TO: West Virginia Higher Education Policy Commission

FROM: Executive Committee

   West Liberty University Board of Governors

DATE: October 14, 2015

RE: Approval of 2015 Update of West Liberty University Institutional Compact

On this date, the West Liberty University Board of Governors unanimously approved the 2015 Update of West Liberty University’s Institutional Compact.

George G. Couch, Chair

West Liberty University Board of Governors
Access

Enrollment:

Fall Low-Income Student Headcount = 985

West Liberty enrollment is expected to continue to decline for at least one more year, but probably two. Student enrollment in feeder high schools and community colleges is on a downward trend, but is expected to improve in the next couple of years. Our new student population has declined from 800 to 550, and as a result, our continuing student population has decreased.

We anticipate that graduate enrollment numbers will continue to increase over the next few years, especially as we introduce new graduate programs in business, criminal justice, and dental hygiene.

Success

Developmental Education:

It is expected that since we have incorporated developmental education into a student’s regular college-level course, that more students who placed at the developmental level will complete their college-level math and English courses. These curriculum changes are suggested best practices and have only recently been implemented, but the data trends of the last few years are encouraging.

Retention:

Currently, and according to the HEPC 2014 Report Card, West Liberty is experiencing some of the highest fall-to-fall retention rates for first-time freshmen in the state. Although, the retention rate reported to IPEDS is lower due to the method of calculation, WLU still ranks well among its peer institutions.

We expect that the our retention trends will continue, and hopefully further increase as more of our academic programs establish their own retention committees and collaborate with admissions to help keep at risk students on track.

Progress Toward Degree:

West Liberty University requires College 101 course for all first time freshmen, and a component of this course does focus on completing 30 credit hours per year and the benefits. This will be the first fall semester we incorporated this component into the course. We will be able to assess the success of this, as we can track the number of first-time freshman completing 30 hours or more this year. The fall of 2015 will be our baseline, but from 2009 to 2013 the percent of first time freshmen earing 30+ credit hours increased 9.5%.
Graduation Rates:

Graduation rate has not changed significantly over the past several years. WLU graduation rate, according to IPEDS data is: 2010-11 (39%), 2011-12 (46%) 2012-13 (41%), 2013-14 (40%). We anticipate that the graduation rate for 2014-15 will increase over last year as we had a large number of degrees (511 bachelors) awarded between July 1 2014 and June 30 2015. As we continue to develop initiatives to educate our student of the importance of completing their degrees on time, we will realize improved 4 and 6 year graduation rates.

Degrees Awarded:

After seven years enrollment increases, enrollment dropped significantly this year. We do not anticipate that this trend will continue more than a couple of years, but in that time, the number of degrees awarded is also expected to decline. However, we expect that graduate degrees awarded will continue to increase.

STEM degrees awarded in science/math/chemistry/general science teacher education is: 8

STEM degrees awarded in the Health Professions is: 49

STEM degrees awarded: 43

Total STEM degrees awarded: 100

Student Loan Default Rate:

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

Research and Development:

The research and development projects that are taking place in the College of Sciences and specifically in the department of biology are ongoing. Securing grant money is a challenge, but if the trends continue as they have for the last five years, WLU will continue to increase grant money and contracts. The value of the grant or contract has increased 18% from 2010-11 to 2014-15, and the total value of the grant or contract has increased 94% from 2010-11 to 2014-15 according to the data submitted in the annual report card update.

Grants and research in the College of Sciences is information that the University wanted to include in the Compact, but WLU is not able to provide other numbers (i.e. start-up companies, patents, etc.) for this reporting element.

Total number of peer-review publications generated by the institution in FY2014: 18
1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

| Revise the general studies student learning outcomes: A total of seven SLO for general studies were revised into three broad categories. |

   1. Communication: Students will be able to communicate effectively with clarity, coherence, and persuasiveness.
   2. Problem-Solving: Students will be able to apply appropriate concepts and methods to analyze, evaluate, and interpret problems before implementing a suitable strategy.
   3. Cultural Awareness: Students will have a richer understanding of the human condition through investigation, appreciation, and evaluation of the aesthetic, historical, philosophical and literary dimensions of a variety of cultures.

The actions were taken as a result of not being able to align all seven general studies learning outcomes to the curriculum. Downsizing into three broad outcomes, that better match the revised general studies curriculum, will make assessments more accurate and manageable.

2. Activity 2:

| Rubric Development and Implementation: Rubrics were developed for the revised the general studies outcomes by faculty and the General Studies Assessment Committee. Four general studies rubrics are approved for: writing, oral communication, global perspective and problem solving. The general studies curriculum was aligned by degree program and mapped with the GS outcomes. |

The initial launch in the fall of 2014 included freshmen enrolled in English and Oral Communication, and the instructors for these courses. This freshmen cohort is the first that the University required to purchase a subscription to LiveText, Each subsequent freshmen cohort will be required to purchase a LiveText subscription. The English and communication faculty participated in LiveText training sessions in the fall of 2014. The writing and oral communication rubrics were launched via LiveText in the fall of 2014, and though only a fraction of our general studies core, initial data was collected, but until more is collected, we are not ready to make statements about the results.

All faculty teaching general studies courses will be required to assess their general studies courses within the LiveText platform using the GS rubrics in a course-embedded assignment beginning in the fall of 2015.
Implement a method for collecting and reporting the assessment data: The purchase of LiveText, as an assessment management system, became a requirement for all incoming freshmen enrolled in English 101. The cost for students is about the same as for a textbook, and the LiveText subscription is good for five years.

Initial training began for faculty and staff on LiveText implementation.

These steps represent a great deal of planning and progress toward assessment of general studies, but faculty participation was still a concern. Up until this point, faculty participation in the assessment of general studies was strictly voluntary. As a result, we were not able to assess all GS courses or gather the amount of data needed to make statements about student learning.

The Chair of the general studies assessment committee met regularly with the College Deans and the Provost to develop a plan that would involve more faculty in the assessment process. As a result of these meetings, assessment of general studies and using LiveText as the assessment management tool is a requirement of all faculty who teach GS courses beginning in the fall of 2015.

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

   LiveText is an expense that the students will have to absorb. However, at $100 per subscription, it is approximately the same as the purchase of a textbook.

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

   Faculty and staff, collaborated on the SLO revisions, course alignments, rubric development, and implementation plan.
1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

Fall Assessment Meeting:

Academic degree programs at WLU include an assessment update in their BOG Program Review. Assessment updates are reviewed in the University Assessment and Accreditation Committee. In the fall of 2014, The Chair of the Assessment and Accreditation Committee and the Director of IR&A met with Faculty Assessment Coordinators, Department Chairs or Program Directors from all degree programs scheduled for program review in the spring of 2015. A five-year BOG was scheduled for: Biology, English, Graphic Design, Dental Hygiene, and Nursing. Social Sciences and Mathematics were required to provide an assessment update only.

In the last few years there has been a large turnover in administration personnel, and responsibility for communicating important BOG Program Review guidelines became unclear. In an effort to improve communication and prevent misunderstandings, the Chair of the Assessment and Accreditation Committee and the Director of IR&A began scheduling early fall meetings with all stakeholders.

The purpose of the fall meetings is to inform all parties of their responsibilities for program review, familiarize them with the reporting forms, and provide them with the expectations of the Assessment and Accreditation Committee. These meetings ensure that no one is surprised by any of the expectations or spring semester due date of February 1. The feedback from faculty and administrators is positive, and they appreciated knowing what is expected and having an opportunity to ask questions and discuss assessment planning and implementation.
2. Activity 2:

### Spring Assessment and Accreditation Committee Meeting:

Assessment and Accreditation Committee meetings are held in the spring semester to review assessment in the academic degree programs up for review. Also in attendance, this past spring, was a representative of the WLU Board of Governors. The Board representative was very engaged in the process and even required more information from each of the programs under review. The Committee, using a rubric designed by the committee chair, score the individual assessment reports based on criteria such as: student learning outcomes, general studies integration, assessment method, location of measures, time line for implementation, and implementation of program revisions. The committee reaches a consensus about each review. Formal recommendations are written and shared with all stakeholders from each program in face-to-face meetings. These meetings are designed to share the recommendations in a positive, encouraging and professional manner, and the feedback, with few exceptions, is well received and utilized in preparation of the next review.

The face to face communication of the Assessment and Accreditation, along with a solid rubric to demonstrate progress, has greatly increased assessment knowledge of all participants. In addition, the academic degree programs are given useful suggestions for improvement. At the same time, the Committee has learned that assessment is a prescriptive process that is unique to each academic program. Some programs that initially scored low on the rubric, after implementing changes, were able to improve their score. Most programs score in the middle range, but Biology, Dental Hygiene, and Psychology are exemplary.

2. Activity 3:

The recommendations of the Assessment and Accreditation Committee are shared with the Provost and the WLU Board of Governors at their April meeting. The BOG approved the programs in the 2014-15 review cycle. Summary reports are processed and submitted to the HEPC in May by the IR&A Director. Program Review documents are posted on the IR&A website.
3. What target populations or degree areas are addressed by this strategy?

Populations
- ☒ Low Income
- ☐ Adult Learner
- ☒ Transfer
- ☒ Part-Time
- ☒ Underrepresented Minority

Degree Areas:
- ☐ Health
- ☐ STEM
- ☒ STEM ED

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

| The A&A Committee, Provost, IR&A Director, Department Chairs, Deans, Faculty Assessment Coordinators internally. Externally, the Board of Governors and the HEPC. |

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

| WLU faculty and staff and the WLU Board of Governors. |
Comprehensive Plans: Career Pathways A

1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

College of Sciences faculty have acquired over $400,000 in grant funding in the STEM fields that will support student research, as well as active, problem-based, and community learning experiences. Students participating in the summer undergraduate research program were given pre- and post-surveys that dealt with their experiences, activities, and ways to improve their experience. Many students felt that increasing team-building activities, providing more time for research investigation, and including more instruction for scientific presentations would enhance their experience in the future. Plans are underway to incorporate the suggested changes into the summer research program of 2016.

2. Activity 2:

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

3. What Target populations or degree areas are addressed by this strategy?

Populations

- Low Income
- Adult Learner
- Transfer
- Part-Time
- Underrepresented Minority

Degree Areas:

- Health
- STEM
- STEM ED
4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

   Human: WLU faculty and staff have participated in the implementation of the research grants.

   Physical: WLU facilities including a new STEM laboratory in Arnett Hall. In addition, an anatomy and zoology lab in Arnett hall have been refurbished.

   Financial: WLU has provided in-kind matches to grants and has supported the administration of grants awarded.

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

   The department of natural sciences and mathematics at WLU has an open collaboration with both WVU and WVSOM for the early admittance programs as previously described.

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

   WLU continues to support its study abroad program which provides students with a unique opportunity to learn and develop skills to make them competitive within the global workforce.
Comprehensive Plans: Career Pathways B

1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

The Career Advisory Board was put on hold until the 15-16 academic year due to staff resignations. The Career Services Office has been able to establish relationships with several large area employers to recruit on campus. WLU also heavily promotes job postings from area employers to recent alumni and graduating seniors. Our graduation survey indicates that 42.5% of May 2015 graduates secured employment or were accepted into full-time graduate school before graduation. Increasing participation job skills related opportunities and the creation of the Career Advisory Board will raise visibility of available opportunities and increase placement rates.

3. What Target populations or degree areas are addressed by this strategy?

Populations

- Low Income
- Adult Learner
- Transfer
- Part-Time
- Underrepresented Minority

Degree Areas:

- Health
- STEM
- STEM ED

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

Human: The board will be comprised of WLU faculty, staff, alumni and area business leaders.

Physical and Financial: NA

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

Collaborations with area business leaders will enhance employment outcomes by providing a forum for employer representatives and university stakeholders. Board members and participants will achieve this purpose by building relationships, evaluating services, and implementing best practice solutions.
Comprehensive Plans: Critical Regional Issues A

1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

   Individual Projects: Fifteen individual projects were completed by the various design teams, and three of the projects are highlighted here. Profound Movement - Profound Movement is a start-up non-profit organization in Wheeling, WV, with the purpose of reaching out to low-income teenagers through dance. Aaron Kuhn is the executive director. The goal is to provide positive role-modeling and physical activity in neighborhoods and juvenile detention centers, where dance opportunities are limited.

   Outcome - The team of designers branded Profound Movement with a logo, identity system, signage, and promotional materials. The project was extremely well received by Mr. Kuhn who scored the team evaluation with an excellent 5/5 rating. In Mr. Kuhn's words, "I am beyond grateful." The identity materials were handed over to Mr. Kuhn who is in the process of using them for Profound Movement's promotional campaign.

2. Activity 2:

   St. Mary's Central Catholic School

   Nanette Kennedy, principal of St. Mary's, was looking for an updated brochure, poster, and additional promotional materials for her school. The existing promotional materials were outdated, but the school didn't have the budget to hire a professional design company to help with the redesign.

   Outcome: A team of three WLU designers met several times with Ms. Kennedy, took photos, and edited existing materials to produce an up-to-date brochure, poster, and promotional materials that were mass produced, in service of the school, and in circulation. Ms. Kennedy was very appreciative of the team's work and scored the team with a 5/5 excellent rating on their final assessment evaluation.
2. Activity 3:

Cockayne Farmstead

Cockayne Farmstead is an historical property located in Glen Dale, WV. The property is in the possession of the Marshall County Historical Society. A capital campaign needed to be branded and provided with an "Adopt an Artifact" booklet to raise money for the preservation and reconstruction of historical items contained within the house and grounds.

A team of three WLU designers worked closely with the Cockayne Farmstead staff to create a 16 page booklet that elegantly displayed items for "adoption". The booklet was used in conjunction with an Open House event and was instrumental in bringing in cash donations to the project. The team was given a 5/5 excellent evaluation at the conclusion of the project.

3. What Target populations or degree areas are addressed by this strategy?

Populations

- [x] Low Income
- [ ] Adult Learner
- [x] Transfer
- [ ] Part-Time
- [x] Underrepresented Minority

Degree Areas:
- [ ] Health
- [ ] STEM
- [ ] STEM ED

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

Volunteer graphic design students. Production resources provided by the Eileen Reinbold Graphic Design lab at West Liberty University.

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

WLU faculty and students collaborated with personnel from local external businesses and
1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

During this activity, second year dental hygiene students provided prophylaxis and oral hygiene education to 116 children up to 18 years of age grades PK-12, 111 bitewing radiographs were exposed, 106 occlusal sealants were placed, and 88 topical fluoride treatments were provided.

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

Each dental hygiene student is evaluated using a rubric to evaluate patient care, professionalism, and treatment.

This enrichment activity has been extremely valuable by providing our DH students with an opportunity to gain practical experience working with a variety of patients with varying socioeconomic backgrounds. These children are high risk patients and present with varying needs and backgrounds. The criteria and skill sets to treat various patients of need are covered didactically and this enrichment activity provides the opportunity for further critical thinking skills, communication skills, and clinical skills that support didactic learning.

Our assessment demonstrated such positive feedback with this enrichment activity that we incorporated additional enrichment days that involve a dental sealant program.

3. What Target populations or degree areas are addressed by this strategy?

Populations
- Low Income
- Adult Learner
- Transfer
- Part-Time
- Underrepresented Minority

Degree Areas:
- Health
- STEM
- STEM ED
4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

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

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

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

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

The focus of our efforts was to collaborate with other entities, primarily on campus, to promote access to West Liberty University and higher education. Our planning process included representatives from across campus in an effort to solicit ideas and gain support. We focused on an initiative to improve communication with prospective students on the benefits of attending West Liberty and higher education.

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

2. Activity 1:

Recruiting and Retention Teams have been created for each of our colleges. These teams are comprised of respective faculty in each of the colleges. They work primarily with local high schools to bring them to campus specifically to interact with faculty in their respective majors. The teams have also scheduled visits to local high schools to speak to designated classes. This has allowed the high school students to hear first-hand the benefits of higher education and job opportunities in their chosen fields. We are continuing to expand these opportunities.

2. Activity 2:

Our Executive Director of Admissions and Recruitment was charged with providing detailed contact information to departments. Through APEX (application express), we are able to provide academic departments with detailed information on prospective students. APEX pulls data from our student database in Banner.

We completed training on using APEX with academic departments. They can now extract detailed information on prospective students in their majors. The departments can now reach out to these students.

This has added another contact with students and provided them with an opportunity to talk with someone in their respective major field of study.
2. Activity 3:

Through data compiled from surveying new students, WLU has discovered parents are the leading influence in determining where a son or daughter attend college.

We have initiated a direct mailing campaign aimed at reaching parents of prospective students. A Google document has been created tracking all students visiting West Liberty University. Following the campus visit, a hand written note is sent to the parents from the Vice-President of Student Services. The note thanks the parents for visiting and includes a business card for follow-up questions.

In addition, the Director of Financial Aid sends a letter to all parents highlighting available financial aid programs and the benefits of financial aid. This correspondence has been very positive in connecting the parents to West Liberty University.

3. What Target populations or degree areas are addressed by this strategy?

Populations

☒ Low Income ☐ Adult Learner ☒ Transfer ☐ Part-Time ☒ Underrepresented Minority

Degree Areas: ☐ Health ☐ STEM ☐ STEM ED

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

We have committed staff from IT Services, academics, enrollment and student services. We have had to invest very little financial resources to these activities. No additional facilities or capital were needed.

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

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

We have developed a frequent collaboration with academic affairs through this strategy. They are now integrated in the enrollment management process. We have also added collaboration with our IT Services Department.
Comprehensive Plans:  Financial Aid

1. Provide a brief summary of the strategy.

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

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

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

Before graduation or withdrawing from WLU, students will have the opportunity for a one-on-one counseling session with a financial aid counselor, the Dean of Students or the Director of Financial Aid.

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

2. Activity 1:

Group Counseling: During financial aid nights at local area high schools and during campus Open House events, high school seniors and their parents participated in financial aid group counseling sessions. Individual counseling was also available. The intended outcome was for students and parents to come away from these events with a better understanding financial aid, loan borrowing and repayment before enrolling at WLU. After the summer programs, students and parents were surveyed about the effectiveness of the counseling sessions they attended. On average, we were rated with a 4.11 out of a possible 5 on their understanding of aid and expenses. Next year, we plan to limit the group counseling time and increase the time for individual and family counseling sessions.
2. Activity 2:

Freshmen Experience Course: Students are required to attend a presentation during their first semester on campus by the Director of Financial Aid on credit card use, default consequences, SAP Policy and budgeting while in school. Students are assessed in classes after attending the presentation. We have noticed an increase in conversations with students about decreasing their load borrowing early. After the presentations, we have an increase in questions from freshmen about reducing their load debt and increasing their chances at scholarship opportunities.

2. Activity 3:

Optional 3-hour Financial Literacy Course: Students can enroll in this course which is taught in the College of Business. Student who have participated are generating conversations with financial aid about their current loan debt and how to reduce it after college.

3. What Target populations or degree areas are addressed by this strategy?

Populations

- Low Income
- Adult Learner
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- Part-Time
- Underrepresented Minority

Degree Areas:

- Health
- STEM
- STEM ED

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

Financial Aid and College of Business, WLU facilities

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

The Learning and Student Development Center, Financial Aid, and College of Business
1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

Improve Retention Rates and Course Passing Rates

Retention Committees: Identify retention strategies specific for their college and programs

Identified ACT/SAT Math score as a predictor to freshmen biology and chemistry course success. Based upon the ACT/SAT information, active study sessions (biology) and recitations (chemistry) were developed.

Psychology faulty proactively engaged with their students, especially incoming students, by identifying risk factors (missing class, poor grades, etc.) and intrusively advising those students.

Learning Communities: Creation of cohort groups aimed at providing necessary skills to successfully navigate STEM programs, creating an identity within the program, and facilitating relationships with others in the program.

Science and math Freshmen Year Experience (FYE) courses are in their second year as of this report. In addition Dental Hygiene is implementing FYE course this fall 2015.

Psychology implemented Introduction to Professional Psychology, a new course, to provide basic information and skills for success in psychology; the program is continually developing their student club, and they are monitoring student success and are proactive with students that are at risk. Psychology is implementing mentors (older psychology students) in different aspects of their programs: freshmen courses, psychology club and recruitment efforts.
2. Activity 2:

**Improve Retention Rates and Course Passing Rates**

**Active Study/Recitation Sessions – Biology and Chemistry:** Creation of specialized supplemental courses aimed at improving content knowledge and study skills through differentiated instruction.

Update - full assessment data will not be available until 2018 (first graduating class under this system). Active study sessions and recitations are on-going. Biology active study sessions implemented peer mentoring by senior biology students during the second semester of the project. For the current semester, a larger time allotment for ‘doing’ biology/practicing study skills has been incorporated. During this time, students work individually or in small groups to solve/apply biological principles.

Challenge(s) - Students are able to drop active study/recitation and remain in biology or chemistry lecture. Working with Provost’s Office/Registrar to determine how to correct.

**Psychology curriculum changes** - In-depth analysis of curriculum on a continuing basis to identify strengths and weakness based on career applicability, pass rates, assessment data and student feedback resulted in the addition of PSYC 100 and Junior and Senior seminars to the curriculum.

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2. Activity 3

**College recruitment committees** comprised of faculty and admissions staff will evaluate current recruitment efforts and implement new or modified strategies to attract students to STEM fields of study.

Update - Local schools (3) and home-schooled students were invited to participate in discipline specific workshops with college faculty and current undergraduate science students over the past year.

Undergraduate students in psychology and biology were actively involved with WLU’s open house to engage high school students during the event. Psychology, biology, and chemistry are also researching means to hold subject-specific talks in local high schools.

Biology, chemistry and math undergraduates volunteered to take part in the first student recruiting squad for these fields. Volunteers emailed or called prospective students to introduce them to the programs at WLU and to remain as a contact should the prospective have questions.

Challenges - continuous funding to support workshops and other recruiting efforts
3. What Target populations or degree areas are addressed by this strategy?

- Low Income
- Adult Learner
- Transfer
- Part-Time
- Underrepresented Minority

Degree Areas:
- Health
- STEM
- STEM ED

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

- Human: WLU faculty and staff
- Physical: WLU facilities
- Financial: No additional costs

Update - Departmental funds have been utilized for workshop costs

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

- Internal: Registrar, Admissions and Academic Offices, Retention Specialist, and Academic Departments
- External: Local schools, home-schooled students, and HSTA students
Strategy Updates: Developmental Education

1. Provide a brief summary of the strategy.

   Developmental Math: The primary goals of the developmental math strategy are to provide students with supplemental instruction that directly aligns with their gateway course and to decrease the time it takes for students to fulfill their math requirements. In order to accomplish these goals, the strategy included creating three developmental math courses, one that leads to each of the three gateway courses: Introduction to Statistics, Nature of Math, and College Algebra. Additionally, students were to take those courses in continuous semesters.

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

2. Activity 1:

   Developmental Mathematics:

   After deeper analysis of the content within the gateway courses, the math faculty decided a separate course was not necessary to prepare students for Introduction to Statistics or Nature of Math. Instead, 5 credit hour sections of these courses were created which include 2 hours of supplemental instruction that directly coincides with the topics being taught. Students who have a Math ACT score below 19 / SAT equivalent are placed into these 5 hour courses.

   Furthermore, students no longer choose their gateway course; rather, they are placed into the course which most closely relates to their majors. Students in these two courses will not use algebra regularly in their major courses or careers and will find greater benefit from the applications of math covered.

   Students in the College of Business, Education and Sciences whose majors require College Algebra will take a new emporium course, Introduction to College Algebra. Students with a Math ACT below 21 / SAT equivalent will be placed into this new course. The curriculum of the math emporium course will prepare students for a seamless transition to College Algebra so that they have the necessary tools to pass College Algebra in their first attempt and depth of understanding to apply their knowledge to future courses in their majors.

   Anticipated challenges include overcoming schedule conflicts with 5 credit hour courses and involving math faculty in developmental education who otherwise have not had teaching experience in this field. Faculty will be required to differentiate instruction between the 3 and 5 credit hour versions of the same course and develop strategies to reach the individual needs of the developmental population. With the math faculty teaching 5 credit hour courses, considerations need to be made not to overload faculty with hours or number of students. A future goal includes naming a coordinator of the 5 credit hour courses to establish greater consistency among course policies and academic content. For the upcoming year, the math faculty plans to collaborate regularly to share successful strategies implemented in these courses. The first offering of the 5 credit hour courses and the new emporium course will take place in the fall 2015 semester; therefore, assessment has not yet taken place.
2. Activity 2:

Developmental English:

The most difficult aspect of assigning supplemental instruction has been scheduling and paying instructors (mostly adjuncts). To keep the students mainstreamed, each instructor had to be assigned two different courses scheduled at the same time, one a traditional three-hour version capped at twelve and one five-hour version capped at eight (so twenty students total during the "mainstreamed" hours of instruction. Developmental students enrolled in the five-hour version would then be required to take part in two hours of supplemental instruction each week. Most of the instructors seem to prefer this method over the use of tutors because they can spend more time with the students who need additional instruction and, perhaps more importantly, because the students seem to take the supplemental instruction more seriously when it is their instructor and not a tutor.

Although this form of instruction has only been in effect for a little over a year, early data seems to suggest that developmental students are passing the five-hour version of ENG 101 at about the same rate as they did when they were forced to take ENG 075 for no credit before taking the traditional version of ENG 101. Consequently, most of the department thinks that this has been a successful early attempt to mainstream developmental students since—even though we are getting the same results—students are no longer taking classes for no credit and are, therefore, no longer a semester behind from the start.

3. What Target populations or degree areas are addressed by this strategy?

Populations

- Low Income
- Adult Learner
- Transfer
- Part-Time
- Underrepresented Minority

Degree Areas:

- Health
- STEM
- STEM ED
4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Mathematics: In order to maintain the emporium lab, a financial commitment needs to be made to keep the machines updated and functioning well. The lab is fully equipped with 36 computer stations for the 2015-2016 academic year, but it has been recommended that approximately 5 machines are replaced each year, as many of them are pieced together with working parts. Administration is aware of this need and will hopefully consider this purchase in the upcoming budgets. An adjunct instructor is being utilized to teach a 5 credit hour section of Nature of Math and one of the 3 credit hour emporium sections; however, because so many students are now taking 5 hours of math versus 6, adjunct hours were reduced from 21 last fall to 8 in the current fall semester. A developmental math coordinator oversees the emporium courses, maintains the lab and develops the math schedule.

English: Adjuncts who teach supplemental versions of ENG 101 are paid for five-hours. This is a little confusing since they also teach a three-hour version at the same time. However, since the overall number of students in both classes is twenty, their contracts pay them for the five-hour version.

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

Mathematics: The 2014-2015 academic year was spent educating the campus community on the changes to the general studies and developmental math courses and getting those changes approved through the curriculum committee. A Google document was sent to all chairs requesting them to select the general studies math course most closely aligned to their degree programs. A flow chart was then made and distributed to all advisors and individuals involved in student registration with concise instructions of how to enroll students in the correct math course. The developmental coordinator met with the Provost and spoke at Dean’s and Chair’s Council meetings to educate all levels of faculty and staff on the approved changes. Fall registration is complete and while several concerns were addressed, no issues arose that were not able to be remedied. The math faculty have checked their detailed class lists to ensure that students are enrolled into the proper course and have redirected only a handful of students. Making a change that affected all degree programs required campus-wide collaboration from all academic departments and student support offices. Further partnership will take place as students register for their spring classes.

English: faculty collaboration
1. **Provide a brief summary of the strategy.**

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

2. **Activity 1:**

   We have created Recruiting and Retention Teams in each of our academic colleges to work collaboratively with our Admissions & Recruitment Office.

   The teams consist of faculty members representing various academic programs within each respective college. The teams are working with local high schools to bring students in their majors to visit campus for specialized recruiting programs. The teams are also visiting our local feeder schools to speak with classes consisting of prospective students in their majors.

   The recruiting teams also participate in on campus admissions programs, and conduct follow-to applicants.

   We are in the first year of this activity. In the future, we will be able to assess the success by looking at the number of high schools visited, programs held on campus, and the impact on overall enrollment.
2. Activity 2:

West Liberty currently does not have a customer relations management system for communicating, engaging and tracking information on prospective students.

We are in the process of implementing Radius, from Hobsons. We signed a contact in May of 2015 to begin implementation. We are in the process of building data fields and an online application. Weekly meetings take place every Wednesday. We will begin testing in October.

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

At this time, we are not able to assess the success of Radius. However, in the future we will be able to track new student data more effectively and identify successes.

3. What Target populations or degree areas are addressed by this strategy?

Populations

- ■ Low Income  -  - Adult Learner  -  - Transfer  -  - Part-Time  -  - Underrepresented Minority

Degree Areas:  -  - Health  -  - STEM  -  - STEM ED

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

We have employed staff from IT Services, faculty and the Enrollment Services Division to address these activities. Funding for the Radius project has been secured and approved by our Board of Governors.

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

We are collaborating with Hobsons, our external vendor, for Radius. We are also working with local high schools (Wheeling Park HS, Brooke HS, John Marshall HS and others). Internally, faculty, IT Services, Finance Dept. and our Enrollment Division, are collaborating on these activities.
1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

Faculty development was funded at the same level as in previous years, however more faculty applied to the mini-grant program, for travel assistance, and for reimbursement for professional expenses, so the money was more widely distributed. The procedure for faculty travel awards was decentralized by placing it into the individual colleges while the other procedures remained the same.

12 faculty members were awarded a total of $11,648 for research mini-grants.

98 faculty members were awarded a total of $78,810 for professional travel or other professional expenses

A total of nearly $20,000 was provided to faculty for professional expense reimbursement.

2. Activity 2:

There has been little progress made in expanding on-campus support for research. There was some individual effort by certain faculty and staff with grant experience to disseminate grant information, and the WLU Research Corporation did provide periodic information to all faculty on possible grant opportunities via email, however there was no formal effort to systematize the process of identifying and sharing such information or to aid in the preparation of applications.

No assessment was done. No further actions were taken.

2. Activity 3:

While there are continuing efforts within several of the colleges to do so, no campus-wide effort has been made to regularly disseminate faculty research results and artistic creation.

No assessment was done. No further action was taken.
3. What Target populations or degree areas are addressed by this strategy?

Populations

- Low Income
- Adult Learner
- Transfer
- Part-Time
- Underrepresented Minority

Degree Areas:

- Health
- STEM
- STEM ED

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

WLU faculty and administration, Board of Governors, and Research Corporation staff/
Physical: WLU facilities/Financial: No additional funding

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

Faculty, Professional development committee, Dean's council, Provost's office, Chair's council, administration, and Research Corporation
Strategy Updates: First-Year Retention

1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

Hilltopper Academy: A week-long, residential, summer-bridge program designed to increase college readiness among entering freshmen with “at-risk” pre-entry factors (i.e. substandard scores on the ACT/SAT scores, below average HS GPA.) Participants engage in a week of skill-building activities in math, writing, critical-thinking, study strategies and time management.

Improvements for Hilltopper Academy include increased involvement by full-time WLU faculty to teach the academic portions of the program. In the past, outside contracts were used. This format creates a higher quality of instruction and allows students to develop a familiarity with collegial faculty/student relationships. Staff attrition triggered later than expected marketing and promotion of the program resulting in lower enrollment during summer of 2015. Fall to fall retention rate and a program survey are used to assess the program. Fall to fall retention of fall 2014 participants is 58% and survey responses were positive. Most students noted that academic efficacy, specifically in math, and knowledge of campus resources were the most

2. Activity 2:

COLL 103 is designed for first-time freshmen who have been placed on Academic Probation. It is a one credit-hour course which focuses on student motivation, goal-setting, coping strategies, time management, study strategies and requires students to determine and reflect on the factors they believe contributed to their lack of academic success the past semester. An Academic Success Plan (ASP) is developed by the student with input from his/her instructor and/or academic advisor.

The COLL 103 course was approved by the curriculum committee and is required for any freshman entering their second semester of college on academic probation. This step was integral to our strategy as the activity was previously optional, resulting in low student participation. Predominantly those who needed it most did not participate. Staff attrition during this course did not allow for the class to be fully invested in the course and made course assessment difficult. Future assessment will involve retention and graduation rate analysis and survey analysis.
3. What Target populations or degree areas are addressed by this strategy?

Populations
- Low Income
- Adult Learner
- Transfer
- Part-Time
- Underrepresented Minority

Degree Areas:
- Health
- STEM
- STEM ED

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

Financial: Both programs are funded through the university budget; Hilltopper Academy also received grant support from Higher Education Policy Commission this past year.

Human: Staff members from the Learning and Student Support Center (a division of Enrollment and Student Affairs led by Scott Cook) coordinate Hilltopper Academy and instruct the academic probation course. Learning and Student Development Center staff are also responsible for assessment and continued improvement for these activities.

Physical: Participants in Hilltopper Academy stay in residence halls, dine in the campus cafeteria, and attend class in university buildings. Students are taken off campus to Raccoon Creek State Park to participate in a low ropes course and also visit several area businesses in downtown Wheeling (described below.) Students enrolled in the academic probation course utilize all on campus resources (Library, Learning and Student Development Center, classrooms.)

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

Multiple internal and external collaborations are supported through Hilltopper Academy. Faculty from the Math and English Departments instruct the academic portions of the program. Additionally, faculty from each academic area have lunch with students who are intending to major in their respective college. Housing and Student Life staff assist move-in, check-out, and transportation.
1. Provide a brief summary of the strategy.

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

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

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

2. Activity 1:

Develop Graduate Program Governance Structure

1. Develop a graduate education organizational structure based on institutional needs and established best practices;
2. Establish a graduate student association to best serve the needs of and provide a campus voice for the graduate student population regardless of program delivery mode.

The strategies which support the activity can most recognizably be demonstrated by the formation of the Graduate Council. The standing committee of a Graduate Council has been listed in the 2015-2015 West Liberty University Course Catalog. The committee is comprised of every Dean which has a graduate program within its college, a faculty member from each program, a graduate student, and the Provost. The committee meets to discuss graduate issues, initiatives, and share programmatic ideas in order for the betterment of the graduate culture and experience at West Liberty University while adhering to the university mission. The first meeting of the newly formed council was 9/18/2015 and subsequent meetings have been scheduled. Each director of the existing graduate programs are all represented in the current configuration.
3. What Target populations or degree areas are addressed by this strategy?

**Populations**

- [x] Low Income  
- [ ] Adult Learner  
- [x] Transfer  
- [ ] Part-Time  
- [x] Underrepresented Minority

**Degree Areas:**

- [ ] Health  
- [ ] STEM  
- [ ] STEM ED

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

- **Human:** WLU faculty and staff
- **Physical:** WLU Main and Highlands campus
- **Financial:** Budgetary issues are being assessed.

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

- Provost, Graduate Program faculty, students and staff, Library personnel, Enrollment Services, Athletics, Institutional Advancement, Distance Education Coordinator, Faculty Senate, Curriculum Committee, Dean’s Council, Information Technology, and Student Government, Graduate Council.
Strategy Updates: Graduation Rates

1. Provide a brief summary of the strategy.

The purchase and implementation of Ellucian-Degree Works is a goal for the University. Ellucian Degree Works is a comprehensive academic advising, transfer articulation, and degree audit solution that aligns students, advisors, and institutions to a common goal: helping students graduate on time. In addition, West Liberty is committed to improving graduation rates through the development and implementation of successful student programming services.

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

2. Activity 1:

Funding is secured for Ellucian-Degree Works and the initial implementation and software installation began in the summer of 2015. After initial implementation and staff training is complete, advisor/advisee training will begin, and final implementation is scheduled for spring 2016.

Training schedule is as follows:

- Summer 2015: scribe readiness, decision planning training, technical training, and three functional trainings
- September 2015: scribe training, student educational planner training, and technical
- Fall 2015: Advisor/advisee training
- December 2015: Three catalogs scribed
- Spring 2016: Student “go-live” implementation

Staff training is a challenge as employees balance regular office duties with learning new software and skills. In addition, staff will be required to assist faculty and students as they navigate the new system. However, this software implementation is long overdue and will be a major benefit to student, staff and faculty once the implementation is complete. After the system is fully implemented and product utilization begins, a more thorough assessment will be conducted.
2. Activity 2:

<table>
<thead>
<tr>
<th>Student Programming:</th>
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<tbody>
<tr>
<td>Student involvement in campus activities promotes a sense of community and commitment that will improve the overall college experience and lead to successful degree completion.</td>
</tr>
<tr>
<td>Housing &amp; Student Life programming promotes and maintains a calendar of monthly events designed to bring students together for good times and education. Every effort is made to include students from all cultures, ethnicities, and economic backgrounds in activities outside of regular classroom experience. Other targeted populations included new students and commuters, and resident hall assistants sponsor monthly events for residents. In addition to promoting the college sponsored events, club programming is encouraged.</td>
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<tr>
<td>Programming includes: game shows, open gym night, black history month, intramural sports, and social breakfasts.</td>
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<tr>
<td>Student Services staff record information on attendance, target audience, club/organization partnership, student feedback, etc. At the end of the semester information collected is assessed and adjustments are implemented. Events considered to be less successful may be eliminated while those considered to be successful are continued.</td>
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</table>
International Student Support:

The International Student Office at West Liberty University is responsible for international recruitment and admission. In addition, specialized student support services are provided that are designed to enhance academic success and social interaction of this unique student population. An ongoing goal is to promote student involvement in campus activities designed to develop a sense of community and commitment that will improve the overall college experience and lead to successful degree completion.

The International Student Office has a dedicated budget that is necessary to providing the specialized support services required for international students. As this population of students continues to increase at WLU, the campus infrastructure is evaluated and revised to better assist these students.

Some services/programming includes: free airport shuttle service and local transportation services, assistance with obtaining bank accounts, social security numbers, etc.; a ten-day English intensive program offered by WLU English faculty; international students room with an American student in our student American Ambassador program, and international students are matched with a local family who will include the student for home-cooked meals and family social interaction.

Other types of activities and programming include shopping trips, local/regional sight-seeing trips, movie nights, Pittsburgh/Wheeling sporting events, etc.

At the conclusion of each semester events are reviewed and assessed based on feedback from the students. The host family program is continually monitored through discussions, and we are developing a survey to provide formal written assessments for this program. However, feedback is positive, but finding and choosing the appropriate family is a challenge. An online survey is being developed to assess international student satisfaction in the overall college experience and transition.
West Liberty University
Leading the Way Access. Success. Impact
Fall 2015

3. What Target populations or degree areas are addressed by this strategy?

Populations
☑ Low Income  ☐ Adult Learner  ☑ Transfer  ☐ Part-Time  ☑ Underrepresented Minority

Degree Areas:  ☐ Health  ☐ STEM  ☑ STEM ED

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

Activity 1: Ellucian-Degree works is purchased by the University. Registrar, Chief Technical Officer, IT, WLU staff, Degree Works staff, and a representative from WV NET.

Activity 2&3: Student Services and the International Student Office have dedicated budgets for student programming events.

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

Activity 1: Internally the Registrar’s Office collaborated with IT, Deans, Chairs, and students. External assistance came from Degree Works and WV WVNET.

Activity 2&3: Housing, Student Life, and the International Student Office coordinate with many different groups on and off-campus. Partnerships are established with host families, and with campus groups such as Student Government/Topperfest, the Health Promotion Committee/Health Fair, and the International Office/Food Festival. Student services staff collaborates with other professional departments or student group on campus to promote and encourage student programming.

6. Provide additional information or comments related to this strategy.

In addition to the activities listed here, WLU is in the process of identifying implementing strategies for improving retention and graduation rates through recently established retention committees that are specific to each academic area. Learning communities are established beginning in Freshmen Experience for biology, chemistry, and psychology (STEM) degree programs. More information on the retention committees is listed in the degree completion strategy update.
Strategy Updates: Progress Toward Degree

1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

West Liberty University has a required COLLEGE 101 course for all first time freshmen. This course is a transition to help new students adjust to college. A component of this course does focus on completing 30 credit hours per year, and the benefits of doing so. This will be the first fall semester we incorporated this component into the course. We will be able to assess the success of this, as we can track the number of first-time freshman completing 30 hours or more this year. The fall of 2015 is our baseline year.

This component will be covered during the segment focusing on registration, and financial aid/scholarship eligibility.

2. Activity 2:

To makes sure students are meeting graduation requirements, WLU has devised a Faculty Advising Training workshop.

Run by Faculty Senate, this program covers the necessary skills and background faculty need in order to properly advise students in their respective majors. This is done prior to pre-registration each fall semester.

In addition, WLU will be implementing a degree audit system (Degree Works) in January of 2016 to further enhance the student advising at WLU.

We will be able to assess the success of this activity by tracking the progress of student graduation in four years after the start of this activity. We are currently building a retention application in our student database that will allow us to track the progress of our students from year to year.

3. What Target populations or degree areas are addressed by this strategy?

Populations

- Low Income
- Adult Learner
- Transfer
- Part-Time
- Underrepresented Minority

Degree Areas:
- Health
- STEM
- STEM ED
4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

We have employed faculty and staff from WLU to teach the COLLEGE 101 course. We have also pulled information and resources made available from the Higher Education Policy Commission.

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

Our faculty, student service staff and enrollment service staff have collaborated on these projects. We also gathered information from the HEPC on "15 to Finish" to assist with one of the activities.
Strategy Updates: Research and Development

1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

Faculty Workshop Series on Research and Development
The members of the COMPACT Research and Development Committee collaborated with the Deans of the College of Education and College of Sciences, to offer an introductory grants workshop on August 17, 2015. The roundtable discussion included resources for local, state, and national foundations, a listing of potential funding organizations, the federal grant and NIH grant process, historic preservation grants, explanations of funding terms (including in-kind, in-direct, etc.), and explanation of the grant process at West Liberty.

Presenters included (all presenters are grant recipients):
Heather Slack: Executive Director of New City (a non-profit organization focused on rehabilitation and renovation of downtown buildings) and owner of Kristoffy Real Estate
Faculty from the College of Sciences including Karen Kettler, Zac Loughman, and Joe Horzempa
Keely Camden, Dean and Lou Karas, Director of the Center for Arts & Education from the College of Education

The workshop was attended by 36 faculty and staff from the West Liberty University community.
During the fall 2015 semester, a follow-up survey will be distributed to the participants to identify areas of interest for future workshops.
A workshop series will be developed and presented during the spring 2016 semester. Pre- and post-surveys will be collected from the participants.
3. What target populations or degree areas are addressed by this strategy?

**Populations**
- [x] Low Income
- [ ] Adult Learner
- [x] Transfer
- [ ] Part-Time
- [x] Underrepresented Minority

**Degree Areas:**
- [ ] Health
- [ ] STEM
- [ ] STEM ED

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

**WLU Facilities, faculty and staff**

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

**Internally: WLU faculty and administration, and Externally, Heather Slack**
Strategy Updates: Student Loan Default Rate

1. Provide a brief summary of the strategy.

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

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

2. Activity 1:

Group Counseling: During financial aid nights at local area high schools and during campus Open House events, high school seniors and their parents participated in financial aid group counseling sessions. Individual counseling was also available. The intended outcome was for students and parents to come away from these events with a better understanding of financial aid, loan borrowing and repayment before enrolling at WLU. After the summer programs, students and parents were surveyed about the effectiveness of the counseling sessions they attended. On average, we were rated with a 4.11 out of a possible 5 on their understanding of aid and expenses. Next year, we plan to limit the group counseling time and increase the time for individual and family counseling sessions.

2. Activity 2:

Provide students and parents with an easy to understand financial aid award letter prior to enrollment. We are carefully tracking inquiries about financial aid award letters after they have been received, and most questions are related to the cost of attendance. We plan to update the explanation of our costs to ensure better understanding and improve the letter for next year.

3. What Target populations or degree areas are addressed by this strategy?

Populations

- Low Income  
- Adult Learner  
- Transfer  
- Part-Time  
- Underrepresented Minority

Degree Areas:  
- Health  
- STEM  
- STEM ED

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

- Financial Aid staff, high school and college facilities, travel expenses
5. Describe any collaborations (internal or external) with other department or organizations that have either resulted from or supported this strategy.

| University and high school/Financial Aid Night, admissions and financial aid staff/Open House and Award Letter, Student Life and Financial Aid/summer orientations |