TO: Dr. Brian Noland, Chancellor  
West Virginia Higher Education Policy Commission

FROM: Robin C. Capehart, President

DATE: September 30, 2011

RE: Institutional Compact – 2010-11 Update

Chancellor Noland:

Attached is the 2010-11 Update to the *Compact Reporting Elements for 2008-2013*. We believe this document represents a realistic approach in working toward achieving the performance goals of the Higher Education Policy Commission Master Plan, and we further believe that the identified goals and strategies can better position West Liberty to more effectively serve our multiple constituencies.

We appreciate your review of our 2010-11 Update to the *Compact Reporting Elements for 2008-2013*.

C: Kathy Butler  
    Anthony Koyzis
TO:   West Virginia Higher Education Policy Commission

FROM:  Executive Committee
        West Liberty University Board of Governors

DATE:   September 28, 2011

RE:    Approval of 2011 Update of West Liberty University’s Institutional Compact

On this date, the Executive Committee of the West Liberty University Board of Governors unanimously approved the 2011 Update of West Liberty University’s Institutional Compact and recommended it for approval by the West Liberty University Board of Governors at the upcoming meeting on October 12, 2011.

Brian E. Joseph
Brian E. Joseph, Chair
West Liberty University Board of Governors
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A.  Core Compact Elements

1.  **Enrollment**
   a.  **Data:** Headcount and Annualized FTE Enrollments for prior academic year.

   *Goal from WLU Strategic Plan:* Market West Liberty as a high quality, affordable institution of higher education

   b.  **Goal:** Fall enrollment headcount and FTE will increase by at least 5% by the fall of 2012

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<tr>
<td>1a Total Fall Headcount Enrollment</td>
<td>2,374</td>
<td>2,248</td>
<td>2,268</td>
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<td>1b Annualized FTE Enrollment</td>
<td>2,200</td>
<td>2,092</td>
<td>2,096</td>
<td></td>
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<tr>
<td>2004</td>
<td>2005</td>
<td>2006</td>
<td>2007-08</td>
<td>2008-09</td>
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<td>Target 2012-13</td>
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**Year 1: (2008-09) Goal--Increase fall 2007 total headcount enrollment and FTE by 1.5%**

Fall 2008 enrollment headcount increased to 2513. Compact goals for 2009-10, 2010-11, 2011-12 and 2012-13 have been adjusted to reflect increases.

**Strategy:**

- The Jefferson Community College and West Virginia Northern Community College articulation agreements have been updated to reflect new course offerings and programs. The Belmont Technical College agreement will be completed in the fall of 2009. The University Scholarship was created and funded by the University. It is currently being marketed to prospective transfer students for 2009-10.
- A multi-faceted marketing campaign was launched and successfully completed in Parkersburg, WV; Martinsburg WV; Akron/Canton, OH; and Washington/Greene, PA Counties. Pikewood Creative completed the 30 second commercials, and the commercials were subsequently aired on the Comcast cable system, including WLU’s own Channel 14 television station. Billboard advertising was completed and focused on affordability, enhanced scholarship offerings and the expanded metro county rate (which was approved by the HEPC for the bordering counties). Radio and print ads were used in the extended area, as well as, increased coverage in Next Step Magazine.
- An expanded tuition and fee waiver program was implemented for employees, dependents, and spouses, resulting in a 60% increase in enrolled dependents of employees during the 2008-09 academic year. Although, the number of enrolled employees remained the same, increasing the dollar amount of waivers positively impacted enrollment with additional dependents enrolling.
- A two-year laptop program for first-time freshmen was initiated in fall 2008. The response from students to this program was favorable.
- The first Master of Arts in Education class was offered in the fall 2008. Seventeen graduate students enrolled in the first graduate course. During the spring 2009 semester, ten additional students joined the program, increasing the total enrollment in the program to twenty-seven students.
- Spring 2009 semester courses at the West Liberty Warwood Center, with available seating, were made available to adult students who had never attended college, or had not completed a degree program. Fourteen individuals applied for the “Try College” Program, with nine actually enrolling. These students did not pay for the courses, as a special fund from the WLU Foundation covered the tuition and fee expenses.

**Year 2: (2009-10) Increase fall 2008 enrollment headcount and FTE by at least 1.5%**

**Strategy/Update**

- Increase scholarship offerings for first-time freshmen students with the implementation of a PROMISE Plus Scholarship Program. PROMISE Plus guarantees at least a $1000 four-year scholarship to any student receiving the PROMISE Scholarship.
- Implement the Black & Gold Scholarship Program This program will guarantee a four-year $1000 scholarship to any entering freshman with at least a 3.5 grade point average and 22 ACT/1020 SAT.
- The PROMISE Plus Scholarship, Black & Gold Scholarship and University Scholarship were implemented during the 2009-10 academic year. A total of 78 students received $59,800 during the 2009-10 academic year. This was a factor in the increased enrollment of new students.
Open The Highlands Educational Center. This off-campus Education Center will offer courses to current students, as well as, employees of businesses located at The Highlands (a large retail center located off Interstate 70 in Ohio County). Initially, general education, accelerated business, and graduate courses will be offered, but in the near future, West Liberty will offer a complete degree program.

The WLU Highlands Center opened in the fall of 2009. 209 students enrolled in at least one course at the WLU Highlands Center during the fall 2009 semester. This number increased to 328 during the spring 2010 semester. Course offerings included general studies courses, graduate courses in education and accelerated business courses. Additional courses will continue to be added. Summer courses at WLU were primarily held at the Highlands Center in 2010. Due to this, WLU saw a 56% increase in summer enrollment headcount.

Institute a marching band and provide $1000 scholarship for participating students and hire two additional music faculty whose duties will include supervising the marching band and recruiting students for marching band.

The WLU Marching Band was re-instated during the fall 2009 semester. 36 students accepted scholarships and participated in the marching band during the 2009-10 academic year. Recruiting and scholarship assistance are continuing in this area.

Explore opportunities regarding possible expansion of the Dental Hygiene program and the undergraduate Nursing program.

The Dental Hygiene Program has added four student spaces to its entering class. WLU is now at the maximum number permitted per accreditation.

The Nursing Program, in providing opportunities for expansion, has increased enrollment in the RN to BSN program. Many of the courses have been moved to online, which has increased enrollment from 2 to 8 students in this program.

Initiate preliminary planning for the Academy at West Liberty which will provide additional opportunities for high school students.

Local high schools (Wheeling Park HS and John Marshall HS) were contacted regarding the possibility of their students participating in the Academy at West Liberty. The high schools contacted were not interested in pursuing this type of program, but were interested in expanding early entrance courses offered by WLU.

Conduct review of opportunities for a performing arts camp to attract high school students with interests in music and theater.

Opportunities were reviewed for a performing arts camp by the Department of Arts and Communication. It was determined the WLU Flash Animation Festival would be a good initial opportunity for attracting music and graphic design students from local high schools. During the April 2010 Flash Animation Festival local students were brought to campus to experience the work of professionals and WLU students in graphic design. Further opportunities in the areas of theater and music are being explored.

Enhance transfer orientation program to better serve and acclimate transfer students.

A spring semester orientation program was implemented for transfer students. This program was held, and will continue to be held, on the first day of classes for the spring semester. Transferring of courses, student support services, registration, financial aid options and payment information were some of the topics covered during this event.

Transfer Orientation for the fall semester has been integrated with the regular Freshman Orientation Program.

Expanded Core Element Guidelines:

a. How will the institution address the 2008 standards for regular baccalaureate admission for first-time freshmen subject to the Series 23, Standards and Procedures for Undergraduate Admission standards?

West Liberty University addressed the 2008 standards for regular baccalaureate admission for first-time freshmen by incorporating the standards of 2.00 Grade Point Average and 18 composite score on the ACT (870 combine critical reading/Math on the SAT). Utilizing these guidelines we admitted students accordingly.

b. What policy or procedural changes, if any, will be made to meet the thresholds for limiting conditional admissions in 2010 to fifteen percent and in 2011 to ten percent?

West Liberty University will continue to follow the above admissions standards but will set a limit on the accepted minimum ACT score and the minimum grade point average. If first-time freshman have a 2.00 GPA to a 2.99 GPA, they will be required to have at least a minimum of a 16 composite score on the ACT. Also if the first-time freshman applicants have the required minimum score of an 18 on the ACT (870 SAT), they may be admitted conditionally if their grade point average is between 1.95-1.99.
c. What percentage of freshmen students subject to Series 23 standards were admitted conditionally and enrolled in fall 2009? For the fall 2009 semester, 12% or 73 first-time freshmen were admitted conditionally and enrolled.

Statistics for the Curricular Exemptions:

a. West Virginia Students: 8% or 33 first-time freshmen were admitted under the exemption of curricular requirements rule. Of those 33 West Virginia Residents, 13 were also admitted conditionally.
b. Non- Resident Students: 32% or 60 first-time freshmen were admitted under the exemption of curricular requirements rule. Of those 60 non-resident students, 9 were also admitted conditionally.
c. Combined In-State and Non-Residents: 15.5% or 93 first-time freshmen were admitted under the exemption of curriculum requirements rule.

Year 3: (2010-11) Increase fall 2009 enrollment headcount and FTE by at least 1.5%

Strategy/Update

Increase dual credit course offerings at local high schools. West Liberty currently offers dual credit courses at four local high schools (Wheeling Park, John Marshall, Bishop Donahue, and Magnolia). Discussions will begin with Cameron, Tyler Consolidated, and Weir to offer dual credit courses. West Liberty will explore expanding courses at local high schools to include foreign languages.

We were unable to expand dual credit offerings, as some local high schools were unable to comply with HEPC/WLU early entrance requirements. We are still maintaining courses with Wheeling Park, John Marshall and Magnolia.

Increase online course offerings, by adding at least four online courses per year. By 2010, West Liberty will have over twenty courses available online, allowing working students to enroll in courses they may not have been able to complete in a traditional format.

A total of 32 on-line courses were offered in the fall of 2010. We continue to see an increased growth in on-line courses, which has generated additional enrollment.

Establish a baccalaureate degree in social work. Currently, this program is offered as a minor. However, there is great interest in our service area to offer this program at the baccalaureate level.

The baccalaureate degree in social work was approved and offered as a major at WLU beginning the fall of 2010. A total of 19 students were enrolled in this major during the fall 2010 semester.

Initiate planning for a baccalaureate degree in music. Currently, West Liberty offers a major in music education. However, with a new Media Arts Center featuring the latest technology and studios, there is interest to offer a non-teaching music baccalaureate degree.

The baccalaureate degree in music was approved prior to the 2010-11 academic year and eight (8) students enrolled in the program.

Expand graduate education by establishing a Physician Assist graduate degree. The lack of health science professionals is driving the need for graduate education. West Liberty has a long tradition of providing quality health care professionals. Providing this graduate program will continue to build enrollment at West Liberty.

The Master of Science in Physician Assistant Studies was approved by the HEPC, and a decision on accreditation approval is expected by spring 2012.

Expanded Core Element Guidelines: (Fall 2010)

a. How will the institution address the 2008 standards for regular baccalaureate admission for first-time freshmen subject to the Series 23, Standards and Procedures for Undergraduate Admission standards?

West Liberty University addressed the 2008 standards for regular baccalaureate admission for first-time freshmen by incorporating the standards of a 2.00 Grade Point Average and 18 composite score on the ACT (870 combine critical reading/Math on the SAT). Utilizing these guidelines we admitted students accordingly.

b. What policy or procedural changes, if any, will be made to meet the thresholds for limiting conditional admissions in 2010 to fifteen percent and in 2011 to ten percent?

West Liberty University will continue to follow the above admissions standards but will set a limit on the accepted minimum ACT score and the minimum grade point average. If first-time freshman have a 2.00 GPA or a 2.99 GPA, they will be required to have at least a minimum of a 16 composite score on the ACT. Also if the first-time freshman applicants have the required minimum score of an 18 on the ACT (870 SAT), they may be admitted conditionally if their grade point average is between 1.95-1.99.

c. What percentage of freshmen students subject to Series 23 standards were admitted conditionally and enrolled in fall 2010? For the fall 2010 semester, 13.37% or 71 first-time freshmen were admitted conditionally and enrolled.
Statistics for the Curricular Exemptions for fall 2010:

a. West Virginia Students: 5.45% or 29 freshmen were admitted under the exemption of curricular requirements rule.

b. Non-Resident Students: 9.39% or 50 first-time freshmen were admitted under the exemption of curricular requirements rule.

c. Combined In-State and Non-Residents: 14.87% or 79 first-time freshmen were admitted under the exemption of curriculum requirements rule

Year 4: (2011-12) Increase fall 2010 enrollment headcount and FTE by at least 1.5%

Strategy:
Expand the metro rate to include counties in Ohio west to Franklin County and North to Cuyahoga. As West Liberty continues to expand recruitment deeper into the state of Ohio, a metro rate discount will increase the affordability for Ohio residents in these counties.

Expand and coordinate distance recruiting between Enrollment Services and the Department of Athletics. The West Liberty Department of Athletics recruits nationally. A plan will be put in place in which athletic coaches will distribute general recruiting information to guidance offices at high schools they visit. This will enable West Liberty information to be distributed in areas not typically covered by Admission’s Office Recruiters.

Launch a baccalaureate degree in International Business. We are committed to internationalizing our campus and The Master Plan includes creating a Center of International Studies. A program in International Business will allow us to recruit students in an area growing in popularity.

Establish a Master of Business Administration Degree. Currently, in the Northern Panhandle of WV, MBA programs are only available at private institutions. West Liberty will attract students to a MBA program based on affordability and the current success of our School of Business Administration Program.

Year 5: (2012-13) Increase fall 2011 enrollment headcount and FTE by at least 1.5%

Strategy:
Expand and enhance international recruiting. The Coordinator of International Student Recruiting will increase the number of embassies visited in Washington DC, and disseminate information on affordability and program availability, emphasizing business, health sciences and graduate programs. International advertising will continue with the renewal of the Hobson contract.

Promote distance and international recruiting by revising the University website, including the creation of an international student webpage. By 2012, this will evolve into a comprehensive international recruiting website. Completion of the “I’m a Topper” portion of the website, which will allow for creative interaction by prospective students

Expand graduate education by focusing on health sciences and sciences. Graduate programs in Nursing/Nurse Practitioner/Nurse Anesthetist and Environmental Science are being explored. The lack of health science professionals is driving the need for graduate education. West Liberty has a long tradition of providing quality nursing and science education. Providing these graduate programs will continue to build enrollment at West Liberty.

c. Rationale: Due to a declining population in our traditional service area and the increasing cost of a college education, West Liberty must continue to develop initiatives to remain competitive, attract quality students, and encourage enrollment. West Liberty currently has an Enrollment Management Plan, which is updated annually during a December Enrollment Management Planning Retreat. This plan will include the initiatives outlined in the Compact and continue to drive the enrollment activities at West Liberty.
A. Core Compact Elements

2. Retention Rate

a. Data: Indicate the fall-to-fall retention rate for first-time, freshmen

Goal from WLU Strategic Plan: Create a student-friendly environment by enhancing the Students’ well-being
Establish a more challenging academic environment

b. Goal: First-year retention rate will increase to 109% of peer average of (64%) over the five-year cycle

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<th>Baseline</th>
<th>Compact Goals</th>
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<tr>
<td>2a 1st to 2nd Year Retention (1st time, degree-seeking freshmen)</td>
<td>65</td>
<td>64</td>
<td>*76</td>
</tr>
<tr>
<td>2b Avg. Retention Rate of Institution Peers (median)</td>
<td>62.0</td>
<td>60.0</td>
<td>61.0</td>
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*In 2006, the retention rate was incorrectly reported to IPEDS. The correct retention rate for 2006 is 65%.

Year 1: (2008-09) Goal--Increase to 104% of peer FY Retention Rate (67%)

During the first reporting year, the first-year retention rate for the fall 2008 entering cohort was 68.6%. The goal of increasing the retention rate to 109% of the peer average (64%) and an institutional rate of 68% was met.

Strategy:
The first Hilltopper Academy was completed and evaluated. This program targeted incoming first-year students with an ACT composite of 18 or lower and provided them with a week-long program introducing them to the rigors of a college curriculum, providing remedial work in math, English, and lab sciences, research and study skills, time management, career exploration, and teambuilding exercises. This was funded by a Social Justice Grant through the Higher Education Policy Commission. That cohort was compared at several benchmarks with the group who had the same ACT composite but did not participate in the program. Although there was not a significant difference in the number of midterm grades received during the fall semester, the academy participants matriculated at a 10% higher rate into the spring semester. For the first year retention rate, 69% of the Hilltopper Academy participants matriculated to a second year compared with 56% of the control group.

Because student satisfaction and engagement are also considerable factor in retention, significant resources were added to several areas within Student Affairs, including Student Government, student activities, and intramurals. The financial resources directed toward SGA and student activities nearly doubled for this period while the resources directed to the intramural program more than tripled. There were very significant increases in the numbers of activities and participants in all of these areas over the course of the year and an additional position was added to assist in the planning and promotion of activities and events. Two part-time positions were added to aid with intramurals in addition to the other resources provided. For academic year 2007-08, these areas (not including intramurals) sponsored a total of 60 events and had a census of 2822 attendees. For the 2008-09 academic year, there were 197 events (a 328% increase). There were 6797 event attendees in the fall semester alone (substantially more than double the number for the previous entire year).

Although the “Community Index” tool was described as a primary assessment tool for the division, the project was not completed. It was in the planning stages during the original response to the Compact. Upon further review, however, there were questions concerning reliability and validity, and it was determined that the existing data from the National Survey for Student Engagement, in addition to a new program entitled MapWorks, would provide appropriate data as we progressed forward. We have NSSE data from 2008, and MapWorks is currently being implemented for 2009 and Year Two of the Compact.
Year 2 (2009-10) Increase 106% of peer FY Retention Rate 68%

Strategy/Update:
- Complete comprehensive retention study for previous five years
- Complete application for TRIO SSS Grant application
- Initiate second “Hilltopper Academy”
- Review of program based on results of “Community Index” (changes made as indicated by data)
- Enhance transfer orientation program to better serve and acclimate transfer students
- Implement MapWorks Program (HEPC Pilot institution).

The position of Retention Specialist was created to develop, implement, and evaluate successful student retention strategies across the entire student body, focusing on first-year initiatives. WLU was selected as one of three institutions by the HEPC to pilot MapWorks, a web-enabled retention tracking system for first-year students. The Retention Specialist is responsible for the program and technical administration of MapWorks.

87.2% (505 of 579) of first-year students who enrolled in the fall of 2009 completed the initial MapWorks Transition Survey. 36.9% (213) of first-year students completed the online Check-Up Survey. Below is a snapshot of the changes in risk level from respondents of the survey.

- 21.5% (46) of respondents showed a negative (-) change in their risk indicator…
  1. 28 went from moderate to high risk
  2. 18 went from low to moderate risk
- 25% (53) of respondents showed a positive (+) change in their risk indicator…
  1. 25 went from high to moderate risk
  2. 26 went from moderate to low risk
  3. 2 went from high to low risk

Some examples of interventions made through MapWorks data include MapWorks profiles of students identified as High Risk (83) per the initial Transition Survey. The Check up Survey (36) was carefully reviewed, and pertinent information was shared as deemed necessary with appropriate faculty/staff and, in some cases, with the individual student. Additionally, an Academic Success Contract for freshmen students placed on academic probation was piloted with 8 freshmen.

The Retention Committee was re-established in the spring of 2010 and has representation from faculty and staff. It is now called the Retention Action and Advisory Committee. The Committee has been charged with conducting a comprehensive retention study.

The second Hilltopper Academy program was conducted in August of 2009. Hilltopper Academy is a summer bridge program geared toward students with ACT scores of 18 or below. Thirty-six students participated in the week-long residential program. Pre-tests in the Math area indicated an average score of 5.24/14 or 37.40%. Post-tests demonstrated an average score of 8.65/14 or 61.80%. The intensive math sessions appear to have yielded an improvement of 24.40%. 100% of the participants agreed that the program will assist them with the transition from high school to college.

The First Year Experience course for freshmen was assessed by students and faculty members in conjunction with the MapWorks survey. Recommendations from the survey resulted in planning a complete through revision of the course to begin in fall 2010.

Expanded Core Element Guidelines:

a. As a way to improve student academic success and retention, how will your institution address developmental or remedial education needs of students who do not meet freshman placement standards in English and mathematics?

   Students are placed into developmental courses in English and math based upon ACT scores or scores on the ASSET Test. West Liberty does offer a number of sections of both developmental math and English. In the 2009-10 academic years, 179 students registered for developmental English, and 332 students registered for developmental Math.

b. Will the institution offer developmental courses or contract the offering of such courses by other institutions?

   West Liberty offers developmental Math (MATH 046) and Developmental English (ENG 075)
c. Does the institution offer alternatives to developmental courses, such as workshop or other activities?
No, however, West Liberty offers unlimited free tutoring though the use of peer tutors and special workshops, and group tutoring is offered as requested in an effort to assist students in passing these courses. Limited English instruction/help with writing skills is also a focus in the First Year Experience course.

d. Describe the developmental education program, success of the program, and any contemplated changes in addressing developmental education needs?
Faculty and staff met several times to discuss the possibility of a Learning and Teaching Center. It would not only provide tutoring for students, but also provide coordination for fundamental courses, professional development for faculty, specialized programs to address reading, writing, and mathematic deficits, referral services for specialized instruction, and technology to support student learning in a center-based approach. A proposal was submitted pending funding approval.

Year 3: (2010-11) Maintain 106% of peer FY Retention Rate 68%

Strategy/Update
Complete review of retention program through mid-point of Compact
In an effort to improve retention at West Liberty University the following strategies were implemented.

- Piloting MAP-Works
- Hiring a Retention Specialist
- Implementing the Hilltopper Academy
- Reviewing/Revising First-Year Experience (FYE) Course

MAP-Works – Is a web-enabled retention program that is an assessment tool for determining first-year student risk factors. These assessments effectively intervene with students identified as “at risk.” MAP-Works has been integrated into FYE, and instructors are trained in utilizing MAP-Works feedback. MAP-Works also features a web-based “early-alert” system that faculty and staff are utilizing. Early alerts range from classroom behavior issues to residential life issues. MAP-Works provides a centralized venue for faculty and staff to communicate about “at risk” students. West Liberty’s retention rate improved from 66% in 2009-10 to 74% in 2010-11. However, MAP-Works should be considered as one of several effective retention initiatives.

Retention Specialist-Initiatives developed and coordinated by the retention specialist that are having a positive impact on student retention and success include the following:

- Early Alert System: Utilizes MAP-Works for first-year students, and email/phone for other students.
- Retention Action and Advisory Committee: A team of faculty/staff who review, recommend, and advise on retention initiatives.
- Parent Power: An electronic news update that provides parents with information to support student success.
- Academic Success Contract: An initiative for students on academic probation designed to help them “get back on-track.”
- Core FYE Curriculum: Revised to include specified, uniformed learning outcomes, including for the first time, the development of cultural competency skills and civic engagement/community service.
- Hilltopper Academy: Revised to increase instructional time for math and writing.

Hilltopper Academy (Academy)-Is a summer bridge program for first-time freshmen who have ACT composite scores in math and writing of 18 or lower. These students are invited to participate in the Academy (limit of 40), and during the week-long residential program, students attend math and writing courses designed to improve their basic skills. Students participate in math and writing pre-assessments and a post-assessment is administered on the last day of the program. If eligible, students have the opportunity to take the math and writing ASSET test. Although only a small number of students participated in the Academy, they have retained a higher retention rate than that of their peers. Furthermore, while pre- and post-assessments demonstrated only slight improvements in math/writing skills, students overwhelmingly reported improvement in their academic self-efficacy.
First-Year Experience Course: College 101 - The retention specialist reviewed and revised the First-Year Experience Course. The following changes were made and have been implemented across sections. These revisions continue to positively impact first-year student retention at WLU.

- Standardized Learning Outcomes
- Developed a core curriculum
- Student and Instructor Assessments & Evaluations designed and administered
- Course Components Added: MAP-Works, Cultural Competence and Civic and Community Engagement w/Service Activity

Projected Retention Efforts:
- MAP-Works/Early Alert System
- Parent Power
- Assessment of FYE student learning outcomes
- Expansion of Hilltopper Academy from one week to three weeks

Year 4: (2011-1) Increase to 107% of peer FY Retention Rate 69%

Strategy:
- Adjust programs within framework of overall retention program, based on year-three data
- Increase the level of faculty involvement in residence hall programming
- Demonstrate an overall three-year increase in the utilization of tutoring services

Year 5: (2012-13) Increase to 109% of peer FY Retention Rate 70%

Strategy:
- Complete analysis of initiatives related to the Compact
- Conduct a strategic focusing initiative to plan for the next five-year cycle

a. Rationale: The factors having the most influence over retention that an institution is able to address include connection, academic support, and motivation. Goals and objectives were established rationalizing that programs directed toward addressing these three issues would lead to an increase in retention.
A. Core Compact Elements

3. Graduation Rate
   a. Data: Annual five-year graduation rates for 1st-time, degree seeking freshmen. Also indicate the five-year rate, including transfers to other in-state institutions and degree completion at other institutions.

   Goal from WLU Strategic Plan: Establish a more challenging academic environment. Extend WLU into the community to meet continuously changing needs of our customers.

   b. Goal: Increase the 2008-09 graduation rate percentage (3b) 6% by 2012-13

<table>
<thead>
<tr>
<th>Measure</th>
<th>West Liberty University</th>
<th>Previous Years</th>
<th>Baseline</th>
<th>Compact Goals</th>
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<tr>
<td>3a</td>
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<td>3b</td>
<td>Graduation Rates, including those transferring out and completing degrees at other institutions</td>
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<td>Average Graduation Rate of Peers (Medium)</td>
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*IPEDS data has not been released

**Because of the unusually large change in this rate, we are carefully reviewing the data we submitted.

Year 1: (2008-09) Goal--Maintain the 2007-08 graduation rate
2008-09 graduation rate (3b) declined by 6.7%.

Strategy:
Prior to the opening of the fall 2008 semester, advisor training was conducted for all new faculty by the Registrar’s Office staff. General studies requirements, program requirements and graduation requirements were reviewed with the new faculty. Also, new faculty members were made aware of academic procedures, which are necessary for successfully advising students. This session will continue to be held as part of new faculty orientation and will require mandatory attendance.

The CAPP Module was successfully tested and subsequently implemented by the College of Business in 2008-09. All academic departments will be trained on this program in October of 2009, with full departmental implementation in November of 2009.

Freshman retention rates were measured for those students attending Hilltopper Academy. When compared to their peers who qualified for Hilltopper Academy, but chose not to attend, the group of students attending had a 13% larger retention rate. Thirty-six students attended the 2009 Hilltopper Academy.

Year 2: (2009-10) Increase the 2008-09 graduation rate by 1.5%

Strategy/Update:
Implement abbreviated, online tutoring program. An online tutoring program will increase student success in courses that normally may need to be repeated prior to graduation. This program will eventually provide tutoring for all students in all classes.

Vendors were contacted regarding online tutoring. Smart-thinking was the vendor pursued in order to complete a contract for providing online tutoring. However, we were not able to complete the contract due to the cost. This may be revisited when additional dollars are available for this type of project.

Institute the second Hilltopper Academy class. The Academy will continue the efforts originally started in 2008 to acclimate “at risk” students to the University experience, and thereby increase retention and subsequently graduation rates.

The second Hilltopper Academy program was conducted in August of 2009. Hilltopper Academy is a summer bridge program geared toward students with ACT scores of 18 or below. Thirty-six students participated in the week long residential program. Pre-tests in the math area indicated an average score of 5.24/14 or 37.40%. Post-tests demonstrated an average score of 8.65/14 or 61.80%. The intensive math sessions appear to have yielded an improvement of 24.40%. 100% of the participants agreed that the program will assist them with the transition from high school to college.
Establish academic department workshops on the SCT/Banner CAPP Module. The online degree audit will be fully operational in 2009-10. Sessions will be held to train faculty advisors on the mechanics of CAPP and will provide more detailed advisement from the faculty advisors to the students.

During the spring 2010 semester, faculty received training on the CAPP Module. Faculty are now using this online degree audit system to assist students with meeting graduation requirements. The CAPP module replaces the former lengthy paper process completed by the Registrar’s Office. The CAPP module will be rolled out to students in the fall of 2010.

Develop a student-tracking process in which students admitted on probation or deficient in an admission area can be tracked and monitored to insure support services are utilized and to improve student success rate. Attributes will be built in Banner to allow easy identification of these students.

It was determined the MapWorks software, for which WLU was selected by the HEPC as a pilot school, offers a much better system for tracking and identifying at risk students. WLU has contracted with MapWorks to continue to use their software to identify and track at risk students. MapWorks will assist with intervention and utilizing student support services as needed.

Year 3: (2010-11) Increase the 2008-09 graduation rate by 3%

Strategy:

Graduate first Master’s Degree cohort class. Since this is a cohort group, West Liberty should have a significant graduation rate for this class, positively impacting our overall graduation rate.

The Master’s of Arts degree in education was modified from a cohort program to allow more students the opportunity to pursue this degree. The first graduating class (2010-11 AY) had 26 students.

Implement online tutoring program. Once operational, all courses will have online tutoring sessions available.
This will provide online tutoring to all students in all classes.

WLU investigated purchasing on-line tutoring. However, it has been determined it is cost prohibitive at this time.

Expand academic mentoring into the First Year Experience Program. Currently, all freshmen are registered for the First Year Experience course. A pilot program was initiated placing all business students together in a section taught by a School of Business Administration faculty member. Additionally, education majors were placed in a section taught by one of the Department of Professional Education faculty. These course arrangements promoted faculty/student mentoring in the chosen major field and the student. This will be expanded to other departments in 2010-11.

Academic sections of the First Year Experience Program were added during the fall 2010 semester. Sections were created for psychology, biology, graphic design, and art education majors. These major-specific sections promoted student engagement and encouraged them to connect with their peers, as well as faculty in their respective majors.

Year 4: (2011-12) Increase the 2008-09 graduation rate by 4.5%

Strategy:

Institute First Year Experience as a requirement for graduation: All freshmen are registered for this course, but it is not required for graduation. Thus, some students do drop the course. Since this is one of the key components to connecting and transitioning students to college, West Liberty will pursue making this a graduation requirement. Placing a high importance on the first year transition has shown to increase retention and graduation rates at other institutions.

Increase online courses (at least 4 per year) to allow students the flexibility of taking classes on line to complete degree requirements: Increasing online courses remains a priority, as it remains a viable option for adult students trying to complete degree requirements.

Examine course instruction in all introductory classes. Institutions with high graduation rates typically have excellent instruction, and more frequent individualized instruction, in their introductory/ lower level courses. West Liberty will review all introductory courses to insure the top faculty are teaching these courses and providing individual support as needed.
Year 5: (2012-13) Increase the 2008-09 graduation rate by 6%

Strategy:
Examine current system of monitoring student progress for the purpose of early intervention. West Liberty will review current early alert systems and mid-term grade reporting to develop a more comprehensive, and more timely, monitoring system. This would include a thorough review of academic probation and suspension policies. West Liberty will review instituting a four-week, eight-week, and 12-week student progress monitoring system.

Implement a plan to incorporate support services to the student’s curriculum. The current model of student support services resembles a self-service version. In other words, these services are available to those students who pursue them. Our plan to integrate these services into the curriculum will better serve the needs of all students.

Increase merit-based aid to students. Merit-based aid programs initiated in 2007 and 2008 will have attracted and enrolled students with high academic ability. By 2013, this trend should reflect an increase in graduation rate.

c. Rationale:
The general purpose of higher education is to prepare and graduate students to be productive in the workforce and community. It is critical to put measures in place to continue to increase the graduation rate. An increased graduation rate will also allow us to achieve favorable comparisons with our peer institutions.
A. Core Compact Elements

4. Degree Production
   a. Data: Number of degrees awarded for the last three years.
      Goal from WLU Strategic Plan: Establish a more challenging academic environment
   b. Goal: Increase the number of degrees awarded in baseline year 2007-08 (401) by 12% in 2012-13

<table>
<thead>
<tr>
<th>West Liberty University</th>
<th>Previous Years</th>
<th>Baseline</th>
<th>Compact Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Production</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Associate</td>
<td>38</td>
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<tr>
<td>Bachelor</td>
<td>436</td>
<td>432</td>
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<tr>
<td>Masters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Degrees</td>
<td>474</td>
<td>462</td>
<td>411</td>
</tr>
</tbody>
</table>

Year 1: (2008-09) Goal-Maintain prior year’s baseline degree production until enrollment losses from 2002-2005 cycle through
As a result of prior years’ declining enrollment, degree production fell by 3%.

Strategy:
- Print advertisement has been completed to inform the community of the opportunities that exist in the RBA and BAS degree programs. These programs have been centralized in the Provost’s Office.
- Master of Arts Program courses began in October of 2008. Twenty-seven students were enrolled in the program during the 2008-09 academic year.
- The CAPP Module was successfully tested and subsequently implemented by the College of Business in 2008-09. All academic departments will be trained on this program in October of 2009, with full departmental implementation in November of 2009.
- Planning has been ongoing regarding the creation of new degrees in social work, music, digital media design, and a physician assistant graduate program.

Year 2: (2009-10) Maintain baseline degree production until enrollment losses from 2002-2005 cycle through

Strategy/Update:
- Admit second cohort to the Masters of Arts in Education Program (approximately 20 graduate degrees will be awarded in 2011-12).
- A second class of students was admitted in the fall of 2009. 48 new graduate students enrolled in the Masters of Arts in Education Program in the fall of 2009. The first graduating class will complete requirements in the summer/fall 2010 and participate in the December 2010 Commencement Ceremony.
- Continue the Hilltopper Academy to assist “at-risk” students with a smooth transition into college.
  Improving the student’s overall college experience will increase retention and degrees earned.
  The second Hilltopper Academy program was conducted in August of 2009. Hilltopper Academy is a summer bridge program geared toward students with ACT scores of 18 or below. Thirty-six students participated in the week long residential program. Pre-tests in the math area indicated an average score of 5.24/14 or 37.40%. Post-tests demonstrated an average score of 8.65/14 or 61.80%. The intensive math sessions appear to have yielded an improvement of 24.40%. 100% of the participants agreed that the program will assist them with the transition from high school to college.

- Implement academic department workshops on the SCT/Banner CAPP Module. The online degree audit will be fully operational in 2009-10. Sessions will be held to train faculty advisors on the mechanics of CAPP. This will enable more detailed advisement from the faculty advisors to the students, thus, leading to degree completion.
  During the spring 2010 semester, faculty received training on the CAPP Module. Faculty are using this online degree audit system to assist students with meeting graduation requirements. The CAPP module replaces the former lengthy paper process completed by the Registrar’s Office. The CAPP module will be rolled out to students in the fall of 2010.
Complete planning for three new undergraduate programs. Baccalaureate degrees in the major fields of Social Work, International Business and Music are being developed. If approved by the HEPC, these three majors will yield additional degrees. Currently, West Liberty only offers a minor (18 students currently enrolled) in Social Work.

The Bachelor of Social Work Degree and Bachelor of Music Degree programs were approved by WV HEPC in April 2010, and will begin admitting students in fall 2010. Another program, the Bachelor of Arts in Organizational Leadership and Administration was approved by the HEPC in July and will admit its first cohort in October 2010. The international business degree program is not being developed at the present time, but the College of Business is focusing on an MBA with an international emphasis.

Expanded Core Element Guidelines

a. What new degree programs, if any, are contemplated for 2010-2011? For the duration of the compact planning period?

An Intent to Plan has been submitted and proposals are being reviewed for the following degree programs:

- Bachelor of Social Work
- Bachelor of Music

In the near future, an Intent to Plan will be filed for an Accelerated Adult Degree Completion Program. We are also in the initial planning stages of submitting an Intent to Plan for a Bachelor of Science Degree in Digital Media Design.

In graduate education, pending HLC approval, a Physician Assistant program is being planned. Also, a Master of Business Administration is in the early planning stages.

b. What new instructional locations, if any, are contemplated for 2010-2011? For the duration of the compact planning period ending in 2013?

The WLU Highlands Center has opened, with undergraduate and graduate courses being offered during the fall 2009 semester. College credit courses will be taught at Brooke High School (Brooke County, WV) beginning in 2010. A science building is being planned as an addition to the West Liberty University campus. Tentative completion date is 2012.

Year 3: (2010-11) Increase the baseline degree production by 3.3%

Strategy/Update:

- Graduate first Master’s degree cohort class (approximately 20) graduate degrees.
- Twenty-six Master’s Degrees were awarded in 2010-11.
- Complete first year of online degree audits and degree production should improve as students and advisors will have immediate notification of degree requirements remaining, as well as, a “What if” analysis if a student wishes to check what degree requirements would be remaining if he/she chose another major field.
- Faculty have access to the CAPP Module, but it has not been made available to students. Due to the fact that WVNET is no longer supporting Banner, we are exploring other options.
- Evaluate the student connection strategy initiated in 2008. This aggressive effort, designed to improve student life, should lead to increased retention and degrees awarded by 2011.
- A report for the 2008 graduates was provided to the Center for Student Success in October 2010. The report was made available in the campus community with an interest in the data. A report for 2009 has not been received due to a two-year lag-time on data from WorkForce West Virginia. Consequently, a more traditional survey has been developed to track the one-year placement of graduates. The WorkForce West Virginia report will be included as a supplement to the internal survey.
- Finalize planning of additional graduate programs to increase degree production. Currently, a Physician Assistant Program, Nursing/Nurse Practitioner Nurse/Anesthetist Program, MBA Program and an Environmental Science Program are being planned.
- A Master of Science in Physician Assistant Studies is in the evaluative stage. A site visit by the ARC-PA was scheduled for July 2011 and we were officially granted provisional accreditation. A site visit of the HLC is scheduled for December 5-6, 2011. If approved, West Liberty will admit students to the program in July of 2012. Due to the concentrated emphasis on the Master of Science in Physician Assistant Studies and the MBA, very little work has been initiated on the Nursing/Nurse Practitioner Nurse/Anesthetist Program or the Environmental Science Program.

West Liberty is in the initial stages of planning for a new MBA program.
Year 4: (2011-12) Increase the baseline degree production by 3.3%

Strategy:
Pursue requiring the First Year Experience course for graduation. Currently, all freshmen are registered for this course. However, it is not required for graduation. Thus, some students drop the course. Since this is one of the key components to connecting and transitioning students to college, West Liberty will pursue making this a graduation requirement. Placing a high importance on the first year transition has shown to increase retention and graduation at other institutions.

Increase online courses (at least 4 per year) to allow students the flexibility of taking classes online to complete degree requirements: Increasing online courses remains a priority, as it remains a viable option for adult students trying to complete degree requirements.

Review instruction in introductory courses. Institutions with high graduation rates typically have excellent instruction, and more frequent individualized instruction, in their introductory/lower level courses. West Liberty will review all introductory courses to insure the top faculty are teaching these courses and providing individual support as needed.

Year 5: (2012-13) Increase the baseline degree production by 3.4%

Strategy:
Monitor student progress has become a key intervention process at many institutions. West Liberty will review current early alert systems and mid-term grade reporting to develop a more comprehensive, and more timely, monitoring system. This would include a thorough review of academic probation and suspension policies. West Liberty will review instituting a 4 week, 8 week, and 12 week student progress monitoring system. This effort should also increase degree production.

Develop a plan to take support services to the students. West Liberty, like many institutions, follows a self service model when it comes to career and support services. These services are available to those students who pursue them. However, a plan will be developed to integrate these services into the curriculum.

Increase merit-based aid to students. Merit-based aid programs initiated in 2007 and 2008 will have attracted and enrolled students with high academic ability. By 2013, this trend should reflect an increase in graduation rate.

c. Rationale: In fulfilling our mission, it is critical to increase the number of students earning degrees in order to provide opportunities for high quality education at both the graduate and undergraduate levels and to prepare for productive careers and graduate education.
A. Core Compact Elements

5. Degrees in STEM and Health Fields
   a. Data: Total number of undergraduate and graduate degrees awarded by program in STEM and health fields.
      
      **Goal from WLU Strategic Plan:** Establish a more challenging academic environment. Extend WLU into the community to meet continuously changing needs of our customers

   b. Goal: Increase the number of graduates from the STEM/Health Fields by 100% over the five-year cycle.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Previous Years</th>
<th>Baseline</th>
<th>Compact Goals</th>
</tr>
</thead>
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<tr>
<td>No. of UG degrees in STEM and Health Fields**</td>
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<td>26</td>
<td>28</td>
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<tr>
<td></td>
<td>22</td>
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<tr>
<td></td>
<td>50</td>
<td>51</td>
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</table>

   **STEM fields were determined in conjunction with EPSCOR. CIP Codes used for calculations are: 26-Biology; 27-Math; 40-Chemistry; 42-Psychology; and 51-Health Science “NOT” clinical

<table>
<thead>
<tr>
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<th>Discipline</th>
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<td>W</td>
<td>R</td>
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</tbody>
</table>

Year 1: (2008-09) Goal--Increase degrees awarded in STEM and Health Fields to 23

   Degrees in Stem and Health Fields exceeded the goal by 43%.

   **Strategy:**
   Submitted two new proposals were submitted for WV-INBRE Program.

   **Physician Assistant (PA) program planning/implementation was begun.** This included designing a needs analysis survey, distribution of the survey to physicians/hospitals in a five county radius and analysis of the results. After survey analysis was performed, two professional consultants were hired, and the Intent to Plan document was submitted to and approved by the HEPC.

Year 2: (2009-10) Increase degrees (diplomas) awarded in STEM and Health Fields to 45. Hire a Program Director for the Physician Assistant (PA) Program.

   **Strategy/Update:**
   **Obtain approval from campus constituencies for PA Program**
   Seek approval from HEPC for second graduate PA Program

   A Program Director, Clinical Coordinator, Academic Coordinator and Medical Director for the proposed PA program have been hired. The PA program has obtained WLU Curriculum Committee, Faculty Senate, and Board of Governors approval. In addition, the program has received approval from the WV HEPC and has had a site visit from the Accreditation Review Commission on Education for the Physician Assistant (an accreditation decision is expected during the last week of September).
Increase focus on recruitment efforts through the SURE Program
Increase student participation in the student research program

During the 2009-2010 academic calendar, we graduated a total of 21 (includes 2 students who graduated in July 2010) STEM students. This number of graduates was not close to the predicted 45 STEM graduates. The predicted number of 45 was due to a misunderstanding in the definition of non-clinical health fields. With the clarification of non-clinical health fields we have lowered our expected graduation numbers by approximately 50%. These numbers still show an increasing trend in graduation rate but, not the 100% increase in graduating students over the five-year cycle. We are confident we can reach these graduation numbers. Two consultants hired to help WLU start the PA program have told us to expect a 50% increase in the number of STEM majors once the PA program starts. In fact, we have experienced a larger than usual number of transfer students entering the STEM fields. Most of the transfer students have stated they are transferring because of our proposed PA program. During the 2009-10 AY, we had 27 students participating in basic research. This number represents an 11% increase over the 2008-09 AY.

Year 3: (2010-11) Increase degrees awarded in STEM and Health Fields to 48
Strategy/Update:

West Liberty exceeded our goal of graduating a total of 48 students in STEM fields by two (50). During the 2010-11 AY, 33 students participating in basic research, a 22% increase over the 2009-10 AY. We are expecting to continue to see a moderate increase in the number of students participating in basic research due to the hiring of new faculty members with research interests (one new hire brings a $250,000 NIH grant).
Seek approval from HLC for second graduate PA Program, begin recruitment efforts, and increase funding for advertising/recruitment.

In September 2010 WLU learned the Accreditation Review Commission on Education for the Physician Assistant would not grant accreditation to our Physician Assistant Studies Program. During this time period ARCPA also introduced new standards (one of which was the addition of another faculty member) that would have to be met during the next accreditation. Several steps were taken to insure West Liberty’s success during the next site visit and to answer ARCPA concerns. First, WLU hired an additional consultant and two part-time faculty to work with the current consultant. Second, the consultants had a more integral role in the development of the program/proposal that was submitted to ARCPA. Third, curriculum and course development was mapped to the new ARCPA standards and the number of Clinical sites dramatically increased over the initial proposal. Finally, a five-course curriculum was developed, between the College of Sciences and College of Education, for all adjuncts teaching in the PA program.

A site visit by the ARC-PA was scheduled for July 2011 and we were officially granted provisional accreditation. A site visit of the HLC is scheduled for December 5-6, 2011. If approved, West Liberty will admit students to the program in July of 2012.

Year 4: (2011-12) Increase degrees awarded in STEM and Health Fields to 51 and first cohort of 20 begins PA Program. Strategy:
Increase faculty presentations to local high schools to promote degrees in STEM and Health Fields. Expand grant proposal submissions for student-research opportunities in STEM and Health Fields

Year 5: (2012-13) Increase degrees awarded in STEM and Health Fields to 69 and second cohort begins Physicians Assistance program. Strategy:
Continue to increase faculty presentations to local high schools to promote degrees in STEM and Health Fields. Expand grant proposal submissions for student-research opportunities in STEM and Health Fields

Rationale: West Liberty has a strong record of educating STEM and health field graduates. Efforts will continue to create additional degree options in these areas and enrollment in current programs will be expanded as feasible. These efforts should contribute favorably toward the national shortage of STEM and health care providers.
A. Core Compact Elements

6. Licensure Pass-Rates

   a. Data: Indicate licensure pass rates by specific program areas for the past year.

   Goal from WL Strategic Plan: Establish a more challenging academic environment.

   b. Goal: Pass rate goals for individual licensure test exceed or meet minimum.

<table>
<thead>
<tr>
<th>Baccalaureate Degrees</th>
<th>Pass Rate 2007-08</th>
<th>Pass Rate 2008-09</th>
<th>Pass Rate 2009-10</th>
<th>Pass Rate 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Laboratory Science (NCCALS)</td>
<td>80%</td>
<td>0%</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td>Dental Hygiene (National Board)</td>
<td>97%</td>
<td>100%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Dental Hygiene (Northeast Regional Board)</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Nursing (WV Board NCLEX-RN)</td>
<td>100%</td>
<td>90%</td>
<td>83%</td>
<td>92%</td>
</tr>
<tr>
<td>Teacher Education (Praxis II)</td>
<td>88%</td>
<td>94%</td>
<td>94%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Year 1: (2008-09)

All program pass rates exceeded the goals for 2008-09, except in Clinical Laboratory Science which did not meet its goal.

Strategy:

Clinical Laboratory Science

Although the CLS pass rate for 2008-09 is 0%, this represents a total of only three individuals. The CLS faculty do not believe this in any way represents a curriculum problem. However, at this time, the certifying agencies have not published information for this exam that can be used to review exactly what happened. When we receive this information, we will better be able to determine why these three students did not pass. It is important to mention that the National Certification exam in CLS is entirely voluntary and is not required to work in the field. Accreditation agencies are not concerned unless there is continuing evidence of non-intervention when scores are consistently poor, which has not been the case at WLU. We will continue to identify areas of weakness in the curriculum and revise accordingly.

Faculty will evaluate student feedback/comments found on the Program Exit Interview form and the Post-Graduate Program form. Student feedback will be considered in program/curriculum modifications and identification of program strengths and weaknesses.

We will identify any clinical areas, based on cumulative pass-rates, where students score less than 90% of the national average and assess the curriculum/instruction of those areas.

Dental Hygiene

In an ongoing effort to maintain a high pass rate in this Program, a national mock board exam and a Northeast Regional mock board exam were administered. The faculty also evaluated dental hygiene students’ grade point averages for progression through the courses, and they identified students with GPAs below 3.0 as being at risk for passing their board exams. Additional learning activities were made available to these students prior to testing.

Education

The Praxis II scores were reviewed in fall 2008, and targeted plans were developed for those areas where deficiencies were reported in pass rates.

Nursing

In fall 2008, the annual pass rate for the Program was reviewed and analyzed for trends. Additionally, admission GPA, progression GPA, and the grading scale used in the Program were examined for effectiveness. At this time, no change was recommended. The faculty agreed to retain the current passing level required on the Health Education Systems Inc. (HESI) Exit Exam at 850, but an expanded program was purchased from HESI, which provides for continual review and remediation of nursing content throughout the Program.

Year 2 (2009-10)

Strategy/Update:

Clinical Laboratory Science

Identify areas of weakness in the curriculum and revise. Results of the national certification exam of recent graduates are reviewed and compared with the cumulative pass-rates of the last CLS Self-Study Report.

Evaluate student feedback/comments found on the Program Exit Interview form and the Post-Graduate Program form. Consider student feedback in program/curriculum modifications and identification of program strengths and weaknesses.
Identify any clinical areas, based on cumulative pass-rates, where students score less than 90% of the national average. Assess the curriculum/instruction of those areas.

One student took the new Board of Certification (BOC) of the American Society of Clinical Pathologists during 2009-2010 and passed with a high score. One student was held back from May 2010 graduation because of not meeting graduation requirements. The student who passed scored very high, scoring 553 (minimum pass score = 400). We have no experience with this exam yet since this is the first year this exam has been administered. However, the mean scaled score for Universities for this testing cycle (January-March 2010) was 495 and the national mean score was 489. The national pass rate was 71%. We are continuing to hold students to a higher academic standard in order to graduate and sit for the exam.

Dental Hygiene
Review National mock board results to identify students scoring below a 75%. Develop remediation activities.

Dental Hygiene
Review Northeast Regional mock board exam to identify students scoring below a 75%. Develop remediation activities.

Evaluate Pass rates for dental hygiene and science courses and develop strategies to address results
Review of Board Review topics was included in DH Clinic IV lecture. Students scoring below the required 75% were required to retest until they completed the exam successfully.

Evaluate Pass rates for dental hygiene and science courses and develop strategies to address results. Nine 2010 AS degree graduates are returning to complete their BS degree. Qualified students were contacted to consider working as DH tutors for those students identified as having academic difficulty in DH and general science course classes. Data regarding the results of this effort will be analyzed next academic year. A total of 35 graduates took both board exams.

Education
Review test data of Praxis II and prepare test analyses based on sub-scores for each program. Education Programs include: Elementary K-6, Biology 9-Adult, Chemistry 9-Adult, English-Language Arts 5-Adult, General Science 5-Adult, Mathematics 5-Adult, Social Sciences 5-Adult, Art Pre-K-Adult, Music Pre-K-Adult, Health Pre-K-Adult, PE Pre-K-Adult. Endorsement Programs include: English 5-9, General Science 5-9, Mathematics 5-9, Social Sciences 5-9, Early Education Pre-K-K, Multi-Categorical Special Education K-6 or 5-Adult. Establish short and long term goal action plan to improve student scores.

All Praxis II scores are collected per content area specialization for Title II reporting and certification reports. (Scores updated and moved to year three)

Nursing
Review annual pass-rate percentage and analyze for trends. Review and analyze the requirement for senior students taking the Health Education Systems (HESI) exit exam to achieve a score of 850 or higher in order to take the NCLEX-RN exam for the first time. Consider the need to increase the HESI exit exam requirement from a score of 850 to 900, if analysis warrants. Require senior students earning less than 850 on the HESI exit exam, on the first attempt, to complete the online Evolve HESI remediation program prior to re-testing. Require senior students earning less than 850 on the HESI exit exam, on the first attempt, to complete a formal NCLEX review course prior to retesting.

Twenty five graduates of the Class of 2010 have taken the NCLEX-RN exam; twenty three or 92% passed and are now licensed as Registered Nurses.

Senior students earning less than 850 on the HESI exit exam were required to complete online remediation. In an effort to improve their critical thinking skills they were also required to complete online case studies before retaking the HESI exit exam. All senior students, regardless of their score on the HESI exit exam, were provided the opportunity to complete a formal NCLEX-RN review class.

Beginning with the sophomore class in the fall of 2010 standardized testing on specific content (e.g. pharmacology, nursing fundamentals) will be included as part of the curriculum in an effort to provide earlier and more frequent opportunities for students with this type of testing.
Medical Laboratory Science
Identify any clinical areas where students score less than 90% of the national average. Identify strengths and weaknesses based on analysis of student scores and implement changes if needed.

These are the results of the Board of Certification (BOC) national certification exam for 2010-2011. The results are reported by quarter to correspond to the testing cycle; therefore the results are for graduates taking the exam during October 2010-September 2011.

- Jan -March 2011: 1 examinee/1 pass (100%)

One repeat student failing on first attempt passed in this cycle (Scaled score = 409 minimum to pass = 400).

Percent of national average cannot be calculated since national data are not given for repeat testers.

- April-June 2011: 2 examinees/1 pass (50%)

Two first time examinees, one fail and one pass. The fail score = 343, the pass score = 701 (minimum to pass = 400). The Program mean scaled score = 453 is skewed because a transfer student from another school who enrolled into our senior clinical rotations failed the exam. However she is not a WLU graduate. The WLU % of national University based Program mean scores are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>WLU %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood Bank</td>
<td>84%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>89%</td>
</tr>
<tr>
<td>Hematology</td>
<td>92%</td>
</tr>
<tr>
<td>Immunology</td>
<td>82%</td>
</tr>
<tr>
<td>Lab Operations</td>
<td>108%</td>
</tr>
<tr>
<td>Microbiology</td>
<td>87%</td>
</tr>
<tr>
<td>Urinalysis</td>
<td>100%</td>
</tr>
</tbody>
</table>

These data cannot be evaluated because of the wide range in the two WLU graduates, the minimum score was 315 (fail) and the maximum was 701 (pass). However the data are consistent with our evaluation of previous years experience with the NCA exam (no longer offered). We are waiting for the results of the July-Sept 2011 results when a better evaluation can be made. These results should be available before the end of the year.

- July-Sept 2011: two new examinees/no official results

However, we know one student passed. (1/2 50% worse case or 2/2 100% best case)

When results are available from the BOC we will evaluate them with the previous cycle of results. The BOC certification examination is still new (two years) and we will need several more cycles to build a history in order to make meaningful inferences from the data.

The student who failed in the last cycle repeated the test this cycle and failed, scoring about the same (318). Therefore the overall pass rate for students for whom we have pass/fail data is 3/4 (75%). The result of a 5th student who took the exam in the last cycle is unknown so we count four students instead of five at this time.

Beginning the fall term of 2011 the MLS Program began a revision of the delivery of the content of the curriculum to incoming junior students. The MLS Program Director is also an Assessment Coordinator for the Department of Health Sciences. This was done after receiving the results of the 2009 graduates NCA exam results and faculty observations. The goal is to foster critical thinking skills in students from the beginning of their entry into the Program and increase the scores on the BOC exam. This strategy is now implemented and will be evaluated via continuous comprehensive exams throughout the junior year. This strategy was written into a document for the University Assessment Committee.

Dental Hygiene
Review and Evaluate National Mock Board examination for updates and revisions to reflect current test content
Review and Evaluate Northeast Regional Board examination for updates and revisions to reflect test content and patient requirements
Evaluate Dental Hygiene and science courses identified with low pass rates for revision
Identify subject area deficiencies on the National Board exam with the dental hygiene curriculum and identify goals to address noted deficiencies

Mock Board Examinations were reviewed and updated to include changes implemented by each testing agency. The Dental Hygiene Program hosted the Central Regional Dental Testing Agency clinical exam for the first time in the spring of 2011. Dental hygiene competencies were revised and student learning outcomes were updated to support curriculum content. The ADEA Curriculum Compendium was referenced and reviewed with each course to insure the inclusion of all necessary content. A Board Preparation course is being developed for the spring 2012 semester to address testing strategies as well as content review.
**Education**

Implement action plan to address deficiencies

Over the past year, the Teacher Education Unit was formed as the governing body for the Teacher Education program. This Unit consists of one member from each of the content/certification areas, along with the Director of the Masters program, the Elementary and Secondary Specialist Coordinators, the NCATE/Assessment Coordinator, and the Director of Teacher Education.

In order to address deficiencies in Praxis II assessments for both pedagogy and content, the Director and Assistant Director of Teacher Education met with Chairs and members of faculty from each content area in the spring of 2011. WV CSO’s and Praxis II standards were reviewed in those focus groups to determine if any adjustments to the content curriculum being required for certification were warranted. Curriculum changes will be assessed by the WLU Curriculum Committee and when necessary will be re-filed with the WV State Department of Education for approval.

The Unit also held an Assessment summit in which each content area was presented with three years worth of Praxis test scores. Members were asked to review the data and reflect, with colleagues in their fields, using both the data and the Praxis test standards upon which the tests are based. Based upon the findings and the recommendations of the faculty, adjustments will be made to course content in order to better address the needs of the teacher candidates.

In addition, throughout the summer of 2011, area principals and teachers who work with WLU teacher candidates were invited to participate in round table discussions about the Teacher Education program. Expectations for teacher candidates were discussed and changes to the program were implemented based on principal and teacher feedback.

All Praxis II scores are collected per content area specialization for Title II reporting and certification reports.

### Praxis 2 Student Data

**Art Education:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/ Passing Score</th>
<th>Avg. Score (Passing = 160)</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>1</td>
<td>1</td>
<td>171</td>
<td>100%</td>
</tr>
<tr>
<td>2008-09</td>
<td>4</td>
<td>4</td>
<td>163</td>
<td>100%</td>
</tr>
<tr>
<td>2009-10</td>
<td>2</td>
<td>2</td>
<td>170</td>
<td>100%</td>
</tr>
<tr>
<td>2010-11</td>
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<td>0</td>
<td>N/A</td>
<td>N/A</td>
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**Biology Education:**

<table>
<thead>
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<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/ Passing Score</th>
<th>Avg. Score (Passing = 152)</th>
<th>Passing Rate</th>
</tr>
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<tbody>
<tr>
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<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2008-09</td>
<td>1</td>
<td>1</td>
<td>157</td>
<td>100%</td>
</tr>
<tr>
<td>2009-10</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2010-11</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
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**English Education 5 - Adult:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/ Passing Score</th>
<th>Avg. Score (Passing = 590)</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>8</td>
<td>8</td>
<td>175</td>
<td>100%</td>
</tr>
<tr>
<td>2008-09</td>
<td>4</td>
<td>4</td>
<td>173</td>
<td>100%</td>
</tr>
<tr>
<td>2009-10</td>
<td>4</td>
<td>4</td>
<td>186</td>
<td>100%</td>
</tr>
<tr>
<td>2010-11</td>
<td>2</td>
<td>2</td>
<td>169</td>
<td>100%</td>
</tr>
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</table>
### English Education 5-9:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/ Passing Score</th>
<th>Avg. Score (Passing = 590)</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>8</td>
<td>8</td>
<td>175</td>
<td>100%</td>
</tr>
<tr>
<td>2008-09</td>
<td>4</td>
<td>4</td>
<td>173</td>
<td>100%</td>
</tr>
<tr>
<td>2009-10</td>
<td>4</td>
<td>4</td>
<td>186</td>
<td>100%</td>
</tr>
<tr>
<td>2010-11</td>
<td>2</td>
<td>2</td>
<td>169</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Elementary Education

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/ Passing Score</th>
<th>Avg. Score (Passing = 155)</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>36</td>
<td>36</td>
<td>175</td>
<td>100%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>46</td>
<td>46</td>
<td>174</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>31</td>
<td>31</td>
<td>171</td>
<td>100%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>17</td>
<td>17</td>
<td>169</td>
<td>100%</td>
</tr>
</tbody>
</table>

### General Science 5-Adult:

#### PRAXIS 2 – BIOLOGY: CONTENT KNOWLEDGE (Part 1) (0231)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/ Passing Score</th>
<th>Avg. Score (Passing = 148)</th>
<th>Passing Rate</th>
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<tbody>
<tr>
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<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2008-09</td>
<td>1</td>
<td>1</td>
<td>174</td>
<td>100%</td>
</tr>
<tr>
<td>2009-10</td>
<td>1</td>
<td>1</td>
<td>181</td>
<td>100%</td>
</tr>
<tr>
<td>2010-11</td>
<td>1</td>
<td>1</td>
<td>149</td>
<td>100%</td>
</tr>
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</table>

#### PRAXIS 2 – PHYSICAL SCIENCE: CONTENT KNOWLEDGE (Part 3) (0481)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/ Passing Score</th>
<th>Avg. Score (Passing = 149)</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2008-09</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2009-10</td>
<td>1</td>
<td>1</td>
<td>155</td>
<td>100%</td>
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<tr>
<td>2010-11</td>
<td>1</td>
<td>1</td>
<td>155</td>
<td>100%</td>
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</table>

### Math Education 5-Adult:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. test 1 st Admin.</th>
<th>Students w/ Passing Score</th>
<th>Avg. Score (Passing =133)</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>2</td>
<td>2</td>
<td>150</td>
<td>100%</td>
</tr>
<tr>
<td>2008-09</td>
<td>2</td>
<td>2</td>
<td>145</td>
<td>100%</td>
</tr>
<tr>
<td>2009-10</td>
<td>2</td>
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</tr>
<tr>
<td>2010-11</td>
<td>3</td>
<td>3</td>
<td>165</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Physical Education:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/ Passing Score</th>
<th>Avg. Score (Passing = 150)</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>7</td>
<td>7</td>
<td>155</td>
<td>100%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>4</td>
<td>4</td>
<td>161</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>11</td>
<td>11</td>
<td>171</td>
<td>81%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>3</td>
<td>3</td>
<td>155</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Health Education:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/Passing Score</th>
<th>Avg. Score (Passing = 640)</th>
<th>Passing Rate</th>
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<td>705</td>
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</tr>
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<td>2008-2009</td>
<td>8</td>
<td>5</td>
<td>659</td>
<td>63%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>10</td>
<td>7</td>
<td>656</td>
<td>65.6%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>3</td>
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<td>676</td>
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</table>

### Social Studies 5-9 Praxis II Data

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/Passing Score</th>
<th>Avg. Score (Passing = 151)</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>1</td>
<td>1</td>
<td>151</td>
<td>100%</td>
</tr>
<tr>
<td>2008-09</td>
<td>1</td>
<td>1</td>
<td>175</td>
<td>100%</td>
</tr>
<tr>
<td>2009-10</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>2010-11</td>
<td>0</td>
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</table>

### Social Studies 5-Adult Praxis II Data

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/Passing Score</th>
<th>Avg. Score (Passing = 148)</th>
<th>Passing Rate</th>
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<tbody>
<tr>
<td>2007-08</td>
<td>5</td>
<td>5</td>
<td>165</td>
<td>100%</td>
</tr>
<tr>
<td>2008-09</td>
<td>4</td>
<td>4</td>
<td>174</td>
<td>100%</td>
</tr>
<tr>
<td>2009-10</td>
<td>5</td>
<td>5</td>
<td>173</td>
<td>100%</td>
</tr>
<tr>
<td>2010-11</td>
<td>8</td>
<td>8</td>
<td>162</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Multi-Categorical Special Education (Undergraduate):

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/Passing Score</th>
<th>Avg. Score (Passing = 146)</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>9</td>
<td>9</td>
<td>168</td>
<td>100%</td>
</tr>
<tr>
<td>2008-09</td>
<td>5</td>
<td>5</td>
<td>177</td>
<td>100%</td>
</tr>
<tr>
<td>2009-10</td>
<td>5</td>
<td>5</td>
<td>178</td>
<td>100%</td>
</tr>
<tr>
<td>2010-11</td>
<td>5</td>
<td>5</td>
<td>174</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Students w/Passing Score</th>
<th>Avg. Score (Passing = 153)</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>7</td>
<td>7</td>
<td>176</td>
<td>100%</td>
</tr>
<tr>
<td>2008-09</td>
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<td>2010-11</td>
<td>5</td>
<td>5</td>
<td>175</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Nursing

Review annual pass-rate percentage and analyze for trends.

Review and analyze the requirement for senior students taking the Health Education Systems (HESI) exit exam to achieve a score of 850 or higher in order to take the NCLEX-RN exam for the first time.

Require senior students earning less than 850 on the HESI exit exam, on the first attempt, to complete the online Evolve HESI remediation program prior to re-testing.

Require senior students earning less than 850 on the HESI exit exam, on the first attempt, to complete a formal NCLEX review course prior to retesting.

Review junior and senior curriculum for appropriateness, within courses, to include NCLEX-RN test question format in all junior and senior course exams.

Compare HESI and NCLEX deficiencies with curriculum and plan for curriculum changes as needed.

To date, thirteen of the twenty-three graduates of the Class of 2011 have taken the NCLEX-RN exam; 12 graduates have passed and are now licensed as Registered Nurses. One graduate failed to pass on the first attempt. Ten other graduates are in process of preparing to test for their NCLEX-RN. Of this total five have not yet achieved a score of 850 on their HESI exit exam as described below.
Senior students earning less than 850 on the HESI exit exam were required to complete online remediation and tutoring with faculty. In an effort to improve their critical thinking skills they were also required to complete online case studies before retaking the HESI exit exam. All senior students, regardless of their score on the HESI exit exam, were provided the opportunity to complete a formal NCLEX-RN review class. Further, a new process was developed for AY 2011-12 to identify students “at risk” early in a course. They will be offered additional test review and conferencing to address any academic weaknesses. A complete curriculum review is to be initiated in AY 2011-12. Compare HESI and NCLEX deficiencies with curriculum and plan for curriculum changes as needed.

**Year 4 (2011-12)**

**Strategy:**

**Clinical Laboratory Science**
- Evaluate the pass rates for the previous three years (annually and cumulative) and analyze for clinical courses where students perform less than 90% of the national average. Assess effectiveness of any changes in strategy made after year three.
- Begin writing the CLS Self-Study Report for NAACLS reaccreditation in the fall of 2013. Discuss the analysis of pass rates in the Report and identify any areas in need of improvement and revise strategy to improve the curriculum and pass rates.

**Dental Hygiene**
- Evaluate and compare the Case Based National Board exam results with curriculum content to address outcomes.
- Identify changes in the Northeast Regional Board exam criteria and implement those changes with the Mock Board Exam.
- Evaluate National Board results to determine content areas in which the school score is below the national average.
- Tabulate the pass rates for the previous 3 years (annually and cumulative) and analyze for clinical course where students perform less than 90% of the national average and institute curriculum improvement in those areas in preparation for writing the Self-Study report for NAACLS reaccreditation and site visit in 2013.

**Education**
- Review aggregated and disaggregated data for each licensure test, task assessment coordinator in each program and provide data to all stakeholders for annual review.

**Nursing**
- Review annual pass-rate percentage and analyze for trends.
- Require senior students earning less than 850 on the HESI exit exam, on the first attempt, to complete the online Evolve HESI remediation program prior to re-testing.
- Require senior students earning less than 850 on the HESI exit exam, on the first attempt, to complete a formal NCLEX review course prior to retesting.
- Require senior students earning less than 850 on the Pediatric and Maternity HESI exams, on the first attempt, to complete the online Evolve HESI remediation program prior to the completion of the final senior semester.
- Require juniors not achieving 850 or higher on the junior-level HESI to complete the online Evolve HESI remediation program prior to the first senior semester.
- Implement NCLEX test format inclusion with all appropriate junior and senior courses.
- Review appropriateness for including NCLEX test format with second semester sophomore courses.

**Year 5: (2012-13)**

**Strategy:**

**Clinical Laboratory Science**
- Submit the Self-Study Report in May 2013.
- Prepare for the Program reaccreditation site visit fall 2013.
- Evaluate feedback from the site-visit and report. Study comments concerning curriculum and exam pass rates, and institute new or additional strategies for improvement on pass rates if needed.

**Dental Hygiene**
- Compare the dental hygiene GPA of graduating seniors with National Board exam pass scores to determine if a correlation exists.
- Review National and Regional Test data and update course content to address deficiencies.
- Analyze the need for a formalized National Board Review course.
Education
Review aggregated and disaggregated data for each licensure test, task assessment coordinator in each program
Provide data to all stakeholders for annual review
Establish action plan to improve quartile scores

Nursing
Review annual pass-rate percentage and analyze for trends
Require senior students earning less than 850 on the HESI exit exam, on the first attempt, to complete the online Evolve HESI remediation program prior to re-testing.
Require senior students earning less than 850 on the HESI exit exam, on the first attempt, to complete a formal NCLEX review course prior to retesting.
Require senior students earning less than 850 on the Pediatric and Maternity HESI exams, on the first attempt, to complete the online Evolve HESI remediation program prior to the completion of the final senior semester.
Require juniors not achieving 850 or higher on the junior-level HESI to complete the online Evolve HESI remediation program prior to the first senior semester.
Implement NCLEX test format inclusion with all appropriate second semester sophomore courses. Require sophomores not achieving 850 or higher on the sophomore-level HESI to complete online Evolve HESI remediation program prior to the first junior semester.
Offer Special Topics courses in areas of weakness as indicated by HESI exit exam results.

c. Rationale:
   Clinical Laboratory Science
   Will train competent, entry-level Clinical Laboratory Scientists for local health care facilities and prepare graduates qualified for graduate school or professional school.
   Dental Hygiene
   Will produce graduates who are prepared to continue post-graduate education and or successfully complete licensing exams for employment in the field of dental hygiene.
   Nursing
   Will produce graduates in nursing who are well-prepared to meet and/or exceed expectations of licensure and examining boards by passing all examinations on the first attempt and who can proceed into their professions.
   By meeting examining board’s standards of expectations, graduates become licensed to practice their profession of nursing in a safe manner for the public. Licensure pass-rates reflect the programs ability to best prepare a graduate for safe nursing practice. The nursing program objectives are aimed to best prepare the graduate to fulfill these safety standards in a professional and caring manner and launch into a variety of health care settings that meet a multitude of community needs.
   Education
   Will produce graduates in education and health fields who are well-prepared to meet and/or exceed expectations of licensure and examining boards by passing all examinations on the first attempt and who can proceed into their professions.
A. Core Compact Elements

7. Percentage of faculty with terminal degrees

a. Data: Percentage of tenured, tenure-track, and term faculty with terminal degrees.

Goal from WLU Strategic Plan:

Establish a more challenging academic environment
Market WLU as a high quality, affordable institution of higher education

b. Goal: Increase the number of, tenured and tenure-track faculty holding terminal degrees by five percent over the five-year cycle.

<table>
<thead>
<tr>
<th>West Liberty University</th>
<th>Baseline</th>
<th>Compact Goals</th>
<th>Target</th>
</tr>
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<tbody>
<tr>
<td>Measure</td>
<td>76%</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>% Faculty w/Terminal Degrees</td>
<td>2007-08</td>
<td>2008-09</td>
<td>2009-10</td>
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Year 1: (2008-09) Strategy:

Seventy-five percent (75%) of the, tenured and tenure-track faculty held terminal degrees during 2008-09. The incentives established to encourage increased faculty participation in professional/scholarly activity were well received by the faculty. Of the total budget available, 82% was awarded in the initial year of the program. The Presidential Colloquium, recognizing faculty scholarly activity began in April 2009 and will continue next year.

Year 2: (2009-10) Strategy:

Analyze faculty salaries as compared to peer institutions in WV and SREB, and consider salary enhancements. Review and analyze merit pay system linked to scholarly activities

Seventy-five percent (75%) of the, tenured and tenure-track faculty held terminal degrees during 2009-10. In the second year of offering incentives for professional/scholarly activity, faculty were awarded 100% of the funds allotted and received an additional allocation of 10% so that funding could be extended to meet the number of qualified applicants. Thus, faculty members participating in these activities are being compensated through the Faculty Development Fund, which increased to nearly $90,000 during 2009-10. Overall, the number of awards made to faculty increased by nearly 27%. Publications increased by 220%, and professional presentations increased by 90% in the second year of the program. Professional/scholarly activity is a major component of the WLU merit pay system. Additionally, faculty members who are actively engaged in professional/scholarly activities are often identified in the highest tier for merit pay adjustments, when salary increases are available. A comparison of WLU faculty salaries with HEPC-identified peer institutions faculty salaries revealed the following:

- Overall, WLU ranks 18 out of 21 in salaries across all ranks
- By professorial rank, WLU is ranked as follows:
  - Professor 18 out of 21
  - Assistant Professor 19 out of 21
  - Associate Professor 20 out of 2
  - Instructor 17 out of 21

Following a directive given by the Governor, no increases to base salaries are permitted for 2010-11. WLU has commenced discussions regarding non-base salary enhancements for 2010-11.

Year 3: (2010-11)

Strategy/Update:

Develop policy/procedure to expedite tenure process and refine merit pay system for faculty.

Recommendations for expediting the tenure process and refining the merit pay system are in negotiations between Faculty Senate and Administration.

Year 4: (2011-12) Strategy:

Increase faculty salary budget and evaluate the impact of merit pay and incentives for scholarly activity on faculty retention.

Year 5: (2012-13) Strategy:

Re-examine faculty salary data as compared with peer institutions in WV, SREB, and consider further salary enhancements. Explore other incentives for faculty, such as, increased percentage of salary paid by WL to retirement accounts. Implement post-tenure review process to better evaluate and recognize scholarly activity

d. Rationale: By increasing the percentage of faculty holding terminal degrees, we believe that high quality instruction can be better assured, that scholarly activity can be enhanced, and that quality faculty can be more easily retained.
A. Core Compact Elements

8. Assessment

a. Data: Describe the institutional assessment program.

**Goal from WLU Strategic Plan:**
- Establish a more challenging academic environment
- Develop and maintain a campus-climate that promotes optimal employee performance, teamwork, continuous improvement and excellence

b. Goal: Expand assessment of student learning outcomes throughout all academic units and earn accreditation-agency validation of assessment programs

Year 1: (2008-09)

Strategy

**Effectuate functioning assessment committees for all academic departments.**
All academic departments reported establishing a Departmental Assessment Committee.

**Improve Program Assessment, Increase Faculty Involvement, and Implement the Assessment Coordinator Initiative:** In the fall of 2009, WLU began a new phase of assessment reporting with the initiation of Faculty Assessment Coordinators. Each degree program has designated an individual faculty member as the Assessment Coordinator. It is the coordinators’ responsibility to complete the annual assessment report, attend workshops and conferences on assessment, and continue to develop assessment initiatives in cooperation with the faculty from their respective programs. The Assessment Coordinators (total of 17) are paid an annual stipend. In addition, they are asked to take the lead in their respective programs, and, in cooperation with their faculty, develop an assessment program that will produce meaningful assessment data.

**Develop a comprehensive General Studies Assessment Program**
Our first step toward achieving this goal was to host a campus workshop with Dr. Peggy Maki, an internationally recognized authority, on General Studies Assessment in the fall of 2008. As a direct result of her visit, the General Studies Program Committee began revising the General Studies Student Development Goals. The revised goals were distributed campus-wide to faculty, deans and chairs. Comments/suggestions were received and addressed.

To further advance our General Studies Assessment Program, a team of seven faculty and administrators attended the Engaging Department Institute sponsored by the AAC&U in July of 2009. West Liberty’s team developed a comprehensive plan for assessment of general studies. The General Studies Student Development Goals are the centerpiece of our assessment plan. A subcommittee of the General Studies Assessment Committee developed a writing rubric and scoring guide which will be used by faculty in select general studies courses to collect assessment data. A similar rubric will be designed for each of the eight Student Development Goals and implemented in select general studies courses. This ongoing assessment project represents a University-wide initiative designed and implemented by our faculty and will provide the first meaningful assessment data of our General Studies Program.

**Submit HLC/NCA Follow-Up Progress Report focused on General Studies Assessment**
Our Follow-Up Progress Report was submitted to the HLC in January of 2009, and we effectively addressed many of the concerns cited by the HLC. However, we are directed by the HLC/NCA to provide an additional Follow-Up Progress Report on General Studies Assessment, and we are also to include annual assessment reports for program assessment due in January of 2011.

**Improve campus communication/information on CLA testing and student scores**
The IR&A Director and a Humanities Department faculty member attended the CLA in the Classroom Academy held in December 2008 in Charleston. In April of 2009, we hosted a similar campus workshop for faculty, and we shared with faculty the results of our students’ scores over the last four years of CLA testing.

**Explore requirements for participation in the Voluntary System of Accountability**
The IR&A Director reviewed the requirement for participation in the VSA and attended the VSA Learning Outcomes Workshop in July of 2009. Funding for membership to the AAC&U, a requirement of participation, has been secured, and WLU will begin participation in the VSA in the 2009-10 AY.

**HOW HAS THE ASSESSMENT PROGRAM RESULTED IN CURRICULAR MODIFICATION AND IMPROVEMENT IN INSTRUCTION DURING THE PAST YEAR?**

**College of Business:**
Educational Testing Service’s (ETS) *Major Field Test for Business (MFT)* is administered each semester. The College of Business collects data from the MFT results. The data are used for two purposes:
1) To correlate G.P.A. to MFT results to check for grade inflation
2) Compare West Liberty University scores to the national and peer group average scores to assess relative strengths and weaknesses. Now that the COB has 4 years of MFT data, the data and trends will be used to critically evaluate the curriculum and effect positive curriculum change. The COB also administers Primary Traits Scale to evaluate the following learning outcomes: Critical Thinking, Written Communication, Oral Communication, Visual Aids, Accounting/Finance and Management/Marketing. The data is collected in the Administrative Policies course which is required of all business students. The data collected is used to effect curriculum or policy change. For example, in 2008 the faculty recognized a significant increase in the performance of students using visual aids when they gave oral presentations. The faculty decided to increase standards in order to demand even more competence from the students giving oral presentations and set West Liberty University graduates apart from other universities’ graduates.

**Criminal Justice:**
Last year we identified program goals and began mapping them throughout the CJ program curriculum. We are in the midst of identifying courses in which the program goals addressed need to be clarified. In addition, we are in the process of revising course descriptions for the University catalog. Examination of the program goals led to our realization that, in some cases, courses descriptions are outdated.

**Education:**
The assessment plan in place in the College of Education has allowed for close examination of key performance based assessments for specific program outcomes and courses. In particular, the teacher work sample has identified (assessment and the assessment process) a weakness in students in teacher preparation as it relates to the clinical student practice. The collected and disparate data also pointed to a need for an online aggregated assessment management system. As a result, this year, the LiveText forum is being piloted. As the state of West Virginia adopts new teaching standards, the curricular program must be redesigned with an aligned assessment system. This process of curricular examination and alignment was begun in the 2008-09 school year.

**Humanities:**
The Department of Humanities played a major role in the creation of a writing rubric to be used throughout the university to assess writing across the curriculum. Creating this rubric helped the department better understand its own role in preparing students to be better writers, one of the fundamental goals of university assessment. As a result, selected faculty members from the DOH are spearheading the use of the writing rubric in several of their classes, and English 101 and 102 professors will use this rubric as a basis for a more cohesive focus of instruction in all composition courses. The DOH is also continuing to inculcate the use of electronic portfolios as a means of assessing its own departmental goals. Specifically, each senior seminar student will be asked to submit essays that reflect the achievement of specific departmental goals and student outcomes.

**Natural Sciences and Mathematics:**
Based on assessment of student learning, the following modifications to curriculum have been made for improvement in instruction: New rubrics designed for BIO 480 Biology Capstone for both grading and assessment; redesign of BIO 125 Principles of Biology Laboratory for majors-all activities were strengthened and activities were added to focus on assessed weaknesses in first year students; writing and reflective assignments added to more courses; project-based learning incorporated into some laboratories Capstone courses instituted and continued in Math and Chemistry for assessment purposes; and Pre-requisite added to Chemistry and Biology curriculum for either MATH 046 or equivalent prior to entry into freshman level science courses. We are continuing to strengthen the assessment activities we initiated prior to 2008-09. In addition, we have rewritten the student learning objectives to present a more complete assessment picture.

**Nursing:**
Through the annual on-going Systematic Evaluation Plan review of the program, the following have been identified as areas of improvement and have resulted in the following curricular modifications. Through input from senior-level nursing students and analysis of our critical thinking evaluators, it was determined that our standardized national testing services (HESI Co.) are not fully utilized. As well, the students felt that they did not have enough on-going exposure to standardized testing questions and format.
Therefore, our curriculum change involved expanding our HESI contract to include two additional tests, to add practice tests and case studies to increase student exposure throughout the three-year nursing curriculum. Also, faculty will require the students to utilize the HESI remediation services, as needed, after every test.

Through the review of semester courses by faculty, it was identified that in NUR 275: Nursing Care of the Elderly (a sophomore course) the content was difficult because students did not have adequate background in sciences and nursing courses. This made subject acquisition difficult. Consequently, NUR 275 was moved, in the curriculum, to the junior level. The junior students have more general sciences and nursing courses completed by this time, and the nursing content of this course is easier to comprehend and apply.

Through the investigation of the Gerontology Minor, it was discovered that End-of-Life competencies existed for American Association of Colleges of Nursing (AACN). Even though it is not a requirement by AACN, since the CCNE is the accrediting body for the nursing program, it was decided to incorporate the core competencies into our curriculum. Hence, HS 300: Understanding Death and Dying, was made a required support course for the nursing curriculum. AACN core competencies will be covered in this course.

Through analysis of the Academic Support survey and the Nursing Program survey, completed by all three levels of nursing students, it was identified that the nursing laboratory facilities were in need of updates.

In the summer of 2008, the nursing program received a grant to update equipment and purchase three simulation manikins. The nursing program is currently in the process of incorporating use of the manikins in courses across the curriculum.

Through analysis of our critical thinking assessments, it was identified that our data retrieval and analysis did not appropriately reflect the data needed to properly identify critical thinking growth. The HESI testing has been expanded.

In review from the nursing curriculum committee and through faculty feedback at the end-of-semester course review, three issues were identified in the RN-BSN completion (or accelerated) program. First, a new focus was developed: "Immersion in Caring" to link the RN-BSN students more with our program mission and philosophy. A NUR 478 Special Topics course was developed on Caring Concepts in Nursing. Second, NUR 360: Nursing Research online was too overwhelming as an accelerated 8-week course. This course is currently being prepared and will be offered in the spring as an entire semester course. Third, the diploma RN graduates were feeling discouraged with the present policy of transferring lower level nursing credit. In response, a policy has been written and submitted to establish the diploma RNs’ lower-level nursing credits by way of credit for work-life experience instead of requiring a series of examinations. This will ease the transition and become more affordable for students.

**Psychology:**

Last year we identified the program goals and began mapping them throughout the Psychology program curriculum. It appears that the area of research may be a weakness in the program, and we are in the process of assessing needs in this area as well as the rest of the program curriculum according the program goals and related student learning outcomes

**Speech Pathology:**

As in previous year, a questionnaire was sent to SPA graduates in a SPA graduate university program asking for information concerning the curriculum, as well as the therapy practicum experience. We learned that an additional anatomy/physiology class was needed in the area of neurology. As a result of this information we modified the existing SPA 300 Neuroanatomy and Neurophysiology of Speech, Language, and Hearing to include more lab and exercises to cover more of a pragmatic/applicable description of neuroanatomy and neurophysiology as it pertains to communication.

We also learned from the students that more practicum/clinical experience are needed in working with the geriatric as well as the handicapped population. We contacted Easter Seals and developed a contractual agreement for our students to observe and obtain therapy contact hours with children in this type of service center. We have made several contacts with several nursing homes and will begin contract meetings in the fall of 2009, spring 2010.

We also found a weakness in the SPA student ability to develop and write an Individual Educational Plan (IEP). As a result we included a section/addition to the clinical practicum course that would introduce, study, and provide experience with IEP. Student performance in this area will be assessed in the practicum/clinical experience course in both semesters. The assignment will be evaluated by the instructor of the course.

**Social Sciences:**

In the Social Sciences, we did make some curricular changes last spring to "better prepare our graduates to do research, more fully utilize the interdisciplinary nature of the department and provide more assessment data." We changed the course descriptions for SS 450 and 451 (Research Methods and Lab) to include both
qualitative and quantitative research methods and made these courses requirements for all our concentrations with the exception of Interdisciplinary Pre-Law. We then added a new course: SS 480 (Social Sciences Capstone) which includes oral and written presentation of the students' research work as well as comprehensive testing on topics from the Social Sciences Core courses. The faculty are currently working on creating the syllabus, comprehensive test questions and rubrics which will provide us with much more assessment data than we have ever had previously.

No significant curricular or instruction modifications have been made in Social Studies Education. However, we are looking at several curriculum changes this year that would be based on assessment data.

**WHAT IS THE STATUS OF THE ASSESSMENT PROGRAM WITH THE HIGHER LEARNING COMMISSION AND ANY SPECIALIZED ACCREDITING BODIES?**

The College was evaluated by the Higher Learning Commission of the North Central Association of Colleges and Schools in the fall of 2007. An intensive visitation review took place, and through the diligent efforts of many individuals, the College has been recommended for full accreditation for the next 10 years.

The University was required to complete a Follow-Up Progress Report on General Studies Assessment that was due in January of 2008. The HLC/NCA has requested an additional Follow-Up Progress Report on General Studies Assessment due in January 2011. In addition, we are to include annual assessment reports for all degree programs in the report. The General Studies Assessment Committee is working together with the department heads and faculty who teach general studies to correct deficiencies identified by the HLC. The Assessment Coordinators, Department Chairs, College Deans, and Administrators are working together to improve program assessment.

**TO WHAT EXTENT WILL THE INSTITUTION USE PROFESSIONAL DEVELOPMENT PROGRAMS SUCH AS THE ASSESSMENT ACADEMY OFFERED BY THE HIGHER LEARNING COMMISSION?**

West Liberty University is considering sending a five-member team of faculty and administrators for admission into the March cohort of the HLC Assessment Academy.

**TO WHAT EXTENT AND HOW WILL THE INSTITUTION UTILIZE DATA FROM MEASURES SUCH AS THE COLLEGIATE LEARNING ASSESSMENT (CLA) AND NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)?**

The CLA test is administered each semester (freshmen-fall/seniors-spring). The results are reviewed by the General Studies Assessment Committee Based on the CLA results for freshmen, the curriculum for the First Year Experience course was changed to emphasize critical thinking and case studies. Our students test well within the national norms, and senior test scores consistently reflect improvement over the freshmen scores. It is our intention to expand the utilization of CLA test results as part of our enhancement of General Studies Assessment.

The data collected from NSSE is used in several ways. Student Affairs utilizes the data to develop and improve residence hall programming; faculty may utilize the data in their classrooms; and areas for improvement are identified. Through NSSE, we discovered freshmen indicated a lack of using technology in some of their classrooms. As a result, the First Year Experience curriculum was revised to incorporate the use of Blackboard in order to submit assignments, prepare case studies, track attendance, communicate, and assign grades. Instructing the students in the use of this tool and the importance of technology in the classroom also became part of the curriculum for this course, which is required of all incoming first-time students. Through the NSSE, first-year students also indicated that they did not have a strong exposure to diverse populations. Based on that outcome, a minimum of two sessions, also during First Year Experience, are dedicated to diversity and understanding the differences between people.

**TO WHAT EXTENT WILL YOUR INSTITUTION PARTICIPATE IN THE VOLUNTARY SYSTEM OF ACCOUNTABILITY (VSA) DEVELOPED BY THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES (AASCU) AND THE NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT COLLEGES (NASULGC)? DESCRIBE THE SCOPE AND NATURE OF PARTICIPATION IN THE VSA.**

West Liberty University will begin participation in the VSA in the 2009-10 academic year.

**Year 2: (2009-10)**

**Strategy/Update:**

- Further Develop the Assessment Coordinator Initiative through meetings and workshops, and review of Annual Assessment Reports. West Liberty began participation in the HLC/Assessment of Student Learning Academy
- Encourage faculty participation in Assessment Institutes, Workshops, and Conferences and secure funding for travel.
Establish assessment accountability as a performance indicator for Deans, Chairs, Assistant Chairs, Program Directors, and Faculty
Submit revised General Studies Student Development Goals to Curriculum Committee for approval in fall of 2009.
Initiate Phase Two of the General Studies Assessment Initiative
Begin participation in the VSA

A follow-up report on general studies assessment is due to the Higher Learning Commission in 2011. West Liberty reported in the previous year Compact update that it is considering participation in the HLC Assessment Academy. What is the status of these assessment issues?

The Follow-Up Progress Report on Assessment of General Studies and of Academic Program Assessment has been temporarily waived by the Higher Learning Commission because West Liberty is participating in the HLC/Assessment of Student Learning Academy. A team of seven faculty and administrators attended the initial 3-day Academy roundtable session in March of 2010. If we successfully fulfill all Academy requirements as a result of our participation, the Follow-Up Progress Report will be waived permanently.

The West Liberty Assessment Program is under construction. After our last accreditation visit by the HLC and because of our participation in the HLC Assessment Academy, we have reevaluated the way we approach the assessment process. Our involvement in the HLC Assessment Academy is proving to be extremely beneficial for several reasons. We have the advantage of working with a mentor from the HLC, Dr. Susan Hatfield, who is the Assessment Coordinator at Winona State University. Dr. Hatfield worked closely with our Academy team at the initial 3-day workshop, and she encouraged us to make some changes. During this time, we further developed our plan to assess general studies, and improve assessment in the academic programs. Under the advisement of Dr. Hatfield, we have decided to eliminate the annual assessment report that we have collected for the last several years. In place of the annually report, we will review assessment progress in the Program Review Process. Another important change is that we have moved assessment away from administration and into the hands of our faculty through the commencement of our assessment coordinator program.

Due to numerous faculty retirements over the last few years, West Liberty has many faculty who are new to the assessment process, but receptive. Faculty turnover has breathed new life into our assessment efforts, and resistance to working with assessment is at an all time low. Another encouraging development concerning faculty participation with assessment is that the WLU Faculty Senate is considering a proposed change to Policy 214 Evaluation of Faculty that requires all faculty to participate in assessment of student learning.

We have basically started over with assessment in all academic degreed programs with the assistance of the faculty assessment coordinator. During the 2009-10 academic year, we asked that all areas develop program goals and student learning outcomes. We held a workshop in the fall of 2009 for the assessment coordinators and followed up with individual meetings throughout the year. We are planning a workshop on curriculum mapping with Dr. Hatfield for the assessment coordinators in the fall of 2010.

We are encouraging the faculty assessment coordinators to attend assessment workshops on and off-campus. In the fall of 2009 a West Liberty team of four attended the IUPUI Assessment Institute. The experience was both enjoyable and educational. West Liberty will send another group to the Institute in October 2010. In addition, we are very pleased that one of our faculty who attend last year, will return in October 2010 to present a session on West Liberty’s plan and progress with assessing general studies.

At the same time that we have been working to improve assessment in the academic areas, we have also been working to implement a plan to assess general studies. Our General Studies Assessment Committee began by revising the student learning outcomes established by the University for General Studies, and the revisions were approved in the University Curriculum Committee. Next, through a series of subcommittees, a writing rubric and an oral communication rubric were developed. The writing rubric was piloted in the spring of 2010 and our initial results are promising.

How is West Liberty using the Colligate Learning Assessment (CLA) to improve instruction and student learning? Comment on the level of success in value added for students in comparison to comparable institutions. What actions, if any, has West Liberty taken to alter the instructional program to improve value added?
Over the last five years that West Liberty has participated in the CLA, our results have been mixed. Some years seniors have performed at the expected level while other years our seniors have performed below or well below the expected level. Therefore, the value added component is difficult to evaluate. The institutional reports we receive from CLA on our results change a little each year and this also makes comparison challenging. We found the CLA in the Classroom to be particularly helpful as a model for evaluating critical thinking. We think course-embedded assessments are the most accurate way to look at student performance, and we are investigating ways to incorporate the CLA so that students will take it more seriously. The CLA test is an excellent instrument, but we have not gotten the results we would like to achieve.

**What is the status of West Liberty’s participation in the VSA?**

West Liberty is on track and is in the process of uploading data to the VSA for our first year (2009-10) of participation.

**Year 3: (2010-11)**

**Strategy/Update:**

Write the HLC/NCA Follow-Up Progress Report on General Studies Assessment and include Annual Assessment Reports.

The HLC/NCA Follow-Up Progress Report is not required by the Higher Learning Commission at this time. Due to the fact that West Liberty is participating in the HLC Assessment of Student Learning Academy, the Progress Report is tentative. Next year the WLU Academy Team will provide the HLC with written documentation as well as a presentation on assessment initiatives, progress and accomplishments. If the HLC approves, West Liberty will not be required to complete any additional Progress Reports. The following is the most recent Academy update provided to the Higher Learning Commission.

**Accomplishments:**

**Academic Programs**

All Faculty Assessment Coordinators participated in on campus assessment workshops. An annual workshop is hosted each August (for the last three years) by faculty/staff assessment leaders. Coordinators attended two additional workshops facilitated by HLC Mentor, Dr. Susan Hatfield. The purpose of the workshops is to provide guidance and leadership for the Faculty Assessment Coordinators. A goal of the West Liberty University Assessment Program is to achieve more uniform planning and increase assessment knowledge in all academic degree programs. The first two years of Academy leadership has resulted in Coordinator’s revising student learning outcomes in all academic degree programs. In addition, the Coordinators mapped the outcomes to their respective curriculums.

**General Studies**

The General Studies Committee developed a writing rubric and an oral communication rubric. Faculty who teach upper division courses are asked to use the rubrics in a course assignment. An in-house data collection system was developed that enabled us to successfully collect the first-ever assessment data on general studies student learning skills in writing and oral communication.

Preliminary data is promising, but more data is needed. The preliminary data has been shared in all assessment committees, and with the Provost, College Deans, Department Chairs, and the Student Government President.

**Next Step:**

In preparation for the annual assessment workshop to be held in August 2011, Faculty Assessment Coordinators are asked to read Barbara Walvoord’s book, *Assessment Clear and Simple*. The workshop program will include discussion of Dr. Walvoord’s book, the “big picture” view of assessment as well as practical application.

During the past two years the Faculty Assessment Coordinators received instruction and guidance through all the preliminary steps of implementing an assessment plan. The next step is to evaluate their implementation of this information in the initial development of their program’s assessment plan. Therefore, for this year’s workshop, each coordinator is asked to select at least one student learning outcome, a location (course) where the outcome will be assessed, and how (assessment measurement tool) it will be assessed. Coordinators will prepare a five minute presentation for the workshop. In the fall of 2012, the focus of the workshop will be to discuss the preliminary assessment results.
Effective Practices:

- A solid assessment structure has been developed with the Academy Team (faculty) taking a lead position in all assessment decisions. The assessment structure has been distributed to Deans/Chairs/Administrators.
- Every degree program has a faculty assessment coordinator and all coordinators receive a stipend.
- WLU has utilized the services of the Academy Consultant, Dr. Susan Hatfield, who has presented two on-campus workshops.
- All academic programs and the General Studies Program have revised student learning outcomes.
- The General Studies Committee developed rubrics to collect data on student learning in writing and oral communication.
- Norming sessions were held for faculty who volunteered to use the general studies writing and oral communications rubrics.
- Each rubric was piloted with a small group of faculty volunteers.
- Faculty coordinators are encouraged to attend national assessment conferences and workshops. A small group of faculty attended the IUPUI Assessment Institute for the last two years.
- An Academy member was invited to present at last year’s IUPUI Assessment Institute, and he has been invited back this year to the poster presentation.

Engagement:
The West Liberty University assessment program is almost exclusively lead by faculty. In addition to the seven-member HLC Academy team, there are two assessment committees and 17 faculty assessment coordinators. The committees meet regularly and also hold informational sessions for the College Deans and Department Chairs to keep them updated on assessment progress.

Impact of the Project:
The assessment coordinator initiative has given the University Assessment Program a clear focus, and a manageable group of faculty who are committed to following through with assessment initiatives. The University has never experienced this much uniformity across campus, nor has there ever been as many interested and self-motivated faculty involved. Progress and improvement has replaced resistance and stalemate, and the HLC Assessment of Student Learning Academy is the driving force behind this forward momentum.

Challenges:
It is a challenge to secure faculty involvement with the general studies rubrics. This past semester, many who agreed to participate, failed to follow through. Consequently, less data was collected than in the first pilot. In the 2011-12 AY more encouragement and reminders to faculty volunteers will be initiated.

Although many discussions have taken place concerning sharing preliminary assessment results on student learning with the campus community, the information has only been disseminated in committees, with coordinators, and administration. How to share results with the faculty at large and/or how to get more faculty involved with assessment of general studies continues to be a challenge.

What has changed since your last update?

- WLU hired a new Provost in July of 2011
- A new chairperson for the General Studies Assessment Committee was appointed for the 2011-12 AY.
- The Academy team added an additional faculty member from the Arts and Communication Department.
- The focus for assessment has shifted from disseminating preliminary information to asking for results
- Annual Assessment Reports are eliminated and assessment progress is documented in Program Reviews and Assessment Follow-Up/Progress Reports for programs considered deficient.
- Two faculty assessment advisors were named to assist the Director of Institutional Research and Assessment with the Faculty Assessment Coordinator program and with the assessment of general studies.
Further Develop the Assessment Coordinator Initiative through meetings and workshops
Prepare Annual Assessment Reports for inclusion in the HLC/NCA Follow-Up Progress Report.
These goals are addressed in the HLC update provided above.
Encourage faculty participation in Assessment Institutes, Workshops, and Conferences and secure funding for travel. West Liberty faculty attended numerous on and off-campus workshops. Their participation has been instrumental in encouraging a culture of assessment. Events include: the AAC&U Engaging Department Institute, the HLC/NCA Assessment of Student Learning Academy, the HLC/NCA Annual Conference, the IUPUI Assessment Institute, the AAC&U Annual Conference, two on-campus workshops presented by Dr. Susan Hatfield, HLC Consultant, and numerous assessment presentations by the WLU Academy Team. The University has provided travel expenses and continues to maintain appropriate funding for all assessment travel, Academy, and assessment consultant expenses.
Initiate assessment accountability as a performance indicator for Deans, Chairs, Assistant Chairs, Program Directors, and Faculty. West Liberty University considers faculty participation with assessment to be so important that it is now included a performance expectation in Policy 214 Faculty Evaluation.
Initiate Phase Three of the General Studies Assessment Initiative.
Phase Three of the general studies initiative, “the data point project,” stalled last year in the General Studies Assessment Committee (GSAC). The Committee is attempting to develop a critical thinking assessment tool. The Committee is a large group which may have contributed to their inability to complete the objective. Consequently, the Academy team will develop a critical thinking rubric and the GSAC will be asked to approve.
Update information for the VSA: Due to changes in Administration, participation in the VSA is being assessed.
Collegiate Learning Assessment: When we began using the CLA, senior scores indicated that the level of value added was successful, and in line with our peer institutions. If we evaluate our student scores over the last several years, we are at the expected level. However, in the last two years our seniors have not scored as well. A goal of our Academy Team for 2011-12 is to create and pilot a critical thinking rubric to our faculty. Critical thinking skills are included as one of the student learning outcomes of our general studies program. We believe our assessment data will help demonstrate to our faculty the need to incorporate more critical thinking classroom assignments.

Year 4: (2011-12)
Strategy:
Gain approval for the HLC/NCA Follow-Up Progress Report on General Studies Assessment from the Commission
Further Develop the Assessment Coordinator Initiative through meetings and workshops
Encourage faculty participation in Assessment Institutes, Workshops, and Conferences and secure funding for travel
Consider utilizing a nationally known assessment professional for a University-wide assessment workshop/conference
Initiate Phase Four of the General Studies Assessment Initiative

Year 5: (2012-13)
Strategy:
Further Develop the Assessment Coordinator Initiative through meetings and workshops
Encourage faculty participation in Assessment Institutes, Workshops, and Conferences and secure funding for travel
Initiate Phase Five of the General Studies Assessment Initiative
Provide an update on CLA student scores for the General Studies Assessment Committee
c. Rationale: Continuously improve the quality of student learning outcomes through focused campus-wide assessment efforts and through fulfilling all assessment criteria established by the HLC/NCA and the HEPC. Expand the campus assessment initiative by increasing faculty involvement, leadership, and commitment. Campus acceptance of assessment initiatives and effective follow through of data collection and analysis provides useful information for better planning and decision-making for faculty and administrators.
A. Core Compact Elements

9. Accreditation

a. Data: Indicate the percentage of accreditation-eligible programs that are accredited. List the accredited programs and the respective accrediting bodies. What accreditation-eligible programs are not accredited?

Goal from WLU Strategic Plan: Establish a more challenging academic environment. Market West Liberty University as a high quality, affordable institution of higher education.

b. Goal: The University will increase the number of accredited programs by 10% over the five-year cycle and maintain accreditation of six academic programs: Business Administration, Clinical Laboratory Science, Dental Hygiene, Education, Music Education, and Nursing.

<table>
<thead>
<tr>
<th>Accredited Programs</th>
<th>Accrediting Agency</th>
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<tbody>
<tr>
<td>Business Administration</td>
<td>International Assembly for Collegiate Business Education (IACBE)</td>
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<tr>
<td>Clinical Laboratory Science</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences (NACCLS)</td>
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<tr>
<td>Dental Hygiene</td>
<td>American Dental Association (ADA)</td>
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<tr>
<td>Education</td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
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<tr>
<td>Music Education</td>
<td>National Association of Schools of Music (NASM)</td>
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<tr>
<td>Nursing Program</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>American Society of Exercise Physiologists (ASEP)</td>
</tr>
</tbody>
</table>

Not Accredited Programs (Accreditation-Eligible)

Business Information Systems

Year 1: (2008-09)

Strategy:

The NCATE/WVDOE site visit scheduled for 2009-10 was postponed for West Liberty University until 2010-11. All academic programs offering secondary education components will prepare Curriculum Analysis Review reports for the WVDOE by February 1, 2010 to comply with a site visit for spring 2011.

The Music Education Program faculty submitted a response to the NASM visitors’ report and are continuing to respond to inquiries for additional data. A supplemental report is due to be filed October 1, 2009.

The Dental Hygiene Program initiated work on a draft of a self-study report for the American Dental Association (ADA) accreditation of the DH Program. The site visit is planned for 2010-11.

The self-study report for the Exercise Physiology program accrediting body, the American Society of Exercise Physiologists (ASEP) was revised and the Program is scheduling a site visit for spring 2010.

The College of Business is exploring candidacy for accreditation of our Business program by the Association of Collegiate Business Schools and Programs (ACBSP). They expect to make application by October 1, 2009.

The proposed Physician Assistant Program has a site visit scheduled with Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in June 2010 for a preliminary approval to offer this program in 2011.

Year 2: (2009-10)

Strategy/Update:

Host an accreditation site visit from NCATE/WVDOE for Teacher Education

As stated in the update for 2008-09, the NCATE/WVDOE site visit scheduled for 2009-10 was postponed for West Liberty University until 2010-11. All academic programs offering secondary education components prepared CARS reports for the WVDOE. The site visit is scheduled for spring 2011.

Host an accreditation site visit from the Exercise Physiology program accrediting body

In April 2009, the American Society of Exercise Physiologists accreditation site reviewer conducted a site visit of the Exercise Physiology Program at WLU. Following a meeting of the agency’s Board of Accreditation, the Program was granted approval commencing May 19, 2010.

Prepare for an accreditation site visit from the ADA for Dental Hygiene for either spring or fall 2010.
During 2009-10, the faculty and program director of the Dental Hygiene Program conducted a self evaluation of the Program and wrote a Self Study Report. The visit is scheduled for November 3 & 4, 2010.

**Investigate requirements for accreditation of a fine arts program**

Faculty members in the fine arts discipline are continuing to evaluate the feasibility of accreditation for the art and/or theater programs. No decision has been reached at this time.

NASM approved the Music Education Program and granted Plan Approval for the new Bachelor of Music - Performance track degree program. They have requested additional information for the Bachelor of Music - Music Technology track degree program prior to rendering a decision on this proposed program. The College of Business has been approved for candidacy for accreditation of our Business program by the Association of Collegiate Business Schools and Programs (ACBSP).

The proposed Physician Assistant Program had a site visit with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in June 2010. WLU anticipates a decision in September, 2010.

In summary, seven of the nine programs eligible for accreditation have achieved this status, thereby raising the percentage of programs holding accreditation from 66% to 77%.

**Year 3: (2010-11)**

**Strategy/Update:**

**Exercise Physiology:** Complete any requirements for accreditation  
The Exercise Physiology Program was fully accredited in 2010-11. However, the ASEP requested that the program fulfill nine recommendations within the first five-years of accreditation. Six of the nine have already been met and the remaining three will be met by the end of 2011-12.

**Social Work:** Initiate preparation for program accreditation  
During the 2010-11 AY, West Liberty University hired a new faculty member in Social Work who is also the Program Director. The Initial Application for Candidacy was submitted and approved by CSWE during the 2010-11. This approval will allow the Social Work Program to begin the candidacy process in the 2011-12 year. In preparation for the submission of the required Benchmark I material, the Social Work faculty members modified the Social Work Program Goals and revised the Social Work curriculum. Substantial changes were made to individual courses including revisions of the course descriptions, student learning outcomes, and the development of course matrix that links course outcomes to CSWE Competencies, Social Work Program Goals, methods of assessment, and practice behaviors. Field Education is considered to be the “signature pedagogy” of Social Work education and thus the recruitment, development and training of field agencies and field supervisors was initiated during the 2010-2011 year. Recruitment of students has resulted in an increase of over 70% in the number of students majoring in social work from the 2010-11 AY to the beginning of the 2011-12 AY.

**Dental Hygiene:** Preparation for an accreditation site visit from the ADA for either spring or fall 2010  
The ADA Commission on Dental Accreditation completed their site visit of the WLU Dental Hygiene Program November 2-4, 2010. At the Commissions' August 4, 2011 meeting, the program received the accreditation status of “approval without reporting requirements.” The next site visit is scheduled for 2017.

**Nursing:** Prepare a self-study draft for the Commission for Collegiate Nursing Education (CCNE)  
The Nursing Program prepared a self-study report for the Commission on Collegiate Nursing Education (CCNE) and for the West Virginia Board of Nurse Examiners for Registered Professional Nurses for the Nursing Program. Both agencies will be conducting their site visits on October 10-12, 2011.

**Education:** Modify Teacher Education as indicated based upon the new NCATE standard for accreditation  
During the 2010-2011 year, the Teacher Education program proceeded through the WV Department of Education CAR (Curriculum Alignment Review) process with all certification programs receiving Passing or Passing with Conditions ratings. Those programs that received the Passing with Conditions rating will address the conditions and re-file in the fall of 2012 to move toward full approval. In addition, the NCATE accreditation process took place. The West Liberty University Teacher Education program opted to serve as a pilot school for the new NCATE Continuous Improvement Accreditation model. The Institutional Review (IR) for the off-site review was submitted in November 2010 and the on-site visit took place for three days at the end of March 2011. The official report from the visit will be released in late 2011, however, the preliminary report showed the Teacher Education program as passing all categories with only 4 AFI’s (Areas for Improvement).
**Music Education** - Modify Teacher Education as indicated based upon the new NCATE standard for accreditation

The National Association of Schools of Music (NASM) has requested additional information for the Bachelor of Music - Music Technology track degree program prior to rendering a decision on the accreditation of this program. The degree curriculum is being revamped in order to fully comply with NASM standards and therefore receive “Plan Approval”. The degree program will be submitted with the following name: “Bachelor of Music with Emphasis in Music Technology.” A NASM Commission Action Report, received in July 2011 did not approve the program.

**Year 4: (2011-12)**

**Strategy:**
- Investigate requirements for accreditation of the Business Information Systems Program
- Host an accreditation site visit from CCNE for Nursing
- Prepare a draft of a self-study for the Social Work Program, if appropriate

**Year 5: (2012-13)**

**Strategy:**
- Prepare a draft of a self-study for NACCLS for the CLS Program
- Prepare a draft of a self-study for the fine arts program, if appropriate

**Rationale:** In fulfilling our mission, West Liberty is committed to offering high quality academic programs. Increasing the number of nationally accredited programs is one method of demonstrating high quality in academia. Additionally, accreditation enhances our ability to market the institution and its programs, thereby enhancing our overall image.
A. Core Compact Elements
10. Alignment with K-12 Schools
   a. Data: Describe any programs or activities that improve alignment with the public schools.
      Goal from WLU Strategic Plan: Establish a more challenging academic environment and Market
      West Liberty as a high quality, affordable institution of higher education
   b. Goal: Increase enrollment through program agreements with local public schools and development of
      graduate program(s), per the collaborative efforts of the University and Ohio County Schools.

Year 1: (2008-09) Strategy:

   Education:
   College Courses for High School Students
   College Courses for High School Programs are established as follows: 12 courses at Wheeling Park HS; 5
   courses at John Marshall HS; 2 courses at Magnolia HS; 2 courses at Brooke HS; and 1 course at Bishop
   Donahue HS. Preliminary discussions have taken place with Cameron HS, Weir HS, Tyler Consolidated HS,
   and Brooke HS. Discussions will continue during the 2009-2010 academic year. WLU is looking to add two
   English courses at Brooke HS during the 2009-2010 academic year. Weir HS already has an agreement with
   West Virginia Northern Community College, and Tyler Consolidated HS has an agreement with West
   Virginia University-Parkersburg.

   Teacher Cadet Program
   The Teacher Cadet Program was formalized in the 2008-2009 school year. During the summer of 2008, a
   professor from the WLU Department of Professional Education and two teachers leading the cadet program
   attended a week-long seminar in South Carolina about Teacher Cadet Programs. Collaboration with a
   university was necessary for the high schools to receive funding to initiate their cadet programs.

   In the past year, the cadet programs have been initiated and grown. At Brooke High School, there are seven
   students enrolled in the program for the 2009-2010 school year. At Wheeling Park High School, there are
   eight students enrolled in this, their second year, of the Teacher Cadet Program. Last year, there were three
   students enrolled.
   At both schools, the coursework in the program has expanded during the past school year. Students now
   attend class for 90 minutes daily throughout the school year. This time includes field experience in the K-12
   schools where they observe instruction and participate as instructors under the supervision of the classroom
   teachers.

   We have projected at least a 2% increase per year in enrollment in our College Courses for High School
   students over the next four years. This would not include any enrollment from the Teacher Cadet Program.

   Master of Arts in Education Program
   During the 2008-2009 school year, 28 students were admitted to the Master of Arts in Education Program,
   exceeding our target of 25 students.

   Professional Development Schools (PDS)
   The Professional Development School Partnership grew in the 2008-2009 school year to include all 13 Ohio
   County Schools. These schools include: Bethlehem Elementary, Bridge Street Middle School, Elm Grove
   Elementary, Madison Elementary, Middle Creek Elementary, Ritchie Elementary, Steenrod Elementary,
   Triadelphia Middle, Warwood Elementary & Middle School, West Liberty Elementary, Wheeling Park High
   School, Wheeling Middle School, and Woodsdale Elementary. All principals and superintendents play an
   active role in the meetings and steering committee. At WLU, all appropriate academic administrators and the
   new Director of PDS are involved in the planning, grant writing, grant presentation, and cross-site meetings.
   In March 2008, three professors from WLU and one principal from the Ohio County Schools presented the
   WLU/Ohio Co. partnership as a model at the Professional Development Schools National Conference in
   Florida. There are several significant aspects to the PDS partnership. Through the PDS grant written by
   WLU to the West Virginia Department of Education, WLU and the Ohio County Schools received over
   $100,000 of funding for the professional development schools. These funds are used to purchase equipment
   and materials and provide professional development opportunities.

   All Professional Education faculty are involved as liaisons to the Ohio County Schools. Each faculty
   member serves one or two schools. In this capacity, WLU faculty provide professional development
   opportunities for the P-12 faculty which includes workshops and book-study groups. WLU faculty also
   consult with teachers and principals regarding the implementation of funds each school receives by virtue of
its involvement in PDS. Faculty members work to place these orders, deliver materials and equipment when possible, and assist with the implementation of the new materials and equipment.

In the 2009-2010 school year, the liaison relationship will be expanded to include additional faculty. This individual will become a liaison-at-large serving many of the schools. In this capacity, the faculty member will present programs for students, faculty, and staff in the area of social studies education. We believe this position will strengthen our presence and service to PDS sites.

WLU and Ohio County Schools establish clinical practices that reflect best practice for WLU teacher education candidates and P-12 students. WLU students participate in a variety of clinical experiences in Ohio County Schools beginning with experiences in lower-level courses that are scheduled to last a minimum of three hours once a week for ten weeks and continuing through a fourteen-week clinical practice/student teaching experience during their senior year. In many cases, the earlier experiences in our partnership schools become the foundation for more rigorous experiences within the same partnership school. Participation by each school is considerable. Every school accepts at least one WLU student for either field experiences or clinical practice. The middle schools and high school are larger than the elementary schools and accept as many as 20-30 students each semester.

The PDS partnership also serves as a vehicle for research in the P-12 schools. All clinical practice students are required to complete a Teacher Work Sample (TWS) in which they choose grade-level appropriate CSOs for a unit of instruction, plan and conduct the instruction, collect assessment data, evaluate student learning based on the data from pre- and post-assessments, and reflect on their teaching experience in light of student learning. Thus, the emphasis of the TWS is on analyzing instructional practices to better meet the needs of P-12 learners. In the final section of the TWS, each student provides a plan for continued professional development to better meet the needs of students as evidenced by the data and self-reflection. In the 2008-2009 school year, one cooperating teacher and her student teacher were selected to present their unit of instruction and data analysis at a state conference on education.

The WLU and Ohio County Schools PDS Partnership renew its commitment to each other regularly and most apparently through the Advisory and Steering Committee meetings. The presence of top district and university administration at these meetings is a reflection of that commitment. Further, each entity acknowledges the other on their respective website, and formal partnership agreements have been signed. Finally, we recognize each other's efforts in ceremonies such as last spring when certificates of appreciation and recognition were awarded to retiring and departing participants. The Steering and Advisory Committees meet regularly to exchange information and to review professional practices. The Advisory Committee is composed of approximately three individuals from each P-12 school and WLU faculty, as well as administrators from both groups for a total membership of about 50-60 individuals. During these meetings, WLU building liaisons have an opportunity to meet with their respective P-12 school participants. Conversations include discussions about WLU teacher candidate performances, strengths, and weaknesses. At times, individual P-12 schools have shared these reflections with the entire Advisory Council.

The Steering Committee meets following the Advisory Committee and is a subset of the Advisory Committee. One of the duties of the Steering Committee is to determine ways to strengthen the partnership and its role in improving P-12 learning. Needs of both sites are discussed, and efforts are made to determine how the partnership can address the needs identified.

At the end of the academic year, each school uses the NCATE PDS standards to evaluate their school. This task is usually completed by the team of individuals involved with PDS and includes the WLU liaison, the site liaison, and site project director(s). The building principal may also participate. Last year, 2008-2009, was the first time all schools completed the evaluation of their site using these standards (in the past the FIPSE standards were used). Therefore, the schools responses to the NCATE PDS standards Spring, 2009, will form a baseline for comparison with this year’s spring 2010, response. Further, in fall, 2009, schools are going to be asked to review their NCATE PDS standards from last year and choose one or two areas to focus on improving during this academic year. They will be responsible for reporting on how they used this year to improve their site’s response to the targeted standards. Finally, the data is used to prepare summative evaluations of the entire partnership at the end of the year.
Teacher in Residence (TIR)
The Teacher in Residence program was piloted in the 2007-2008 school year. A teacher from Ohio County Public Schools taught at WLU in the Department of Professional Education. This program was successful as indicated by the evaluation of the instructor by both administration and students. Since that time, considerable promotion of the program has been voiced by WLU at PDS cross-site meetings. Teachers have voiced to the Steering Committee a reluctance to leave their classroom for a year. While WLU continues to promote the TIR program, we desire to respond to the needs of local teachers. In response, WLU has created the Practitioner in Residence Program.
The Practitioner In Residence Program utilizes the expertise of local teachers and educators in our partnership or other professionals to meet the specific needs of our WLU students within their professional education courses. This Practitioner in Residence Program brings teachers or others within the Ohio County P-12 schools to WLU to present to the students within a specific course, information about a pre-determined topic of which they have expert knowledge. In the 2008-2009 school year, Rick Wormeli, a nationally renowned author on assessment, was brought to campus for a workshop on differentiated assessment. WLU student teachers, faculty, administration, and teachers from Ohio County Schools attended the workshop.

Nursing Program
For the AY 2008-2009, six (6) students began the School Nurse Certification Program with enrollment in Nursing 478: Special Topics course. Academic advisement has been formalized with the revision of the nursing advising sheet and awareness of nurse advisors through the nursing curriculum committee meeting. Advertising continues with the "bulletins" that are made available in the admissions office and the nursing administrative assistant’s office.
Partnerships have been developed and/or continued with ten area schools. These collaborative contracts are utilized for Nursing 481: Nursing Practicum for our senior nursing students. Goal was to collaborate with eight area schools; this goal was exceeded.
In the fall of 2008, approximately ten WLU nursing students participated in the fall Special Child Health Fair. In the spring 2009, approximately 24 nursing students participated in the Special Child Health Fair.

Speech Pathology
The expansion of speech and hearing practicum experience with local schools and agreement was sought several school systems to provide access of speech and hearing services to students of the speech and hearing program.
Faculty explored options of student practicum experience with K-12 students and requested contracts between the University and school systems for providing speech and hearing experience.
Several county school systems were contacted via e-mail, letter, telephone and face-to-face meetings in which several options were discussed involving student practicum experience within a K-12 school site.
Information was exchanged regarding the language of a contract between the University, SPA Programs, and the county school systems. Contracts were developed with Brooke and Marshall County school systems.

Year 2: (2009-10)
Strategy:
Education
Expand the “Dual Credit” program to additional area schools and considerations include Weir, Cameron, and Tyler Consolidated and establish promotional program for the “Dual Credit.”
Enroll approximately 10 students in the Teacher Cadet Program and generate formal agreements and program guidelines
Increase collaboration of stakeholders in EPPAC and compare projected enrollment with actual numbers and formalize advising for graduate students
Increase collaboration research within the PDS and initiate and encourage collaboration between former and new PDS Coordinator
Continue development of Teacher in Residence (TIR) within the Professional Education Department and implement (TIR) Mentorship Program
Teacher Cadet Program
Two area high schools are currently participating in the Teacher Cadet Program with West Liberty University’s Teacher Preparation Program, Brooke High School and Wheeling Park High School. In the fall
semester, the Chair of the Professional Education Program sponsored a campus day for the area public school students involved in the Cadet Program. Approximately eighteen students and two teachers visited campus, attended a classroom presentation, and participated in a luncheon sponsored by the department.

Graduate Program
As of September 1, 2010, fifty students are enrolled in the Education graduate program at West Liberty University as either students or non-degree seeking students seeking additional hours for certification or advanced level coursework for licensure renewal. Twenty-two graduate students have recently completed, or are finalizing, the final capstone project in the program. The Director of the Education Graduate Program organized the Graduate Advisory Council; the Council met for the first time in the spring of 2010 with area school teachers, community members, content experts, and a current graduate student in attendance. The Council, chaired by the Director of the Graduate Program, identifies areas of strengths and improvements within the graduate program, reviews marketing and press opportunities and considers the impact of community engagement and new certification program areas or tracks.

Professional Development Schools
During the 2009-2010 school year, West Liberty’s Teacher Preparation Program continued its formal arrangements with all 13 public schools in the Ohio County Public Schools. Each school was assigned a University liaison, and schools completed an inquiry-based project. Teacher candidates at WLU participated in book study groups at their respective school, and a PDS-sponsored workshop was held in one of the local elementary schools; fifty area in-service and pre-service teachers attended the workshop.

In the spring, four WLU faculty from the Department of Professional Education presented at the WV State PDS conference. Two WLU faculty and two WLU students attended the National Association for Professional Development Schools (NAPDS) conference; they presented at the conference on the unique partnership between West Liberty University and Ohio County Schools.

Teacher-In-Residence
During the 2009-2010 school year, the West Liberty Teacher Preparation Program created the Practitioner in Residence Program. The Practitioner In Residence Program utilizes the expertise of local teachers and educators in our partnership or other professionals to meet the specific needs of our WLU students within their professional education courses. This Practitioner in Residence Program brings teachers or others within the Ohio County P-12 schools to WLU to present pre-service teacher candidates.

Throughout the course of the 2009-2010 school year, five practitioners from area schools presented in Education courses at West Liberty University. Additionally, two teachers from Ohio County Schools, one elementary and one secondary, presented to the WLU Professional Education faculty.

International Outreach
The College of Education was awarded a Cyrus Vance Award from the State Department of Education and the Arts for the 2009 cycle. The grant was a collaborative project between the College of Education, a local French high school class, and the French classes at West Liberty University.

In the spring of 2010, the International Center for Teacher Excellence (ICTE) was created by a faculty member within the College of Education. Two host sites, one is Italy and one in China, were established for student field experiences in Education.

EPPAC
As required by state policy, two EPPAC meetings were held throughout the school year. The second EPPAC meeting was conducted virtually using teleconferencing capabilities.

Membership in EPPAC was extended to other cognate area faculty including a French professor and Theatre professor from on-campus and two local teachers from a private school in Wheeling.

Nursing Program
Enroll seven (7) students in the School Nurse Certification Program and monitor progression of the students in the program
Develop partnership with ten (10) area schools to be used as clinical rotation sites for Nursing 481: Nursing Practicum and develop cross-site partnerships between the College of Education, the WLU Nursing Program and area elementary, middle and secondary schools.
Participate in Special Child Health Fair bi-annually and contribute to fall and spring Special Child Health Fair

In 2009-10 AY, five new students were enrolled in the School Nurse Certification Program. Partnerships were maintained with the ten area schools used as clinical sites for this program. Efforts to develop cross-site partnerships between the College of Education and the WLU Nursing Program have been delayed.
Plans are to re-examine the feasibility of this initiative during 2010-11 AY. Nursing students and faculty participate bi-annually in the Special Child Health Fairs.

Speech Pathology
Develop contractual relationship with area West Virginia County School Systems of Hancock, Brooke, Ohio, and Marshall Counties.  
Initiate collaboration between school system, special education supervisor, speech pathologist supervisor, and department of health sciences, speech pathology-audiology.  
Develop contract between school system and speech pathology-audiology (SPA) program.  Initiate discussion with coordinator of special education services including speech and hearing at each county school system.  
Formalize activity of speech and hearing and special education supervisor of student clinicians.  
Maintain contractual relationship with area WV County School Systems of Hancock, Brooke, Ohio, and Marshall Counties.  
Continue and develop collaboration between WLU Speech and Hearing Program, school system, speech pathologists, and special education supervisors.  
Initiate contractual relationship with Easter Seals Early Childhood Program.  
Initiate contractual relationship with Augusta Levy Learning Center Autistic and Learning Disabled Children.  
Continue to develop structured activities of speech and hearing of student clinicians.  
Appoint supervisor of student clinicians to act as a liaison to the practicing school-based speech pathologist.

Year 3: (2010-11)
Strategy/Update:

Education: Graduate first class of students from the graduate program  
Twenty-six graduate students earned their degrees in 2010-2011  
Expand the “Dual Credit” program to other areas in the Northern Panhandle  
We were unable to expand dual credit offerings, as some local high schools were unable to comply with HEPC/WLU early entrance requirements.  We are still maintaining courses with Wheeling Park High School, John Marshall High School and Magnolia High School.  
Review Teacher Cadet Program  
Formalize expectations for PDS Liaisons regarding research and publication Explore (TIR) funding opportunities/Increase scholarly activity related to PDS partnership  
Teacher candidates and their cooperating teachers completed action research projects to study the impact of candidate teaching on student learning.  In addition, several faculty members presented at the WV State PDS conference.

Nursing Program: Enroll ten (10) students in the School Nurse Certification Program  
Survey graduates who have completed the School Nurse Certification Program  
Develop partnership with twelve (12) area schools to be used as clinical rotation sites for NUR 481: Nursing Practicum  
Explore expansion of clinical sites to include early childhood (Day care programs, pre-schools)  
Participate and assist in the planning for Bi-annual Special Child Health Fair  
In 2009-10 AY, five new students were enrolled in the School Nurse Certification Program.  
Partnerships were maintained with the ten area schools used as clinical sites for this program.  Nursing students and faculty participate bi-annually in the Special Child Health Fairs.

Speech Pathology: Formalize contract agreements with Hancock, Brooke, Ohio and Marshall County Schools and initiate collaboration between special education coordinators, speech pathologists, and faculty/supervisor concerning the student practicum experience.  
Establish regulation of student practicum experience concerning activity, rules and regulations, ethics, observations, reporting activities, and contact hours.  
Contracts were issued with Hancock, Brooke, and Marshall County Schools.  Ohio County Schools have been contacted and negotiations are ongoing.  Two new outside agencies were contacted and negotiations resulted in contracts with Easter Seals of Wheeling and the Augusta Levy Learning Center in Wheeling.  Several contracts were also made with Speech Pathologist in the county school systems.  Each county is represented with a speech pathologist who acts as a coordinator for student speech pathology externs.
Year 4: (2011-12) Strategy:

**Education**
Review the “Dual Credit” program to establish new goals and expand Program to additional schools
Determine impact of Teacher Cadet Program in conjunction with area schools
Explore revision and expansion possibilities for additional graduate program(s) and conduct comprehensive review of M.A. Ed. Program
Improve functions of PDS Partnership and expand dissemination of PDS research out-of-state
Participate in NAPDS Conference

**Nursing Program**
Enroll ten (10) students in the School Nurse Certification Program and conduct survey of area school nurses to ascertain continuing education needs
Develop partnership with twelve (12) area schools to be used as clinical rotation sites for Nursing 481: Nursing Practicum. Participate in Special Child Health Fair bi-annually and analyze and review use of early childhood sites/programs for meeting the clinical objectives of Nursing 481: Nursing Practicum. Sponsor the Special Child Health Fairs in collaboration with the Department of Education

**Speech Pathology**
Continue SPA student clinicians and county school system collaboration at the K-12 level. Investigate the possibility of increasing the number of SPA students obtaining practicum experience. Investigate the success of the program-practicum experience and extend contract agreement beyond the original timetable.
Participate in American Speech Language Hearing Association (ASHA) committee for student practicum experience to analyze the number of student clinical hours required.
Gather data using supervising speech pathologist survey and student survey models concerning the practicum experience.

Year 5: (2012-13) Strategy

**Education**
Enroll 10 students from Teacher Cadet Program and analysis of graduate program data
Expand Master’s Program Review
Expand PDS partnership to Marshall County and Brooke County and begin strategic planning for future PDS activity
Conduct review of the “Dual Credit” program with representation of all stakeholders and disseminate revised goals

**Nursing Program**
Enroll ten (10) students in the School Nurse Certification Program and develop continuing education programs for area School Nurses
Develop partnership with twelve (12) area schools to be used as clinical rotation sites for Nursing 481: Nursing Practicum Explore partnerships with early childhood sites/programs for use as a clinical rotation for NUR 481: Nursing Practicum
Participate in Special Child Health Fair bi-annually, and implement Special Child Health Fairs biannually by partnering with the Department of Education in sponsoring

**Speech Pathology**
Explore involvement of Ohio City School involvement, and initiate contact with Ohio City Schools to provide details of student practicum in the speech and hearing experience.
Extend data collection of practicum experience, and analyze data and summarize findings for publication
Identify strengths and weaknesses of practicum experience, and analyze data to identify strengths and weakness for publication and dissemination.

c. **Rationale:**

**Education:** Improved communication between West Liberty and the local public school system; and provide graduate program(s) to meet the changing needs of our customers.

**Nursing Program:** Improve collaboration between the College and local public schools to better meet the health care needs of children in the Northern Panhandle; and provide the community with Registered Professional Nurses certified as a School Nurse.

**Speech Pathology:** Improve the collaboration and exchange of practicum information between the college and the local public schools for purposes of better meeting needs of the speech pathology students in acquiring the clinical practicum hours necessary for accumulating observation clinical experience contact hours.
A. Core Compact Elements

11. Instructional Technology

a. **Data:** Describe the University commitment to course and program delivery through instructional technologies.

**Goal from WLU Strategic Plan:**

*Establish a more challenging academic environment.*

*Have in place the technology and communication infrastructure to support the mission and core values of WLU*

b. **Goals:**

1. Increase use of Course Management Systems (CMS)
2. Strengthen faculty use of instructional technology
3. Provide adequate instructional technology staff to support faculty utilization and promotion of instructional technologies
4. Use assessment to support utilization and promotion of instructional technologies.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Faculty using instructional technology to enhance student learning</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
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**Year 1: (2008-09) Strategy:**

The 2008-09 academic year presented new opportunities for growth and development in the area of Instructional Technology at West Liberty University. A primary focus was growth in the number of online courses offered, enrollment in the courses, and assurances of quality of the courses. We set a goal of 18 courses per semester with a minimum enrollment of 20 students per course. We achieved 14 online courses for fall and 16 for spring.

Several achievements relating to Instructional Technologies should be noted. The institution did establish a generous compensation procedure to reward faculty for teaching online courses as well as developing courses. While our minimum goal of 20 students per course was not met, an average enrollment of 20.5 students per course was achieved. Upon review, an average enrollment goal is more realistic and it may be appropriate to compare online enrollment figures with data for face-to-face courses. An additional need to track retention rates was identified and data will be monitored during the 2009-10 year. The online course offers for summer 2009 increased to nine from previous offerings of only one or two. Five courses were offered in Blackboard Vista while four were offered through Sakai. With fall 2009, all online and web-supported courses are using Sakai.

As part of our transition to Sakai, hands-on training was offered during the week following exams. Approximately 40% of faculty attended approximately nine hours of training over three days. During this training, faculty learned the mechanics of the new system as well as key concepts of online instructional application and effective teaching for the 21st century learner. Additional professional development opportunities followed with nine more faculty members completing the full training, 15 freshmen experience instructors completing the overview training, and 12 faculty completing the orientation to Sakai training. All new faculty members were offered the opportunity as part of their orientation prior to the start of the fall 2009 term.

During 2008-09, we identified four courses for consideration as offerings through the WVVLN. These include EDUC 201-Human Development, HIST 103-History of Civilization I, GEO 206-World Regional Geography, and PSYC 101-General Psychology. Each is being offered as a 100% online course during fall 2009 in preparation for the proposal to include in the WVVLN offerings for spring 2010.

During 2008-09, initial conversations were held to start to identify a program to be offered in a 100% online format. At that time, two programs, the current RN to BSN program and a new program for universal preschool teachers to earn a bachelor’s degree with birth to age five certification were discussed. Changes in personnel tabled these conversations. The discussions will resume in 2009-10 with initial conversations among the five Deans and the Provost.
In preparation for a more focused approach to supporting Instructional Technology at West Liberty University, a new faculty position, Online Learning Specialist, was created. This non-tenure track, 11-month position is responsible for online learning as well as other technologies appropriate to both online and face-to-face instruction. The faculty member reports to the Provost or his/her designee but works in close collaboration with IT Services. The position was effective July 1, 2009. The person assuming the position came from the College of Education, Teacher Education, has faculty rank, and documented experience and graduate work in curriculum and instruction with a focus on instructional technologies. The job expectations include administration of Sakai, the learning management system, formal and informal faculty professional development, support of the institution’s iTunesU and Second Life applications, chairing the campus-wide Distance Education Committee, and other duties as assigned. Data from formal assessment of participant satisfaction with all training and support offerings are being collected with an anonymous survey in Google forms. Data collected during 2009-10 will include a formal assessment of adequacy of IT staff with a focus on support for instructional technology.

A website, Teaching through Technology (http://sites.google.com/a/westliberty.edu/), techtips, was initiated to support communication, collaboration, and support for uses of instructional technology. A new area, a space for an informal center for teaching-learning, was designated to support these efforts when a face-to-face setting is more appropriate than online or by phone. During the 2009-10 year, regular professional development opportunities will scheduled based on survey results and faculty input.

The first-time freshmen entering during 2008-09, fall or spring, received a laptop computer. The specific model, MAC or PC, was determined through a combination of program recommendation and student preference. To match this initiative, emphasis was placed upon providing faculty with laptop computers. At the start of the 2009-10 term, more than 75% of faculty members have laptops for instructional use. During the upcoming year, this figure should approach 100%. There is, however, an identified need to provide classroom instructional technologies to support the use of laptops by instructors and students (see West Liberty University Instructional Technology – Survey of Faculty 9/09).

West Liberty University opened The Highlands Center at the beginning of fall 2009. In preparation for offering courses, many meetings focused on the needs of students and instructors. As a result, each classroom is outfitted with identical instructional technology resources and printed instructions. Instructors’ stations include an LCD projector, laptop connections for projection and audio output, an integrated DVD/VHS player, an audio system, a document camera, and a control unit. A portable cart of 35 laptop computers provides a shared on-demand resource. The Center has wireless internet access. An orientation to the use of the equipment was provided prior to opening and continues as requested.

To determine institutional needs relating to the use of instructional technology, faculty members were asked to respond to a short survey. The goal was to identify faculty strengths and weaknesses, perceptions, and needs. Aggregate data are provided. A deeper review of the data, including disaggregation of data at the college and department/program level, is planned for early fall 2009. From this review, short-term and long-term goals will be established with associated assessments. An initial review presents to considerations of note. First, are faculty members accurate in their self-assessments? Second, are student perceptions and needs similar to those of faculty? To address these questions, chairs will be asked to provide data relating to instructional technology-use based upon observations of faculty and students will be surveyed to gather data on laptop integration and their perception of instructional technology use by faculty.
### WLU Online Course Enrollments

<table>
<thead>
<tr>
<th>Term</th>
<th># Crs</th>
<th>Undergraduates</th>
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<th>Average Enrollment</th>
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<td>Spring 2008</td>
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<td>283</td>
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<td>18</td>
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<td>Summer 2009</td>
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<tr>
<td>Average Enrollment per Course for REGULAR Terms 2008-2009</td>
<td>20.5</td>
<td></td>
<td></td>
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</tbody>
</table>
| Fall 2009 – 24 courses, 27 sections offered online
| Spring 2010 – projected goal of 32 courses offered 100% online

### West Liberty University Online Course Enrollments

#### WLU Enrollments Fall 2008

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<tr>
<th>Subj.</th>
<th>No.</th>
<th>Title</th>
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<th>Async-85-99%</th>
<th>Async-at least 50%</th>
<th>Kyvu</th>
<th>Ivn</th>
<th>Itv</th>
<th>Oth</th>
<th># of Under-graduate Students</th>
<th># of Graduate Students</th>
<th>Total # of Students</th>
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<tr>
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<td>World Regional Geog</td>
<td>x</td>
<td>29</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

Total Enrollment: 282
## West Liberty University Enrollments Spring 2009

### ACC
- **224** Principles of Financial Accounting
- **25** Undergraduate Students
- **4** Graduate Students
- **29** Total Students

### ACC
- **478** ST: State & Local Taxes
- **4** Undergraduate Students
- **0** Graduate Students
- **4** Total Students

### CIS
- **270** Systems
- **24** Undergraduate Students
- **0** Graduate Students
- **24** Total Students

### CIS
- **271** Applications
- **18** Undergraduate Students
- **0** Graduate Students
- **18** Total Students

### CIS
- **471** Applications
- **24** Undergraduate Students
- **0** Graduate Students
- **24** Total Students

### DH
- **350** Pharmacology for Dental Hygienist
- **39** Undergraduate Students
- **0** Graduate Students
- **39** Total Students

### DH
- **450** Sr. Research Seminar in DH
- **11** Undergraduate Students
- **0** Graduate Students
- **11** Total Students

### DH
- **466** Practice Mgmt.for Dental Team
- **14** Undergraduate Students
- **0** Graduate Students
- **14** Total Students

### EDUC
- **100** Intro to Professional Education
- **7** Undergraduate Students
- **0** Graduate Students
- **7** Total Students

### EDUC
- **201** Human Development
- **26** Undergraduate Students
- **0** Graduate Students
- **26** Total Students

### EDUC
- **207** Foundations of Education
- **8** Undergraduate Students
- **0** Graduate Students
- **8** Total Students

### EDUC
- **464** Educational Assessment
- **32** Undergraduate Students
- **0** Graduate Students
- **32** Total Students

### GBUS
- **140** Intro to Business
- **17** Undergraduate Students
- **0** Graduate Students
- **17** Total Students

### GEO
- **206** World Geography
- **24** Undergraduate Students
- **0** Graduate Students
- **24** Total Students

### HE
- **250** Intro to Health
- **31** Undergraduate Students
- **0** Graduate Students
- **31** Total Students

### SPED
- **440** Instruction of Learners with Except.
- **34** Undergraduate Students
- **0** Graduate Students
- **34** Total Students

### Total Enrollment: **338**

## West Liberty University Enrollments Spring 2009

### Web

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>Title</th>
<th>Srec</th>
<th>Async-100%</th>
<th>Async-85-99%</th>
<th>Async-at least 50%</th>
<th>Kyuv</th>
<th>Ivn</th>
<th>Itv</th>
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<th># of Under-graduate Students</th>
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<td>CIS</td>
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<td>Total Enrollment</td>
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</tbody>
</table>
Year 2: (2009-10) STRATEGY/UPDATE:
- Increase average number of online courses per semester to 22 with a minimum of 20 students per course
- Develop courses needed to support the identified online program
- Twenty-five percent of online courses will be offered through the WVVLN
- Offer weekly workshops on instructional and personal productivity uses of technology with 60% of faculty at one or more sessions
- Provide laptops to at least 60% of faculty
- Establish and operate technology and instructional support center
- Determine viability of laptop program and make appropriate adjustments
- Collect data on faculty needs and uses of instructional technology and viability of instructional support center
- Add a webmaster; an infrastructure specialist; an instructional designer (.50 employment status); and student workers (Information Technologies Support Staff)
- Annual review of data and modification of goals

Self-reported use of instructional technologies indicates 69.5% of the faculty use as well, very well or exemplary compared to what is possible.

The average number of online classes per semester increased from 15 with an average enrollment of 20.5 students to 29.5 courses with an average of 19.4 students per class during the regular 2009-2010 term. It should be noted that the RN to BSN courses have very low enrollments and therefore skew the results.

West Liberty University Online Course Enrollments

<table>
<thead>
<tr>
<th>WEST LIBERTY UNIVERSITY</th>
<th># of Courses</th>
<th>Undergraduates</th>
<th>Graduate</th>
<th>Total</th>
<th>Average Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>15</td>
<td>254</td>
<td>0</td>
<td>254</td>
<td>17</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>16</td>
<td>283</td>
<td>8</td>
<td>291</td>
<td>18</td>
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<tr>
<td>Totals for 2007-2008</td>
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It has recently been decided that the RBA Today program will be the first program to be developed as an online degree program. The RN to BSN nursing program and the Applied Sciences degree completion program are under consideration. Currently 75% of select general studies courses required for the degrees are available in an online format.

West Liberty University offered four courses through the WVVLN. The number was limited as courses needed to be taught online at least once before being offered. We expect to increase our number from four to 10 over the next year.

Weekly workshops proved impractical. Rather, we found that offering multiple repeated sessions during slower times of the term was more effective. Approximately 50% of faculty members attended one or more instructional technology workshops. For 2010-2011 we are setting a goal of increasing to 60%.

Among Full-time faculty members, 100% of those who want a laptop have received one. The technology support center was established and is staffed from 8-4 M-F and provides email/phone support outside these hours.

The laptop program was reviewed during the spring of 2010. The program will continue beyond the original two-year pilot. Based on a student survey and informal faculty feedback, the need to provide a full-size laptop (not netbook), with a DVD drive was necessary to support student needs. The major student concern was the size and functionality of the netbook provided in 2009. The student laptop support is successful with a director and student workers providing the manpower.

Once again, faculty were surveyed to collect data on faculty needs, uses of instructional technology and the quality of support.

A Full-time webmaster was added for 2009-2010, as was the director of the student laptop program. Neither an infrastructure specialist nor instructional designer (.50 employment status) was hired. Sufficient student workers (Information Technologies Support Staff) were funded. Additional staffing needs will be under review during 2010-1011.

Wireless access for all academic classrooms is under consideration. Primary focus is on a couple classrooms in the old gymnasium building and a hallway of rooms in the Fine Arts building. The College of Business secured funding for enhanced wireless connectivity in their instructional area. All classrooms at the Highlands Center were equipped with a consistent set of instructional technologies including data projector, document camera, audio system, CD/DVD player, and control system. Two of nine classrooms have interactive whiteboards.

The Boyle Conference Room in the ASRC received an upgrade and has enhanced, integrated multimedia capabilities.

Annual review of data and modification of goals was conducted in October 2009 with a similar review scheduled for October 2010. An associated budget will be developed and presented in support of a formalized plan with both long and short goals.

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**TOTAL 650**
Year 3: (2010-11)

Strategy/Update:

- Increase average number of online courses per semester to 26 with a minimum of 20 students per course
- Pilot and assess courses for online program
- Twenty percent of online courses will be offered through the WVVLN
- Offer weekly workshops on instructional and personal productivity use of technology with attendance by at least 75% of faculty at one or more sessions
- Provide laptops to at least 80% of faculty
- Assess operations of technology and instructional support center and make data-driven decisions about effectiveness
- Collect data on faculty needs and uses of instructional technology and viability of instructional support center

Information Technologies Support Staff: add a data security specialist, and if laptop program continues, a laptop program coordinator

Annual review of data and modification of goals

Results:

The 2010-2011 academic year saw a 140% increase in the number of online courses offered. This reflects the growth from 74 in 2009-2010 to 103 in 2010-2011.

The average number of students enrolled in courses remains below 20. One explanation is the conscious decision to offer courses with known low enrollment trends. These include nursing courses for the RN to BSN program and some upper level courses.

The 2010-2011 academic year included several key improvements in the area of Instructional Technologies. Wireless access was increased to cover all academic areas. The Boyle Conference Room in the ASRC received updates so we can host multi-media dependent events like our Flash Festival. Main Campus internet service increased from 45MB to 100MB and the access at the Highlands Campus increased from 5MB to 50MB.

Eight classrooms on Main Campus received upgrades to include instructor stations, digital projectors, DVD/VCR units, sound systems, and document cameras. Seven additional classrooms were updated to replace outdated equipment. Two mobile computer labs were purchases by the Colleges of Business and Education. The College of Education purchased a rolling set of 30 iPad2s and additional interactive whiteboards for their teaching. The proposed Physician Assistants Program will use a new state-of-the-art classroom as well as a clinical simulation area equipped with video recording for post-session conferencing between students and instructors.

The College of Business purchased an institutional license for Adobe Connect to support expansion of the number of hybrid courses and the effectiveness of some online courses. Each instructor in the College of Business received Adobe Captivate to be phased into use during the 2011-2012 year. The College of Education continues with its full scale integration of LiveText for accreditation purposes. The Dental Hygiene program continues its use of Dentrix.

The institution moved to an emphasis on cloud computing. The only academic server housed on campus is use to run Dentrix for the Dental Hygiene Program. A contract was issued for a security penetration specialist who does monthly tests on our data structures. A web master was hired and the westliberty.edu website redesigned. IT Services increased the number of student workers to assist with faculty needs and equipment, laptop repair, and other duties as assigned. This contribution is equivalent to 1.5 staff members.
West Liberty University Online Course Enrollments

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Average Enrollment per Course for REGULAR Terms 2007-2008 17.5

| Fall 2008 | 14 | 282 | 0 | 282 | 17.5 |
| Spring 2009 | 16 | 338 | 0 | 338 | 21 |
| Summer 2009 | 8  | 111 | 20 | 131 | 15 |
| Totals for 2008-2009 | 38 | 731 | 20 | 751 |  |

Average Enrollment per Course for REGULAR Terms 2008-2009 20.5

| Fall 2009 | 26 | 496 | 0 | 496 | 20.1 |
| Spring 2010 | 33 | 650 | 0 | 650 | 20.7 |
| Summer 2010 | 15 | 297 | 0 | 297 | 19.8 |
| Totals for 2009-2010 | 74 | 1143 | 0 | 1143 |  |

Average Enrollment per Course for ALL Terms 2009-2010 19.5

| Fall 2010 | 36 | 635 | 0 | 635 | 17.6 |
| Spring 2011 | 44 | 841 | 7 | 848 | 19.3 |
| Summer 2011 | 24 | 346 | 0 | 346 | 14.9 |
| Summer Hybrid | 4 | 16 | 20 | 36 | |
| Totals for 2010-2011 | 108 | 1838 | 27 | 1865 | |

Average Enrollment per Course for REGULAR Terms 2010-2011 18.5
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## West Liberty University Enrollments  Spring 2011

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**TOTALS**: 28 0 24 4 0 0 0 0 0 362 20 362
During the 2010-2011 academic year the institution identified the RN to BSN program as our pilot online program. Courses for the program continued to be developed and clinical experiences were piloted. For 2011-2012, the institution plans to finalize and formalize the online option for the RN to BSN program. Options for additional programs, such as the RBA Today and our BLA programs are under consideration. West Liberty is in the planning stages for a Masters in Business Administration being developed with an option of an online program.

West Liberty did not present any courses for the WVVLN or SREB because of faculty turnover, faculty reassignments, curriculum design issues, or initial offering of courses. Several times the request for proposals arrived prior to the term schedule and teaching assignments being finalized. This is an area for improvement for 2011-2012.

Professional Development for faculty was offered during both the fall and spring terms of 2010-2011. It became apparent that faculty preferred sessions offered during "off" times in the semester. A total of 90 hours were offered during fall term and approximately 50 hours were offered during the spring term. Two online courses for instructors were developed and piloted. These included basic online instruction and online course design for faculty. Fifteen faculty members participated during the pilot. Plans for 2011-2012 include requiring online instructors to complete an institute to ensure best practices in online education.

Much of the professional development has happened in a one-to-one setting resulting from faculty realizing that they do need help in a particular area. During a typical day, approximately three to eight help requests are handled. Assistance is offered outside the 8-4 day through Google Chat, email, and phone assistance. The positive reception of this is reflected in the survey results. The percentage of faculty participating in the professional development was less than expected. This may be attributed to prior knowledge or lack of incentive to participate. Plans for 2011-2012 include lunchtime brown bags to discuss effective use, innovations in mobile computing, and discussions of needs.

In conjunction with the implementation of our student laptop program, 100% of faculty, who so wished, received laptops. The updating of equipment and laptops falls under the responsibilities and budgets of the six colleges.

The institution is starting initial consideration of the viability of tablets (iPad, Android based, etc.) as instructional tools for both instructors and students. Instructors and select students in each of the colleges will pilot the use during the fall 2011 term.

West Liberty University conducted its Instructional Technology Survey for the fourth year. Two areas addressed were the operations of technology support and instructional support. The data were aggregated as presented. Additionally, the data were disaggregated and cross-referenced by length of tenure and college. Results will be used to guide the 2011-2012 strategic planning by Distance Learning/Instructional Technologies Committee and IT Services.
**Year 4: (2011-12)**

**Strategy:**
- Increase average number of online course per semester to 31 with a minimum of 20 students per course
- Offer initial online program. Identify at least one additional program to be developed in an online format
- Seventy-five percent of online courses will be offered through the WVVLN
- Offer bi-weekly workshops on instructional and personal productivity uses of technology with attendance by at least 90% of faculty at one or more sessions
- Provide laptops to 100% of faculty
- Assess operations of technology and instructional support center and make data-driven decisions about effectiveness; collect data on faculty needs and uses of instructional technology and use of instructional support center
- Information Technologies Support Staff: If laptop program continues, add a computer repair technician (.53 employment status)
- Annual review of data and modification of goals

**Year 5: (2012-13)**

**Strategy:**
- Increase average number of online course per semester to 35 with a minimum of 20 students per course
- Develop second online program.
- Seventy-five percent of all online courses will be offered through the WVVLN
- Offer weekly training opportunities on instructional and personal productivity uses of technology with attendance by at least 90% of faculty at one or more sessions
- Provide laptop upgrades for machines over four years old
- Assess operations of technology and instructional support center and make data-driven decisions about effectiveness; collect data on faculty needs and uses of instructional technology and use of instructional support center
- Information Technologies Support Staff- increase staffing based on data and identified needs
- Annual review of data and modification of goals
  
  **c. Rationale:** West Liberty is committed to preparing graduates to assume active and productive roles in their 21st Century community, work, and academic environments with the skills and knowledge, including the use of technologies, needed to meet future opportunities and challenges of our ever-changing global society
A. Core Compact Elements

12. Career Placement

a. Data: Describe the University strategy for promoting successful placement and follow-up of graduates. Evaluate the success of the University graduate follow-up strategies and include data on graduates who enter the workforce, graduate education, and/or professional schools, within one year following graduation.

Goal from WLU Strategic Plan: Create a student friendly environment by enhancing the students’ well being.

b. Goal: Increase the number of students who use career placement services.

Year 1: (2008-09)

Strategy:

In an effort to develop a consistent method of tracking graduate employment, WLU entered into a Memorandum of Understanding with WorkForce West Virginia in order to better track placement, salary, and locations of recent graduates. Utilizing this new system, beginning in 2009-10, it will provide West Liberty with valuable information which can be used to focus, track, and improve the process of linking students and graduates to internships, apprenticeship programs, and employment.

The collaboration with academic departments was deferred, not only because of the MOU with WorkForce West Virginia, but also due to an added application in College Central – West Liberty's University's online job posting system. This additional component contains a built-in tracking system that allows students to report job offers and job placement. College Central is the primary system utilized by students and alumni to find professional employment. Resumes can also be downloaded for employer review. In 2008-09, student use of this system increased by 43.75% and 732 employment opportunities were posted (644 of those were for positions by 261 different employers). Of the students and alumni who registered for the program, 68.75% listed West Virginia as their preferred job location.

The 2009 NSSE (National Survey for Student Engagement) revealed that 64% of the senior participants reported having completed a practicum, internship, field experience, co-op experience, or clinical assignment. Senior participants also reported that 47% completed a culminating experience (capstone course, senior project, thesis, or comprehensive exam). NSSE results showed that 18% of senior respondents reported that they ‘talked about career plans with a faculty member ‘very often.’

The collection of useful data has been and continues to be a challenge for Career Placement Services, not only at West Liberty but across the state. This will continue to be the biggest challenge and programmatic need for the following academic years. Marketing and communication of events and services will continue to be a large part of increasing the utilization of these services as well as creative partnerships such as that with College Central and WorkForce West Virginia.

Year 2: (2009-10) Increase number of employers by 15% registered with Career Services as well as the quality of jobs opportunities posted on College Central website.

STRATEGY/UPDATE:

Increase internships/on-campus recruiting in collaboration with area employers to strengthen partnerships. Achieve a 90% satisfaction rating from career exploration related events and career services. Secure funding for e-portfolio system

Create a ‘Coordinator of Experiential Learning and Development.

Posted entry-level positions (approximately 65%) will require a Bachelor’s degree

Participate in graduate data sharing project with WorkForce West Virginia in order to track placement and salaries of graduate.

All students and alumni now have access to a free e-portfolio through the College Central system. E-portfolios provide tangible evidence to support resume claims through audio, video and enhanced web documents that can be shared with potential employers. Additionally, 100% of students were registered with the College Central system to increase participation and enhance communication regarding job opportunities. In past years, registration was optional, but a data upload with College Central enables WLU to automatically register all students for the service. The number of opportunities available for review increased due to the site sharing a national data base of employment. Finding local entry-level professional employment continues to present a challenge.
A Graduate School Expo was held at WLU that exposed students to graduate schools and their respective admissions requirements. The fair was well received, and 117 students attended the event. A Career Planning and Placement course (COLL-302) was offered for the spring 2010 semester to facilitate preparedness for the professional workplace.

Area employers conducted on-campus interviews (Fastenal Corp., The Seeing Hand Association, and Wesbanco) for internships and entry-level professional positions.

WLU entered into a Memorandum of Understanding with WorkForce West Virginia in order to better track placement, salary, and locations of recent graduates during the 2008-2009 academic years. Results were to be available for the 2008-2009 graduating class in June of 2010. WorkForce West Virginia has communicated a lag in reporting wage data and anticipates actualizing the report in October 2010 for the 2008-2009 graduates. Academic Deans and the Center for Student Success met to discuss a more synergetic approach to career placement tracking; Deans were directed to report placement data and job offerings to the Director of the Center for Student Success. Since WorkForce WV will need some additional time to compile placement data, a more traditional survey is planned for the 2009-2010 graduates and will be used in combination with them in an effort to focus, track, and improve the process of linking students and graduates to internships, apprenticeship programs, and employment.

Restructuring in the Student Affairs Division was created to allow the Director of the Center for Student Success to focus primarily on career services for the 2010-2011 academic year, ameliorating offerings in that area.

**Expanded Guidelines for Career Placement 2009-10 AY**

1. **Describe activities in placement of students.**
   
   In an effort to better prepare for career placement, all students and alumni now have access to a free e-portfolio through the College Central system. E-portfolios provide tangible evidence to support resume claims through audio, video and enhanced web documents that can be shared with potential employers. Additionally, 100% of students were registered with the College Central system to increase participation and enhance communication regarding job opportunities. Each year a Graduate School Expo is held at WLU to expose students to graduate schools and their respective admissions requirements. The fair was well received and 117 students attended the event.

2. **Efforts in institutional follow-up of graduates as delineated in Compact Reporting Elements.**

   WLU entered into a Memorandum of Understanding with WorkForce West Virginia in order to better track placement, salary, and locations of recent graduates during the 2008-2009 academic years. Results were to be available for the 2008-2009 graduating class in June of 2010. WorkForce West Virginia has communicated a lag in reporting wage data and anticipates actualizing the report in October 2010 for the 2008-2009 graduates. Academic Deans and the Center for Student Success met to discuss a more synergetic approach to career placement tracking; Deans were directed to report placement data and job offerings to the Director of the Center for Student Success. Since WorkForce WV will need some additional time to contrive placement data, a more traditional survey is planned for the 2009-2010 graduates and will be used in combination with them in an effort to focus, track, and improve the process of linking students and graduates to internships, apprenticeship programs, and employment.
Year 3: (2010-11) Expand career related services offered by creating an Office of Experiential Learning and Professional Development.

Strategy/Update:

Create additional internship/externship opportunities by the development of a student affairs liaison who will work with the College and the community/Hire a Coordinator of Experiential Learning and Professional Development.

Academic departments presently coordinate internships/externships. A Coordinator of Experiential Learning and Professional Development has not been hired as the Director of the Center for Student Success currently assumes those responsibilities.

Upgrade credential files by offering electronic portfolios for education majors

All students and alumni, including education majors, have access to create a free electronic portfolio through the College Central online job management system provided by Career Services. E-portfolios provide tangible evidence to support resume claims through audio, video and enhanced web documents that can be shared with potential employers. Education majors are required to create and use LiveText, another online portfolio system, as part of their degree requirements.

Disseminate information to campus constituents gathered through participation in the WorkForce West Virginia Project with any recommendations based on available data

A report for the 2008 graduates was provided to the Center for Student Success in October 2010. The report was made available in the campus community with an interest in the data. A report for the 2009 has not been received at this time. Due to two year lag time it takes to produce the data from WorkForce West Virginia, a more traditional survey has been developed to track the one year placement of graduates. The WorkForce West Virginia report will be used a supplement to the internal survey.

Expanded Guidelines:

1. Describe activities in placement of students
   a) A Graduate School Expo was held on September 29th, 2011 with 30 graduate schools participating in the event. Representatives were available to speak with students about the admissions requirements and distribute materials about their programs. Overall, there was a positive response from the 159 students who attended the event.
   c) A workshop series was launched in the spring 2011 semester focusing on career related topics for the Highlands Center. Topics included ‘The Hidden Job Market’ and ‘How to Build a Winning Resume.’ The events were free and open to the public. The workshop series was well received and covered by the local media.
   d) A Graduate Fair was held for graduating seniors in April 2011. This new event was created to assist seniors with completing all college business in an efficient one stop shop. During the fair, students were able to complete their exit interview, pay graduation fees and other final payments, pick up their cap & gown, purchase diploma frames & graduation announcements, register with the WLU Alumni Association, and receive information on WLU’s Masters of Arts in Education program. Additionally, the Center for Student Success worked with Institutional Research to develop a survey tracking post graduate plans of seniors during the fair. The fair was a success with 158 graduating seniors attending the event and a 68% response rate for the survey.
   e) Opportunities for students and alumni are posted online through College Central. College Central is a user-friendly website that only students and alumni can access. This free service to any student or alumnus and allows those who set up a user account to receive access to job opportunities. College Central Quick Facts:
      • 307 employers currently registered to post employment opportunities to College Central
      • 326 local job opportunities are currently posted on the College Central site. This does not include the national listings on the job board.
   f) Career services continue to increase offerings each year. In the coming year, this area intends to focus on creating and maintaining relationships with faculty.
2. Describe efforts in institutional follow-up of graduates as delineated in Compact Reporting Elements. Career placement tracking was completed for May 2010 graduates in the summer of 2011. Contact was initiated through an online survey sent by e-mail for 100% of the 217 graduates. Graduates who did not respond initially were contacted periodically by message reminders from July 26th through August 16th, 2011. The survey yielded a 36% response rate. Respondents indicated the following information relating to their primary employment/education status:

- 49.3% currently employed full-time in their major field of study
- 12% currently employed full-time in a field not related to major
- 9.3% currently enrolled in a graduate/professional program
- 36.4% of respondents employed full-time indicated an annual salary of $35,000 to $45,000.

Data collection for alumni placement continues to be a challenge. However, the survey created this year generated a successful response rate. The current survey will be used for next year’s data collection in conjunction with a more aggressive follow up campaign to increase the response rate.

Year 4: (2011-12) Seventy-five percent of the Senior Class will participate in career events

**Strategy:**
- Disseminate information to students about available opportunities through the Office of Career Services/Center for Student Success
- Offer free e-portolio to all graduating seniors.
- Provide at least four major job and graduate school events each school year.
- Promote events for specific majors by working with the academic departments

Year 5: (2012-13) Achieve a 90% positive satisfaction from alumni that have graduated within one year.

**Strategy:**
- Incorporate job placement skills into capstone courses with the assistance of faculty
- Offer a section of Career Planning and Placement in the curriculum.
- Provide relevant programming based on previous surveys

**c. Rationale:** Current tracking procedures vary between academic departments and career services resulting in limited information. Job placement and graduate/professional school follow up data will be uniformly collected for consistency. Coalesce between academic departments and career services, regarding the follow up instrument, will result in successfully identifying alumni employability and expose areas for improvement in career services/graduate and professional education preparedness. Additionally, effective career planning events and on-campus recruiting efforts should positively affect alumni job and graduate placement.
A. Core Compact Elements

13. University Financial Aid

a. Data: Describe the undergraduate financial aid programs and provide data.

Goal from WLU Strategic Plan: Generate, maximize and wisely utilize sufficient financial resources to fulfill the mission and vision of the University.

b. Goal: Increase the dollar amount of merit-based scholarships to incoming students. The current dollar amount of $305,405 (2007-08 baseline) increased by at least 80% by 2012-13.

Current dollar amount increase of at least 80% by 2012-13

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Year 1: (2008-09) Strategy:

Current level of scholarships has been maintained. Three new scholarship programs have been created. The PROMISE Plus Scholarship will guarantee a four year $1000 a year scholarship to incoming students receiving the PROMISE Scholarship. In order to attract transfer students, the University Scholarship has been created to provide a three year $1000 a year scholarship to incoming transfer students with at least a 3.5 cumulative grade point average. Also, the Black and Gold Scholarship has been created to guarantee a four year $1000 a year scholarship to high school seniors enrolling at West Liberty with at least a 3.5 grade point average and 22 ACT/1020 SAT score.

The Chief Financial Officer has allocated funds for full implementation of the three new scholarship programs. Brochures were created to distribute to high schools, students and parents. Radio and print ads were utilized to market the new scholarship programs. Also, billboards were purchased along interstates and high traffic areas to further market the scholarship programs.

An Economics Professor at West Liberty University has completed the first draft of the cost analysis. The draft has been reviewed and is now being finalized.

Describe the undergraduate financial aid programs administered by the institution. These programs include all federal, state, external, and institutional sources of financial aid. Essential questions are:

− What are the total dollars awarded and percentage of students receiving need-based and merit-based financial aid from any source?

In 2008-09, West Liberty awarded a total of $22,817,256 in financial aid to enrolled students. Eighty-five percent of students enrolled received some type of financial aid. In 2008-09, West Liberty awarded $2,176,875 in financial aid (this includes institutional grants and Foundation scholarships and waivers). In 2008-09, 1,453 students received some type of need-based aid and this represents 63% of the enrolled student population.

West Liberty University awards Federal funds (Pell Grants, SEOG, ACG, SMART Grants, TEACH Grants, Perkins Loans, Stafford Loans, PLUS Loans, work-study), state funds (Higher Education Grants, HEAPS Grants and PROMISE Scholarship) and institutional funds, including waivers and scholarships to eligible students.

− What are the total dollars paid from institutional funds for need-based and merit-based aid, including institutional tuition waivers?

In 2008-09, West Liberty awarded $2,176,875 in financial aid (this includes institutional grants, Foundation scholarships and waivers).

− Of students receiving any financial aid, what is the percentage and number of students receiving need-based only aid?

In 2008-09, 1,453 students received some type of need-based aid and this represents 63% of the enrolled student population.

− Have institutional aid commitments increased or decreased? Can the reasons be identified?

Institutional aid commitments have increased over the last several years, as West Liberty has committed additional funds for merit aid. West Liberty has added scholarship assistance to fund an expansion of our scholars program, and to fund scholarships for high school students with at least a 3.5 grade point average and 22 composite ACT score. West Liberty also now offers scholarships to transfer students and a matching scholarship for PROMISE Scholarship recipients. The Black & Gold Scholarship, PROMISE Plus Scholarship and the University Scholarship were new scholarship programs awarded to new students beginning with the 2009-10 academic year.
In determining the amount of resources to commit, West Liberty reviews scholarship offerings at competing institutions. Our institutional budget is reviewed to determine available reserves to fund scholarship priorities. Currently, we are studying the cost of education to determine a funding model for scholarships. Once the funding model is complete, increased funding for new scholarship initiatives will be determined.

**Year 2: (2009-10) STRATEGY/UPDATE:**

- New scholarships will be funded from institutional reserves
- Implement the PROMISE Plus Scholarship Program. This program will provide $1000 a year for four years to new students from WV qualify for the WV PROMISE Scholarship.
- Implement the Black and Gold Scholarship Program. This program will provide $1000 a year for four years to students with a high school grade point average between 3.50 and 3.74 (students with a 3.75 or above automatically qualify for the West Liberty Scholar Program and guaranteed scholarships) and a 22 composite ACT score/1020 combined SAT score.
- Implement the University Scholarship Program. This program will provide $1000 a year for three years to transfer students enrolling at West Liberty with at least a transfer grade point average of 3.50.

All three programs were implemented beginning with the fall 2009 semester. During the 2009-10 academic year 19 students received PROMISE Plus Scholarships totaling $19,000; 18 students received University Scholarships totaling $14,000; 41 students received Black & Gold scholarships totaling $39,400.

**Year 3: (2010-11) Strategy/Update:**

- Implement second year of PROMISE Plus Scholarships, Black & Gold Scholarships, and University Scholarships
- These scholarships were continued in 2010-11 and led to another increase in new students for WLU during the fall 2010 semester.
- Identify additional scholarship initiatives that can be funded by institutional and/or private dollars at the Enrollment Management Planning Retreat
- It was determined WLU has a great opportunity to increase enrollment by recruiting international students. Several agreements were completed investing scholarships as part of cost sharing to enhance international student enrollment. This led to a nearly 100% increase in enrolled international students.
- Conduct an analysis of the Scholar Program and the scholarships associated with it to determine if modifications need to be made based on available funding and enrollment trends.
- It was determined WLU was not able to compete for the top academic students regionally or nationally due to a lack of full academic scholarships. For the first time, WLU has created full academic scholarships for Elbin Scholars with 4.00 grade point averages. These full scholarships will go into effect in 2011-12.

**Year 4: (2011-12) Strategy:**

- Implement third year of PROMISE Plus Scholarships, Black & Gold Scholarships and University Scholarships
- Secure funding from institutional or private sources to make available full scholarships for Elbin Scholars, or develop a plan to incrementally increase awards until they reach the amount of a full scholarship. Elbin Scholars receive the top merit based scholarships at West Liberty. Currently, in state students receive a minimum of $3000 and out of state students receive a minimum of $11,000.

**Year 5: (2012-13) Strategy:**

- Implement fourth year of PROMISE Plus Scholarships, Black & Gold Scholarships and University Scholarships
- Conduct an analysis of the PROMISE Plus Scholarship, Black & Gold Scholarship and University Scholarship on the impact they have on revenue and enrollment, prior to beginning another awarding cycle.
- Implement new scholarship initiatives as identified in the 2010-11 Enrollment Management Plan
  - **Rationale:** West Liberty continues to fall behind other WV public institutions in offering merit based aid. It is believed increasing merit-based scholarships will increase enrollment, increase retention and graduation rates, and also improve the academic quality of the students attending West Liberty.
A. Core Compact Elements

14. Programs of Distinction: Dental Hygiene, Nursing and Elementary Education

a. Data: Describe implementation efforts and how the programs have enhanced institutional outreach, the institutional mission, and service to the community.

Goal from WLU Strategic Plan: Establish a more challenging academic environment. Extend WLU into the community to meet continuously changing needs of our customers.

b. Goal: The University will increase budgetary allocations for the programs of distinction by at least 25% (average annual increase of 5%) over the five-year cycle. Additionally, the number of programs of distinction will increase by at least two over the five-year cycle, along with the addition of at least two new national accreditations. Community outreach through the programs of distinction will also be expanded throughout the next five years.

Year 1: (2008-09)

Strategy:

The University maintained its national accreditation standing for all previously nationally accredited programs, including the three programs of distinction—Dental Hygiene, Nursing, and Elementary Education. Additionally, the Progress Report on the “Assessment of General Studies and Educational Programs” was prepared and submitted to the Higher Learning Commission. The Commission approved the Progress Report on March 10, 2009.

Continuing efforts to gain national accreditation for our growing Exercise Physiology program involved completing the final phases of an extensive self-study process, culminating in a detailed report. The site visitation and review of the self-study report will be undertaken during the 2009-10 AY by the American Society of Exercise Physiologists (ASEP).

Concurrent with the development of a proposed Social Work program has been work in the mid-range phases of the self-study process leading to national accreditation of this prospective B.S.W. program. The “Proposal to Add New Degree Program” in Social Work will be submitted to the HEPC in the fall of 2009.

In our ongoing efforts to increase the number of nationally accredited programs and, hence, to increase the number of programs of distinction, a preliminary review of the Business Administration program was conducted. Initial contacts were made with representatives of the Association of Collegiate Business Schools and Programs (ACBSP), the agency with whom accreditation would be sought. Those contacts have resulted in analyzing the initial stages of the accreditation process through ACBSP.

A detailed analysis of our Nursing and Dental Hygiene programs was undertaken to determine the feasibility of program expansion in terms of enrollment. A professional consultant was utilized in reviewing the potential for expansion of our Dental Hygiene program. For both programs, cost-benefit analyses were conducted to aid in determining the full impact, in terms of resources, of enrolling more students. In terms of the Dental Hygiene program, the analysis served to underwrite the decision to increase resources in order to expand enrollment. While we continually explore opportunities to expand community outreach and review, on an ongoing basis, possible new venues for further expansion of civic engagement initiatives within the programs of distinction, the details of our efforts are described in the attached “Institutional Outreach” documents for each of the programs of distinction.

Technological support for the programs of distinction has been strengthened significantly through the creation of the instructional technology specialist position. This individual provides direct support to instructors and to issues dealing with both classroom and online instruction. The Nursing program, in particular, has added several online courses. Through the laptop program for freshmen, the integration of technology within the teaching-learning environment is expanding. Year two of the laptop program should further contribute to the level of technology integration. Additionally, the number of technology-centered teaching stations in classrooms has expanded during the past year.

Describe implementation efforts and how the programs have enhanced institutional outreach, the institutional mission, and service to the community.
Dental Hygiene
The Dental Hygiene program assists the institution with outreach through a variety of ways. Students provide dental hygiene preventive oral health services to the community during the academic year in the Dental Hygiene Clinic located in Main Hall. Services such as dental prophylaxis, radiographs, fluoride treatments, sealants and oral health education, are provided to approximately 3,000 patients on an annual basis. The benefit of this service is twofold, providing a valuable service to the community as well as providing necessary experience and practice for the dental hygiene students. Preventive services are also provided to school age children at the Ohio County Clinic located in Madison Elementary School on a weekly basis throughout the school year. Students complete a rotation through the Ohio County Clinic and assist the hygienists employed by the Ohio County Schools with screenings. West Liberty Dental Hygiene students are able to participate in an elective course made available through the West Virginia Rural Health Education Partnerships in association with West Virginia University. Students travel to a rural area in the state and provide clinical dental hygiene services.

Oral health education is provided by students throughout the school year to various organizations as part of the dental hygiene curriculum. Such organizations include, Head Start, public and private schools, Senior Citizens, nursing homes, rehabilitation and geriatric centers. Membership in the Student American Dental Hygienists’ Association requires community service hours in which students participate in health fairs serving all ages including children with disabilities. Students often participate with the local libraries reading for children during story hours.

The West Liberty University Dental Hygiene Program sponsors a minimum of two continuing education courses each year for licensed dental personnel in the community and surrounding areas. These courses provide mandatory continuing education credits for dental and dental hygiene licensure.

The American Dental Association Commission on Dental Accreditation is the accrediting body responsible for dental and dental hygiene programs.

Nursing
Enhancing institutional outreach, institutional mission and service to the community:
The mission of the West Liberty Nursing Program parallels that of the university. This mission is to provide the opportunity for a high quality undergraduate nursing program, preparing professional nurses for caring practice in the community. This is accomplished through evolving program goals which are also threaded with university core values of caring, professionalism and integrity, excellence and civic engagement.

The nursing program enhances the institutional community outreach in many ways:
The program involves community leaders by way of the Community Advisory Board, which meets on an annual basis to discuss current community needs and evaluate how the nursing program is currently meeting these needs and identification of future needs. Based upon the meeting held in 2008, the clinical orientation needs will be updated and a physician member will be added to the Board.

The program involves students in the community in several ways:
All three levels of nursing students spend clinical time in a variety of community-based agencies. Some of these include Upper Ohio Valley Family Services working with Alzheimer's clients, Brooke County Board of Education and Children with Special Needs Clinic for experiences working with children with special needs. Additionally, students have learning opportunities with Healthways (working clients with chemical dependencies), various Health Departments in the local area (working with clients of socioeconomic needs), Valley Hospice (working with clients with end-of-life issues), various local schools and the school nurse (working with current parent/child psychosocial issues).

With support of the nursing faculty and faculty co-advisors, the Student Nurses Association (SNA) participates in the community with various activities. Some of these activities include food drives throughout the year, Christmas gift donations to area families in need, participation in community need-based fund raisers such as the Relay for Life for cancer survivors, participation in Unity Day, a legislative activity in Charleston, WV, sponsored by West Virginia Nurses Association.
Nursing students are required to complete 2-3 community-based projects throughout their three years. These participation projects are reported in their required graduation portfolio. Some examples of these activities are included in the above #2. As well, other activities include local Health Fairs and Health Screenings, participation in Ohio Valley Medical Center Disaster Training, participation in the Health Fair and screening for children with special needs. Students participate in outreach activities that involve recruitment and retention. These recruitment activities include recruitment by scholarships recipients by way of phone calls and touring prospective applicants. Retention activities include participation in the SNA Mentoring program in which upper classmen are paired with lower-level classmen to mentor and support them throughout their years. The sophomore orientation program, conducted annually, involves selected junior and senior students to assist with their transition into the program. As well, activities are planned to assist in the mentoring of students, such as the annual pizza party, a mentoring hot dog luncheon, Christmas cookies and beverage reception, student body end-of-year picnic, and a student-organized trip to the Carnegie Body Exhibit, which was held in Pittsburgh, PA.

Many faculty members are involved with community outreach efforts in several ways:

All the above activities are guided by faculty. Faculty communicate with these agencies to coordinate efforts and meet community needs.

Faculty also meet community needs by volunteering for needed activities, including guest speaker engagement for area Health Care organizations:

- Ohio Valley Medical Center, Mental Health Development for children
- Advanced Cardiac Life Support
- Pediatric Advanced Life Support
- East Ohio Regional Hospital
- Infusion Therapy Topics
- Safe Sitter Classes
- Better Breathers Association
- Geriatric Assessments
- CPR, PALS, ACLS

One faculty member assists on the medical staff/medical tent at an annual local music festival “Jamboree in the Hills.”

All of these activities demonstrate how the faculty and students of the Nursing Program enhance the institutional outreach and service to the community.

State and National Accreditation Agencies

**NATIONAL ACCREDITATION:**
Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
Phone: 202-463-6930
Fax: 202-785-8320
Website: www.aacn.nche.edu/accreditation

**STATE:**
West Virginia Board of Examiners for Registered Professional Nurses
101 Dee Drive, Suite 102
Charleston, WV 25311-1620
Phone: 304-558-3596
Fax: 304-558-3666
Website: www.wvnbr

Education

Professional Development Schools (PDS)
The Professional Development School Partnership grew in the 2008-2009 school year to include all 14 Ohio County Schools. These schools include: Bethlehem Elementary, Bridge Street Middle School, Elm Grove Elementary, Madison Elementary, Middle Creek Elementary, Ritchie Elementary, Steenrod Elementary, Triadelphia Middle, Warwood Elementary & Middle School, West Liberty Elementary, Wheeling Park High School, Wheeling Middle School, and Woodsdale Elementary. All principals as well as Superintendent George Krelis and Asst. Superintendent Dr. Dianna Vargo play an active role in the meetings and steering committee. At WLU, Dr. John McCullough, Executive Vice President/Chief Administrative Officer and Provost; Dr. Donna Lukich, Vice Provost; Dr. Keely Camden, Dean of the College of Education; Dr. Ann Gaudino, Chair of Professional Education; and Dr. Gail Smith, the new Director of PDS are involved in the planning, grant writing, grant presentation, and cross-site meetings. In March 2008, three professors from WLU and one principal from
the Ohio County Schools presented the WLU/Ohio Co. partnership as a model at the Professional Development Schools National Conference in Florida.

There are several significant aspects to the PDS partnership. Through the PDS grant written by WLU to the West Virginia Department of Education, WLU and the Ohio County Schools received over $100,000 of funding for the professional development schools. These funds are used to purchase equipment and materials and provide professional development opportunities. These funds, and the program as a whole, influence over 600 WLU teacher candidates, approximately 250 P-12 teachers, and approximately 4,300 P-12 students.

All Professional Education faculty are involved as liaisons to the Ohio County Schools. Each faculty member serves one or two schools. In this capacity, WLU faculty provide professional development opportunities for the P-12 faculty which includes workshops and book-study groups. WLU faculty also consult with teachers and principals regarding the implementation of funds each school receives by virtue of its involvement in PDS. Faculty members work to place these orders, deliver materials and equipment when possible, and assist with the implementation of the new materials and equipment.

In the 2009-2010 school year, the liaison relationship will be expanded to include a member of the Arts and Science faculty. This individual will become a liaison-at-large serving many of the schools. In this capacity, the faculty member will present programs for students, faculty, and staff in the area of social studies education. We believe this position will strengthen our presence and service to PDS sites.

WLU and Ohio County Schools establish clinical practices that reflect best practice for WLU teacher education candidates and P-12 students. WLU students participate in a variety of clinical experiences in Ohio County Schools beginning with experiences in lower level courses that are scheduled to last a minimum of three hours once a week for ten weeks and continuing through a fourteen-week clinical practice/student teaching experience during their senior year. This experience includes collaboration with Laughlin Chapel and the after-school program at Madison Elementary; both of which serve a highly diverse population. In many cases, the earlier experiences in our partnership schools become the foundation for more rigorous experiences within the same partnership school. Participation by each school is considerable. Every building accepts at least one WLU student for either field experiences and/or clinical practice. The middle schools and high school are larger than the elementary schools and accept as many as 20-30 students each semester.

The PDS partnership also serves as a vehicle for research in the P-12 schools. All clinical practice students are required to complete a Teacher Work Sample (TWS) in which they choose grade level appropriate CSOs for a unit of instruction, plan and conduct the instruction, collect assessment data, evaluate student learning based on the data from pre- and post-assessments, and reflect on their teaching experience in light of student learning. Thus, the emphasis of the TWS is on analyzing instructional practices to better meet the needs of P-12 learners. In the final section of the TWS, each student provides a plan for continued professional development to better meet the needs of students as evidenced by the data and self-reflection. In the 2008-2009 school year, one cooperating teacher and her student teacher were selected to present their unit of instruction and data analysis at a state conference on education.

The WLU and Ohio County Schools PDS Partnership renew its commitment to each other regularly and most apparently through the Advisory and Steering Committee meetings. The presence of top district and university administration at these meetings is a reflection of that commitment. Further, each entity acknowledges the other on their respective web site and formal partnership agreements have been signed. Finally, we recognize each other’s efforts in ceremonies such as last spring when certificates of appreciation and recognition were awarded to retiring and departing participants.

The Steering and Advisory Committees meet regularly to exchange information and to review professional practices. The Advisory Committee is composed of approximately three individuals from each P-12 school and WLU faculty, as well as administrators from both groups for a total membership of about 50-60 individuals. During these meetings, WLU building liaisons have an opportunity to meet with their respective P-12 school participants. Conversations include discussions about WLU teacher candidate performances, strengths, and weaknesses. At times individual P-12 schools have shared these reflections with the entire Advisory Council.

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improving P-12 learning. Needs of both sites are discussed and efforts are made to determine how the partnership can address the needs identified.

At the end of the academic year, each building uses the NCATE PDS standards to evaluate their building. This task is usually completed by the team of individuals involved with PDS and includes the WLU liaison, the site liaison, and site project director(s). The building principal may also participate. Last year, 2008-2009, was the first time all buildings completed the evaluation of their site using these standards (in the past the FIPSE standards were used). Therefore, the building’s responses to the NCATE PDS standards Spring, 2009, will form a baseline for comparison with this year’s spring 2010, response. Further, in fall, 2009, buildings are going to be asked to review their NCATE PDS standards from last year and choose one or two areas to focus on improving during this academic year. They will be responsible for reporting on how they used this year to improve their site’s response to the targeted standards. Finally, the data is used to prepare summative evaluations of the entire partnership at the end of the year.

Teacher in Residence (TIR)
The Teacher in Residence program was piloted in the 2007-2008 school year. A teacher from Ohio County Public Schools taught at WLU in the Department of Professional Education. This program was successful as indicated by the evaluation of the instructor by both administration and students. Since that time, considerable promotion of the program has been voiced by WLU at PDS cross-site meetings. In contrast, teachers have voiced to the Steering Committee a reluctance to leave their classroom for a year. While WLU continues to promote the TIR program, we desire to respond to the needs of local teachers.

In response, WLU has created the Practitioner in Residence Program that utilizes the expertise of local teachers and educators in our partnership or other professionals to meet the specific needs of our WLU students within their professional education courses. This Program brings teachers or others within the Ohio County P-12 schools to WLU to present to the students within a specific course, information about a pre-determined topic of which they have expert knowledge. In the 2008-2009 school year, Rick Wormeli, a nationally renowned author on assessment, was brought to campus for a workshop on differentiated assessment. WLU student teachers, faculty, administration, and teachers from Ohio County Public Schools attended the workshop.

The Urban Experience
This program has been discontinued by the organization that sponsors the Urban Experience. At this time, WLU is considering other options that would provide teacher candidates the experience of working in diverse settings.

Teacher Cadet Program
The Teacher Cadet Program was formalized in the 2008-2009 school year. During the summer of 2008, a professor from the WLU Department of Professional Education and two teachers leading the cadet program attended a week-long seminar in South Carolina about Teacher Cadet Programs. Collaboration with a university was necessary for the high schools to receive funding to initiate their cadet programs.

In the past year, the cadet programs have been initiated and grown. At Brooke High School, there are seven students enrolled in the program for the 2009-2010 school year. At Wheeling Park High School, there are eight students enrolled in this, their second year, of the Teacher Cadet Program. Last year, there were three students enrolled. The teachers leading these programs are Dianne Lucero and Chris Harden respectively. At both schools, the coursework in the program has expanded during the past school year. Students now attend class for 90 minutes daily throughout the school year. This time includes field experience in the K-12 schools where they observe instruction and participate as instructors under the supervision of the classroom teachers.

Master of Arts in Education Program
During the 2008-2009 school year, 28 students were admitted to the Master of Arts in Education Program.

Year 2: (2009-10)
STRATEGY/UPDATE:

Strengthen technological support and integration within the programs of distinction.

Dental Hygiene received funding to enhance digital radiography equipment within their program. The new equipment will provide opportunities for students to be educated using the most up-to-date radiographic equipment and make them better prepared for employment. The Nursing program is continuing to work with the instructional technology specialist in developing online courses for the RN to BSN program. A new interactive electronic board was added to the classrooms used predominantly by Education students in order to provide
opportunities for these students to learn how to use the technology while enrolled in their undergraduate program.

**Increase budgetary support to the programs of distinction by at least five percent.**
In addition to the new equipment previously identified, each of these programs received funding for one new full-time faculty position, thereby, receiving more than a five percent increase in funding.

**Gain approval for national accreditation of our Exercise Physiology program by the American Society of Exercise Physiologists or the American College of Sports Medicine.**
As stated in a previous section, this accreditation from American Society of Exercise Physiologists was earned in May 2010. The faculty members in this program are beginning to address the recommendations made by ASEP. They were given several years to make the changes suggested.

**Continue work toward gaining approval for national accreditation of our Social Work program by the Council on Social Work Education.**
During 2009-10, HEPC approved the Social Work Bachelor’s degree program. A significant amount of time was spent recruiting and hiring the program director for the new Social Work Program for 2010-11. This action qualifies the program for pursuing candidacy for accreditation with the Council on Social Work Education.

**Expand efforts to gain new national accreditation for Business Administration program. Commence initial phases of the self-study process leading to national accreditation by ACBSP of our Business Administration program**
During 2009-10, significant efforts were made to hire terminally-degreed faculty for vacant and new faculty positions within the College of Business. Additionally, faculty teaching loads were adjusted to provide time for professional/scholarly activity for all terminally-degreed faculty members within the College of Business. Finally, an application was filed with ACBSP seeking candidacy status, and the program has been approved for candidacy.

**Initiate a more aggressive grant-writing/external fund-raising effort in support of the programs of distinction.**
During 2009-10, plans for a Research Corporation were completed, and WLU established this entity effective July 1, 2010 to better administer grants, to facilitate grant-writing and external fund-raising efforts. Board members have been named for this Corporation; a small number of staff have been hired, and plans are to develop operating procedures during the next year.

**Initiate review of plans to secure more highly qualified students in the programs of distinction. Utilize services of the Development Office to expand external fund-raising efforts**
Activities continue in an effort to create (or enhance) scholarships for these students and increase allocation of institutional funds.

**Community Outreach Update:**

**Education**
During the past school year, several new initiatives were established for the Elementary Education Program at West Liberty University. New partnerships were established or strengthened with schools/community organizations/camps, and campus-based activities were open to the larger community.
The following details the specific projects in the Elementary Education Program:

- **Night Owls Eagle’s Landing Day and Residential Camps in Coconut Creek, FL**
  Representatives from the Camps visited campus and presented to Education classes. As a result, ten students spent the summer in Florida working with the Camp

- **McNinch Elementary Special Education Summer Program**
  Several West Liberty University students in the Elementary Education Program were lead instructors in the summer program in Moundsville, West Virginia.

- **Children’s Museum of the Ohio Valley**
  Established new partnership to begin building internship and volunteer opportunities for elementary education program

- **Wheeling Country Day School**
  was added as a school partner and shared professional development activities were coordinated

- **Student National Education Association (SNEA)**
  Diabetes Walk and Fundraiser held on campus raised hundreds of dollars for research and highlighted the warning signs and dangers of this disease. The officers of SNEA are both Elementary Education majors
Nursing

The program involves students in the community in several ways: All levels of nursing students rotate through a variety of community-based agencies. Some of these include: Upper Ohio Valley Family Services working with Alzheimer’s clients, Brooke County Board of Education and Children with Special Needs Clinic. Additionally, students have learning opportunities with Healthways (working with clients experiencing chemical dependencies), Health Departments (working with clients of various socio-economic needs), Valley Hospice (working with clients experiencing end-of-life issues), various local schools and the school nurse (dealing with parent/child psychosocial issues). The school nurse practicum has been expanded to include: Marshall, Brooke and Ohio counties in West Virginia and Belmont and Jefferson counties in Ohio.

The Student Nurses Association (SNA) participates in various community activities. In the past year they have sponsored food drives, provide holiday donations to families in need, participated in community need-based fund raisers as the Relay for Life. Each year, the students attended and participated in Unity Day, a legislative activity sponsored by the West Virginia Nurses Association.

Nursing students are required to complete 2-3 community based projects throughout their three years. These projects are reported in their required graduation portfolio. Students participate in local Health Fairs and screenings.
All faculty members are involved with community outreach efforts. This includes: volunteering in local health fairs, blood drives and serving as guest speakers for local health organizations and community groups.

Year 3: (2010-11)

Strategy/Update:

Increase budgetary support to the programs of distinction by at least four percent. Utilize operational revenues to increase budgetary allocations to programs of distinction by at least four percent.

Budgetary support of the programs was achieved.

Initiate efforts to further increase number of nationally accredited programs and programs of distinction by commencing preliminary review of the Fine Arts programs or one additional academic program. Submit application for candidacy for accreditation of our Fine Arts programs by the National Association of Schools of Art and Design.

Accreditation efforts for the Fine Arts programs is ongoing and in the preliminary stages

Implement plans to secure more highly qualified students in the programs of distinction and aggressively recruit more highly qualified students, per increased admissions standards, in the programs of distinction

Admission standards for programs of distinction are unchanged.

Dental Hygiene Program: A self-study was completed during the spring 2010 semester. The American Dental Association Commission on Dental Accreditation conducted a site visit on November 2-4, 2010. At the Commissions August 4, 2011 meeting, the site visit report on the dental hygiene program sponsored by West Liberty University was reviewed and the commission adopted a resolution to grant the program full accreditation status without reporting requirements. The next site visit for the program is scheduled for 2017.

Education: Admission for the Teacher Education program includes the following criteria. Teacher candidates must have completed 45 hours of 100 level course work or higher, achieved at least a 2.5 overall GPA, passed the Reading, Writing, and Mathematics portions of the Praxis I (PPST), earned a “C” or better in the following courses, EDUC 100, EDUC 201, EDUC 207, ENG 101, ENG 102, and COM 101, and received a recommendation from at least one WLU faculty member. Once teacher candidates have received Admission to the program and completed all other prerequisite criteria, they are permitted to take the Curriculum and Methods BLOCK courses for Elementary majors, and the Curriculum and Methods and READ 302, Reading for the Content Area, for Secondary Majors.

For admission to Student Teaching, candidates must be admitted to the Teacher Education program, have achieved a 2.5 overall GPA and a 2.5 GPA for their specific content area, and have completed and passed a Content portfolio which is assessed by a faculty member in with expertise in the content area and based upon the specific area’s national standards.
In order to pass the student teaching experience, the teacher candidates must receive an Acceptable or higher on the Summative Assessment form completed by both their university supervisor and their cooperating teacher from the school in which they are student teaching. They must also complete and achieve Target on all aspects of the Professional Portfolio which is assessed on WLU Program Goals and Outcomes, WV Professional Teaching Standards, Praxis II Standards, and ISTE standards. Finally, the teacher candidates must receive Acceptable or above for the Mock Interview conducted at the end of the student teaching experience.

Social Work Program: Continue work toward gaining approval for national accreditation of our Social Work program by CSWE. Develop mid-range to final stages of the self-study review required for national accreditation. During the 2010-11 academic year, WLU hired an additional faculty member in Social Work. This faculty member also assumed the role as the Program Director. During this year the BSW Program faculty has focused their priorities in three areas:

- Curricular Development
- Initial Application for Candidacy
- Outreach to students and community agencies

Curricular development was a primary focus for the Social Work program. The faculty began the year identifying gaps in the curriculum and also how the curriculum supported the Council on Social Work Education (CSWE) competencies and practice behaviors. Upon review of the curriculum, the Social Work program submitted curriculum changes to the WLU Curriculum Committee for implementation in the 2011-12 academic year. These changes included adding an additional course to the major, changing course descriptions, prerequisites, and credit hours for courses. Additional activity of the faculty included a revision of the SW Program Goals.

During the spring semester, faculty continued their focus on curricular development, by completing a curriculum map based on the Social Work Program Goals, the CSWE competencies and the CSWE practice behaviors. The curriculum map identified content areas that needed enhanced in courses. As a result, the faculty utilized the newly approved course descriptions to revise the course learning outcomes and to develop a course matrix linking the course outcomes to CSWE Competencies, Social Work Program Goals, methods of assessment, and practice behaviors.

The Initial Application for Candidacy was submitted and approved by CSWE during the 2010-11. This approval will allow the Social Work Program to begin the candidacy process for the 2011-12 year. A portion of the material that is to be submitted in the candidacy process will include all of the changes mentioned in the Curricular Development section of this report.

Outreach to community agencies has been a major component of the Social Work Field Education Director. The Field Director visited social service organizations in throughout Ohio County and the immediate region. Through this outreach, the Field Education component of the Social Work program began developing a database for field placement sites. Field Education is considered to be a “signature pedagogy” of Social Work education and thus the recruitment, development and training of field agencies and field supervisors is a critical component to the success of the BSW program.

Additionally, the recruitment of students as social work majors is critical to the overall growth of the program. The Social Work Program Director has assumed responsibility for participating in University sponsored activities as well as working with local colleges and universities regarding transfer students. These efforts have contributed to an increase of over 70% in the number of students majoring in social work.

Gary E. West College of Business: Expand efforts to gain new national accreditation for Business Administration program. Undertake mid-range to final phases of the self-study process leading to national accreditation by ACBSP of our Business Administration program. The Gary E. West College of Business (WCOB) is pursuing additional international accreditation by the Accreditation Council for Business Schools and Programs (ACBSP). The membership dues are paid and the Preliminary Questionnaire for Accreditation has been completed and accepted. In addition, terminally qualified faculty are hired. The accreditation self-study is in progress and will be completed by the end of October 2011. A peer review team visit has been requested for February and is expected to be scheduled soon.
The programs in the WCOB have been designated as programs of distinction, and to recruit more highly qualified students the WCOB has hired a consultant to coordinate recruitment. The WCOB has not increased its admission standards.

Nursing Program: The budget for this program was increased more than four percent by the addition of another faculty position. The Program faculty and students continue to participate in many community service activities. Initial steps were taken to explore the development of a master’s degree in nursing program. Grant opportunities are being explored for the establishment of a simulation laboratory and a technician to create and administer clinical simulations to students at all levels of the program.

Year 4: (2011-12)
Strategy:
- Increase budgetary support to the programs of distinction by at least four percent.
- Utilize operational revenues to increase budgetary allocations to programs of distinction by at least four percent.
- Gain approval for national accreditation of our Business Administration program by ACBSP. Prepare and submit self-study report to ACBSP for national accreditation of Business Administration program.
- Continue work into the final stages of the self-study report to be submitted to CSWE for national accreditation of our Social Work program.
- Expand efforts to gain national accreditation for Fine Arts programs. Undertake mid-range to final phases of the self-study process leading to national accreditation by NASAD of our Fine Arts programs.
- Expand plans to secure more highly qualified students in programs of distinction.
- Secure additional external funds, through Development Office initiatives, to provide additional scholarships for highly qualified students in programs of distinction.

Year 5: (2012-13)
Strategy:
- Increase budgetary support to the programs of distinction by at least four percent.
- Utilize operational revenues to increase budgetary allocations to programs of distinction by at least four percent.
- Gain approval for national accreditation of our Social Work program by the Council on Social Work Education. Prepare and submit self-study report to CSWE for national accreditation of Social Work program.
- Gain approval for national accreditation of our Fine Arts programs by the National Association of Schools of Art and Design.
- Prepare and submit self-study report to the NASAD for national accreditation of Fine Arts programs.
- Initiate efforts to further increase number of nationally accredited programs and programs of distinction by commencing preliminary review of the Chemistry program.
- Submit application for candidacy for accreditation of our Chemistry program by the American Chemical Society.
- Expand efforts to secure more highly qualified students in programs of distinction.
- Secure additional external funds, through Development office initiatives, to provide additional scholarships for highly qualified students in programs of distinction.

c. Rationale: We have determined that above-average budgetary allocations will be needed to support the technology, instructional, and community-outreach needs of our existing programs of distinction. If the University is to continue to represent a high quality educational experience and to expand its interactions into the Northern Panhandle, it is further understood that we will need to increase our number of programs of distinction, primarily by increasing the number of national accreditations residing on this campus. While requiring additional budgetary support, such accreditations serve as yardsticks of academic quality, as incentives to student enrollment, and as entrées to community engagement solution.
B. Compact Reporting Elective Elements

1. Economic Growth (1) Promotion of Global Awareness

   a. Data: Describe any initiatives or developments relating to promotion of global awareness and international education.

      Goal from WLU Strategic Plan: Market WLU as a high quality, affordable institution of higher education. Establish a more challenging academic environment.

   b. Goals:

      Increase enrollment of international students by four over the five-year cycle.
      Increase number of domestic students who study abroad by five students over the five-year cycle.
      Increase faculty participation in FACDIS. Utilize the newly created i-Space (the center for internationalization at WLU) to increase Global Awareness to current students.

Year 1: (2008-09)

Strategies

Recruitment

In an effort to increase the international student population on campus, a new international student recruitment coordinator was hired in 2009. The number of international students increased from 5 to 9 over one year, and more students are expected to be recruited this year. The coordinator has been active in attending various workshops and recruitment events.

A specialized publication that addresses international students was created in 2009 and will help us to compete in different international markets. Through Hobson’s, we were able to continue advertising online on: www.useduguides.com; www.gradview.com; www.collegeview.com; www.collegeconfidential.com. An advertisement was placed in the printed guides: “USA Education Guide – Asia-Pacific Edition 2009” that will help us create a presence on the Asian education markets.

WLU appeared as well in the West Virginia Higher Education Policy Commission guide entitled: “Your guide to studying in West Virginia” that was distributed on the global education market.

We have been able to introduce WLU on the education market from Mexico through the Education USA Center from Monterrey, with whom we have developed a relationship. As well, through the 2009 National NAFSA Conference we were able to introduce WLU to different Education USA Advisors from the following countries: Ukraine, Mexico, Indonesia, Hungary, Romania, Pakistan, Nepal, Vietnam, Japan and Mexico.

Other recruiting efforts were conducted through visits to the local high schools that host exchange students and in Virginia, Maryland, and Washington D.C. by visiting community colleges that have international students and national education fairs in areas with an increase international population.

Other recruitment efforts including writing grants for programs that partially sponsor college exchange students to attend US universities for one academic year. Meetings with different organizations and embassies that have such programs were established during early spring of 2009. Also this year, WLU was selected for the first time to participate in the GLOBAL UNDERGRADUATE EXCHANGE PROGRAM IN EURASIA & CENTRAL ASIA, a Program of the Bureau of Educational and Cultural Affairs (ECA) of the United States Department of State, administered by IREX (International Research & Exchanges Board). Through this program, a sponsored international student from Ukraine will be attending WLU for the 2009-2010 year.

Budget

The campus internationalization committee received a $ 15,000 grant for the Study-Abroad in Turkey Program. It also received its first budget from the WLU to support the various international campus activities. In addition, it was awarded a $1000 mini-grant from HEPC in 2009 to increase global awareness activities.

Study Abroad Opportunities

During summer of 2009, two WLU students studied abroad in Turkey. Upon their return they offered the following comments, “This is the greatest experience, and I’m a person who can really appreciate things. I’m learning so much, my head is getting heavy. The classes are great. I could never have imagined this would happen. Thanks so much.” “My time in Turkey was the highlight of my life! I had a fabulous time and will never forget how great it was! Thank you SO much for making this possible!”

The students were sponsored through a grant received from HEPC. Another WLU student had the chance this summer to study abroad through the Study Abroad in Canada Program sponsored by HEPC. He remarked, “I
absolutely loved it and recommend it to anyone in the future. I really learned a lot about the country and I am following up on the French language by studying it at the university.” WLU will be increasing its efforts to be involved in the International Student Exchange Program (ISEP). Two members of the Campus Internationalization Committee have attended meetings on this initiative. Moreover, some exchange agreements between WLU and foreign institutions are planned for the coming years.

In addition, a grant proposal has been submitted to WLU president to seek support for our study abroad program for 2009-2010 “Appalachia Meets Himalaya: Study Abroad Program in Nepal”.

Internationalization Efforts within the College of Business
The College of Business at West Liberty has been very proactive in implementing globalization into its curriculum. Since the mid-1990’s, every student majoring in any business field has is required to take the three-hour course International Business. It is taught by one of our faculty, a native of Nepal. During summer school, International Business is taught by another professor. This individual is a well-seasoned international traveler. Besides the required course, globalization has been included as a recurring theme in many of the core business courses required of all business majors. The College of Business is in the pre-planning phases for an MBA that is exploring a large international focus.

Faculty Led Trips
Two faculty members have led trips to Europe to expose students to international travel, culture and experiences. A group of 17 individuals toured London, Normandy and Paris in March 2007. During May 2009, these faculty members led a group of students to Venice, Florence and Rome. During summer 2009, a faculty member escorted two students to attend courses in Turkey. Planning is currently in the early stages for a 2011 trip to either the British Isles or Greece.

Foreign Languages
Russian and Spanish languages have been taught at the school for years. WLU hired a new faculty member to teach French. Also a great asset for WLU, is the sponsored UGRAD international student (exchange student for 2009-2010 at WLU) from Ukraine that volunteered to be teacher assistant of Russian language.

Conferences and Workshops
During summer 2008, the Chair of our International Committee participated in the week-long international NAFSA conference sponsored by the HEPC. In February 2009, the University sponsored one faculty member to participate in a one week trip to Mexico. The purpose of the trip was to expose faculty to the opportunities offered by ISEP and to visit universities in Monterrey and Guanajuato. Trip participants took an active role in student recruiting at an international fair. West Liberty’s Director of International Student Recruitment, sponsored by the HEPC, also participated in this event. Two campus internationalization committee members attended a study abroad workshop in Canaan Valley. Two other faculty members attended the annual workshops sponsored by the Consortium for Faculty and Course Development in International Studies (FACDIS), Morgantown, West Virginia. One of our senior emeritus faculty received the “Cyrus Vance Award for International Education.

International Activities on Campus: Various international activities have been offered at the center for internationalization, i-space, Chapel Social Room, Academic Sport and Recreation Center and Alumni Room at the Student Union for the WL community. The activities included the international film series that offered 10 international movies and Travelogue series that offered 9 presentations. The campus internationalization committee also sponsored the celebration of its first International Education Week and first WLU Diversity Day. In addition, West Liberty International Club was formed and made i-Space their home. The West Liberty International club is a multicultural/international organization that supports the welfare of international students and facilitates interaction between American students and international students at West Liberty University. The students who studied abroad this year are expected to share their experience with WLU and local community. Increasing the international activities on campus is one of WLU goals.

Year 2: (2009-10) Strategy/Update:
Continue writing and submitting proposals to get the required funds for the study abroad programs and the activities to promote global awareness.
Three new faculty members joined the Campus Internationalization Committee.
The Internationalization Committee and the International Club sponsored WLU’s second diversity luncheon event. WLU celebrated International Education Week (IEW).
The International Film Series included a total of 11 movies, and a Travelogue series offered six different presentations from international students, staff, faculty and an international guest speaker. Examples of other activities include the International Food Festivals, Culture Fairs, Tea Ceremonies, Foreign Country Presentations.
(on- and off-campus), and Community Picnics. Our activities have been promoted using email, Facebook, the University newspaper, FACDIS newsletter, WLTV-14, Wheeling newspaper and radio, the Bureau of Educational and Cultural Affairs, the U.S. State Department, and WLU Website. **Continue to utilize the WL Admissions web page to recruit prospective international students.** Increasing international activities on campus is one of WLU’s goals. We are still working on improving the current website and creating new sections devoted to advertising and promoting activities, events, and programs, including study-abroad opportunities.

Students who studied abroad last summer in Turkey made presentations on- and off-campus. The International Committee and International Club participated in the University Open House. A new faculty member from South Korea joined our Social and Behavioral Sciences Department. The History Club is focusing upon medieval Europe in their activities and campus presentations.

**Increase the number of West Liberty faculty members attending FACDIS workshops**

More WLU faculty members (17) are members of FACDIS (WV Faculty and Course Development in International Studies), and several attended the FACDIS 29th Annual Conference, “Emerging Economies: The Post-American Century,” at WVU.

**Evaluate the International Student Recruitment and enrollment process.**

Our recruitment this year exceeded our expectations. At the beginning of 2008-2009 AY, we had a total of nine international students. At the end of the 2009-2010 AY, we increased to 15 international students. This increase was due to the efforts of faculty and the Admissions staff. We continue to market WLU in publications that target international students. WLU conducted a recruitment presentation to 40 prospective students at the U.S. Educational Foundation in Nepal in the spring of 2010. Recruitment efforts were conducted at local high schools that host exchange students, and we participated in educational fairs in Pittsburgh and Washington DC.

West Liberty has created programs designed to assist our international students with transition into College. Freshmen orientation includes sessions for international students, and we have an extended orientation course during their first semester.

**Explore opportunities to collaborate with other institutions concerning international education, global awareness, foreign languages and study abroad. Seek overseas recruitment opportunities.**

WLU participated in the HEPC sponsored international student recruitment tour to Turkey. WLU was also able to participate at the Henan China Expo in Zhengzou, a two-day expo providing recruitment opportunities with 400 students. During the same trip, we investigated exchange programs with Henan University and Zhejiang Normal University, and discussions are on-going.

During the WLU-sponsored internship in Nepal, a faculty representative from our College of Business met with representatives from Kathmandu University to explore future collaboration in the areas of study abroad and exchange programs.

The College of Education founded the International Center for Teacher Excellence (ICTE). The goal of the Center is to provide an international forum for ongoing international research, interaction, discussion, publication, and implementation of best practices in teaching. Collaboration between WLU and Zhejiang Normal University is being developed through ICTE, and summer internship/study-abroad opportunities for Education majors have been finalized through ICTE.

**Increase the number of events offered to promote global awareness to current WLU students utilizing i-space, the Center for Internationalization.**

The expansion of foreign language offerings at WLU created several initiatives that will promote global awareness. A French minor program was approved in January 2010, and the courses emphasize contemporary French civilization, speaking proficiency, and francophone business and non-governmental organizations. The College of Education is initiating a French education program that will adhere to NCATE guidelines and will emphasize global awareness. A new partnership between the École Internationale Robert Schumann and ICTE was established that will allow Education students to complete some of their teaching field experience abroad in Strasbourg.

In February 2010, WLU received the Cyrus Vance Award. This grant will fund a collaborative project for students at WLU, John Marshall High School, and a high school in France. This collaborative project will provide interaction between international students attending WLU, students attending John Marshall High School, and high school students in France.

WLU is developing a study abroad program in France. Participating students will stay with French families and have the opportunity to enroll in intensive French courses. The program will include numerous excursions, including a trip to Paris.
In the summer of 2009, we had two students interning in London through the Washington Center, and in the summer of 2010, we had two students interning in Nepal. The internships were made possible through funding from WLU.

**Internationalization Efforts in the College of Business**

The College of Business received approval from the HEPC for the Intent-to-Plan for an Master’s Degree in Business Administration with an international emphasis. The College of Business hosted the Emerging Minority Business Leaders (EMBL) program in the summer of 2010, and individuals from many diverse culture participated. The College of Business recently hired a new faculty member from South Korea. A total of three international faculty are staffed in the College of Business. The College of Business recently incorporated International Financial Reporting Standards (IFRS) into its accounting curriculum.

**Budget for the study abroad program and activities to promote global awareness**

Two WLU students who completed their study abroad in Turkey were sponsored by a $15,000 grant from the HEPC. A $14,000 grant proposal was funded by WLU to support our study abroad and global awareness efforts for 2009-2010.

**Year 3: (2010-11) Strategy/Update:**

- **Increase the number of events offered to promote global awareness**
  The Campus Internationalization Committee (CIC) received its third budget of $1000 to support events offered to promote global awareness. Activities to promote global awareness include: the CIC and the International Club sponsored WLU’s third Diversity Luncheon, an international film series, an International Food Festival, Culture Fairs, Tea Ceremonies and Country Presentations (on- and off-campus) and a travelogue series of 12 presentations from international students, staff, faculty and an international guest. Activities are promoted through email, Facebook, *The Trumpet*, FACDIS Newsletter, WLTV-14, newspaper, radio, Bureau of Educational and Cultural Affairs, and U.S. State Department.

- **Celebrating the yearly International Education Week (IEW)**
  The campus Internationalization Committee and the International Club offered week-long activities to celebrate International Education Week. The activities included French and Spanish movies and various presentations about Algeria, Tunisia, Egypt, Lebanon, Jordan, Kazakhstan, India and Nepal.

- **Increase the number of West Liberty faculty members attending FACDIS workshops**
  More WLU faculty members (17) are now members of FACDIS. Many members attended the FACDIS’ 30th Annual Conference, “Half the Sky: Turning Oppression into Opportunity for Women Worldwide” hosted by West Virginia University.

- **Study Abroad:**
  Although still less than 1% of our students study abroad, WLU had a relatively successful year. WLU partially sponsored more than 20 students (compare to 4 last year) to study abroad. West Liberty students studied in France, England, Italy, Germany and China.

- **Study abroad budget and activities to promote global awareness:**
  Efforts are ongoing to secure funding. Investigate opportunities associated with establishing a Center for International Studies:
  The International Center for Excellence in Education was formed in February 2010 to promote international exchange and dialogue on best practices. Initiatives are open to all WL faculty and students and include study abroad, internships abroad, employment opportunities abroad, student exchange, a writing competition, and live Skype from classes in various countries. Affiliates of the Center include: U.S. Department of Defense, Zhejiang Normal University China, and Kakenya Center for Excellence Kenya, Johns Hopkins Center of Family-School Partnerships, and the Music Conservatory in Florence. The center director traveled to China and Africa to establish these alliances. In the summer of 2010, a contract was signed between West Liberty University (WLU) and Zhenjiang Normal University China (ZJNU) allowing for 20 ZJNU students to study annually at WLU, and 18 ZJNU students are registered.

WLU is in the process of developing a Center of International Education and Research to actively and efficiently promote international and intercultural understanding and to enrich the academic and cultural environment of the University by facilitating the exchange of people and ideas. The Center will consist of three offices: International Students, Study Abroad Experiences, and Research in International Education.
Diversity: Activities include: An international speaker from Rwanda who is a genocide survivor, the Muslim Student Association (MSA) offered presentations to the community, and the Theatre department presented the "Laramie Project.

Year 4: (2011-12) Strategy:
- Expand the content of internationalization and globalization in the curriculum.
- Prepare a Foundation grant proposal for funding of domestic students who study abroad.
- Increase the number of events offered to promote global awareness at “i-Space”, the center for Internationalization.
- Increase the number of West Liberty faculty who attend the annual workshops of the Consortium for Faculty and Course Development in International Studies (FACDIS) hosted by West Virginia University
- Explore the possibility to change current courses or to add new curriculum to include international education and global awareness.
- Assess effectiveness of efforts to sustain internationalization programs through ongoing institutional and foundational support.

Year 5: (2012-13) Strategy:
- Increase the number of events offered to promote global awareness at “i-Space”, the center for Internationalization.
- Increase the number of West Liberty faculty who attend the annual workshops of the Consortium for Faculty and Course Development in International Studies (FACDIS) hosted by West Virginia University
- Assess the effectiveness of efforts to sustain internationalization programs through ongoing institutional and foundational support.

c. Rationale: At no time in history has global awareness and experience been as important as it is for today’s students who are preparing for work in the 21st Century. Considering the demographics of the region from which we draw the majority of our students, the homogeneity of our faculty, and our geographic location, West Liberty University intends to ensure that our students develop an awareness of the importance of cultural diversity in a global context. In order to accomplish this, we will facilitate and encourage student participation in experiences that reflect the value of diverse voices and different perspectives. Our selection of this goal and objective under the elective elements regarding economic growth reflects this institution’s commitment to creating opportunities for students to obtain the knowledge and experience needed to compete in this new global economy.
B. Compact Reporting Elective Elements

II. Access (3) Educational Services to Adults
   a. Data: Describe educational services to adults (25+).
      
      **Goal from WLU Strategic Plan:** Extend WLSC into the community to meet continuously changing needs of our customer

   b. Goal: Increase adult enrollment by 40% (over the 2007-08 baseline of 324) over the five-year cycle.

Year 1: (2008-09) Strategy:
Master of Arts in Education courses began in October of 2008. Twenty seven students were enrolled in the program during the 2008-09 academic year.
Spring 2009 semester courses at the West Liberty Warwood Center, with available seating, were made available to adult students who had never attended college, or had not completed a degree program. Fourteen individuals applied for the “Try College” Program, with nine actually enrolling. These students did not pay for the courses, as a special fund from the WLU Foundation covered the tuition and fee expenses.
Radio and print ads announcing course offerings at the WLU Highlands Center began running in July of 2009. These ads focused on adult students being able to start, and/or begin a college degree by enrolling in classes at the Highlands Center. A PSA campaign is still currently in the planning stages utilizing WLU television Channel 14 (part of the Comcast cable system). Once completed, these ads will be provided to local radio stations for airing.

Year 2: (2009-10) STRATEGY/UPDATE:
**Establish Criminal Justice course offerings at The Highlands**
Due to faculty changes in the Criminal Justice Department, there were not as many CJ courses at the Highlands as desired. It is anticipated that expanded criminal justice course offerings will occur in coming years.

**Admit second cohort to Master of Arts in Education Program**
The second cohort to the Master of Arts in Education Program was admitted.

**Begin offering courses at The Highlands Education Center**
In the fall of 2009, and the spring and summer of 2010, a wide variety of courses were offered at the Highlands Center including upper- and lower-level, general studies, and major-field specific courses. During the three terms, approximately 1,340 students took courses at the Highlands Center. We are working to further develop the RBA and Bachelor of Applied Science (BAS). These programs are under the aegis of the newly initiated Highlands Center headquartered School of Professional Studies, which focuses on continuing education programs.

Year 3: (2010-11)
**Strategy/Update:**
Complete of Intent to Plan for proposed second graduate degree program
Increase online course offerings
Evaluate the initial graduate program
Graduate the first cohort from MA in Education Program
Consider accelerated program formats for selected programs
Emphasize the RBA program and the Bachelor of Applied Science Program

The RBA program grew by 17 students (33%) from 2009/2010 to 2010/2011. The RBA Program has been enhanced by approval and scheduling of new Professional Studies (PS) courses, which are all upper-level, are scheduled in accelerated formats, including on Saturdays, and fulfill General Studies requirements in select areas. Also, the RBA program has benefitted from a continued increase in the number of on-line courses. The BAS Areas of Emphasis were assessed by various departments and some were terminated. The BAS Program will continue to be evaluated during the coming years.

Another adult degree completion program began in fall 2010. This is a cohort-based Bachelor of Organizational Leadership and Administration (BLA) program. All of the courses in this program are on Saturdays, and all of them have an accelerated delivery format; many of the courses are also “blended” with in-seat and on-line aspects. Cohort #1 began in Oct. 2010, Cohort #2 in Jan. 2011, and Cohort #3 is scheduled for start-up in Sept. 2011.
Year 4: (2011-12) Strategy:
- Initiate second Graduate Degree Program
- Establish one degree program in an online format
- Admit the first cohort to the Physician Assistant Program
- Graduate second cohort from MA in Education Program

Year 5: (2012-13) Strategy:
- Contact eligible inactive students who have completed 85+ credits, but not completed a degree for readmission
- Admit the second cohort to the Physician Assistant Program
- Establish third graduate program in Business Administration, Nursing, or Environmental Science

II. Access 3. Educational Services to Adults

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<thead>
<tr>
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<tr>
<td>Headcount Enrollment of adult students</td>
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<td>Number of graduates in RBA and other programs targeted to adults</td>
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<td>86</td>
<td>94</td>
<td>104</td>
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<tr>
<td>Number of classes offered on evenings and weekends</td>
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<td>91</td>
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<td>96</td>
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<td>Percentage of classes offered on evenings and weekends</td>
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<td>0.10</td>
<td>0.11</td>
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<tr>
<td>Number of classes offered through distance learning</td>
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<td>0.03</td>
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<td>Number of student credit hours generated through distance delivery by adult students</td>
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<td>Number of students awarded HEAPS funds</td>
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<td>34</td>
<td>35</td>
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<tr>
<td>20% increase over the 5-yr cycle</td>
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</tbody>
</table>

c. **Rationale:** Provide for the educational needs of the Ohio Valley adult population by offering graduate education, expanding accelerated degree programs, increasing online course offerings, and improving accessibility to educational services. Increased opportunities for graduate education, alternate content-delivery systems, degree completion programs, and the opening of the Highlands Education Center should facilitate the enrollment of adult students. These initiatives should lead to enrollment growth of adult students and increase the graduation rate for the institution.
B. Compact Reporting Elective Elements

III. Cost and Affordability (5) External Funding

a. Data: Describe plans to increase institutional funding from non-state sources.

Goal from WLU Strategic Plan: Extend WLU into the community to meet continuously changing needs of our customers.

b. Goal: Develop an internship program within the College of Sciences that will include eight students as participants over the five year cycle. Raise a minimum of $100,000 over the five year cycle that will generate an additional $100,000 or more from the “Bucks for Brains” Matching Program that will be used for research activities in STEM fields that will utilize interns.

Year 1: (2008-09) Strategy: Financial Plan and Cost Sharing

West Liberty University is developing an aggressive campaign designed to leverage long-term funding for the sciences. The establishment of a “STEM campaign committee” for the RTF Grant Program is integral to successful fund-raising and future directions for the sciences. Currently WLU utilizes a Health Professionals Advisory Committee comprised of medical and health sciences professionals within the region, some alumni, some not, but all with interests in the growth of STEM education at WLU. The WLU Foundation, Inc. will develop a STEM campaign committee to direct and oversee all fund-raising efforts for the sciences. The committee will consist of 14 individuals, eight will be alumni, four will be representatives of local industry, and two will be current faculty members within the sciences. The honorary chair of the committee will be the former President of West Liberty University, who previously served as a professor of Chemistry and department head. He is also an alumnus of the institution. His association with WLU extends over 50 years. Faculty members will serve as communication bridges between the needs of the STEM programs and the determination of suitable future benchmarks by the campaign committee.

The established committee will identify potential donors and contact those persons in regard to the opportunity presented by the RTF Grant Program. Through this contact, specific gift opportunities will be proposed to the potential donors, e.g., student stipends and equipment needs. At least three prospects for each opportunity will be identified. An emphasis will be placed on those alumni employed by matching gift corporations in order to leverage their contributions. Student stipends resultant from the RTF Grant Program will be awarded at $3000 per fiscal year as one-year, competitive grants. The number of stipends will be based on monies donated with the anticipation that as donations increase; the number of stipends available will increase. Projected caps on the number of stipends awarded in any one fiscal year will depend primarily on monies available, openings for student researchers within the projects on-going at WLU (currently a maximum of 10 potential spaces is projected but will vary dependent on year), and interests of students. Specific donations for high-end instrumentation will be logged similarly. Through this strategy, WLU expects to raise $100,000 in de novo funds within the 5-year period. With matching funds through the RTF, WLU will have access to $200,000 to fund student stipends and high-end instrumentation purchases; the majority of the monies will be used for student stipend support, $150,000.00, while the remainder will be earmarked for instrumentation purchases.

Year 2: (2009-10) STRATEGY/UPDATE:

Advisory panel will monitor the internship program and review internship finances.

Develop a STEM campaign committee. Investigate benefits of establishing a centralized office of internships

During the 2009-10 AY, we developed a STEM campaign committee to help identify potential donors interested in STEM activities.

Raise $25,000 from individuals, corporations and foundations.

Cultivate donor prospect list consisting of individuals, corporation and foundations that have an interest in STEM activities.

A new Development Officer was hired who is identifying individuals and corporate donors interested in STEM fields. As a result of these efforts, two STEM grants have been submitted totaling over $500,000. Although we did not reach our goal to raise $25,000 during 2009-10, we did raise $15,500 as a match for the “Bucks for Brains” grant.

Select two STEM student interns

In an effort to most effectively use funds raised toward the “Bucks for Brains” match, we did not pick two STEM student interns during the 2009-2010 academic calendar, and we lowered the number of interns to be supported per year to approximately one.
Year 3: (2010-11)
Strategy/Update:
Select four STEM student interns: Fifteen STEM student interns were selected, and these paid interns were involved in several different fields which included, but were not limited to, crayfish studies, tomato genetics, statins and cardiovascular disease, microbial phylogenetics, and cytochrome p450 studies.
Advisory panel will monitor the internship program and review internship finances.
Although we did not form an advisory panel to monitor the internship program a better situation has arisen in that all STEM faculty are involved in monitoring internships.
Raise $25,000 from individuals, corporations and foundations: WLU has raised $40,530.00 in actual dollars and pledges from individuals, corporations and foundations. During the past year $25,030.00 was raised.
Cultivate donor prospect list consisting of individuals, corporation and foundations that have an interest in STEM activities. Through the efforts of the Development staff and in collaboration with the Dean of the College of Sciences, we have cultivated a donor prospect list consisting of individuals, corporations and foundations. During fiscal year 2010-2011, we recruited a College of Sciences Advisory Committee, which met in July and continues to be actively involved in the College of Sciences, especially in support of the construction of our new Health Sciences Building project. We also had more than 100 donations from individuals, 35 donations from corporations and 2 donations from foundations directed to the College of Sciences in support of initiatives including Bucks for Brains and the construction of the new building.
Explore expansion of the teacher education programs into STEM fields to better provide middle and secondary teachers: WLU is in the process of updating the Biology, Chemistry and General Science education curriculum. These revisions will streamline the curriculum and promote the expansion of middle and secondary teachers for STEM fields.

Year 4: (2011-12) Strategy:
Select six STEM student interns.
Advisory panel will monitor the internship program and review internship finances.
Raise $25,000 from individuals, corporations and foundations.
Cultivate donor prospect list consisting of individuals, corporation and foundations that have an interest in STEM activities.

Year 5: (2012-13) Strategy:
Select eight STEM student interns.
Advisory panel will monitor the internship program and review internship finances.
Place funds in an endowment restricted to the student interns engaged in STEM activities.
Raise $25,000 from individuals, corporations and foundations.
Cultivate donor prospect list consisting of individuals, corporations and foundations.
Advisory panel will develop criteria for the endowment that will be created for the continued funding of student internships.

c. Rationale: Internships provide the opportunity to offer students a “real life” experience in their STEM field. An internship program contributes to more effective marketing and recruiting efforts of the college which will help increase enrollment. The Bucks for Brains program will give the college the opportunity to expand research based activities at the undergraduate level. Paid internships will attract high quality students who are pursuing STEM fields. These internships will help West Liberty University to be very competitive in recruiting students who otherwise may be attracted to larger colleges or universities.
B. Compact Reporting Elective Elements

IV. Learning and Accountability (7) Expansion of graduate/postdoctoral education

a. Data: Describe the extent and scope of current outreach in graduate and postdoctoral education, include resource implications.

Goal from WLU Strategic Plan: Establish a more challenging academic environment. Extend WLSC into the community to meet continuously changing needs of our customers.

b. Goal: The University will offer graduate programs to meet the needs of our service-area constituencies in terms of career-path enhancement, employer priorities, workforce development, economic development, and professional opportunities.

Year 1: (2008-09)

Strategy:

In fall 2008, West Liberty University initiated its first graduate program, a master’s degree in education. In preparation for this program, the University completed the establishment of admissions policies and procedures for graduate students. The first course was offered in fall 2008 to the initial cohort of graduate students. Efforts to recruit the second cohort of students have included additional marketing of the MA in Education Program through newspaper and radio ads and through direct mail to prospective students and school-board central offices. Financial-aid services have been expanded to provide for graduate students.

The Higher Learning Commission granted West Liberty approval for a Change in Institutional Status. As of May 3, 2009, the institution became West Liberty University.

Further discussion and analysis of data collected led to the decision to establish a master’s degree in business administration, independent of Marshall University or any other university. The Dean and faculty in the College of Business are planning for this new graduate program.

Presently, the preliminary review and analysis of future graduate programs in healthcare have led to plans to establish a graduate level physician assistant program. The Intent to Plan for this Program has been accepted by the Higher Education Policy Commission. Interviews are being completed to hire the Program Director, and an accreditation site visit is set for June 2010.

Further investigation will be done to determine the need for graduate programs in the areas of nursing, nurse practitioner, and/or nurse anesthetist.

Year 2: (2009-10)

STRATEGY/UPDATE:

The MA in Education Program has shifted from a lock-step cohort model to a “fluid cohort.” Thus, allowing students to enter and stop-out as they wish. The current number of graduate students enrolled is 42. The first class will graduate in December 2010.

WLU decided to propose a Master of Science in Physician Assistant Studies Program as its second graduate program. It was approved by the HEPC during this past year. The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) conducted a site visit in June 2010 and will be rendering a decision in September 2010 regarding the program’s ability to admit students in 2011. As reported last year, a decision was made to establish a master’s degree in business administration, independent of Marshall University or any other university. The Intent to Plan was approved by HEPC in July 2010. The Dean and faculty in the College of Business are developing the full program proposal for this new graduate program.
Year 3: (2010-11)
Strategy/Update:
- Graduate first cohort from MA in Education Program.
- Submit detailed follow-up report to HLC on efficacy of the MA in Education Program
- Implement initial course offerings for first cohort in first graduate healthcare program
- Conduct detailed assessment of all aspects of MA in Education Program
- Prepare follow-up report to HLC regarding critical elements of the MA in Education Program
- Market/promote first graduate healthcare program through newspaper and radio ads and through direct mail to prospective students and healthcare providers and admit first cohort to first graduate healthcare program

West Liberty graduated 26 students in the MA in Education Program in 2010-11. A Progress Report on the MA in Education Program was submitted to the Higher Learning Commission in September of 2010. West Liberty was notified by the Commission in April of 2011 that the Progress Report was accepted, and the University received its official HLC Statement of Affiliation. No further reports are required. The next University-wide HLC Comprehensive Evaluation is scheduled for 2017-18.

A Master of Science in Physician Assistant Studies is in the evaluative stage. A site visit by the ARC-PA was scheduled for July 2011 and we were officially granted provisional accreditation. A site visit of the HLC is scheduled for December 5-6, 2011. If approved, West Liberty will admit students to the program in July of 2012.

West Liberty is in the initial stages of planning for a new MBA program.

Year 4: (2011-12) Strategy:
- Graduate second cohort from MA in Education Program
- Develop and gain approval from HEPC and HLC for a second graduate healthcare program
- Admit second cohort to first graduate healthcare program
- Hire experienced healthcare educational administrator to direct total program development for a second graduate healthcare program
- Earn approval from HEPC and HLC to offer a second graduate healthcare program

Year 5: (2012-13) Strategy:
- Graduate first cohort from first graduate healthcare program
- Submit detailed follow-up report to HLC on efficacy of first graduate healthcare program
- Implement initial course offerings for first cohort in second graduate healthcare program
- Develop and gain approval from HEPC and HLC for an MBA Program
- Conduct detailed assessment of all aspects of first graduate healthcare program
- Prepare follow-up report to HLC regarding critical elements of the first graduate healthcare program
- Earn approval from HEPC and HLC to offer an MBA Program
- Market/promote second graduate healthcare program through newspaper and radio ads and through direct mail to prospective students and healthcare providers
- Admit first cohort to second graduate healthcare program
- Initiate preliminary planning for possible graduate degree in Environmental Sciences

c. Rationale: We have determined that a significant need exists within the Northern Panhandle and the immediate Tri-State area for affordable, accessible, and high quality graduate programs in the areas of teacher education, healthcare, and business administration. The College already has a strong and positive public image in all three areas because of the performance of our undergraduate programs in those academic disciplines. All three programmatic areas already hold national accreditations at the undergraduate level. The natural evolution, reflected through the above-listed goals from our institutional strategic plan, would involve working to meet the educational and career-path needs of our regional constituencies through graduate-level programs. Such academic programming also addresses broader needs in terms of economic development and workforce development within our service area.
B. Compact Reporting Elective Elements

V. Innovation (11) Research and External Funding

a. Data: Describe efforts to promote and expand academic research and development.

**Goal from WLU Strategic Plan:** Generate, maximize and wisely utilize sufficient financial resources to fulfill the mission and vision of the College

b. Goal: Increase external funding for research by 11% over the five-year cycle

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<th>Year</th>
<th>2007-08</th>
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<th>2009-10</th>
<th>2010-11</th>
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**Year 1: (2008-09)**

**Strategy:**
- Year one has been a productive year for the College of Sciences.
- We have received multiple research-oriented grants that involved a minimum of 25 undergraduate students.
- We received a $34,000 grant (matched with a $28,000 grant from the WLU Foundation) from WVEPSCoR/HEPC for Summer Undergraduate Research Experience.
- Further, two grants were received from Federal NCRR/WVINBRE for a total of $300,000 for 2008-2009.
- Also, a grant was received from Federal WVNASA for $22,000 that funded four different undergraduate-driven research projects.

**Year 2: (2009-10) STRATEGY/UPDATE:**
- Continue to develop proposals and receive federal and state grants. Grants may be submitted to multiple funding agencies (WVEPSCoR, Bucks for Brains, NIH, NSF, WVNASA and American Heart).
- Year two continued to be a productive year for the College of Sciences.
- We received multiple research-oriented grants that involved a minimum of twenty-seven undergraduate students.
- We received a $34,000 grant (matched with $30,000 from WLU) from WVEPSCoR/HEPC for Summer Undergraduate Research Experience. Further, four major grants were renewed from the Federal NCRR/WVINBRE for a total of $325,000 for 2009-2010.
- Also, a grant was received from Federal WVNASA for $22,000 that funded four different undergraduate-driven research projects.
- Received $10,000 from the West Virginia Department of Natural Resources.
- The Dental Hygiene program received a $50,000 HRSA grant.
- Apply and receive a WV “Bucks for Brains” grant. The “Bucks for Brains” program will give the University the opportunity to expand research-based activities at the undergraduate level. This will provide the University with a more effective recruiting tool to attract high quality students majoring in STEM fields.
- We raised $15,500 as a match for the “Bucks for Brains” grant.

**Year 3: (2010-11)**

**Strategy:**
- Develop proposals and receive federal and state grants. Grants may be submitted to multiple funding agencies (WVEPSCoR, Bucks for Brains, NIH, NSF, WVNASA and American Heart) and seek out new funding agencies.
- Year three was an extremely productive year for the College of Sciences.
- We received multiple research-oriented grants that involved a minimum of thirty-three undergraduate students.
- Three major grants were renewed from the Federal NCRR/WVINBRE for a total of $285,000 for 2009-2010.
- We also received grants from WVNASA, WVDNR and VADNR totaling $103,000 and two instrumentation grants from WVEPSCoR totaling $26,000. This surpasses our goal of $366,600 in external funding.
- A new Biologist was hired who brings with him a two-year $250,000 NIH grant that will involve undergraduate students.
Year 4: (2011-12)
Strategy:
Develop proposals and receive federal and state grants. Grants may be submitted to multiple funding agencies (WVEPSCoR, Bucks for Brains, NIH, NSF, WVNASA and American Heart) and continue to seek out new funding agencies

Year 5: (2012-13)
Strategy:
Develop proposals and receive federal and state grants. Grants may be submitted to multiple funding agencies (WVEPSCoR, Bucks for Brains, NIH, NSF, WVNASA and American Heart) and continue to seek out new funding agencies

c. Rationale: Provide state and federal dollars for research directed towards improvements in quality of life and possible positive impacts on economic elements.
## Institutional Compact Reports, 2007-2012 with Goals

<table>
<thead>
<tr>
<th>West Liberty University</th>
<th>Measure</th>
<th>Base Year</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2007-2008</td>
<td>Year 1 Actual</td>
</tr>
<tr>
<td>1a</td>
<td>Total Fall Headcount Enrollment*</td>
<td>2,405</td>
<td>2,513</td>
</tr>
<tr>
<td>1b</td>
<td>Annualized FTE Enrollment*</td>
<td>2,096</td>
<td>2,149</td>
</tr>
<tr>
<td>2a</td>
<td>1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>2b</td>
<td>Avg Retention Rate of Institution Peers (median)*</td>
<td>64.0</td>
<td>65.0</td>
</tr>
<tr>
<td>3a</td>
<td>Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*</td>
<td>45</td>
<td>47</td>
</tr>
<tr>
<td>3b</td>
<td>Graduation Rates, including those transferring out and completing degrees at other institutions**</td>
<td>42.6</td>
<td>35.9</td>
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<tr>
<td>3c</td>
<td>Avg Graduation Rate of Peers (Median)*</td>
<td>36.0</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>Degree Production**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>31</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>Associate</td>
<td>365</td>
<td>350</td>
<td>336</td>
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<tr>
<td>Bachelor</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>1st Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Degrees</td>
<td>396</td>
<td>382</td>
<td>372</td>
</tr>
<tr>
<td>5</td>
<td>Number of undergraduate degrees in STEM &amp; Health Fields***</td>
<td>22</td>
<td>33</td>
</tr>
</tbody>
</table>

* IPEDS data  ** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as “NSF LSAMP”, “NSF +” and “Technology.”