessment&lt;br&gt; The strategy must address at least one of the target populations (low-income, minorities, returning adult, transfer students)</td>
</tr>
</tbody>
</table>
WLU Mission: To provide our students the opportunity for a high quality undergraduate, graduate and professional education.

First-year retention rate of first-time, degree-seeking freshmen from underrepresented racial/ethnic groups: Out of the number of first-time, degree-seeking students classified as being of Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial background according to fall end-of-term data, the proportion who are enrolled the following fall at any system institution according to fall, end-of-term data.

Retention of returning adult students: Out of the number of degree-seeking students age 25 and older who are coded as registration types readmitted or transfer in fall end-of-term data, the proportion who are enrolled the following fall at any system institution according to fall, end-of-term data. Students who complete any credential prior to the next fall, but are not enrolled the next fall, are counted as a success.

Retention of transfer students: Out of the number of degree-seeking students coded as registration type transfer in fall end-of-term data, the proportion who are enrolled the following fall at any system institution according to fall, end-of-term data. Students who complete any credential prior to the next fall, but are not enrolled the next fall, are counted as a success.

Retention Rationales (submitted fall 2013)

**Full-Time freshmen target rationale:** We believe we can meet the draft target number. We have seen many of our students not return due to loss of financial aid (satisfactory progress not being met). We have created a course which will be required for students on academic probation. This course will provide additional study skill training and education on maintaining financial aid.

**Part-Time freshmen target rationale:** We believe we can meet the draft target number as we have created and a traditional class schedule format which should provide more flexibility for part-time students.

**Low-income freshmen target rationale:** We believe we can meet the draft target number. We have created an in house early alert system which should enable us to identify those low income/first generation students struggling in their first year.

**Returning adult target rationale:** We have identified a need to address significant issues with our academic advising system. Although we believe we can improve this and increase the retention rate in this area, we do not believe we will be able to meet the draft target number.

**Transfer student target rationale:** We have provided an institutional scholarship to qualifying transfer students. It is hoped we are attracting a higher qualified transfer student now which should provide for an increase in this area and meet the draft target number.

**Racial/ethnic minorities target rationale:** We are continuing to see some of these students struggle. With the early alert system in place, we should see an increase in this rate, but not a significant increase at this time.

Retention Strategy

The retention strategy is to provide student programming and services such as: academic success classes, ongoing 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.

Retention: Activity 1 - Hilltopper Academy

(I. 1.) Who is responsible for the implementation of this activity? Jamie Coen-Pickens, Retention Specialist, faculty and support staff.

(I. 2.) Describe the activity. Hilltopper Academy is a summer bridge program that targets fulltime, first year, degree seeking freshmen with low ACT/SAT scores. The Academy provides an intensive week of mathematics and English instruction. In addition to the academic instruction and interaction with faculty, the students reside on campus which contributes to their sense of belonging and fosters important social connections.

(I. 3.) What target populations, if applicable, does this activity address? The target population is fulltime, first year, degree seeking students who have low ACT/SAT scores.
(I. 4.) Provide a timeline for implementation of this activity. The Hilltopper academy is a week-long summer bridge program. The implementation for the program begins in Mid-April and the development is ongoing throughout the summer months until the program begins in August.

(I. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?  
**Human:** Students, faculty, and student services staff  
**Physical:** University facilities  
**Financial:** Dedicated budget

(I. 6.) What internal and external entities will collaborate to implement this activity? The Academy is a dedicated collaboration that includes the retention specialist, housing and student services, business office, and faculty.

(I. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The outcome is to provide a bridge program for up to sixty students and retain at least 90 percent for the spring semester. Assessment is measured by the success of the spring semester retention rate. In addition, students provide an assessment at the conclusion of the Academy, and faculty feedback is ongoing and provides for continuous improvement.

(I. 8.) Does the activity foster progress in another compact strategy or plan and how? All services are designed to improve the student’s chances for success and impact academic quality, graduation rates, progress toward on time degree completion, and student loan debt.

**Retention: Activity II-Academic Success Class/Tutoring**

(II. 1) Who is responsible for the implementation of this activity? Jamie Coen-Pickens, Retention Specialist and students

(II. 2) Describe the activity. Freshman students on academic probation are registered for an Academic Success class taught by the retention specialist and includes student peer tutoring. A one-hour course on study techniques, communication, time management, and routine meets once a week for 10 weeks. Students are provided with three individual, one-hour, academic counseling sessions to develop and implement a strategy to get them off academic probation. In addition, students are required to secure tutors for all their subjects scheduled for the spring semester.

(II. 3) What target populations, if applicable, does this activity address? The target population for this intervention is full time, first time, degree seeking freshmen who are academically at risk.

(II. 4.) Provide a timeline for implementation of this activity. The timeline for this intervention is the spring semester and possibly summer semester, depending on the severity of their GPA. Summer scheduling would occur if necessary to boost a student’s GPA and get them off academic probation.

(II. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?  
**Human:** faculty and support staff  
**Physical:** University facilities  
**Financial:** student tutoring services

(II. 6.) What internal and external entities will collaborate to implement this activity? Admissions, student services and students

(II. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The outcome is student academic success. The student success course is the means for implementation, and attendance will assist students so that they can be removed from academic probation status. The success/assessment of this implementation will be tracked through retention rates by the retention specialist.

(II. 8.) Does the activity foster progress in another compact strategy or plan and how? Academic quality, Student Load Debt, and Graduation Rate
## Retention: Activity III-Student Loan Debt

| (III. 1.) Who is responsible for the implementation of this activity? | Katie Cooper, Director of Financial Aid, Jamie Coen-Pickens, Retention Specialist |
| (III. 2.) Describe the activity. | All first time freshmen are required to take a First Year Experience Course. During the semester, students will be required to attend a financial aid and financial literacy presentation given by the Director of Financial Aid. The presentation will include credit card use, default consequences, SAP policy, and budgeting while in school. Students will be assessed in class after attending the presentation. In addition, students will have the option of enrolling in a 3-hour Financial Literacy course taught by the College of Business Faculty. |
| (III. 3.) What target populations, if applicable, does this activity address? | The first year experience course will target first time freshmen. The Financial Literacy course will be available to all students on campus. |
| (III. 4.) Provide a timeline for implementation of this activity. | The financial literacy course became available Fall 2014 and will be available each semester. Increased financial literacy in the first year experience course started in Fall 2013 and has increased with formal presentations in Fall 2014. |
| (III. 5.) What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? | The Human: WLU Faculty and Staff/Physical: WLU Facilities/Financial: No additional costs |
| (III. 6.) What internal and external entities will collaborate to implement this activity? | Our Learning and Student Development Center, Financial Aid Office and College of Business will collaborate to ensure presentation and curriculum is appropriate, up to date and accurate. |
| (III. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? | The intended outcome is decreasing unnecessary loan borrowing and increasing financial literacy. Financial literacy will increase the understanding of default consequences, hopefully decrease the default rate and unnecessary borrowing and decreased withdrawals and default with an increase in SAP and borrowing are expected outcomes. Implementation will occur through the financial literacy course, and assessments will occur through regular class tests, and default rates are tracked annually. |
| (III. 8.) Does the activity foster progress in another compact strategy or plan and how? | The activity will foster progress towards retention and graduation rates because research proves that financial stress increases withdrawal rates. This activity is directly related and an integral component and activity of the Financial Aid Comprehensive Plan. Informed decision making will hopefully increase retention and graduation success. Also, financial literacy will increase the understanding of default consequences, hopefully decreasing the default rate and unnecessary borrowing. |
Compact 2013-2018 Leading the Way: Access/Success/Impact
Collaboration, Fiscal Responsibility, Assessment

WLU Mission: To provide our students the opportunity for a high quality undergraduate, graduate and professional education.

C. Impact on WV: Increase the impact that public colleges and universities have on WV through production of qualified graduates ready to contribute to the workforce and the community, provision of needed services, and research and development that promote knowledge production and economic growth.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Metrics</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td><strong>RESEARCH &amp; DEVELOPMENT</strong></td>
<td>1. Increase annual external research and development funds</td>
<td>(Fall 2014) Prepare on campus strategy for improvement and incorporate collaboration, fiscal responsibility, assessment</td>
</tr>
<tr>
<td>Increase research and development activities which contribute to WV’s economic growth</td>
<td>2. Track the number of articles that faculty members publish in peer-reviewed journals and increase the number of publications over the master plan cycle.</td>
<td>Annually</td>
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<tr>
<td></td>
<td>3. Increase annual licensure income</td>
<td>a. Submit quantitative data on metric progress with explanation for that progress</td>
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<tr>
<td></td>
<td>4. Increase number of patents issued</td>
<td>b. Report on the progress of the strategies including implementation and outcomes of assessment and actions to be taken based on that assessment.</td>
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<td></td>
<td>5. Increase total start-up companies based on university technology</td>
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<th>Research &amp; Development</th>
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<td>Peer-Reviewed Publications*</td>
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<td>14</td>
</tr>
</tbody>
</table>

Committee: Lou Karas, Chair; Serkan Catma; Zachary Loughman

**Rationales (submitted fall 2013)**

**Grants/contracts:** Anticipated one percent per year increase in grants and contracts. The challenge is the uncertainty of the availability of grants opportunities at the federal level due to budget constraints and changing legislation.

**Peer-reviewed publications:** Anticipate a gradual increase in the number of faculty submitting their work to peer reviewed publications. The challenge is the cost associated with the process.

Describe the general focus of the strategy designed to foster progress on the objective.
Research and 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.

Research and Development: Activity I: Faculty Workshops

(I. 1.) Who is responsible for the implementation of this activity? Serkan Catma, Associate Professor of Economics, Lourdes Karas, Instructor of Education, Zachary Loughman, Assistant Professor of Biology, faculty and support staff

(I. 2.) Describe the activity. A Workshop Series will be developed to provide opportunities for faculty to access information and resources and develop skills in the areas of research, related academic writing/publishing, and the grant process. Workshops will be structured to assist with the identification of opportunities, submission preparation, budget, project implementation, and internal and external collaborations and partnerships.

(I. 3.) What target populations, if applicable, does this activity address? West Liberty University faculty especially targeting those who are in the early stage of their academic career

(I. 4.) Provide a timeline for implementation of this activity. The anticipated timeline for the workshop series is:

2015
- January: Workshop Series Planning Committee Meets;
- February: Workshop Series Planning Committee Meets; Series Announced to WLU Faculty;
- March: First and Second Workshops Offered; Pre- and Post Surveys Collected;
- April: Third and Fourth Workshops Offered; Pre- and Post Surveys Collected;
- May: Quantitative Surveys Analyzed. Tentative plans for Fall 2015 Workshop Series
- August: Workshop Planning Committee Meets; Follow-up Survey Distributed to Spring Workshop Series Participants; Series Announced to WLU Faculty;
- September: Spring Workshops Repeated and/or Additional Topics Offered;
- October: Spring Workshops Repeated and/or Additional Topics Offered
- November: Quantitative Surveys Analyzed;

2016
- February: Follow-up Survey Distributed to Fall Workshop Series Participants;

(I. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?
- Human: WLU faculty and staff and guest lectures
- Physical: WLU facilities
- Financial: budget for speakers/hospitality

(I. 6.) What internal and external entities will collaborate to implement this activity? The workshop series will feature speakers with a wide range of backgrounds from both internal and external entities. Each workshop will feature “real world” advice from faculty and staff with relevant experience and expertise.

(I. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The outcome is an increased number of successfully publish articles and/or successful grant proposal submissions. Implementation is the workshop series and follow-up assistance provided for faculty. Assessment will occur as a result of faculty feedback and monitoring the number of articles published, grant submissions, and revenue.

(I. 8.) Does the activity foster progress in another compact strategy or plan and how? Academic Quality and Faculty Scholarship
**B. Student Success: Increase the number of students completing quality academic programs.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Metrics</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADUATION RATES</strong></td>
<td>Increase the graduation rate of 1st time degree-seeking freshmen</td>
<td>(Fall 2014) Prepare one campus strategy for improvement and incorporate, collaboration, fiscal responsibility, and assessment</td>
</tr>
<tr>
<td>Increase the graduation rates of low-income first-time, degree seeking freshmen</td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>Increase the graduation rate of 1st-time degree-seeking freshmen from underrepresented racial/ethnic minority groups</td>
<td>a. Submit quantitative data on metric progress with explanation for that progress</td>
<td></td>
</tr>
<tr>
<td>Increase the graduation rates of returning adult degree seeking students</td>
<td>b. Report on the progress of the strategies including implementation and outcomes of assessment and actions to be taken based on that assessment</td>
<td></td>
</tr>
<tr>
<td>Increase the graduation rates of degree seeking transfer students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4-Year Graduation Rate

<table>
<thead>
<tr>
<th>Cohort Years:</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Time Freshmen</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>17.4%</td>
<td>19.4%</td>
<td>21.1%</td>
<td>17.4%</td>
<td>24.3%</td>
<td>20.9%</td>
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<tr>
<td>Out-of-State</td>
<td>19.5%</td>
<td>22.6%</td>
<td>22.3%</td>
<td>16.4%</td>
<td>19.1%</td>
<td>20.8%</td>
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</tr>
<tr>
<td>Low-Income First-Time Freshmen</td>
<td>12.1%</td>
<td>11.9%</td>
<td>13.0%</td>
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<td>21.3%</td>
<td>13.6%</td>
<td>15.0%</td>
<td></td>
</tr>
<tr>
<td>Returning Adults</td>
<td>39.6%</td>
<td>42.3%</td>
<td>44.7%</td>
<td>52.5%</td>
<td>51.4%</td>
<td>47.1%</td>
<td>58.8%</td>
<td>54.0%</td>
</tr>
<tr>
<td><strong>Transfer Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underrepresented Total</td>
<td>8.3%</td>
<td>7.7%</td>
<td>14.3%</td>
<td>6.3%</td>
<td>7.1%</td>
<td>3.6%</td>
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<td>American Indian</td>
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<td>50.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
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<td>NA</td>
</tr>
<tr>
<td>Black</td>
<td>9.5%</td>
<td>10.5%</td>
<td>6.9%</td>
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<td>0.0%</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>20.0%</td>
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<td>NA</td>
</tr>
<tr>
<td>Multi Racial</td>
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<td></td>
<td></td>
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<td>Native Hawaiian/Pacific</td>
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<td></td>
<td></td>
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<td></td>
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</tr>
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</table>

### 4/6-Year Graduation Rate Rationales (submitted fall 2013)

**HEPC Definitions:**

- **Four- and six-year bachelor’s degree graduation rates of first-time freshmen:** Out of the number of first-time, bachelor’s degree-seeking freshmen according to fall end-of-term data, the proportion who complete a bachelor’s degree at any system institution by the spring of the fourth and sixth years since matriculation.

- **Four- and six-year bachelor’s degree graduation rates of low-income first-time freshmen:** Out of the number of first-time, bachelor’s degree-seeking freshmen according to fall end-of-term data who received a Pell Grant at that institution their first year, the proportion who complete a bachelor’s degree at any system institution by the spring of the fourth and sixth years since matriculation.

- **Four- and six-year bachelor’s degree graduation rates of first-time freshmen from underrepresented racial/ethnic groups:** Out of the number of first-time, bachelor’s degree-seeking students classified as being of Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial background according to fall end-of-term data, the proportion who complete a bachelor’s degree at any system institution by the spring of the fourth and sixth years since matriculation.

Committee: Jill Nixon, Chair; Jeremy Larance, Mia Szabo, Paula Tomasik
**Compartment 2013–2018 Leading the Way: Access/Success/Impact**  
**Collaboration, Fiscal Responsibility, Assessment**  

**WLU Mission:** *To provide our students the opportunity for a high quality undergraduate, graduate and professional education.*

<table>
<thead>
<tr>
<th>6-Year Graduation Rate</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Target 2018</th>
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<td>2005</td>
<td>2006</td>
<td>2007</td>
<td>2008</td>
<td>2012</td>
</tr>
<tr>
<td>First-Time Freshmen</td>
<td>41.8%</td>
<td>35.3%</td>
<td>38.9%</td>
<td>46.9%</td>
<td>40.1%</td>
<td>41.3%</td>
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<tr>
<td>In-State</td>
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<td>41.5%</td>
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<td></td>
<td></td>
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<tr>
<td>Out-of-State</td>
<td>39.0%</td>
<td>51.0%</td>
<td>36.3%</td>
<td>39.9%</td>
<td>35.7%</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-Income 1st-Time Freshmen</td>
<td>32.2%</td>
<td>27.0%</td>
<td>28.0%</td>
<td>41.5%</td>
<td>34.1%</td>
<td>32.2%</td>
<td>28.0%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Returning Adults</td>
<td>57.5%</td>
<td>32.8%</td>
<td>43.4%</td>
<td>57.6%</td>
<td>64.7%</td>
<td>62.5%</td>
<td>56.8%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>50.2%</td>
<td>49.0%</td>
<td>53.9%</td>
<td>60.4%</td>
<td>46.7%</td>
<td>50.7%</td>
<td>52.5%</td>
<td>54.0%</td>
</tr>
<tr>
<td>Underrepresented Total</td>
<td>17.6%</td>
<td>17.2%</td>
<td>16.7%</td>
<td>15.4%</td>
<td>39.3%</td>
<td>21.9%</td>
<td>10.7%</td>
<td>24.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>7.1%</td>
<td>21.7%</td>
<td>19.1%</td>
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<td>42.1%</td>
<td>17.2%</td>
<td>8.0%</td>
<td>NA</td>
</tr>
<tr>
<td>Hispanic</td>
<td>66.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>28.6%</td>
<td>100.0%</td>
<td>33.3%</td>
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<tr>
<td>Multi Racial</td>
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<td>NA</td>
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<tr>
<td>Native Hawaiian/Pacific</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

**Rationales:** 4/6-Year Graduation Rate (submitted fall 2013)

Target number is based on average and past trends for: First-time freshmen, low income first-time freshmen, returning adults, transfer, and underrepresented racial and ethnic students

**4/6-Year Graduation Rate Strategy**

Describe the general focus of the strategy designed to foster progress on the objective. An ongoing goal for West Liberty is to secure funding for the Ellucian-Degree Works advising tool to assist students with preparation for on time degree completion. However, with or without degree-works, West Liberty will focus on improving four and six year graduation rates through the development of student services, programming, and financial literacy.

**4/6-Year Graduation Rate: Activity I - Campus Programming**

(I. 1.) **Who is responsible for the implementation of this activity?** Mihaela Szabo, Director of International Enrollment Services; Jasmin Illovart, Coordinator of International Student Activities; Katie Billings, Campus Activities Coordinator; Vishakha Maskey, Chair of the Internationalization Committee, Student Services and Support Staff

(I.2.) **Describe the activity.** Enhanced academic, social and personal interaction between International and American students through the following programs and activities.

- The International Club - Promote diversity and support of international causes (open membership)
- Bridge Builder – Community and volunteer service work for International and American student pairs
- Host Family Program - Local families participate and provide international students with community ties
- American Ambassador Program - Students are encouraged to room with an international student
- Resident Hall Assistants – Monthly activity programing to promote intercultural communication
- Staff Training - Provide campus-wide training program to sensitize staff to the unique needs and concerns of international students

(I.3.) **What target populations, if applicable, does this activity address?** Students, faculty, staff, and minorities students. Our financial literacy program will target low-income freshmen and the international student activities will target underrepresented racial/ethnic minority groups.

(I.4.) **Provide a timeline for implementation of this activity** These activities are ongoing (monthly and annually)
**WLU Mission:** To provide our students the opportunity for a high quality undergraduate, graduate and professional education.

(I.5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?

- **Human:** West Liberty students, faculty and staff
- **Physical:** University facilities
- **Financial:** the Office of International Enrollment Services has a dedicated budget

(I.6.) What internal and external entities will collaborate to implement this activity?

Offices of International Student Enrollment, Housing and Student Life, Human Resources, Provost, and Enrollment and Student Services

(I.7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?

The intended outcome is enhanced academic, social and personal interaction between International and American students. The implementation will occur as a result of student programming and services. Assessment will occur through the use of student satisfaction surveys, attendance at specialized events, and improved retention and graduation rates. Semester-to-semester retention numbers of international students are tracked by the Director of International Student Services.

(I.8.) Does the activity foster progress in another compact strategy or plan and how?

Enrollment, Retention, On-Time Degree Completion, External Engagement

4/6-Year Graduation Rate: Activity II-Student Loan Debt

(II.1.) Who is responsible for the implementation of this activity?

Katie Cooper, Director of Financial Aid, Jamie Coen-Pickens, Retention Specialist

(II.2.) Describe the activity.

All first year freshmen are required to enroll in the First-Year Experience Course. During the semester, students will be required to attend a financial aid and financial literacy presentation given by the Director of Financial Aid. The presentation will touch on credit card use, default consequences, the SAP policy, and budgeting while in school. Students will be required to complete a short handout in class after attending the presentation. Students will also have the option to sign up for a 3-hour Financial Literacy course taught by the College of Business Faculty.

(II.3.) What target populations, if applicable, does this activity address?

The first-year experience course will target first-time freshmen. The Financial Literacy course will be available to all students on campus.

(II.4.) Provide a timeline for implementation of this activity.

- Fall 2013: Financial Literacy initiated in freshmen experience classes
- Fall 2014: The financial literacy course is available in the College of Business
- Fall 2014: Financial Literacy continues in freshmen experience
- Fall 2015: Financial Literacy course continues in College of Business

(II.5.) What resources (human, physical, financial).

- **Human:** WLU Staff and Faculty
- **Physical:** WLU Facilities
- **Financial:** No additional cost

(II.6.) What internal and external entities will collaborate to implement this activity?

The Learning and Student Development Center, Financial Aid Office and College of Business will collaborate to ensure presentation and curriculum is appropriate, up-to-date and accurate.

(II.7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?

The intended outcomes are decreasing unnecessary loan borrowing and increasing financial literacy. Financial literacy will increase the understanding of default consequences. Implementation will be through financial literacy presentations in freshmen experience and instruction in the College of Business Financial Literacy course. Assessment will occur through regular class tests and by tracking student loan default rates. Indirect assessment data is collected through course evaluations and the graduating senior survey.

(II.8.) Does the activity foster progress in another compact strategy or plan and how?

Graduation Rates, Financial Aid, Student Loan Debt
### Financial Aid Comprehensive Plan

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FINANCIAL AID</strong></td>
<td>Development of comprehensive financial aid plan that guide financial aid allocation, administration, and outreach with subsequent reports on the success and outcomes of this plan.</td>
</tr>
</tbody>
</table>

1. **(Fall 2014)** Develop and submit the comprehensive financial aid plan.  
   *This plan should guide financial aid allocation, administration, and outreach. Report on the success and outcomes of the plan. Articulate goals that align with West Liberty’s mission statement and those in the HEPC Master Plan. Provide strategies to achieve goals that aid in allocation, administration, and outreach. What is the plan to assess the success of the strategies to progress toward the goals?*

2. Annually: Report on the progress of the plan including implementation and outcomes of assessment and actions to be taken based on that assessment.

(1) **Person(s) responsible for implementation of the plan.** Katie Cooper, Director of Financial Aid, will chair a campus wide committee consisting of directors associated with financial aid education, delivery, and outcomes.

(2) **Explanation of objective or focus of plan.** West Liberty University’s financial aid comprehensive plan stresses financial literacy throughout the student’s relationship with the university.

   Prior to enrollment at West Liberty University, we will promote financial planning for college with our local high schools. We will also educate our students during our Open House days about available financial aid and requirements as well as during our Summer Orientations through one-on-one financial counseling providing an estimated out of pocket cost. Also, when students are accepted, they will receive an updated award letter that explains available grants, loans and scholarships.

   Once enrolled at WLU, during a student’s required First Year Experience course, they will receive information concerning personal finance, budgeting and impacts of SAP on financial aid. Student will also be encouraged to take a Financial Literacy Course taught by one of our College of Business professors.

   Before graduation or withdrawing from WLU, students will have the opportunity for a one-on-one counseling session with a financial aid counselor, the Dean of Students or the Director of Financial Aid. This will insure they understand their financial requirements and obligations after leaving WLU. Our graduating seniors will also have the opportunity to meet with a financial aid representative at our Graduation Fair, one month prior to graduation each semester.

   Finally our focus on the 4-year degree completion rate will hopefully help students minimize their amount of student loans needed to graduate.

(3) **Discussion of planning process:**

   **a) Evidence that the process has been inclusive and collaborative.**

   The committee, under the leadership of Katie Cooper, Director of Financial Aid, discussed with department directors across campus as well as Deans to determine what financial literacy options existed on campus and determined areas of need.

   **b) Summary of information used to identify focus of the plan.**

   The committee felt that incorporating financial literacy training into the first year experience course was an important step towards the institution’s commitment to promoting financial responsibility. Also, the committee recognized that students needed additional exposure to financial education prior to enrollment and right before graduation.
(4) Intended outcomes of the plan. Ultimately, the plan ensures that students attending WLU receive financial literacy education before they enroll, while they are students (even if they do not receive financial aid) and right before they graduate or leave the institution. The plan benefits students in the near term by addressing financial aid in the FYE courses, providing understandable aid packages, and one-on-one counseling opportunities. The plan’s long term goals are to reduce the institution’s default rate, while using financial aid and literacy to increase enrollment and graduation rates.

Financial Aid Strategy: Activity I-Financial Aid Counseling

(I. 1.) Who is responsible for the implementation of this activity? Katie Cooper, Director of Financial Aid and Scott Cook, Dean of Enrollment and Student Services

(I.2.) Describe the activity. Students will receive one-on-one counseling when they have decided to withdraw from the University with either the Director of Financial Aid or the Dean of Students. We will also provide a financial aid representative at the Graduation Fair each semester to complete exit counseling and answer any questions about repayment options.

(I. 3.) What target populations, if applicable, does this activity address? Students that are withdrawing or graduating each semester.

(I. 4.) Provide a timeline for implementation of this activity. These activities have already commenced and take place daily with withdrawals and once a semester with the graduation fair.

(I. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes? Human: Financial Aid and the Dean of Students will be responsible for the one-on-one counseling, Enrollment Services Center staff will be responsible for identifying the students/Physical: WLU Facilities-Graduation Fair, Learning and Student Development Center/Financial: dedicated budget

(I. 6.) What internal and external entities will collaborate to implement this activity? The Director of Financial Aid and Dean of Students will collaborate with who is available to complete the counseling. The Learning and Student Development Center will coordinate the Graduation Fair that the Financial Aid Staff will attend.

(I. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The intended outcomes are students leaving WLU with a better understanding of loan borrowing and loan default. We will continue to monitor our CDR to see any changes once students leave and go into repayment.

(I. 8.) Does the activity foster progress in another compact strategy or plan and how? This activity has a direct relationship to and is an activity of the Student Load Debt. This activity will foster progress in retention as well as graduation rate due to the fact that they may stay in school through the one-on-one counseling they receive.

Financial Aid Strategy: Activity II-Financial Aid Planning

(II. 1.) Who is responsible for the implementation of this activity? Katie Cooper, Director, Financial Aid

(II. 2.) Describe the activity. Group counseling will take place with high school seniors and parents in high schools during financial aid nights as well as on campus during our Open House events. We will also complete one-on-one counseling during our Summer Orientations with incoming freshmen students and parents.

(II. 3.) What target populations? Local senior High School students and incoming freshmen students.

(II. 4.) Provide a timeline for implementation of this activity. This activity will take place during the 2014-2015 academic school year and beyond. High School visits will take place during the high FAFSA filing season (Jan-March), Open House presentations will occur monthly on campus and summer orientation counseling will take place over the summer months and prior to students moving on campus.
(II. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?

Human: Financial Aid Staff
Physical: WLU Facilities
Financial: Travel expenses

(II. 6.) What internal and external entities will collaborate to implement this activity? The University and local high schools for the high school financial aid nights, and Admissions and Financial Aid for the Open House days and Student Life and Financial Aid for the summer orientation sessions.

(II. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? Our intended outcome is that students and parents will have a better understanding of financial aid and borrowing before starting their education at WLU. Students and Parents attending the summer orientation program will be asked to complete a survey after the presentation and one-on-one counseling session.

(II. 8.) Does the activity foster progress in another compact strategy or plan and how? This activity has a direct relationship with the loan default strategy. May increase the number of underrepresented populations due to information presented on financial aid opportunities. Finally, with emphasis on borrowing smart, we hope to increase the number of students completing their degree in four years.

Financial Aid Strategy: Activity III-Financial Aid Award

(III. 1) Who is responsible for the implementation of this activity? Katie Cooper, Director, Financial Aid

(III. 2) Describe the activity: The purpose of this activity is to insure students and parents understand their financial aid award prior to starting school through an easy to understand financial aid award letter. The letter breaks down award information and estimated costs allowing for a projected new price. We will allow for updates and adjustments before each awarding cycle.

(III. 3) What target populations, if applicable, does this activity address? Incoming first time students

(III. 4) Provide a timeline for implementation of this activity: The award letter is delivered to first time students from March through the start of school. Adjustments and updates will take place in January and February before the first letters go out to students.

(III. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?

Human: WLU staff, students and parents
Physical: WLU facilities
Financial: Dedicated budget

(III. 6.) What internal and external entities will collaborate to implement this activity? We will collaborate across the division in reviewing our financial aid award letter every year.

(III. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? Financial aid award letters are mailed to incoming students. The letter provides students with a thorough explanation of financial aid responsibility and directs them to sign and return the letter, sign their master promissory note, and complete a financial aid entrance counseling session.

We will assess the success of our comprehensive letter by tracking the number of inquiries received, by maintaining a record of student questions and/or difficulties and keeping records of completed MPNs and Entrance Counseling sessions. We will discuss our finding in our department meetings and make adjustments as necessary.

(III. 8.) Does the activity foster progress in another compact strategy or plan and how? This activity has a direct relationship and is an integral component of the loan default strategy. Hopefully, reinforcing financial aid understanding and financial literacy prior to a student enrolling will improve retention rates and reduce the default rate. If prospective families realize higher education is obtainable with financial aid assistance, it may increase the number of students enrolling from underrepresented minority populations. Finally, with emphasis on borrowing smart, we hope to increase the number of students completing their degree in four years.
C. Impact on WV: Increase the impact that public colleges and universities have on WV through production of qualified graduates ready to contribute to the workforce and the community, provision of needed services, and research and development that promote knowledge production and economic growth.

### Critical Regional Comprehensive Plan

**EXTERNAL ENGAGEMENT**

(3) System wide engagement with external organizations (government, business, non-profit) to solve critical regional civic and/or social issues.

1. Develop and submit the comprehensive plan to solve critical regional civic and social issues: *This plan will focus on how West Liberty and its students are engaging with external organizations (government, business, non-profit) to identify and solve critical regional civic and/or social issues. The plan should articulate goals aligned with West Liberty’s mission, the strategies to meet those goals, and how to assess the success of those strategies.*

2. Annually Report on the progress of plan including implementation and outcomes of assessment and actions to be taken based on that assessment.

Committee: Jeff Knierim, Chair; Jim Haizlett; Courtney Huffman; JoJo Ullom; Ron Witt

**(1) Person(s) responsible for implementation of the plan.** Jeff Knierim, Vice-President for Community Engagement and Chair of the Critical Regional Comprehensive Plan Committee; Ron Witt, Executive Director of University Planning; James Haizlett, Associate Professor of Graphic Design; Courtney Huffman, Professor of Dental Hygiene; JoJo Ullom, Assistant Professor and Education Department Chair

**(2) Explanation of objective or focus of plan.** Civic engagement is a core value of the University Master Plan and is a fundamental element of University culture. These Initiatives to promote civic engagement vary and include students, faculty, and staff in University wide and programmatic level initiatives. Some projects are on-going and others are one-time, need-based events.

To meet the compact criteria and of continuous measurement of civic engagement initiatives, the committee chose to focus on two strategies of on-going initiatives. The first is the Oral Health Care Program conducted at Madison Elementary School located in the Ohio County School District. This activity provides preventative oral health care and education to high risk children under the age of 18 who attend Ohio County Schools.

The second strategy focuses on 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.

**(3) Discussion of planning process:**

a. Evidence that the process has been inclusive and collaborative (participants and affiliation).

   The committee members discussed some of the ongoing initiatives occurring in the Colleges of Sciences, Liberal Arts, Education and Arts and Communication, as well as those of civic and non-profit organizations in the community and PK-12 areas schools.

b. Summary of information used to identify focus of the plan.

   Based on the discussion, recommendations were made for continuation of current activities of civic engagement and implementation of further, university-wide on-going initiatives.

**(4) Intended outcomes of the plan.** To ensure that WLU students engage in community activities that benefit the students of area schools, especially those in target populations served by non-profit community and civic organizations, and support the goal, mission, and efforts of these community organizations and those of West Liberty University.
Critical Regional Comprehensive Plan-Activity I

(I. 1.) Who is responsible for the implementation of this activity? Courtney Huffman, RDH, MSDH Professor of Dental Hygiene, Sarah Whitaker Glass School of Dental Hygiene; Nancy LaBrosse, RDH, Dental Hygienist for Ohio County Schools.

(I. 2.) Describe the activity. 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.

(I. 3.) What target populations, if applicable, does this activity address? The target population for this activity includes high risk children under the age of 18 who attend Ohio County Schools.

(I. 4.) Provide a timeline for implementation of this activity.

- May 2014: Identify number of dental hygiene students needed and dates for treatment during the 2014-2015 Academic year both fall and spring semesters.
- May 2014: Assessment of program utilization of services and assess needs for next AY.
- July 2014: Schedule students for assigned rotations at the Ohio County Clinic.
- August-December 2014: Treatment implemented.
- January-April 2015: Treatment implemented.

(I. 5.) What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? Resources include second year dental hygiene students from the Sarah Whitaker Glass School of Dental Hygiene at West Liberty University, Nancy LaBrosse, RDH, Dental Hygienist for Ohio County Schools, supervising dentists, and Courtney Huffman, RDH, MSDH Professor of Dental Hygiene at West Liberty University. The clinic and supplies are supported and provided by the Ohio County School system and the Wheeling District Dental Society.

(I. 6.) What internal and external entities will collaborate to implement this activity? Internal and external entities for implementation include the Ohio County School District, West Liberty University and the Wheeling District Dental Society.

(I. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The intended outcomes are to decrease the oral disparity in high risk children that attend Ohio County Schools in West Virginia. Descriptive data is collected to identify utilization of services provided by the dental hygiene students and received by children in the Ohio County School district. A final assessment is conducted through an electronic survey that determines the extent to which this activity enhanced the dental hygiene students’ knowledge and professional development.

(I. 8.) Does the activity foster progress in another compact strategy or plan and how? Providing West Liberty students with local community engagement opportunities creates connections to the workplace that may enhance career and employment prospects. These types of programs showcase our students and program offerings which promote West Liberty University in the community thereby assisting with student enrollment and recruitment efforts.
### Critical Regional Comprehensive Plan - Activity II

**II. 1.** Who is responsible for the implementation of this activity? James Haizlett, Associate Professor of Graphic Design

**II. 2.** Describe the activity. Student Design Services. 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.

**II. 3.** What target populations, if applicable, does this activity address? Various organizations within the West Liberty University community, ranging from student activities to academic programs. Non-profit organizations throughout the Ohio Valley and startup companies with limited budgets.

**II. 4.** Provide a timeline for implementation of this activity. The program will run annually during the fall semester. Projects will begin in September and will be completed by December.

**II. 5.** What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? James Haizlett, Associate Professor of Graphic Design, will supervise the project. Team members are senior graphic design students. We will use existing resources: cameras, computers, and software in the graphic design lab. Students deliver the designs and assist the organizations in the acquisition of web space and printed materials.

**II. 6.** What internal and external entities will collaborate to implement this activity? The WLU Office of Community Engagement contacts area non-profits on an annual basis to apprise them of the program. The WLU Director of Media Relations reaches out to the community via media releases. Organizations accepted into the program provide subject matter experts to collaborate with the students on the completion of specific projects.

**II. 7.** What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?

- **Outcome #1** – To provide WLU students with “real world” projects working with established organizations.
- **Implementation Assessment #1**: Students will select three to four projects each semester.

- **Outcome #2** – To provide campus and community organizations with limited budgets with professional design expertise.
- **Implementation Assessment #2**: Completed applications and participating organizations will be tracked.

- **Outcome Assessment #2**: Organizations will complete an assessment form at the conclusion of each project.

**II. 8.** Does the activity foster progress in another compact strategy or plan and how? Academic Quality – Students are challenged to perform on a professional level, developing “real world” skills and practices. These types of activities are invaluable in helping students transition from college to a professional working environment.
### C. Impact on WV: Increase the impact that public colleges and universities have on WV through production of qualified graduates ready to contribute to the workforce and the community, provision of needed services, and research and development that promote knowledge production and economic growth.

#### Career Pathways Comprehensive Plan

**CAREER PATHWAYS**

1. Develop and submit a comprehensive plan developing and promoting pathways to careers in WV. *This plan will direct how West Liberty addresses regional economic needs through developing and promoting pathways to careers in WV.* It will include:
   1. Developing formal partnerships with businesses, non-profit organizations, and other employers,
   2. Enhancing career readiness programs for students (internships, co-operative arrangements, career counseling, job placement programs, etc.).

   The plan should articulate goals aligned with West Liberty’s mission, the strategies to meet those goals, and how to assess the success of those strategies.

2. Annually report on the progress of plan including implementation and outcomes of assessment and actions to be taken based on that assessment.

Committee: Bridgette Dawson, Chair; Beverly Burke; Joseph Horzempa; Ron Witt

#### Career Pathways Comprehensive Plan

1. **Person(s) responsible for implementation of the plan.** Bridgette Dawson, Director of Learning and Student Development Center; Beverly Burke, Administrative Assistant Senior for Academic Affairs; Joseph Horzempa, Assistant Professor of Biology; Jamie Coen-Pickens, Retention Specialist for the Learning and Student Development Center; Ronald Witt, Executive Director of the Office of University Planning

2. **Explanation of objective or focus of plan.** West Liberty’s career pathways comprehensive plan shall focus on the ways in which it will contribute and promote the opportunities and readiness of its students, and as graduates, how they will contribute positively to the workforce and the community.

One way in which West Liberty intends to expand in that regard is 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.

Another way in which West Liberty can promote pathways to careers is through its’ Study Abroad program. Experiencing another culture not only provides the competitive edge that today’s employers are seeking, but also offers a life-changing experience. The many benefits of studying and/or interning abroad extend far beyond the classroom. This unique opportunity will positively enrich their educational experience both academically and personally, and enable them to acquire the knowledge and skills necessary to become global citizens.

A Career Advisory Board is necessary 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.
**WLU Mission:** To provide our students the opportunity for a high quality undergraduate, graduate and professional education.

### (3) Discussion of planning process:

#### a. Evidence that the process has been inclusive and collaborative (participants and affiliation).

The formation of the new 2014-2019 Institutional Master Plan was an inclusive and collaborative process through the efforts of numerous individuals representing many aspects of the university and community. There are goals addressing a myriad of challenges and opportunities that will help guide and support the mission of the institution.

#### b. Summary of information used to identify focus of the plan.

Incorporating training and education through first year experience course sections, is a good step towards the institutions commitment to promoting career pathways to employment opportunities in WV.

### (4) Intended outcomes of the plan.

- The intended outcome of this plan is to enhance the overall financial well-being of the state by producing qualified, well-educated graduates for the workplace. Additionally, by providing multiple study abroad opportunities and encouraging our students to experience another culture, our students will be better prepared for a global economy and be more marketable after graduation.
- Expand the number of professional development opportunities and the number of students who pursue advanced degrees and opportunities available in STEM Fields.
- Implement a campus culture that supports all stages of student educational pathways and meets the needs of prospective and current students, employers, and alumni.

### (5) Strategies to achieve the outcomes of the comprehensive plan.

- Expand professional development to include more students, and increase the number of students who pursue advanced degrees and opportunities available in STEM Fields.
### Career Pathways Comprehensive Plan – Activity I

**I. 1.) Who is responsible for the implementation of this activity?** STEM Degree faculty and those who participate on the recruitment and retention committees in the College of Sciences and Liberal Arts.

**I. 2.) Describe the activity.** West Liberty University faculty have and will continue to acquire externally funded grants in STEM fields that will provide our students with internships during their undergraduate matriculation. We have a current STEM grant that funds fifteen summer undergraduate researchers under the mentorship of our faculty. 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.

One way in which West Liberty intends to expand in that regard is 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.

**I. 3.) What target populations, if applicable, does this activity address?** This strategy targets current and prospective West Liberty Students. In addition, summer research opportunities will target West Liberty and other in state students.

**I. 4.) Provide a timeline for implementation of this activity.** Relationships with graduate and professional schools are ongoing. Faculty will be encouraged to apply for additional funding in November of 2016 as current funding for STEM research runs through 2016. Other research opportunities and STEM grants will be pursued regularly by the West Liberty Science faculty.

**I. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?**
- **Human:** WLU faculty and staff
- **Physical:** WLU facilities including a new STEM laboratory in Arnett Hall.
- **Financial:** WLU will continue to provide in-kind matches to awarded grants and funding opportunities

**I. 6.) What internal and external entities will collaborate to implement this activity?** Faculty in the Department of Natural Sciences and Mathematics. Dr. Joseph Horzempa will serve as the liaison to WVSOM (Dr. Modzakowski, WVSOM contact) for the early admission program. Dr. Melinda Kreisberg will serve as the liaison to WVU Dental School for the early admission.

**I. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?** The intended outcome of the various internship programs is for students to be able to thrive in a competitive workplace and ultimately, become more marketable in their chosen career path. Outcomes are assessed through the senior graduation survey and one-year post graduation survey.

By establishing partnerships with professional and graduate schools (such as WVSOM and WVU), West Liberty is increasing the opportunities for our graduates to further their education and ultimately their careers. Moreover, by providing research internships while our students matriculate, we are increasing the experience and readiness of our students for graduate school, professional school, and their careers.

**I. 8.) Does the activity foster progress in another compact strategy or plan and how?** Retention & Graduation Rates
### Career Pathways Comprehensive Plan – Activity II

<table>
<thead>
<tr>
<th>Strategy: Implement a campus culture that supports all stages of student educational pathways and meets the needs of prospective and current students, employers, and alumni.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(II. 1)</strong> Who is responsible for the implementation of this activity? Bridgette Dawson, Director of the Learning and Student Development Center</td>
</tr>
<tr>
<td><strong>(II. 2)</strong> Describe the activity. A ‘Career Advisory Board’ will be created to provide guidance and support to the College Career Center in its efforts to increase interactions among students, faculty, and alumni for career-related issues and to facilitate the relationship between the Career Center, Alumni Association and local community. The committee will work to develop and strengthen the West Liberty University network around the state, helping to enhance the lifelong community for students and alumni of West Liberty University.</td>
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<tr>
<td><strong>(II. 3)</strong> What target populations, if applicable, does this activity address? The focus of the group will be to increase and enhance professional development opportunities for all students and alumni.</td>
</tr>
<tr>
<td><strong>(II. 4)</strong> Provide a timeline for implementation of this activity. The timeline for board selection will be October 30th, 2014. Members chosen will accept appointments by November 15th, 2014 and the initial meeting will take place before the end of the Fall 2014 semester.</td>
</tr>
<tr>
<td><strong>(II. 5)</strong> What resources (human, physical, financial) will be deployed to achieve the desired outcomes? <strong>Human:</strong> WLU staff, administration, and community leaders <strong>Physical:</strong> WLU facilities <strong>Financial:</strong> Travel and hospitality expenses</td>
</tr>
<tr>
<td><strong>(II. 6)</strong> What internal and external entities will collaborate to implement this activity? One faculty member from each of the six colleges on campus will serve as a representative. External members of the career advisory board may include local small business owners, community leaders, alumni and current students. The board will work with local businesses to create awareness, network and promote the benefits of collaboration.</td>
</tr>
<tr>
<td><strong>(II. 7)</strong> What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The Career Services Advisory Board will assist in providing direction for the Career Services Center in developing programs and opportunities for students to connect academic experiences with practical experiences and future career paths. Outcomes will be assessed through the senior graduation survey and one-year post graduation survey. The survey currently reports that 51.65% of students participate in a paid or unpaid internship preceding graduation. Increased participation as well as increased satisfaction with available opportunities will begin to be assessed in December of 2014.</td>
</tr>
<tr>
<td><strong>(II. 8)</strong> Does the activity foster progress in another compact strategy or plan and how? This activity has a direct relationship with the retention and graduation rates as well as the enrollment plan. Promoting existing opportunities and creating new community partnerships will make West Liberty University an attractive institution to prospective students. Additionally, participation in professional development should strengthen the quality of education, increase connectivity to WLU and produce a competitive workforce.</td>
</tr>
</tbody>
</table>
A. Access: Increase educational access for traditional and non-traditional West Virginia students.

Collaborative Access Effort Comprehensive Plan

| ENROLLMENT | 1. (Fall 2014) Develop and submit the comprehensive plan for a collaborative access effort. This plan should incorporate best practices such as: early intervention, family involvement, education in the benefits of attending college, provision of information about college, financial aid assistance and literacy, academic preparation and promotion of college readiness, and application assistance. The plan should articulate goals aligned with West Liberty’s mission statement, the strategies to meet those goals, and how to access the success of those strategies to progress toward the goals. |
| Committee: Scott Cook, Chair; Brenda King; Katie Cooper |

Collaborative Access Effort Comprehensive Plan

(1) Person(s) responsible for implementation of the plan. Scott Cook, Dean of Enrollment & Student Services; Brenda King, Director of Admissions & Recruitment; Kate Cooper, Director of Financial Aid; Bridgette Dawson, Director of Learning & Student Development Plan

(2) Explanation of objective or focus of plan. The focus of the Collaborative Access plan is to enhance efforts to provide access by intensive collaboration between the Division of Enrollment Services and the Division of Academic Affairs. The Division of Enrollment Services is integrating Academic Affairs into enrollment outreach planning and initiatives. In 2013-14, the campus community was engaged in enrollment activities. The Enrollment Planning Committee is restructured and includes significant Academic Affairs representation. The Committee planning discussions centered on access, recruitment, and enrollment activities. A number of initiatives are identified in which academic affairs and enrollment services will collaborate. A main objective is to create activities and occasions to inform prospective students of the benefits of higher education and of the unique opportunities provided by West Liberty University.

(3) Discussion of planning process:

a. Evidence that the process has been inclusive and collaborative (participants and affiliation). The Enrollment Planning Committee consists of all academic deans, representing each academic school and college. All enrollment service directors: Admissions, Financial Aid, Learning and Student Development Center, and Housing and Student Life are included. The VP of Finance, Directors of Development, and Marketing are included to ensure financial and marketing planning is part of the process. The President and the Vice-President of the Student Government Association are also invited.

b. Summary of information used to identify focus of the plan. Collaboration between enrollment services and academic affairs is increasingly important to the success of student recruitment. Recruiters are asked, more frequently, to provide information on career opportunities, internship possibilities, and course selection for specific majors. Faculty expertise on these types of questions is a great benefit to prospective students and their families. As the cost for higher education continues to escalate, the financial aid staff is overwhelmed with questions from families who are concerned about whether the debt incurred is worth the benefit of a degree. The activities identified here will address these issues.
(4) Intended outcomes of the plan. An intended outcome is increased enrollment realized by providing information on affordability and the benefits of higher education to prospective families. Many students and their families are unaware of the programs available for financial assistance or of the critical need for higher education in the current job market. Creating a positive working relationship between divisions is an outcome that will benefit the University recruitment and enrollment efforts.

(5) Strategies to achieve the outcomes of the comprehensive plan. The strategies are faculty collaboration during the early phases of the recruitment process, and an increased effort to disseminate information to prospective students and their families.

Collaborative Access Strategy-Agency I

(I. 1.) Who is responsible for the implementation of this activity? Brenda King, Associate Dean Enrollment Services and Director of Admissions and Recruitment

(I. 2.) Describe the activity. The Admissions Office will supply a weekly updated list of prospective students to the faculty of the newly formed College Recruiting & Retention Teams. These dedicated faculty will have the opportunity to make contact and personally interact with prospective students. Faculty involvement with recruitment is a powerful demonstration of the type of one-on-one advising available at WLU, and enables prospective students to make better informed decisions about their academic future.

(I. 3.) What target populations, if applicable, does this activity address? The target population for this activity will be prospective first-time freshmen.

(I. 4.) Provide a timeline for implementation of this activity.
- October 2014: Admissions Office staff begins forwarding information to academic departments on students visiting campus interested in their respective majors
- November 2014: Academic departments begin written and telephone follow-up to those students in their respective majors
- These are monthly activities.

(I. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes? Human: Admissions staff and faculty/Facilities: WLU and local high schools/Financial: travel expenses

(I. 6.) What internal and external entities will collaborate to implement this activity? Academic affairs and Enrollment Services (faculty and staff)

(I. 7.) What are the intended outcomes and how will both the implementation and the outcomes of the activity be assessed? The intended outcome is to engage faculty with prospective students to better enhance University recruitment and increase enrollment. Implementation will be a collaborative process of admissions and faculty as previously described. Assessment will be a result of enrollment data review.

(I. 8.) Does the activity foster progress in another compact strategy or plan and how? Coordinated recruitment efforts will result in increased enrollment and improved retention and graduation rates.
### Collaborative Access Strategy: Activity II

**II. 1 Who is responsible for the implementation of this activity?** Scott Cook, Dean of Enrollment Services and Registrar

**II. 2 Describe the activity.** West Liberty University has implemented a new data reporting tool (APEX). College deans, department chairs and selected faculty will be provided training so that they will be better able to quickly and efficiently generate information on student prospects.

**II. 3 What target populations, does this activity address?** Prospective 1st-time freshmen

**II. 4 Provide a timeline for implementation of this activity.**
- October 2014: College Deans will identify faculty for APEX training
- October 2014: Faculty APEX accounts are created
- November 2014: Training is coordinated and scheduled
- December 2014: Faculty begin using APEX

**II. 5 What resources (human, physical, financial) will be deployed to achieve the desired outcomes?**
- **Human:** WLU faculty and support staff
- **Physical:** WLU campus and IT Services
- **Financial:** No additional cost as we are already using APEX, and training will be conducted in-house

**II. 6 What internal and external entities will collaborate to implement this activity?** Academic Affairs, Enrollment Services, and Information Technology will collaborate on this activity.

**II. 7 What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?** The intended outcome is increased enrollment implemented through faculty training and involvement in recruitment efforts. Assessment will be the result of faculty feedback, enrollment tracking, and information/data provided in APEX.

**II. 8 Does the activity foster progress in another compact strategy or plan and how?** Direct student interaction with faculty will initiate connections to the campus and academics that may lead to improved retention rates.

### Collaborative Access Strategy: Activity III

**III. 1 Who is responsible for the implementation of this activity?** Scott Cook, Dean of Enrollment Student Services and Registrar; Katie Cooper, Director of Financial Aid

**III. 2 Describe the activity.** A goal of the Enrollment Planning Committee is to improve and increase communication with prospective students and their parents and better inform them of available higher education opportunities. This goal will be accomplished by:

1. Thank you notes—sent to the family of prospective students who have visited the campus. The note will provide the Dean of Students and families with contact information for follow-up questions.
2. Follow up letter—the Director of Financial Aid sends a letter as a follow up to the thank you note that describes the net price calculator and available scholarship opportunities.

We have contracted with CAPEX to identify students interested in WLU. The Director of Financial Aid also has emailed these students regarding the net price calculator and available scholarships. These communications are in addition to those regularly sent through the Admissions Office.

**III. 3 What target populations, if applicable, does this activity address?** Prospective first-time freshmen, including low income and underrepresented minorities.

**III. 4 Provide a timeline for implementation of this activity.** In September, 2014, the Campus Visit Coordinator developed a google document listing contact information on families visiting campus which is updated weekly.
(III. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?

**Human:** current staff (Campus Visit Coordinator, Dean and Director of Financial Aid) will be utilized for this activity.

**Physical:** WLU facilities

**Financial:** A dedicated budget is in place

(III. 6.) What internal and external entities will collaborate to implement this activity?

Enrollment Services, Financial Aid, and Admissions/Recruitment

(III. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?

The intended outcome is increased enrollment brought about as a result of improved communication and repeated contact with students and their parents. The implementation is a result of sending the communications, and assessment will be a result of enrollment data review.

(III. 8.) Does the activity foster progress in another compact strategy or plan?

Retention and Graduation Rates

Collaborative Access Strategy: Activity IV

(IV. 1) Who is responsible for the implementation of this activity?

Katie Cooper - Director of Financial Aid

(IV. 2) Describe the activity.

WLU is expanding the number of high schools served through financial aid seminars as well as expanding the presentation content to include the benefits of higher education, salary potential, and careers in higher education. All schools located within a 50-60 mile radius of our campus are contacted for their interest in a WLU financial aid seminar presentation for prospective students and their families.

(IV. 3) What target populations, if applicable, does this activity address?

Prospective first-time freshmen, including low income and underrepresented minorities.

(IV. 4) Provide a timeline for implementation of this activity.

- October 2014, the presentation for financial aid seminars will be revised to include additional items on benefits of higher education.
- October, 2014 local high schools will be contacted regarding our staff presenting a high school seminar to their senior students and parents.

(IV. 5) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?

**Human:** WLU staff and prospective students/families, local high school personnel

**Physical:** WLU facilities

**Financial:** Travel budget is modified to cover costs

(IV. 6) What internal and external entities will collaborate to implement this activity?

The Enrollment Services areas, recruitment, admissions and financial aid staffs, with local high school administrations.

(IV. 7) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed?

The intended outcome is increased enrollment as a result of expanding the number of schools/students contacted and better informed customers. The financial aid seminars will provide students with financial aid opportunities and could recruit low income families. The implementation is a result of the seminars being offered, and assessment will result in enrollment review and financial aid applications.

(IV. 8) Does the activity foster progress in another compact strategy or plan and how?

Retention, Student Load Debt, and Financial Aid
## Academic Quality Comprehensive Plan

### PROGRAM REVIEW

| (5) As an extension of academic program review, system wide assurance that academic programs prepare students to be knowledgeable and competent in their content discipline and also proficient in quantitative literacy, critical thinking, problem-solving, and communication skills. | 1. Develop a comprehensive plan to assure all graduates are competent. 
*Develop a plan to assure that all graduates are knowledgeable and competent in their content discipline and also proficient in quantitative literacy, critical thinking, problem-solving, and communication skills. Articulate goals that align with West Liberty’s mission statement, the HEPC Master Plan, and include strategies to meet goals. Include how to assess the success of strategies to progress toward the goals.*  
2. Annually report on the progress of the components of plan including implementation and outcomes of assessment and actions to be taken based on the assessment. |

Committee: Ryan McCullough, Chair; Steve Criniti; Jeremy Larance; Margaret Six; Carrie White

### (1) Person(s) responsible for implementation of the plan. Steve Criniti, Chair, University Assessment and Accreditation Committee; Jeremy Larance, Chair, General Studies Assessment Committee, Paula Tomasik, Director of Institutional Research and Assessment, Brian Crawford, Provost, Faculty Assessment Coordinators, Administrators

### (2) Explanation of objective or focus of plan. The general objective of this plan is to improve student competence, achievement and success by monitoring the effectiveness of the General Studies and Academic Degree Programs. The General Studies Assessment Committee and University Assessment and Accreditation Committee will collaborate to assess student learning skills.

### (3) Discussion of planning process: Evidence that the process has been inclusive and collaborative (participants and affiliation) The planning process for ensuring academic quality has been inclusive and collaborative by requiring campus-wide participation. The work of academic quality and assessment began with WLU participation in the Higher Learning Commission’s Assessment of Student Learning Academy. West Liberty’s participating team was comprised of administrators and faculty. Through the work of the Academy, several initiatives are implemented including: revising the general studies student learning outcomes; supporting the faculty assessment coordinator program through in-house workshops and rubric norming sessions; developing the data point project (a plan/process for general studies assessment); developing rubrics for assessing general studies skills, instituting the newly formed Assessment and Accreditation Committee, and revising the General Studies Assessment Committee Committee representation includes faculty, administrators, and staff. The General Studies Assessment Committee Chair makes reports to Faculty Senate, the College Deans, and the Provost. The A&A Committee provides direct feedback and recommendations to the academic degree program representatives, the Provost, the Board of Governors, and the Higher Education Policy Commission.

### Summary of information used to identify focus of the plan. The focus of the University Assessment plan began with the Higher Learning Commission’s Accreditation process and recommendations. The HLC directed WLU to provide follow up assessment reports for general studies and for the academic degree programs to be submitted one-year after the University accreditation visit. Participation in the HLC Academy, postponed this directive for the four-year Academy term.

### (4) Intended outcomes of the plan. Graduates will be able to demonstrate quantitative literacy, critical thinking, problem solving, and communication skills. In addition, students will be able demonstrate proficiency within their degree program. This will reflect the mission of the university, and create a sustainable assessment structure for general studies and degree programs. Within the assessment structure, WLU will collect and analyze assessment of student learning data that will be used to make informed decisions and curriculum changes.
(5) Strategies to achieve the outcomes of the comprehensive plan (see Strategy: Activity I and II)

Strategy-Activity I – General Studies Assessment

(I. 1.) Who is responsible for the implementation of this activity? The General Studies Assessment Committee: Matthew Zdilla, Associate Professor of Biology; Melinda Kreisberg, Professor of Biology; Jeremy Larance, Associate Professor of English and Committee Chair; Paula Tomaskik, Director of Institutional Research and Assessment; Traci Tuttle, Associate Professor of Education; Aron Massey, Instructor of Geography; Mark Pissos, Instructor of Business and all faculty teaching general studies courses.

(I. 2.) Describe the activity. This activity will require mandatory faculty participation for the assessment of student learning in all general studies courses. In addition, this activity will identify and evaluate specific learning outcomes in general studies courses and oversee the integration of general studies skills into degree programs. LiveText will be used for collecting information on the rubrics.

(I. 3.) What target populations, if applicable, does this activity address? Undergraduate students enrolled in general studies courses.

(I. 4.) Provide a timeline for implementation of this activity.

Fall 2014
- Solidify Alignment of courses to assessment measures (rubrics) and map the GS curriculum
- Communication-Assessing Written and Oral Communication via LiveText
- Committee Approval of Global Awareness Rubric and Development of Problem Solving Rubric
- Faculty training on LiveText

Spring 2015
- Continued Assessment of Communication
- Implement Global Awareness and Problem Solving Rubrics

2015-16
- Development of Quantitative Literacy Rubric, Continued Assessment of Student Learning Outcomes
- Implement Course Approval Process for General Studies

(I. 5.) What resources (human, physical, financial) will be deployed to achieve the desired outcomes?

Human: WLU Faculty/Physical: WLU Facilities/Financial: LiveText (student cost)

(I. 6.) What internal and external entities will collaborate to implement this activity? This activity will require the collaboration of faculty members, administrators, students, the Higher Learning Commission, the Higher Education Policy Commission, Institutional Research and Assessment, and the West Liberty University Board of Governors.

(I. 7.) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The intended outcome is a viable assessment of student learning initiative that will provide rich data for informed decision making concerning the University general studies program. The implementation will occur as a result of creating general studies rubrics, uploading the rubrics and collecting data with LiveText, and training faculty on the use of LiveText. Assessment will occur as we collect rubric data and create reports and review in the General Studies Assessment Committee and share with the faculty at large.

(I. 8.) Does the activity foster progress in another compact strategy or plan and how? This activity will foster progress in Student Retention, Degree Completion, On-Time Complete, and External Engagement.
## Strategy: Activity II: Program Review

### (II. 1) Who is responsible for the implementation of this activity? The Assessment and Accreditation Committee: Carrie White, Associate Professor of Marketing; Margaret Six, Professor of Dental Hygiene; Matthew Harder, Professor of Music; Donna Lukich, Professor of Nursing, Paula Tomasik, Director of Institutional Research and Assessment and Committee Co-Chair; and Steve Criniti, Associate Professor of English and Committee Chair

### (II. 2) Describe the activity. The Assessment and Accreditation Committee (A&A) is responsible for overseeing assessment planning for any academic degree program in the 5-Year Board of Governors Program Review cycle. The A&A Committee is comprised of representatives from the College of Liberal Arts, Education, Arts and Communication, and Sciences. The program review assessment documentation is reviewed in the committee using a rubric. The results (scores and recommendations) are shared with the department representatives.

The goal of the A&A Committee is for assessment recommendations to be prescriptive and provide support, feedback, and encouragement for the assessment of student learning. For example, programs that are considered to be exemplary, are not required to supply any additional assessment follow up until their next BOG review. However, they can submit an assessment review mid-cycle if they so choose, and many do because they are interested in the feedback and support offered by the committee. Programs considered deficient are required to submit follow-up assessment documentation as soon as the following year or a longer time frame may be more appropriate to allow enough time to implement assessment measures and collect information.

### (II. 3) What target populations, if applicable, does this activity address? This activity will target West Liberty University undergraduate and graduate students.

### (II. 4) Provide a timeline for implementation of this activity. The Board of Governors 5-Year Program Review process is an established HEPC Policy and several degree programs are reviewed each AY.

- **Fall:** The A&A Committee Chair and Co-Chair meet with department chairs and faculty assessment coordinators to make sure they understand the documents that are to be completed for program review
- **Spring:** Program Review documents are submitted to the A&A Committee on February 1; The A&A Committee meets (face-to-face) with the department chair, dean, and faculty assessment coordinator for each program under review. The assessment documents are reviewed by the committee using a program review rubric. Detailed assessment recommendations and rubric scores are provided; Committee Recommendations are provided to the Board at their April meeting; and A detailed report is provided to the Provost and a summary document is provided to the HEPC in May.

### (II. 5) What resources (human, physical, financial) will be deployed to achieve the desired outcomes? Human: Faculty, Staff, Board Members, HEPC/Physical: WLUs facilities and WLUs will begin using LiveText for program review/Financial: Cost of LiveText for students

### (II. 6) What internal and external entities will collaborate to implement this activity? Faculty, staff, BOG & HEPC.

### (II. 7) What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? The intended outcome is for each academic degree program to not only have a viable assessment program that provides data for improving student learning, and to have a solid infrastructure in place for Program Review and Assessment review that will be approved by the Higher Education Policy Commission and also by the University Accrediting Agency, the Higher Learning Commission. Implementation is a result of the Program Review process and assessment is an ongoing component of this process.

### (II. 8) Does the activity foster progress in another compact strategy or plan and how? This activity will foster progress in Student Retention, Degree Completion, On-Time Complete, and External Engagement.