



GLENVILLE
STATE COLLEGE

Institutional Compact

with the

WV Higher Education Policy Commission

Approved August 20, 2008
Glenville State College Board of Governors

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Institutional Compact Reporting Elements Master Plan 2007-2012

Introduction

To address the goals of the Higher Education Policy Commission's 2007-12 master plan, each institution shall develop a compact with the Commission based on the elements of the statewide master plan. Each institutional compact shall address how the college or university will meet statewide goals and, where appropriate, establish institutional goals for the duration of the master plan. Each institution shall update its compact annually over the course of the planning cycle. In the compact update, the institution shall respond to the elements in the statewide document, summarize significant developments, indicate progress toward achieving goals, and revise goals, if appropriate. Institutional compacts and annual compact updates must be approved by the respective governing boards and the Higher Education Policy Commission.

For 2007-2008, the first year of the master plan implementation, each institution shall submit a report by September 1, 2008 on the compact elements that provides institutional five-year goals, rationale for determining the goals, and strategies for achieving goals. Data on the indicators must be submitted by November 1, 2008. In subsequent years of the master planning cycle, each institution will submit its compact update no later than November 1 following the completion of the academic/fiscal year.

Compact Elements

Throughout the planning cycle, institutional components will be comprised of a core set of elements consistent across all institutions, as well as specific elements targeted to institutional mission-related outcomes. These major components are as follows:

Core Compact Elements

All institutions shall report on a series of common elements that reflect the state's fundamental public policy goals for higher education. All institutions will be required to set institutional benchmarks in each area of emphasis, and will develop specific goals and outcomes to support the objectives and the institutional mission. Setting these benchmarks and annual progress measures should be a collaborative negotiation between each institution and Higher Education Policy Commission staff. The core compact elements are as follows:

- | | |
|--|-------------------------------------|
| 1. Enrollment | 8. Assessment of student learning |
| 2. Retention rate | 9. Accreditation |
| 3. Graduation rate | 10. Alignment with K-12 schools |
| 4. Degree production | 11. Use of instructional technology |
| 5. Degrees in STEM and health fields | 12. Career placement |
| 6. Licensure pass rates | 13. Institutional financial aid |
| 7. Percentage of faculty with terminal degrees | 14. Programs of distinction |

Elective Compact Elements

Other compact elements, also based on the recommendations of the master plan, are elective. These elements reflect: the variety and diversity of institutional missions, their existing strengths, the populations and regions they serve, and goals throughout the planning cycle. Requiring institutions to choose from among these elements and report their progress allows for differentiation, the key to a more efficient and more accountable state system of higher education. *Each institution shall select at least one element from each of the master plan areas of emphasis, and justify the selection and the means through which the element will support and enhance the institutional mission. We have selected those listed.*

Economic Growth - 1. Promotion of global awareness

Access - 4. Service to underrepresented/disadvantaged populations

Cost and Affordability - 5. External funding

Learning and Accountability - 8. National faculty recognition/faculty quality

Innovation - 9. Student civic engagement

Glennville State College is committed to providing its students and the State of West Virginia with quality education. The College mission speaks to a “tradition of high quality education through innovation in the design, delivery, and evaluation of programs and services, workforce development, and comprehensive student services; a community of active learners dedicated to lifelong learning, effective teaching, applied scholarship, creative activities, and service; leadership that promotes excellence in learning, teaching, cultural vitality, and economic development in a global community.”

In response to “Charting the Future: 2007-2012,” Glennville State College offers the following goals and strategies to meet the needs of West Virginia and the challenges of an information-rich, global economy. Glennville State’s current status, five-year goals, and strategies for improvement are identified.

Data and respective goals are subject to further revision prior to the November 1, 2008 deadline for submitting data elements.

CORE COMPACT - REQUIRED ELEMENTS

Enrollment

Data: Indicate fall headcount and annualized FTE enrollments for the prior academic year.

	2004-2005	2005-2006	2006-2007	2007-2008
Fall Head Count Enrollment	1313	1392	1381	1441
Annualized FTE	1129	1246	1195	1196

Goal: What are the institutional annual and five-year goals for headcount and annualized FTE enrollments?

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Fall Head Count Enrollment	1501- goal	1576	1651	1726	1801
Annualized FTE	1263-goal	1330	1397	1464	1531

Strategy/Rationale: Please provide any supporting documentation for the enrollment projections and methodology utilized in establishing goals for this indicator.

To provide an inclusive and comprehensive approach to addressing enrollments, the Provost met with groups of faculty, staff, and administrators to identify strategies and methodologies to reach the projected goals. The following strategies have been recognized and adopted to aid in attainment of set goals:

- Develop and implement a comprehensive marketing/recruitment campaign for Glenville State College
- Develop and implement an electronic recruitment campaign for Glenville State College
- Identify and utilize data management technology that better serves the needs of Enrollment Management and Recruitment
- Further develop and enhance the Parent Club Initiative
- Develop and utilize a DVD of the campus and related activities as a part of the recruitment materials sent to inquiring potential students
- Place more emphasize on out-of-state recruitment, particularly in border states; build a presence in those areas
- Conduct extensive recruitment in the border counties to West Virginia
- Hire an additional admissions counselor
- Identify and employ better communication strategies throughout the recruitment process
- Develop specific recruitment strategies and activities for students within the “13-county Public School Initiative”
- Advertise in a national magazine for pre-college students such as “Achieve”
- Develop and utilize television media to better acquaint the public with Glenville State College

- Utilize the resources available through partnership with College Summit to recruit students that fit Glenville's student profile
- Develop a strategy to better identify and follow-up with general inquiries regarding the College
- Update the Glenville State College Website
- Send handwritten cards to each new applicant
- Use current enrollment data to identify geographical areas where recruitment has a history of success; concentrate additional efforts in those areas
- Attend county and local fairs to recruit
- Hold phone-calling evening events to contact prospective students
- Work with other areas of the College to identify (and possibly add) academic programs and sports that interest potential recruits
- Develop additional sites for delivery of courses
- Deliver additional courses and an Associate degree program at FCI-Gilmer
- Develop additional articulation agreements with businesses and other colleges
- Increase dual-credit relationships and course delivery in public schools
- Work closely with WV Gear-up Initiative to increase college-going rates
- Investigate the possibility of developing and implementing a program to attract veterans to Glenville State College

Retention Rate

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

	2004-05 Cohort	2005-06 Cohort	2006-2007 Cohort	3-year Average
1 st to 2 nd year Retention Rate	61%	63%	60%	61%
Retention Rate of Institution Peers (median)	62%	63%	66%	n/a

Goal: What are the annual and five-year goals for fall-to-fall retention levels? The percentage of student retention should be at least the average level of institutional peers.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
1 st to 2 nd year Retention Rate	Not available at this time	62%	63%	64%	65%	66% average of peers

Strategy/Rationale: The institution will be evaluated internally and externally based upon the proportion of FTFT freshmen who are retained. For the internal retention rate comparisons, the institution will compare its current performance with the three most recent years.

The following strategies have been recognized as activities and methodologies that will be employed at Glenville State College to address retention goals:

- Require four-week grade reporting for all freshmen; involve both academic support and faculty advisors in student support and follow-up
- Involve both academic support and faculty advisors in student support and follow-up in regard to mid-semester grades
- Focus on improving advising; develop better process of accountability and availability
- Identify writing/reading intensive courses that present challenges to incoming students with developmental needs
- Assure that developmental courses flow seamlessly to General Education courses
- Revise developmental mathematics courses to better raise the mathematics competence levels of students completing the courses
- Develop and implement specific program for developmental courses in summer months
- Investigate hiring a “developmental reading teacher” and require developmental reading of incoming students whose placement test identify that area of deficiency
- Require all faculty to spend one hour weekly in the Academic Support Center to assist students (same hour each week)
- Contract with Smarthinking to provide 24-hour on-line tutoring for students; encourage faculty to advise students to utilize Smarthinking resources
- Investigate possibility of assigning all new students a college student mentor
- Increase number and amount of scholarships available to students
- Institute a “carpooling board” where students can sign up to carpool to campus

- Place increased emphasis on responsibility and making decisions in the freshman orientation class
- Develop a separate section of “The First Year Experience” that better meets the needs of older first-time students
- Hire a full-time Counselor in Student Life to work with students in an effort to better support their emotional needs, especially during their transition to college
- Provide training for faculty and staff on student friendly awareness - techniques and office procedures
- Better utilize data from “exiting students” to better identify areas for improvement within the College
- Implement an initiative whereby various groups on campus, i.e., marching band, SGA, athletic groups, etc. participate in evening tutoring sessions
- Investigate the implementation of pre-registration cash incentives for returning students; implement if feasible
- Revise end of semester course evaluations to also include a component about the quality of faculty advising
- Formally evaluate the advising process at Glenville State College; institute changes based upon data collected
- Develop a protocol that institutionalizes a follow-up contact with students who miss class excessively
- Provide financial aid workshops in the residence halls for current students

Graduation Rate

Data: Indicate the annual and five-year graduation rates for first-time, full-time bachelor degree seeking freshmen. Also indicate the five-year rate, including transfers to other in-state institutions and degree completion at other institutions.

	2004-05	2005-06	2006-07	2007-08
Graduation Rate	26%	27%	24%	25.1%
Graduation Rate (including transfers)	37.0%	32.7%	29.2%	31.9%
Median Peer Institution Graduation Rate	36%	43%	36%	n/a

Goal: What are the five-year goals? Five-year graduation rates for first-time, full-time freshman seeking baccalaureate degrees should be at least at the average level of institutional peers.

These goals are only tentatively set.

	2008-09	2009-10	2010-11	2011-12	2012-13
Graduation Rate	27.3	29.5	31.6	33.6	36
Graduation Rate (incl. transfers)	33.9%	35.9%	37.8%	39.8%	41.8%

Strategy/Rationale: The institution will be evaluated internally and externally based upon the proportion of FTFT freshmen who graduated from any West Virginia public institution within six years. For the internal graduation rate comparisons, the institution will compare its current performance with the three most recent years.

The following strategies have been recognized as activities and methodologies that will be employed at Glenville State College to aid in attainment of set graduation rate goals:

- Identify appropriate options for students who do not meet entrance requirement for specialized programs, i.e. nursing, teacher education, etc.
- Utilize the “gateway courses” in each program as a defined point of evaluation and advising
- Investigate establishing a campus-wide advising center where trained advisors would be available daily to assist students
- Increase current students involvement in volunteer civic engagement activities
- Implement a minimum of two required service learning activities per each academic program
- Conduct research to identify academic programs with higher and lower retention rates; develop strategies in relation to findings

- Provide staffing for a summer advising and registration center
- Require faculty advisors to maintain ongoing documentation of student advising that can follow the student throughout their years at Glenville State College

Degree production

Data: Indicate the number of degrees awarded for the last three years (baseline data will be based on a three year rolling average).

	2003-2004	2004-2005	2005-2006	Three-year average
Associate degrees awarded	50	29	32	37
Bachelor degrees awarded	187	202	182	190.3
Total degrees awarded	237	231	214	227.3

Goal: Outline the five-year goals for degree production.

	2007-2008 BASE YEAR	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 TARGET
Associate degrees to be awarded	53	54	55	56	67	68
Bachelor degrees to be awarded	182	185	188	191	194	197
Total degrees to be awarded	235	239	243	247	251	255

Strategy/Rationale: The institution will be evaluated based on previous degree production. Degree production each year over the compact cycle will be compared with the average of the three most recent years.

The following strategies have been recognized as activities and methodologies to address degree production goals:

- Research to see who is not graduating and survey non-returning students to discover the reason for non-return; develop and implement strategies to alleviate obstacles or provide support to overcome challenges
- Research degree production per program; develop and implement strategies to alleviate obstacles or provide support to overcome challenges
- Develop articulation agreements with community and technical colleges to encourage students to enter Glenville State College with half of the program already completed.
- Develop and market a Bachelor of Applied Science degree program.
- Develop and implement a marketing campaign for the Regents Bachelor of Arts program to working adults and businesses.
- Expand program offerings and program delivery at off-campus sites.

Degrees in STEM and Health Fields

Data: Indicate the total number of undergraduate and graduate degrees awarded by program in STEM and health fields. Also indicate degree production by program.

Program	CIP Code	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Technical Studies	41.9999	2				
Forest Technology	03.0511	14	18	13	12	16
Environmental Technology	15.0507	2	4	3	1	0
Land Surveying	15.1102	3	8	4	9	9
Biology/Biological Sciences	26.0101	5	6	7	5	8
Chemistry, General	40.0501	4	6	3	6	4
Behavioral Science	45.9999	46	32	35	28	35
TOTAL		76	74	67	61	72

Data provided by HEPC

75 65 61 71

Goal: What are the five-year goals for number of degrees awarded in STEM and health fields? Also, if applicable, what are the goals for increasing the number of graduates in STEM and health-related teacher preparation fields?

Program	CIP Code	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Technical Studies	41.9999	0	0	0	0	0
Forest Technology	03.0511	18	20	22	24	26
Environmental Technology	15.0507	0	0	0	0	0
Land Surveying	15.1102	10	12	14	16	18
Biology/Biological Sciences	26.0101	7	9	9	10	10
Chemistry, General	40.0501	5	5	6	6	7
Behavioral Science	45.9999	35	35	35	35	35
TOTAL		75	81	86	91	96

Strategy/Rationale: What strategies will be employed to actuate the goal above?

The following strategies have been recognized as activities and methodologies that will be employed at Glenville State College to aid in attainment of set degree production goals:

- Renovations and new equipment in the Science Building will provide increased student recruitments and enrollments in STEM-related fields
- Develop articulations with other schools in pre-professional areas
- Place an emphasis on recruitment into STEM-related fields
- Develop specific recruitment brochures about the importance of STEM-related occupations
- Investigate expanding health-related programs at Glenville State College
- Host science-related teacher academies and workshops during summer months
- Develop a STEM fields specific DVD; distribute to public schools
- Work with public schools to advise students into STEM-related areas
- Work with high school teachers to assure that high school students get quality science exposure and education
- Search additional funding to support the on-going efforts and activities funded by the current NASA grant to recruit students into STEM fields
- Provide summer science research camps for public school students
- Investigate establishing a Health Sciences and Technology Academy (HSTA) –type academy at Glenville State College – secure funding from the National Institute of Health or other agency
- Investigate the feasibility of establishing a two-year nursing program at Glenville State College; if feasible, work to establish such a program
- Host conference meetings for the West Virginia Academy of Science and Chi Beta Phi on the Glenville State College campus
- Host a research competition for high school students on the Glenville State College campus
- Utilize the 13-county Hidden Promise Initiative and in-school demonstrations and presentations to foster an interest in the STEM fields
- Develop and implement a system of funding support for students to become involved in the National Conference for Undergraduate Research

Licensure pass rates

Data: Indicate licensure pass rates by specific program areas for the past year. Examples at the undergraduate level are teacher preparation, including specific content areas, and nursing. Also indicate licensure pass rates at the graduate and professional levels.

Testing Attempts for 2007-2008*			
PRAXIS II Test Type	Total Testing Attempts	Total Successful Testing Scores	Percentage of Passing Scores
Elementary Education (K-6)	25	21	92%
Early Education (PreK-K)	14	14	100%
Multi – Categorical Special Education (K-6)			
English (5-9)	1	1	100%
General Mathematics (5-9)	4	3	75%
Science (5-9)	1	1	100%
Social Studies (5-9)	1	1	100%
Biological Sciences (9-adult)			
Business (5-adult)	1	1	100%
Chemistry (9-12)			
Chemistry-Physics (9-12)			
English (5-adult)	4	4	100%
General Science (5-adult)	2	2	100%
Health (5-adult)			
Mathematics (5-adult)	1	1	100%
Social Studies (5-adult)			
Physical Educ. (PreK-adult)	11	9	82%
Music (PreK-adult)	4	4	100%

Testing Attempts for 2007-2008			
PRAXIS II Test Type	Total Testing Attempts	Total Successful Testing Scores	Percentage of Passing Scores
Principles of Learning and Teaching (grades K-6)	28	26	93%
Principles of Learning and Teaching (grades 7-12)	25	24	96%
Total – All Principles of Learning and Teaching	53	50	94%

This data includes numbers of students who attempted the tests during the given time period. Glenville State College's Teacher Education's policies require that students pass all areas of the PRAXIS II exams prior to admission into the Internship Semester.

Testing Attempts for 2007-2008			
WV Board of Professional Surveyors Test Type	Total Testing Attempts	Total Successful Testing Scores	Percentage of Passing Scores
Part I – Fundamentals	14	4	29%
Part II – Principals and Practice	2	2	100%
Part III – West Virginia	5	2	40%

If there are minimum acceptable pass rates established by the licensing body, please indicate. Example: NCATE rate of 80%. What sanctions apply if the pass rate is not met? Example: Probation.

Teacher Education – The minimum acceptable pass rate on state licensure exams accepted by NCATE is 80 percent. If the standard is not met, the program may be placed on probation until the rate is raised. Reports are submitted annually.

Land Surveying – The licensure tests are generally taken one to four years after graduation from the program. The licensure board does not accredit the program, so there is no sanction other than sanction from the College’s own Governing Board and program advisory board.

Nursing – Though Glenville State College participates in a cooperative program with West Virginia University and teaches the first two years of the program to a cohort of students at Glenville, students matriculate to West Virginia University at Montgomery after their sophomore year in the program. Those students are not longer counted as Glenville State College students once they matriculate to Montgomery and, consequently, are counted as WVU students both for licensure and for graduation.

Goal: What are the five-year goals? Goals should be at least at the levels recommended by the respective licensure bodies (e.g., pass rates for completion of Praxis II teacher preparation fields should be at least at 80 percent).

Five-Year Percentage of Passing Rate Goals for Testing Attempts					
PRAXIS II Test Type	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Elementary Education (K-6)	n/a	95	95	95	100
Early Education (PreK-K)	n/a	100	100	100	100
Multi – Categorical Special Education (K-6)	n/a	100	100	100	100
English (5-9)	n/a	100	100	100	100
General Mathematics (5-9)	n/a	80	85	90	100
Science (5-9)	n/a	100	100	100	100
Social Studies (5-9)	n/a	100	100	100	100
Biological Sciences (9-adult)	n/a	80	85	90	100
Business (5-adult)	n/a	100	100	100	100

Five-Year Percentage of Passing Rate Goals for Testing Attempts, continued					
Chemistry (9-12)	n/a	80	85	90	100
Chemistry-Physics (9-12)	n/a	80	85	90	100
English (5-adult)	n/a	100	100	100	100
General Science (5-adult)	n/a	100	100	100	100
Health (5-adult)	n/a	80	85	90	100
Mathematics (5-adult)	n/a	100	100	100	100
Social Studies (5-adult)	n/a	80	85	90	100
Physical Educ. (PreK-adult)	n/a	80	85	90	100
Music (PreK-adult)	n/a	100	100	100	100

This data is based upon numbers of students who attempted the tests during the given time period. Glenville State College's Teacher Education's policies require that students pass all areas of the PRAXIS II exams prior to admission into the Internship Semester.

Five-Year Percentage of Passing Rate Goals for Testing Attempts					
PRAXIS II Test Type	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Principles of Learning and Teaching (grades K-6)	n/a	95	95	95	100
Principles of Learning and Teaching (grades 7-12)	n/a	95	95	95	100
Total – All Principles of Learning and Teaching	n/a	95	95	95	100

Five-Year Percentage of Passing Rate Goals for Testing Attempts					
WV Board of Professional Surveyors Test Type	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Part I – Fundamentals	n/a	35	40	45	50
Part II – Principals and Practice	n/a	60	60	60	60
Part III – West Virginia	n/a	60	60	60	60

Strategy/Rationale: What strategies will the institution employ to improve pass rates on licensure exams for each of its program areas?

The following strategies have been recognized as activities and methodologies that will be employed at Glenville State College to aid in attainment of set licensure pass rate goals:

- Licensure pass rates per program will be distributed to the appropriate department chair. Strategies for improvement on licensure exams will be developed and utilized with groups of students.
- Investigate initiating series of preparation exams for students in each program that requires a licensure exam; if feasible, implement.
- Systematically schedule periodic exam review and preparation sessions.

- Research each program to ascertain that each program curriculum is aligned to licensure test objectives.
- Make part-time and full-time faculty fully aware of the importance of the objectives on the course outline and the adequate coverage of each objective assigned to that course.
- Hold training sessions periodically throughout each semester to assist faculty in updating their teaching skills.
- Develop specialized prep courses for students who need intensive, specialized test preparation in addition to their regular course work.

Percentage of faculty with terminal degrees

Data: Indicate the percentage of full-time tenured, tenure track, and term faculty with terminal degrees, typically the doctorate. If the percentage includes faculty who hold a degree other than the doctorate, e.g. J.D. for a professor whose teaching load is primarily in accounting courses or the MFA for a professor who is primarily teaching in the performing arts, please indicate the number of each faculty by degree area.

Full-time Instructional Faculty			
	Fall 2006	Fall 2007	Fall 2008
TENURED FACULTY			
Terminal degree*	12	11	13
No Terminal degree	11	9	9
% of Tenured Faculty with Terminal degree	52%	55%	59%
TENURE-TRACK FACULTY			
Terminal degree*	17	22	20
No Terminal degree	5	4	3
% of Tenure-track Faculty with Terminal degree	72 %	92%	87%
TOTAL – ALL TENURED AND TENURE-TRACK FACULTY			
Terminal degree*	29	33	33
No Terminal degree	16	13	12
% of Tenured & Tenure-track Faculty with Terminal degree	64%	72%	73%
TEMPORARY/TERM FACULTY			
Terminal degree*	1	1	0
No Terminal degree	6	11	14
% of Temporary/term Faculty with Terminal degree	14%	9%	0%
TOTAL – ALL FULL-TIME FACULTY			
Number with Terminal degree*	30	34	34
Number with No Terminal degree	22	24	25
% of all full-time Faculty with Terminal degree	58%	59%	58%

**Two faculty members are included: one individual holds an MFA and teaches Oral Communication Arts while the other holds a JD and teaches law classes in criminal justice.*

Goal: What are the five-year goals?

Goals for Full-time Instructional Faculty					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percent of all faculty with terminal degrees	60%	61%	62%	63%	64%

Strategy/Rationale: What strategies will be employed to increase or maintain current levels of tenured and tenure-track faculty holding terminal degrees?

The following strategies have been recognized as activities and methodologies to address the goals related to the recruitment and retention of a greater percentage of full-time instructional faculty with terminal degrees:

- Provide additional in-service and professional development activities for all faculty.
- Investigate implementing an incentive program for those who pursue a terminal degree. Consider the following components in design of the incentive program: time release, preferential scheduling, pay incentive if completed within a given amount of time, aid for additional expenses such as travel, reduction in office hours, etc. If found feasible, implement.
- Work to raise the salary of terminal degree faculty in an effort to attract them.
- Work with Board of Governors to develop a policy that provides for tuition waivers for Glenville State College employees and immediate family members.
- Develop a faculty housing assistance plan to help attract new faculty; investigate providing housing assistance for current faculty.
- Expand housing opportunities for faculty.
- Develop and distribute a listing of appropriate desirable community housing.
- Offer editorial and statistical assistance for non-terminal degree faculty enrolled in doctorate programs.
- Provide a program of library data base assistance for faculty in doctorate programs.
- Work with local employers to seek employment for spouses of faculty and new faculty hires. Partner with other schools and businesses to help spouses find suitable employment in the area.
- Closely monitor faculty qualifications to assure the most highly qualified faculty available.

Assessment of Student Learning

Data: Describe the institutional assessment program:

Glenville State College Assessment of Student Learning Policies and Procedures

Glenville State College is committed to educating students to be thoughtful, productive, engaged and responsible citizens. Furthermore, the College is committed to upholding rigorous expectations for teaching and learning through a comprehensive system of assessment. Assessment of student learning is an integral part of each academic program and includes assessment of student learning in general education as well as in the students' majors. Reflecting the emphasis on student learning stated in the Glenville State College Mission Statement, coordinated and comprehensive campus-wide assessment demonstrates effective assessment practices that result in program improvement and improved student learning.

Assessment includes the student's ability to provide evidence of growth in knowledge that affects not only academic success but success beyond the college classroom. The assessment of student learning is a paramount concern for all faculty and academic leaders. Through the assessment process, the faculty are best able to make decisions about teaching and the instructional process on campus. Assessment of student learning is an integral part of the entire academic experience and provides specific points for both formative and summative evaluations of student mastery of skills and knowledge. Assessment includes a variety of methods and instruments that provide the most accurate view of student learning. Glenville State College faculty, students, and administrators are committed to student learning in an atmosphere of continuous improvement.

Glenville State College Assessment Model

The Glenville State College Assessment Model focuses on authentic assessment requiring the student to demonstrate skills and knowledge at prescribed points in the degree program. The Model is published in the *College Catalog* and the *Student Handbook*. The components of the Glenville State College Model are the following:

Learning Goals and Objectives for each Program

Each academic program has a mission statement with stated learning goals and measurable objectives. These goals and objectives were developed by the faculty in each department and approved through the shared governance system on campus. Goals and objectives for all academic programs are found on the Glenville State College homepage.

Course Assessment

In addition to the standard course evaluations as a primary means to assess student mastery of learning goals and objectives, authentic assessment activities are incorporated into the evaluation process, when appropriate.

Entrance Assessment

Entrance assessment includes a review of ACT/SAT scores and additional testing, when needed, following the Higher Education Policy Commission Freshman Placement Standards. In addition, several academic programs require entrance assessment prior to the student being formally admitted to the program.

General Education

Assessment of General Education occurs throughout the program and is documented in various ways. The plan for assessment of the General Education Program allows a look at student learning that includes not only what the graduates know but also what the graduates can do with that knowledge. Consistent with a statewide emphasis on Assessment of Essential Skills, the General Education Assessment Program assesses skills in reading, writing, mathematics, and critical thinking via the Collegiate Learning Assessment.

Programmatic Assessment

Individual departments determine an appropriate content specific means of assessment of student learning for their respective disciplines and utilize these measures to address curricular changes. Recommendations based on assessment data are then processed in accordance with established campus procedures for making, implementing, and reviewing changes. Departments provide data which has been translated into a readable form to the Assessment Coordinator as they become available. The Assessment Coordinator will act as a centralized “information repository” for departmental assessment data and this information is utilized for institutional accreditation purposes. Individual departments may elect to utilize a portfolio in their respective evaluation processes. If they do elect to utilize a portfolio, departments are responsible for collecting and maintaining data and information related to portfolio use, and must determine appropriate methods for evaluating them.

Gateway Course

Each major has a designated course or process in which student mastery of the previous content is formally assessed. The degree program faculty are responsible for defining the assessment tool and for setting the passing criteria. The gateway course occurs at an appropriate point in the academic program of each major. In all education preparation programs, the formal and comprehensive admission to teacher education process is utilized as the gateway assessment.

Capstone Course

Each major provides a capstone course to be taken in the senior year. The course is designed as a means to help students synthesize the degree program content. As a part of the capstone experience, students complete a comprehensive assessment that is designed and evaluated by the program faculty. The assessment may include internships, standardized tests, and presentation of research projects.

Graduate Follow-Up

All academic programs conduct an assessment of graduates. At years one, three, and five following graduation, graduates will be contacted utilizing either traditional or electronic mail to assess their learning and use of the skills and values mastered at Glenville State College. As a part of this post-graduation follow-up, employers will also be contacted to assess the graduates' attainment of work related skills and preparation.

Assessment Committee

Results of student achievement of academic objectives in each academic program, program modifications, and implementation plans for enhancement of student learning are reported annually to the College Assessment Committee. The committee has the responsibility for monitoring all aspects of assessment of student learning and making periodic reports to the Faculty Senate and the campus community. The Glenville State College Assessment Committee is responsible for an annual review of all assessment programs on campus and approves or makes recommendations for program improvement based upon assessment results.

Each department has a representative on the Assessment Committee who is responsible for providing departmental training, organizing the departmental assessment plan, and reporting results to the campus-wide assessment committee. The Assessment Committee serves to inform, assist, and monitor assessment issues related to student learning and serves as a standing committee of the Glenville State College Faculty Senate.

Procedures for Making, Implementing, and Reviewing Changes

All proposed changes in program assessment are submitted to the Assessment Committee providing this group with the opportunity to comment prior to initiating approval of changes through the campus governance structure. The Assessment Coordinator assists with the implementation of approved changes and insures that these are reviewed for their effectiveness.

Feedback of Assessment Data

The Assessment Coordinator collects data as it becomes available. Departments collect and translate data into a readable form which is then forwarded to the Assessment Coordinator to be distributed to appropriate members of the faculty, staff, administration, and students. Faculty meet within academic departments to review and discuss the data. Recommendations based on assessment data are processed according to the Procedures for Making, Implementing and Reviewing Changes.

How has the assessment program resulted in curricular modification and improvement in instruction during the past year? In responding to this question, the institution may wish to refer to the five fundamental questions on student learning in the HLC document, Student Learning, Assessment, and Accreditation.

All academic departments are asked to review their program assessment plan annually to ascertain that the objectives, content, and assessments of the program are fully aligned. Each spring, a report is submitted to the Provost's Office describing the program assessment plan, the data collected by the program, and the changes that are being implemented as a result of the plan. One significant change that will occur this fall in response to identified needs is a revision in the developmental mathematics courses. Departmental faculty have been meeting throughout the summer to identify ways to better meet the needs of incoming students and to assist them in attaining success in the developmental mathematics courses.

The campus-wide Assessment Committee reviews all assessment data periodically throughout the year and makes recommendations for institution-wide changes in response to the data.

What is the status of the assessment program with the Higher Learning Commission and any specialized accrediting bodies?

Glenville State College maintains full accreditation with the Higher Learning Commission and will undergo its next PEAQ review in 2012-2013.

The Teacher Education Program is fully accredited with NCATE with its next accreditation visit scheduled for 2011-2012. All specialty program areas have also been approved by their respective professional organizations.

Any reports or focused visits required for the HLC? If so, please describe.

Not applicable. None required.

To what extent will the institution use professional development programs such as the Assessment Academy offered by the Higher Learning Commission?

The extent to which Glenville State College will become involved is unclear at this time.

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)?

Glenville State College has been involved with the use of the Collegiate Learning Assessment for the past three years. Additionally, the College has been utilizing the CIRP assessment with incoming freshmen.

Glenville State College administers the Cooperative Institutional Research Program (CIRP) Freshman Survey every other fall (odd-numbered years) to incoming freshmen. The survey covers a wide range of student characteristics: parental income and education, ethnicity, and

other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs, and self-concept. This information is reviewed by campus administrators for planning purposes - to develop a profile of our typical students and to identify the needs of our incoming students so that we can better respond to their needs. Additionally, the Assessment Committee reviews the data and makes recommendations based upon that data.

In addition to using the CIRP, Glenville also assesses freshmen students via the Collegiate Learning Assessment (CLA) each fall. Seniors are assessed via the same instrument during the spring semester, the intent being that data can be reviewed to assess the “value added” component of the college experience and general education. Assessment results are shared, along with graduate follow-up data, with department chairs and the Assessment Committee for review and discussion each fall.

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.

At this time, Glenville State College has not signed up for participation in the Voluntary System of Accountability (VSA). This is due to a year-long unfilled vacancy in the Chief Technology Officer position. Until that position is filled, we are unable to provide the required informational components in a timely fashion. It is the intent to participate, though we will postpone that entry into the system until the CTO position is filled.

Goal: What are the institution’s assessment goals?

Glenville State College’s mission statement states the college is committed to providing “a tradition of high quality education through innovation in the design, delivery, and evaluation of programs and services....a community of active learners dedicated to lifelong learning, effective teaching...”

“Glenville State College is committed to educating students to be thoughtful, productive, engaged and responsible citizens. Furthermore, the College is committed to upholding rigorous expectations for teaching and learning through a comprehensive system of assessment. Assessment of student learning is an integral part of each academic program and includes assessment of student learning in general education as well as in the students’ majors. Reflecting the emphasis on student learning stated in the Glenville State College Mission Statement, coordinated and comprehensive campus-wide assessment demonstrates effective assessment practices that result in program improvement and improved student learning. Assessment includes the student’s ability to provide evidence of growth in knowledge that affects not only academic success but success beyond the college classroom. The assessment of student learning is a paramount concern for all faculty and academic leaders. Through the assessment process, the faculty are best able to make decisions about teaching and the instructional process on campus. Assessment of student learning is an integral part of the entire academic experience and provides specific points for both formative and summative evaluations of student mastery of skills and

knowledge. Assessment includes a variety of methods and instruments that provide the most accurate view of student learning. Glenville State College faculty, students, and administrators are committed to student learning in an atmosphere of continuous improvement.” (*Glenville State College Catalog, 2008-2009*)

Strategy/Rationale: Outline strategies that will be employed to achieve the assessment goals. In the initial year reporting (2007- 2008), the institution is to establish appropriate goals for improvement of its program of assessment of student learning. In subsequent years, the institution shall report on progress in achieving goals, undertake modifications as deemed necessary, and justify modifications to assessment goals.

Glenville State College’s Assessment of Student Learning Plan is thorough and when effectively implemented, provides a thorough assessment of all phases of student learning. Beginning Fall 2009, the campus-wide Assessment Committee will begin requiring each department to report to the committee on the assessment activities of each of its programs, with data to substantiate the contents of the report. Each Higher Learning Commission “five fundamental questions” must be addressed in the report. It is the goal that the assessment program of each academic program can demonstrate effective teaching, student attainment of program goals, and response to program assessment. Program advisory groups comprised of professional community partners will be utilized to monitor program effectiveness and provide suggestions for program revision. Additionally, each academic program is required to imbed a minimum of two service-learning activities within required program courses, effective Fall 2008, in an effort to demonstrate application of knowledge and theory.

In response to data received per academic programs during the 2008-2009 academic year, annual goals will be established per program. Each subsequent year, progress toward those goals will be reported.

Accreditation

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?

According to the US Department of Education, there are only four accrediting bodies that are applicable to the academic program accreditation at Glenville State College. These include: Teacher Education, Nursing, Business, and Music. Of the academic programs where specialized accreditation is available, Teacher Education and Nursing are fully accredited; whereas, the Business programs and Music programs are not currently accredited.

Teacher Education - Each of Glenville's Teacher Education programs is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and is approved by its respective specializations. As a component of the NCATE review process, each of the following content specializations within the program was reviewed and approved by the respective Specialized Program Association (SPA). Glenville has received recognition approval from each of the following SPAs:

- Association for Childhood Education International (ACEI)
- Council for Exceptional Children (CEC)
- National Association for Sport & Physical Education (NASPE)
- National Association for the Education of Young Children (NAEYC)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)

The specialization areas of Business Education and Music Education have not applied for nor received national recognition and approval. The decision to pursue accreditation from the applicable national association body in these two areas will be reviewed during the upcoming year to determine whether or not Glenville State College will pursue accreditation through the Association to Advance Collegiate Schools of Business (AACSB International) or International Assembly for Collegiate Business Education (IACBE) and National Association of Schools of Music (NASM).

Nursing - Glenville State College jointly offers a Nursing BA program in cooperation with West Virginia University. The freshmen and sophomore years of the nursing program are completed at Glenville while the junior and senior years are completed at West Virginia University Institute of Technology in Montgomery, West Virginia. As a part of the WVU School of Nursing, the program is accredited by the Commission on Collegiate Nursing Education.

Business - There are two options available for accreditation of the business program. The Association to Advance Collegiate Schools of Business (AACSB) International Accreditation is very costly for candidacy and involvement in the accreditation process for business and accounting. Another option for accreditation is the International Assembly for Collegiate Business Education (IACBE) who advertises itself as the premier professional accreditation

organization for business programs in student-centered colleges and universities throughout the world. Research and investigation into the value(s) of each will be closely reviewed and scrutinized during the upcoming year.

Music - Accreditation for the Music Education and Music BA programs is possible through the National Association of Schools of Music however Glenville State College has not pursued such accreditation in the past. A study will be conducted during the upcoming year (2008-2009) to ascertain the value and feasibility of applying for such accreditation. Based upon findings, the College will make a decision as to whether to pursue the accreditation or not.

Additional Recognition - The Glenville State College Forestry AS program (a 2-year program) is nationally recognized by the Society for American Foresters. Accreditation is not currently available for two-year programs in forestry.

Future plans – The Land Surveying and Natural Resource Management: Landman Technology Programs will be internally reviewed this year to ascertain the applicability of pursuing ABET, Inc., formerly the Accreditation Board for Engineering and Technology, accreditation. ABET is the recognized U.S. accreditor of college and university programs in applied science, computing, engineering, and technology.

Additionally, accreditation will be investigated for the four-year Natural Resource Management program through the Society of American Foresters (SAF).

As new programs are developed at Glenville State College, information on possible program accreditation(s) must be included in the proposal.

Goal: What are the five-year goals for utilization of specialized accreditation?

The goal of Glenville State College is that full accreditation is held for all academic programs where accreditation is available and deemed appropriate and feasible by internal study. That study will occur during the 2008-2009 academic year and goals set appropriately.

Strategy/Rationale: What are the plans for achieving the goals? To what extent has specialized accreditation benefited the institution? If the institution has not elected to seek specialized accreditation for those programs that are eligible, explain the rationale.

Based upon internal study during the 2008-2009 academic year, the extent to which external accreditation for the remainder of programs, where it is available, will be determined and plans developed accordingly.

Alignment with K-12 schools

Data: Describe any programs or activities that improve alignment with the public schools.

Glenville State College currently offers approved dual-credit courses in seven county high schools including: Gilmer County High School, Braxton County High School, Calhoun County High School, Nicholas County High School, Ritchie County High School, Roane County High School, and Pocahontas County High School.

We have numerous articulations agreements including an articulation agreement with the Regional Jail Authority for criminal justice course credit, Calhoun Gilmer Career Center for business, computer science, criminal justice and forestry course credits, the EDGE program for specified high school course completion, Nicholas County Career Center for forestry and fire prevention courses, Pennsylvania School of Technology for Natural Resource Management: Forest Technology course credit, and Horry-Georgetown Technical College for Natural Resource Management: Forest Technology course credit.

Additionally, the College has developed and maintains cooperative agreements with:

- FCI-Gilmer to develop and deliver a Business AS program for inmates at the facility,
- Pierpont Community and Technical College to offer assorted general education courses at Flatwoods, WV,
- New River Community and Technical College for delivery of a Teacher Education program in elementary education, and
- WV Department of Highways for delivery of courses related to land surveying.

The Teacher Education Unit has partnered with public schools to establish and maintain Professional Development Schools in the following schools for the purposes of providing professional development for public school staff and serving as a site for teacher preparation activities: Gilmer County High School, Sand Fork Elementary School, Glenville Elementary School, Burnsville Elementary School, Braxton County Middle School, Flatwoods Elementary School, Buckhannon-Upshur High School, Lewis County High School, Peterson Central Elementary School, Summersville Elementary School, Calhoun County Middle-High School, and Pleasant Hill Elementary School. Additionally, the Teacher Education Unit has partnered with Ritchie County High School to support a Teacher Cadet program.

The teacher education faculty recently provided a workshop on “Integrating 21st Century Technology” to Gilmer County Middle-High School teachers and recent student interns. The Teacher Education Unit has also supported action research in all of its professional development schools through a variety of college-secured grants. In cooperation with West Virginia Department of Education, the Unit recently provided a “Response to Intervention Project,” at Braxton County Middle school and numerous other professional development trainings in the public schools. Additionally, college faculty and public school teachers have made joint presentations at several national conferences during the last year.

The Glenville State College Hidden Promise Initiative is the college’s hallmark activity for making connections with public schools. It is designed as a visible program that illustrates the

importance of higher education to both students and parents. The goals of the project are to increase the number of students who graduate from high school with the skills that will prepare them to be successful in college and to increase the number of students who attend college. Activities initiated as components of this project include (but are not limited to): mentoring, tutoring, visits to Glenville State College campus for events and special activities, scholarships for participating students, summer camps, community service activities in the local community, presentations by Glenville State College staff and faculty, curriculum alignment initiatives, etc.

Hidden Promise Scholars are students in the 8th through 12th grade whose aspirations for college are undefined. Selected by county superintendents and principals, these students will have opportunities to interact with Glenville State students and faculty and explore the horizons that a college education opens. Hidden Promise Scholars will mentor with college students at their home schools and will participate in an array of campus visits. The Scholars will receive complementary passes to Glenville State College athletic and cultural events and will be invited to summer camps (at no cost to the student) held on the campus which will include ACT prep workshops, team activities, etc. If the student continues to participate from the time he/she is identified as part of the program to high school graduation, it is planned that he/she will automatically receive a renewable \$1000/year scholarship to Glenville State College (subject to maintaining a 2.0 GPA).

Glenville State College has also initiated a Glenville State College Consortium Mathematics Initiative with the purpose of improving student achievement in mathematics. Members of the working consortium have been public school teachers from throughout the college's identified thirteen county concentration area in central West Virginia, a mathematics consultant, and Glenville State College mathematics faculty. Having met a number of times during the 2007-2008 academic year, the group seeks to expand the collaboration between Glenville State College and high schools and middle schools in an effort to better align the curriculum in preparation for success in college-level mathematics. Though the College is currently involved in the delivery of WvEB College Algebra project, the college is engaged in ongoing conversations with public schools about the College providing remediation math courses, as needed, in the public schools as well.

The Glenville State College STEM Enhancement Initiative Program, a federally funded NASA initiative, provides training and support for public school teachers and high school students. It also funds summer research camps for students and teachers. It has been a good collaborative effort between public schools and the College.

Goal: What are the five-year goals for enhancing alignment efforts with the public schools?

It is the goal to increase the number of dual-credit course offerings in public schools, to build upon the foundation efforts begun this year with the Hidden Promise program, and to expand the number of articulation agreements that are currently in place with public schools, colleges, and other organizations. In addition to building and strengthening the newly organized Mathematics Consortium, we would also like to develop similar groups for English and science.

Strategy/Rationale: What are the plans for achieving the goals?

We are planning to build upon and expand the Foundation efforts that are in place at this time. The following strategies have been recognized as activities and methodologies that will be employed at Glenville State College to aid in attainment of the goals related to enhancing alignment efforts with the public schools:

- The development of content-specific consortia would be a first step in achieving this goal.
- Enhance Hidden Promise Scholars program with more tutoring services, such as Smarthinking and mentoring.
- Work with public school teachers to raise the level of science instruction in the public school through activities begun in STEM Enhancement Initiative.
- Review Teacher Education's alignment with K-12 Content Standards and Objectives.
- Through the Math Consortium, identify where math skill development is breaking down in public schools. Develop and implement a strategy to work with public education to address the issue.
- Develop and deliver workshops in public school about "How to Succeed in College."
- Develop additional articulation agreements with career and technical schools.
- Develop a Teacher Cadet program for public schools in collaboration with Glenville State College.
- Implement a National Geographic "Jason Project" in cooperation with public schools within the 13 county area.
- Organize and provide multiple opportunities for public school students and teachers to visit the college and participate in academically related activities such as a science fair, math competition, etc.
- Develop a professional development/in-service program of available presentations and trainings that can be made available to public school employees.
- Develop a Speaker Bureau list of topics that can be made available to public schools (may include hobbies and areas of interest as well as content discipline-specific topics)
- Offer additional college courses in several local communities where classes are not currently being offered.

Use of instructional technology

Data: Describe the extent of the institution’s commitment to course and program delivery through instructional technologies. Evaluate the success in increasing student outreach through such activity. Discuss activities in terms of costs, outreach to students, curriculum areas, student satisfaction, future trends, etc.

Though the College has state-of-the art distance education equipment to provide two way face-to-face distance delivery of courses, little is currently delivered via this technology. Few opportunities have been made available in recent years to utilize the technology. Receiving sites must be identified and collaborative agreements established.

Rather, the College has encouraged faculty to consider developing and offering courses via internet technology. In August 2006, the Glenville State College Board of Governors approved Academic Policy 23, Web-based Courses. The purpose of Policy 23 was to implement a process to increase the number of web-based courses offered by Glenville State College to remain competitive with other institutions around the state. The policy effectively required every department to institute some web-based courses by Fall 2006. The resulting proposal goals were to include:

- The Associate of Arts in General Studies to be fully web-based where appropriate.
- Increased scheduling flexibility thereby meeting the needs of students, especially non-traditional students.
- Increased student enrollment.

Since the adoption of the Web-based Course Policy, the number of courses offered each semester has increased and the number of students enrolling in on-line courses has likewise shown growth:

On-line Course Delivery – Asynchronous 85-99%		
Semester	Total number of courses offered	Total number of student enrollments
Fall 2006	7	130
Spring 2007	18	339
Summer 2007	14	146
Fall 2007	14	258
Spring 2008	9	214
Summer 2008	18	270
Fall 2008 (preregistered)	12	271

A component of the Policy, a per-course fee has been assigned to each on-line course. Course fees cover the costs of course delivery and also provide additional monetary incentive for faculty to deliver courses via on-line technology. Each course is reviewed by a representative of the campus On-Line Course Committee to ascertain that it meets all requirements for Glenville State College web-based courses.

Faculty training opportunities and on-going technology support have been made available every semester in an effort to encourage the use and implementation of on-line course technology. As

a result, the number of faculty utilizing WebVista has increased over the last two years. It is anticipated that the number of course offerings will gradually increase as more faculty experiment with the technology.

Smartboard classroom technology or data projector and PC is now available in over 60 percent of the classrooms on the Glenville State College campus. Faculty training and on-going technology support is made available to faculty at all times. Feedback from faculty and students is that the technology is widely used and integrated in the classroom delivery of instruction.

An additional major implementation of technology has occurred at Glenville State College recently. As a result of a NASA grant, the College has acquired state-of-the-art scientific instrumentation that is utilized daily in the recently renovated Science Hall. Faculty members continue to apply for additional grants to increase the instrumentation that is available for use by Glenville State College students.

Goal: What changes are anticipated over the next five years?

Glenville State College plans to more fully utilize technology to enhance and support all areas of instructional delivery – from on-line courses to in-classroom presentations.

The goal is to double the number of courses offered via on-line technology per semester in the next two years. Likewise, it is the goal to assure that all Glenville State College classrooms are equipped with Smartboard technology or data projector and PC within the next two years.

With the new hire of a Chief Technology Officer, many additional changes and improvements will also occur; however, those particular goals have not been set at this time.

Strategy/Rationale: What are the plans for achieving the goals?

The following strategies have been recognized as activities and methodologies that will be employed at Glenville State College to aid in attainment of the goals related to the utilization and promotion of instructional technologies:

- Include a component of on-line instruction in many freshmen level courses so that they become acquainted with on-line course technology.
- Develop and implement instructional tutorials on how to work within the framework of a web-based course.
- Evaluate structure of courses; require that all courses use some instructional technology in course delivery.
- Provide developmental courses to high schools via WebVista (utilize a classroom teacher as monitor and assistant in the high school).
- Evaluate using on-line textbooks to alleviate the cost of course textbooks.
- Investigate video-taping course delivery (lectures) and packaging them in modules and delivering them as correspondence courses.
- Establish delivery and receiving sites for distance technology delivered instruction.

- Utilize technology to develop one-minute presentations and “teasers” to support instruction; can also be used for recruitment – example: how to play a musical instrument.
- Set up pod casts in - for example: “Buddy’s Banjo Tips.”
- Investigate the use of Face Book to make contact with students, distribute information, etc
- Post all syllabi on-line each semester on the College website; perhaps hyperlink to the College Catalog.
- Make greater use of technology in content area discipline experiences – for example: Use of PDAs in nursing to record patient information.
- Establish a “weekend” program that can be delivered by distance learning technology to a variety of sites. Possibility: Friday through Sunday for 4 weekends a semester. Possibly implement with correctional officers.
- Investigate offering courses between the fall and spring semesters and between the spring and summer semesters via distance technology and on-line offerings.

Career placement

Data: Describe the institution's strategy for promoting successful placement and follow-up of graduates. Evaluate the success of the institution's graduate follow-up strategies. Include acquired data on graduates who enter the workforce, graduate education, professional schools, or other postsecondary education within one year following graduation. Indicate: Total number of graduates, Number and percent of graduates contacted through official follow-ups, and Placement success as measured by the number and percent of students who enter the workforce, graduate education, professional schools or other post secondary education within one year following graduation

In an attempt to evaluate Glenville State College programs and to track our graduates as they enter the workforce, efforts have been made to contact one and five-year graduates and to ask them to complete and return a mailed graduate survey. Data for the last three years of college-initiated surveys of graduates illustrate the difficulty that Glenville State College has experienced in conducting meaningful graduate follow-up:

	Graduate Survey - Conducted in Spring 2006	Graduate Survey - Conducted in Spring 2007	Graduate Survey - Conducted in Spring 2008
Number of Surveys mailed to 5-yr graduates	300	264	289
Number of Surveys mailed to 1-yr graduates	299	228	231
Total surveys mailed	599	492	520
Number surveys returned - address unknown	24	42	86
Actual number of surveys which were received	575	450	434
Number surveys completed and returned	76	81	52
Completion rate	13%	18%	12%

The lack of data (n) makes any statistical analysis questionable. Anecdotal and written responses have been shared; however, with the appropriate departments in an effort to revise and update programs as appropriate.

The only graduate follow-up data that the college has been able to acquire in regard to job placement or post-secondary education has come through the academic advisors who may have kept in touch with the student after graduation.

Goal: What is the five-year goal for successful placement of graduates? Establish baseline data and develop methods for improvement.

The data currently available is insignificant. It is the desire and goal of Glenville State College to participate in the development of a meaningful strategy for graduate follow-up that can yield meaningful results that can serve as a basis for decision-making and tracking of program completers.

Strategy/Rationale: What strategies will the institution employ to achieve the five-year placement goal for graduates and to achieve satisfactory data on graduate follow-up?

We hope that the HEPC will take the lead in assisting all colleges and universities in this area. Graduate follow-up is extremely difficult and appears to be an area of concern for most colleges. Additionally, however, Glenville State College will employ the following strategies and methodologies in an effort to aid in the attainment of the goals related to career placement:

- Request each department chair to conduct systematic and regular graduate follow-up of their program completers.
- Investigate the possible implementation of a procedure whereby a survey is sent to the graduate each time a transcript is requested.
- Investigate utilizing Face Book as a tool in graduate follow-up.
- Offer an incentive to complete and return the graduate survey.
- Reformat the survey into a concise format that can be mailed on a postcard.
- Contact licensure boards to get names of graduates.
- More fully utilize the alumni directory when mailing graduate surveys. Utilize on-line resources when possible.
- Set up a Glenville State College Face Book account - to join, the individual must fill out the survey.
- Assure that all programs include an internship. Track graduates through internships and later employment.
- Develop a job site as a part of the Glenville State College web site – post openings of jobs related to various disciplines.
- Continue and enhance the current annual Career Fair.
- Investigate tracking graduates through their grants or student loans and/or the IRS or the U.S. Dept of Labor.

Describe current tracking procedures and plans to improve data collection.

Current procedures include:

- Online- survey to be completed by graduates when applying for graduation
- One-year and five-year graduates surveys mailed to the graduates' home
- Department-specific surveys that are completed by some but not all academic departments in a systematic fashion
- Annual Career Fairs (they are well-attended by potential employers)

Recognizing that this is an area for improvement, Glenville State College will establish a Task Force to work on this issue during the 2008-2009 academic year. A plan will be developed and submitted to the Board of Governors and, subsequently, implemented. The plan and annual update will be submitted as a component of the annual compact report in Fall 2009.

Institutional Financial Aid

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

Glennville State College participates in all available federal and state grants, Federal Direct Student Loans, and cooperates with outside agencies to process financial aid assistance provided to the students. The Athletic Department and Glennville State College Foundation provides institutional funds which are awarded to students according to established criteria.

Glennville State College participates in the following financial aid programs for its students:

Academic Competitive Grant 1	Pioneer Award-Athletic
Academic Competitive Grant2	Pioneer Award - Need Based
Alternative Loans	Pioneer Award-Fine Arts
Americorp Award	Federal Pell Grant
Army Reserve Assistance	Phala Woods Award
Athletic Scholarships	Penn. Higher Ed. Assist. Agency
WV State Grant	Parent Loans for Students
Child Development Scholarship	Promise Scholarship
Cleveland Scholarship Program	Vocational Rehabilitation
Federal Workstudy Eligibility	Outside Scholarship
Wash DC Tuition Assistance	Fed Sup Ed Grant-SEOG
Dept of Health Human Resources	Student Government Association
Direct Loan-Unsubsidized	Shaw Scholarship
Department of Highways	Sharpe Hospital
Direct Loan – PLUS	Staff Development Scholarship
Direct Loan-Subsidized	Federal SMART Grant Sr.
Engineering, Science,Tech Scholarship	Federal SMART Grant Jr.
Glennville State College Value Award	WV Higher Ed Grant
Foundation Scholarships - Fine Arts	TEACH Grant
Foundation Awards	Trade Re-adjustment Act
Hidden Promise Scholarship	Tuition Assistance-Academic
GEAR UP	Tuition Assistance-Employees
Glennville HS Alumni Scholarship	Tuition Assistance-Athletic
HEAPS – Grant	Tuition Assistance Pierpont CTC
Institutional Work	Tuition Assistance Dual Credit
Tuition Waiver-Health Science	Tuition Assistance-Foster Child
JTPA Program	Tuition Assistance-Third Party
Support Services Award	Tuition Assistance-Value Award
McKelvey Scholarship	Tuition Assistance-Fine Arts
National Guard	Tuition Assist-Senior Citizen
Pioneer Award-Academic	Tuition Assistance-War Orphan

United Mine Workers of America
Underwood Smith Award
VA Rehabilitation

Women's Equity Athletic Scholarship
Workforce Investment Act
Workers Compensation Fund

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

2006-2007 data

\$9,949,436.00

1602 unduplicated headcount

83 percent or 1328 students receive some kind of financial aid

2007-2008 data

\$10,983,373.00

1637 unduplicated headcount

82 percent or 1346 students receive some kind of financial aid

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

2006-2007 Peterson's Survey: \$409,154

2007-2008 Peterson's Survey: \$499,712

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

2006-2007 Peterson's Survey

- 652 students or 76.2 percent of students received any type of need-based scholarship or grant aid
- 655 students or 76.5 percent received any type of need-based self-help aid such as loans or work

2007-2008 Peterson's Survey

- 6654 students or 76.4 percent of students received any type of need-based scholarship or grant aid
- 659 students or 77 percent received any type of need-based self-help aid such as loans or work

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

During the 2007-2008 academic year, \$383,309 institutional aid was awarded. This was \$103,494 or a 27 percent increase from the previous year due to more funds available through the Glenville State College Foundation Office.

How does the institution determine the amount of institutional resources that will be committed to financial aid awards?

Institutional awards are made available through the efforts of the Foundation Office and its scholarship fund investments. The amount from each fund is determined at the beginning of the calendar year for the upcoming academic year. Tuition waivers are determined by statute.

Goal: What changes, if any, are projected in the awarding of need-based and merit-based aid over the next five years? Is the institution positioned to react effectively and timely to any significant changes in federal, state, or other major external aid program administrative guidelines?

No changes are projected in the awarding of need-based or merit-based aid. Currently, a portion of the General Foundation Scholarships (17 percent for 2006-2007) has been earmarked for needy students. If new scholarship donors request the criteria of their fund to be designated for financially needy students, then that request will be honored.

As changes occur in federal, state or other major external aid programs, adequate resources and personnel are in place to take effective and timely action. Changes and upgrades are monitored to stay up-to-date on issues effecting financial aid and the students.

Strategy/Rationale: What strategies will be employed to increase access through the awarding of need-based or merit-based financial aid? Does the institution evaluate annually the effectiveness of its overall student aid strategy in creating access and affordability?

Some strategies to be implemented or improvements made:

- On- and off-campus workshops to educate the population on financial aid processes and availability
- When needed, one-on-one financial aid counseling in the processing of forms and applications
- Campus participation in as many financial aid programs as possible
- Increase institutional scholarship opportunities
- Utilize the college application to identify students eligible for general and specific scholarships
- Establishing additional scholarships for Hidden Promise Scholars and for other students within the 13 county area of central West Virginia.

Enrollment and retention data is reviewed annually as well as student costs and financial aid funds which are made available to the students.

Programs of Distinction

Data: Indicate at least two academic programs the institution has designated as programs of distinction. Describe implementation efforts and how the programs have enhanced institutional outreach, the institutional mission, and service to the community.

According to the College's mission statement, Glenville State College provides: a tradition of high quality education through innovation in the design, delivery, and evaluation of programs and services, workforce development, and comprehensive student services; a community of active learners dedicated to lifelong learning, effective teaching, applied scholarship, creative activities, and service; leadership that promotes excellence in learning, teaching, cultural vitality, and economic development in a global community.

In a difficult decision, the College has identified three programs as programs of distinction for this five-year Compact reporting cycle. The identified academic programs are: Criminal Justice, Natural Resource Management, and Teacher Education.

- The Criminal Justice program has held large students enrollments in recent years at Glenville State College and has been recently revised in response to input from law enforcement and corrections, and emerging needs in the areas of crime detection and prevention. Because Glenville State College believes that it should be responsive to state and local needs, and should prepare its students through innovation and application, the criminal justice curriculum provides for hands-on application of classroom discussion of theory and practice. The College's criminal justice hands-on lab experiences include opportunities that lead to a culminating crime scene scenario where the student can demonstrate syntheses of all previous hands-on program experiences. The Glenville State College Crime Scene House provides a venue where both local and state law enforcement officer training can be provided. Graduates of the newly revised program, in addition to having acquired a wealth of hands-on application experiences, will also possess a number of law enforcement training-specific certificates of completion that will allow the program graduates to transition into the work force with limited orientation on the job.
- The Natural Resource Management Program is a relatively new program to Glenville State College. However, statewide needs for trained individuals in this area appear to be growing exponentially. The oil and gas businesses have indicated to Glenville State College staff that the need is great for well-prepared graduates that can transition seamlessly into full-time landman positions. Industry needs confirm that the students must be broadly prepared with emphases in forestry, land surveying and landman technologies to best meet current demands. In response to input from a Land Resources Advisory Group comprised of representatives of statewide industries, Glenville State College has identified Natural Resource Management as an area of emphasis for the next five years. The current program will be updated in accordance with Landman Association guidelines and will include additional applied experiences as a component of the program. In this way, Glenville State College program graduates will be a sought after commodity for the industry.

- The Glenville State College Teacher Education Program has held continuous National Council for the Accreditation for Teacher Education (NCATE) accreditation since 1954. With a long tradition of Teacher Education, the College will continue to monitor and expand its state-approved teacher certification programs with the addition of critical-need programs for the State. Additionally, through the 13-County Initiative, Teacher Education programs will take an even more prominent role through the provision for public school teacher support, training, and coordination.

Goal: What are the goals for strengthening programs of distinction and designation of additional programs?

For each of the three programs of distinction identified in this compact, many of the same goals apply:

- Increase the number of program graduates.
- Validate the preparedness of the program graduates per constituent advisory groups.
- Interface with the community and local counties to meet the needs of the workforce; adapt programs as needed.
- Develop truly unique and notable programs that are well-known throughout the state for the outstanding quality of program graduates.
- Increase passing scores on licensure exams.

Strategy/Rationale: What are the strategies for goal attainment? What are the strategies for ongoing review of programs of distinction?

Strategies for program goal attainment:

- An emphasis on assessment of program content, graduate attainment, and applicability to the needs of the workforce.
- Greater use of graduate and employer surveys in the review of program content and effectiveness
- Better utilization of the resources and of practicing professionals within the 13 county area to help advise the programs
- Seek and secure available grant assistance to enhance each program and to provide appropriate technology for the program

Compact Reporting – Elective Element

Economic Growth - Promotion of Global Awareness

Describe any initiatives or developments relating to promotion of global awareness and international education. Examples: receipt of grant awards, curricular modifications, study abroad, foreign scholars on campus, exchange programs, symposia, funding commitments, etc. What are the five-year goals?

Glenville State College established an International Education Committee in 2006-2007 to begin working to internationalize the curriculum and develop strategies to enhance the college experience for Glenville State College students in a global fashion. The committee proposed that the College initiate and develop partnerships with similar size colleges abroad. Currently, Glenville State College has an articulation agreement with the Japanese College of Foreign Language in Tokyo, Japan and has been recruiting through alumni in Ireland and Ontario, Canada. Additionally, the Admissions Department continues to use no-cost commercial international recruitment services to help recruit international students to Glenville. Internet recruitment appears to be the most efficient means of international recruitment for the College at this point. According to Glenville State College's Vice President for Enrollment Management, during the spring semester, 30 percent of all internet hits on the Glenville State College web site originated in Sweden. We plan to pursue international recruitment by enhancing the current web site.

For the 2008-2009 academic year, we anticipate only four new international students at Glenville: 1 student from Canada, 1 from Tonga, and 2 from the Japanese College of Foreign Language. A specific admissions recruiter has been identified as the point of contact for international students.

A second emphasis to be further pursued is the globalization of the curriculum. This will be a focus of the committee for this year.

The five year goals in this area are:

- Maintain an enrollment of 25-30 international students each semester at Glenville State College.
- Investigate setting up and staffing an office for international student recruitment and support, as enrollment dictates.
- Provide curriculum and support for international students.
- Document that there is a defined global emphasis in each program of study.
- Develop and participate in a foreign exchange program for faculty and students.

The following strategies have been recognized as activities and methodologies that may be employed at Glenville State College to aid in the promotion of global awareness:

- Secure a grant to help support development of an international program.
- Utilize Glenville State College alumni worldwide to help recruit international students in their home areas.
- Revise program curriculum to include an emphasis on global awareness within the programs by embedding the emphasis in a minimum of two identified courses per program; add required international component into specific general education courses.
- Encourage student organizations to complete one service project each year that bears an international emphasis.
- Develop additional foreign language programs at Glenville State College (in addition to Spanish).
- Develop and implement a speaker series that includes global and international emphases.
- Investigate establishing partnerships with additional international schools for student recruitment, and faculty and student exchanges.
- Investigate student internships abroad.
- Develop a program of faculty study abroad – teach 9 hours on-line and recruit for the College in the foreign country; then, in summer or spring break, students visit the country under the supervision of the Glenville State College faculty member.
- Partner with other colleges to provide study abroad opportunities for students.
- Reactivate the ESL program at Glenville State College, including a summer program for incoming international students.
- Set up and staff an office for international student recruitment and support.
- Partner with WV corporations that have overseas offices to provide internship opportunities for students.
- Investigate working with the WV International Development Office to establish partnerships abroad.

Compact Reporting - Elective Element

Access - Service to underrepresented/disadvantaged populations

Describe services and activities to educate and assist underrepresented and disadvantaged population. How successful are these efforts? What changes are anticipated over the next five years?

Characteristically, many of the College's underrepresented and/or disadvantaged students are those same students who are struggling academically in the college setting. Glenville State College offers a wide variety of tutoring and academic support for its students through the Student Services Grant opportunities and the Academic Support Center. Approximately 1,145 hours of tutoring assistance were utilized during the Fall 2007 semester and approximately 1,010 hours were used for tutoring students during the Spring 2008 semester. Additionally, in January 2008, the College subscribed to Smarthinking, an on-line 24/7 tutoring resource for all Glenville State College students. During the first semester of its availability to students, only 58 college students utilized the on-line services. We anticipate that the number of students who will utilize the program will increase during the 2008-2009 year as both students and faculty become more aware of its value.

Glenville State College's student body is somewhat unique. Approximately 76 percent of GSC students are classified as "low-income" and 67 percent are classified as "first-generation college-going students." These students experience unique challenges and hurdles to college success. In an effort to assist these students and to encourage many more first-generation students within the region of central West Virginia to attend college, Glenville State College has begun a bold initiative – the Hidden Promise Scholars program. Recognizing that "a lack of appreciation for the necessity of college and the lack of understanding that we live in a knowledge-based economy" are some of the greatest barriers to college attendance and success, the project's primary goal is to increase the college-going rate in West Virginia. In order to achieve that goal, the College has been working closely with public schools in a thirteen county central West Virginia region to develop a program that will be developed between K-12 and higher education that will grow throughout the years. The program aims to empower youth to make positive life choices, maximize their potential, encourage participation in collegiate activities, and, hopefully, promote college attendance after graduating from high school. The program's components include:

- Identification of five students per grade, 8th grade through 12th grade, that may have the potential to go to college but may lack the emotional or financial support to attend college. These students are identified as the "Hidden Promise Scholars."
- Implementation of a mentoring program of Glenville State College students with the "Hidden Promise Scholars." This program will provide mentors the unique opportunity to positively influence public school students.
- Initiation of a visible program that will illustrate the importance of higher education to both students and parents.

- Implementation of summer camp experiences on the Glenville State College campus for the identified students.
- Teams of college educators and public school teachers that will work together to assure that graduating high school students are prepared for college level curriculum demands.

Another unique avenue of outreach that Glenville State College has begun is its recidivism project at FCI-Gilmer, a federal medium security facility located within 5 miles of the college campus. The purpose of the project is to demonstrate the effect of post-secondary education and degree attainment on the post-release recidivism of prisoners at the Federal Correctional Institute at Gilmer, West Virginia (FCI-Gilmer). This project will provide for delivery of Glenville State College's Associate of Arts in Business program at FCI-Gilmer, allowing inmates to earn an associate's degree while incarcerated. Since 2005, Glenville has offered nearly 50 percent of the courses required in the associate degree program on site to approximately 80 inmates.

The project will include inmates already taking courses as well as others who will begin taking college courses. In compliance with prison regulations and in collaboration with prison administrators, an additional 100 inmates will be recruited to begin the Associate of Science degree program during the first year of the project. In addition to recidivism, the project will also examine the impact of postsecondary education and degree attainment on post-release employment, which is hypothesized to be the mechanism by which recidivism is reduced. Though not traditional in nature, this project certainly is designed to provide services and activities to educate and assist underrepresented and disadvantaged populations.

Anticipated Changes and Goals - The goal of the Glenville State College Hidden Promise Initiative is that many more competent young adults in West Virginia attend college and succeed in college. Success can be measured first, by an increased college-going rate for the participating counties and secondly, by a decrease in the number of remedial courses needed by students from each of those counties when they enter college.

It is also a goal of the College that through additional tutoring and academic assistance we can provide for the students, the retention rate and graduation rate will increase substantially and many more students will experience academic success at Glenville State College.

Thirdly, it is a goal of the College that through the delivery of college courses and an associate degree program at FCI-Gilmer, the rate of recidivism among post-release inmates will be greatly reduced due to the education opportunities received through Glenville State College.

Number and percentage of minority students enrolled

Student Ethnicity	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	Number	Percent								
White	1268	92%	1204	92%	1206	87%	1268	92%	1235	85%
Black	78	6%	72	5%	81	6%	93	7%	181	13%
Other	31	2%	37	3%	105	7%	20	1%	25	2%
Total Minority	109	8%	109	8%	186	13%	113	8%	206	15%

Percent of enrolled full-time undergraduates who are eligible for need-based financial aid

	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Number of degree seeking full-time undergraduates	1209	1193	1096	1078
Number of students who applied for need-based financial aid	1051	1045	975	964
Percentage of full-time students who applied for need-based financial aid	88%	88%	89%	88%
Percentage of full-time students who were awarded any type of financial aid	76%	74%	74%	76%
Number of students who were awarded any need-based scholarship or grant aid	720	659	652	654
Percentage of full-time students who applied for need-based financial aid and were awarded any need based scholarship or grant aid	69%	63%	67%	68%
On average, the percentage of need that was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	81%	82%	76%	75%

After baseline data is identified, a five-year goal needs to be established for each of the data elements

Data Element	Baseline Data (Fall 2008)	Five year goal
College going rate of students within the of 13 county area	TBA	TBA
Glenville State College Retention rate	TBA	66%
Glenville State College Graduation rate	TBA	36%
Percentage of minority students enrolled	TBA	20%
Percentage of full-time students who applied for need-based financial aid and were awarded any need based scholarship or grant aid	TBA	73%
On average, the percentage of need that was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	TBA	82%
The number of FCI-Gilmer inmates enrolled in college courses	TBA	200
Percentage of inmates who have not returned to prison upon release	National average - TBA	Better than national average

In addition to the emphases noted above, the following strategies have been recognized as activities and methodologies that may be employed at Glenville State College to enhance the success rate of underrepresented/disadvantaged students:

- Apply for and secure continuation of the current student services grant
- Develop a high support summer program for students with developmental education needs
- Increase awareness of available academic support services through the GSC 100, First Year Experience, course
- Identify areas of West Virginia where jobs are lost and deliver college coursework in those areas or by distance learning technology
- Improve handicapped accessibility on campus
- Increase availability and strengthen personal counseling services for students
- Increase Glenville State College's participation in the state-wide GEAR-UP Initiative
- Building upon a current Student Life program, High Adventure, develop an outdoor recreation minor that will appeal to young adults and will serve as an academic minor for their program of study
- Invite and include more public school students in campus-supported events such as concerts, plays, athletic events, etc.
- Secure additional external funding for scholarships
- In cooperation with the WV State Police, establish a forensic, drug testing lab at Glenville State College

- Utilize college-owned facilities for leasing and rental revenue from other non-profit and government groups
- Provide grant-writing workshops and on-going support for those interested in pursuing available funding opportunities
- Develop additional programs of study that may appeal to underrepresented and under-privileged groups, such as the Bachelor of Applied Science
- Strengthen communication with large business in an effort to meet the needs of their skilled workers

Compact Reporting - Elective Element

Cost and Affordability- External Funding

Describe plans to increase institutional funding from non-state sources such as private industry, local business, and foundations. To what extent will these efforts promote economic growth and stimulate interest in student enrollment in STEM fields? What are the five-year goals?

Until recent years, Glenville State College sought very few federal or state grants. In 2005-2006, five (5) grant applications were submitted from the college. In 2007-2008, though not all funded, eighteen (18) grant applications were submitted on behalf of Glenville State College. External funding through private gifts, grants, and contracts has grown over the last several years as noted in the table below:

Revenues for Glenville State College (in thousands)*						
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Revenue from Private gifts, grants, and contracts	\$690	\$996	\$757	\$755	\$1,189	\$1,023

*information taken from 2008 Glenville State College Fact Book

With the award of the NASA-funded Science, Technology, Engineering, and Mathematics (STEM) Enhancement Initiative Grant in late 2006, the College has strengthened its science and mathematics department and has offered numerous training and research opportunities for public school students and teachers. In addition, Glenville State College students have benefited from state-of-the-art instrumentation and research opportunities. It is anticipated that the Science and Mathematics Department will be seeking additional NASA funding to continue the already successful grant-funded initiative.

With the interest, involvement, and response of more faculty and staff in seeking grant opportunities, the College has responded to the need to identify a part-time grants management coordinator. Within the next year or two, it is anticipated that the position will evolve into a full-time support position for those seeking and securing external funding opportunities for the College.

Private fundraising has become a priority at institutions of higher learning across the United States. Glenville State College is no exception and has launched its first comprehensive campaign to address priority needs. President Pete Barr has made a strategic effort for Glenville to enhance economic development for the community in the context of this private fundraising effort. Glenville is addressing three important initiatives in this campaign: 1) The Pioneer Center – Convocation Center that will house the Land Resources Department and a 24/7 medical facility, 2) Hidden Promise Scholars, and 3) Faculty Enhancements. All three of these projects address issues which pertain to economic development and strengthen the academic emphasis placed on the sciences, math, and technology in fundamental ways.

The Transforming Lives Now! Campaign is in the silent phase and has received a 5 million dollar lead gift towards the Pioneer Center – Convocation Center. This complex will strengthen economic development in a variety of ways. It will feature a 24/7 Medical Facility that will be a magnet for recruiting families and older adults to reside in Glenville. Additionally, a Landman program will be housed in this facility which will feature a comprehensive curriculum that supports the petroleum drilling business that is so strong and prominent in Central West Virginia. The athletic segment of the facility will strengthen the recruitment of student athletes which will elevate the marketing profile of the college. The successful addition of these programs not only enhances recruitment of students but also connects with the community in ways that increases the overall quality of life and economic development of the region.

The *Faculty Enhancements* and *Hidden Promise Scholar* components of the private fundraising campaign address the most critical assets of Glenville’s campus: the faculty and students. Private fundraising in reference to Faculty Enhancements will seek to attract and retain quality faculty in all disciplines, specifically in the sciences and math. The Hidden Promise Scholars is an initiative that will partner with the 13 counties in Central West Virginia to identify, cultivate, and develop exceptionally bright students who are unable to afford the opportunity to reach their full potential. The NASA camp at Glenville reveals that many of these students are especially gifted in the sciences and math. These students need private scholarship support to receive the chance to develop their talents and skills. History shows that many of these students who receive the opportunity to refine their talents stay in central West Virginia and contribute to the economy.

The five year goals for external funding include:

- Establishment of a full-time staffed Grants Management Office.
- Securing additional revenues to support the Hidden Promise Scholars Program.
- Developing and securing resources to build a “Pioneer Center” that will house Land Resources, athletics, and a medical facility.
- Securing additional funding for faculty enhancement and professional development.
- Raising \$12,000,000 for the Hidden Promise Scholars Program, the Pioneer Center, and Staff and Faculty Enhancement.
- Increasing the amount of funding that is available for student scholarships.

Attach a copy of the institution’s strategic plan for increasing external funding (if applicable).

The Executive Summary of the Strategic Plan for External Funding is as follows:

“Glenville State College is experiencing unprecedented levels of giving by our alumni and friends. The growth stems from years of painstaking cultivation, of showing the needs of the institution and allowing individuals to decide the importance of giving back to the place they love. Stories abound of alumni who would not have been as successful in life if not for their years on this campus. The legendary “Lighthouse on the Hill” is a real beacon, a light of hope that beckons to many of little means and few opportunities.

For central West Virginia, Glenville State College is provider of first choice for a way out of the low income spiral that has kept generations of hopes and dreams suppressed. The hidden

promise for breaking this string of low expectations lies in the students we reach in the coming decade. By focusing on an initiative to match K-12 curriculum with college entry skill sets, Glenville State is pioneering a program that culminates in *The Hidden Promise Scholars Program*.

When a potential student visits the campus, we have a short window of opportunity to “wow” that student and their parents. The newly renovated Science Hall located across Pioneer Way from the spectacular Mollohan Community Convocation Center shows a commitment to prospective students that we are modernizing our campus to better serve their needs. We have identified a strong need for another addition to the campus. *The Pioneer Center*, to be built on Mineral Road near the existing football complex, will house an expanded Land Resources Center, a needed 24/7 medical care facility, and a 3,000 seat arena for basketball that will double as a meeting space for midsize conventions and exhibitions. It will provide an opportunity to “wow” prospective students and grow enrollment.

Our faculty remains one of the brightest stars on the horizon. Personal interaction between students and professors is a hallmark of the institution. It really is “Where You Belong” as our marketing message trumpets. For Glenville State faculty to remain ahead of the curve of innovation in education, they need support to attend conferences, take additional classes, and keep up with the latest technology in the profession. We are, therefore, committed to raising funds for *Staff and Faculty Enhancement*.

In the framework of *Transforming Lives, NOW!* capital campaign, we are reaching out to a wide audience of alumni, students, friends and supporters of Glenville State. Our goal is to raise \$12,000,000 for the *Hidden Promise Scholars Program*, the *Pioneer Center*, and *Staff and Faculty Enhancement*. But in addition to the work of the campaign, we are building a menu of recognition and cultivation events that will build sustainable funding for years to come. The annual fund appeal is made to help administer all of the programs and meet the associated costs of the Foundation. Up to this point, it has been a one-shot appeal with a letter in the fall. We are segmenting the appeal this fall into a number of initiatives.

First is a *Call Upon* that will reach all alumni who have never given or have given less than \$100.00. The *Call Upon* will be conducted by a hand-picked staff of ten students who will call prospective donors Tuesday, Wednesday and Thursday evenings. Prospect lists have been generated from our database, and Dr. Bob Henry Baber will head up the selection and training of the students and the operation of the calls.

Secondly, we are forming a *Class Reunion Challenge* for classes celebrating anniversaries in five-year increments. The data from these classes has been generated and segmented so that the low or no givers will be called on designated nights of the *Call Upon*, but anyone who has been identified as a donor of more than \$500.00 will be personally called or visited by Mr. Denny Pounds, Vice President and Executive Director of the GSC Foundation. A Class Reunion Agent is being identified by Mrs. Deb Nagy, Director for Alumni Affairs, for each of the reunion classes, and this Agent will issue a challenge letter to their classmates stating a goal for their class. On Alumni Day, the Class Agent will present a check to President Barr representing their

pooled donation. This event will roll forward from year-to-year so that every five years, a new ask will take place for each class.

Thirdly, will be a *Scholarship Recognition* reception for all of the scholarship donors, where the student recipients will have the chance to meet and mingle with their benefactors. This event will take place each spring. Nothing takes the place of looking into the eyes of a student that probably would not be here if not for the generosity of these donors, and hearing a genuine “Thank you.”

The final leg of the appeal will be the formation of “*The Lighthouse Legacy Society*” that will spotlight individuals who have arranged for Glenville State College to be a part of their estate planning. We have a rich history of large gifts coming to the Foundation upon the passing of our alumni and friends, but many maturing benefactors have little or no idea of the many differing ways that they can fund a gift that will live on as their legacy at Glenville State College. Tax planning brochures, seminars and mailings will answer their questions. We will spotlight individuals just like them who have taken the time to plan out the gift, and show the results of their thoughtfulness.

In addition to the emphases noted above, the following strategies have been recognized as activities and methodologies that may be employed at Glenville State College to increase institutional funding from non-state sources such as private industry, local business, and foundation:

- Establish a full time staffed Grants Management Office
- Securing additional revenues to support Hidden Promise Scholars Program
- Develop and secure resources to build a Pioneer Center that will house Land Resources, athletics and 24/7 medical facility
- Secure additional funding for Faculty Staff Enhancement
- Raise 12 million dollars for the Transforming Lives Now Campaign
- Increase the amount of funding available for student scholarships

Compact Reporting - Elective Element

Learning and Accountability - National faculty recognition/faculty quality

Describe efforts to recruit and retain high-quality faculty. What efforts are anticipated to increase support for faculty, e.g. salaries and professional development over the next five years?

In recent years, the Glenville State College has revised its hiring practices to require tenure-track faculty to possess a doctorate degree. This has encouraged new faculty to pursue the terminal degree that they might have postponed until later years.

As noted earlier,

	Full-time Instructional Faculty			
		Fall 2006	Fall 2007	Fall 2008
Total of all Tenured and Tenure-track Faculty	Terminal degree*	29	33	34
	No Terminal degree	16	13	11
	% of Tenured & Tenure-track Faculty with Terminal degree	64%	72%	76%
Total of all Full-time faculty	Terminal degree*	30	34	34
	No Terminal degree	22	24	24
	% of all Faculty with Terminal degree	58%	59%	59%

It is important to note that the amount of funding to support professional development for Glenville State College faculty has increased from \$10,000 in 2006-2007 to \$20,000 for the 2008-2009 fiscal year. For the third year in a row, Glenville State College faculty have received merit-based salary raises that were based upon annual evaluations. Additionally, with the 2008-2009 contracts, all faculty salaries are now at or above the 90 percent level of the average faculty salaries at the HEPC – defined peer institutions.

Though the College has improved in recent years in attaining and retaining highly qualified faculty, the following strategies have been recognized as activities and methodologies that may be employed at Glenville State College to enhance the efforts to recruit and retain high-quality faculty in the future:

Increase the number of service learning projects that are required per every academic program.
Increase the number and scope of student organization-sponsored civic engagement activities per semester.

Better publicize the opportunities that are available to students to become involved; for example, RA-sponsored programming.

Organize and implement service learning and civic engagement activities in the thirteen county central West Virginia region.

Continue to support and encourage students to become involved in the Bonner program.

Fully implement all phases of the 13-County Public School Initiative through the hiring of a director, support staff, and student mentors.

- Develop an incentive package for faculty to pursue additional certifications, licensures.
- Increase annual funding for professional development support.
- Increase the number of campus-wide professional development opportunities for faculty throughout each academic year.
- Develop and implement a large-scale publicity campaign focused upon the achievements of the Glenville State College faculty.
- Encourage and support research involvement of faculty.
- Create a common site for college faculty where individuals can post state, regional, and national conference and professional development opportunities that might interest faculty.
- Continue to increase faculty salaries to make Glenville State College faculty salaries nationally competitive.
- Develop a policy that provides a financial “bonus” for the faculty member when they publish a book, serve as an official of their regional or national professional organization, etc.

Five year goals to increase national faculty recognition/faculty quality include:

- 70 percent of all full-time faculty will hold terminal degrees.
- An incentive package will be developed and implemented to attract and retain highly qualified faculty.
- An annual publication will be widely distributed proclaiming the achievements of the Glenville State College faculty.
- Funding support for professional development for faculty will increase from \$20,000 per fiscal year in 2008-2009 to \$40,000 per fiscal year in 2012-2013.
- Faculty salaries will meet or exceed the national average for education level, discipline, and rank.

Compact Reporting - Elective Elements

Innovation - Student Civic Engagement

Describe programs and activities to foster civic engagement and service learning.

Possible examples are:

- Describe how civic engagement is integrated into the general studies program*
- Describe how capstone courses in various academic degree program focus on connecting the elements of the subject area to the exercise of responsible citizenship*
- Identify public service opportunities for students and identify the structure in place to coordinate these activities*
- Identify changes and growth that are anticipated*
- Number of students participating in institutional sponsored public service activities*

Glennville State College began an initiative two years ago that involved giving back to the community. As a component of Freshmen Orientation, all incoming freshmen are required to spend a designated amount of time involved in campus-organized community civic engagement activities. Some activities that have been used in previous years include: washing windows at the local nursing home, washing cars to raise money for a local non-profit organization, painting handrails on the college campus, painting buildings at the local recreation center, picking up trash, assisting with work in a local historical building, etc. This year (Fall 2008), incoming freshmen will be performing community service activities at a variety of locations including: Burnsville Civil War Site, Gilmer County High School, Gilmer County Public Library, Gilmer County Recreation Center, Glennville Elementary School, Glennville Church of Christ, Glennville State College Nature Trail, and Hospice.

All Glennville State College students have the opportunity to be involved in civic engagement by enrolling in a general studies course "Civic Engagement." This college-credit course is one in which students must complete 20 hours of engagement per semester. Also, all student organizations are required to complete at least 3 civic engagement projects each semester. This program is administered by the Director of Student Activities. General volunteer opportunities are an on-going process for students and are advertised in the Office of Student Life and on their homepage. Civic Engagement is a priority that is experienced by freshmen as soon as they arrive on campus within the first week of school. Each freshmen student is to complete at least 4 hours of civic engagement in GSC 100 in order to receive credit for passing the course.

During the 2007-2008 academic year, a concentrated effort was made to work with academic departments to develop service learning projects for each academic program. At the present time, two service learning activities/projects are required per academic program. The courses to which the projects are attached will be noted as such in the College Catalog.

Currently, civic engagement activities are coordinated by the Student Activities Director, within the Office of Student Life. Service learning is monitored by a designated faculty member who

will be working this year with faculty across campus to assure that the service learning activities are designed in such a way as to provide authentic learning opportunities for students.

Though all freshmen are now required to participate in a civic engagement activity as a component of their “First Year Experience,” records indicate that approximately 850 Glenville State College students participated in college-sponsored public service activities during the last academic year in similar activities. (This includes activities organized through student organizations, GSC 100, and science and education student activities.) It is anticipated that within the next three years, all academic programs will include an Internship as a component of the academic program.

In addition to other opportunities for student engagement, Glenville State College became a “Bonner School” last year. This designation allows for opportunities for students to do community service and to earn funding at the end of an accumulation of specific numbers of hours as associated with Americorps. This will provide additional incentive and encouragement for the students to be involved. Currently, Glenville is allotted 78 slots for student involvement through Americorps.

What changes and growth are anticipated? After baseline data is identified, a five-year goal needs to be established for the data element.

Though Glenville State College has made significant strides in recent years in the involvement of College students in civic engagement activities and service learning opportunities, the following strategies have been recognized as activities and methodologies that may be employed as we continue to enhance the efforts to involve a greater number of students in activities of this type in the future:

- Increase the number of service learning projects that are required per every academic program.
- Increase the number and scope of student organization-sponsored civic engagement activities per semester.
- Better publicize the opportunities that are available to students to become involved; for example, RA-sponsored programming.
- Organize and implement service learning and civic engagement activities in the thirteen county central West Virginia region.
- Continue to support and encourage students to become involved in the Bonner program.
- Fully implement all phases of the 13-County Public School Initiative through the hiring of a director, support staff, and student mentors.

Goals for Glenville State College include:

- All Glenville State College students will be actively involved in civic engagement activities and service learning throughout their college experience at Glenville State College.
- All Glenville State College students will participate in a program-related internship while a student at Glenville State College.

- An Office for Service Learning & Civic Engagement will be established and involvement of Glenville State College students will be tracked and documented; a director will be hired to coordinate the college-approved projects.
- Require that every Glenville State College student complete a minimum of 30-40 hours of civic engagement prior to graduation.
- Through the 13-County Initiative, develop and provide services for students in grades 7-12 that will increase the college-going rate of students within those counties.

ENROLLMENT	FY 09	FY 10	FY 11	FY 12	FY 13
Develop and implement a comprehensive marketing/recruitment campaign for Glenville State College	P	I	M	M	M
Develop and implement an electronic recruitment campaign for Glenville State College	P	I	M	M	M
Identify and utilize data management technology that better serves the needs of Enrollment Management and Recruitment	P	I	M	M	M
Further develop and enhance the Parent Club Initiative	I	M	M	M	M
Develop and utilize a DVD of the campus and related activities as a part of the recruitment materials sent to inquiring potential students	P/I	M	M	M	M
Place more emphasize on out-of-state recruitment, particularly in border states; build a presence in those areas	I	M	M	M	M
Conduct extensive recruitment in the border counties to West Virginia	I	M	M	M	M
Hire an additional admissions counselor	I	M	M	M	M
Identify and employ better communication strategies throughout the recruitment process	P	I	M	M	M
Develop specific recruitment strategies and activities for students within the "13-county Public School Initiative"	P	I	M	M	M
Advertise in a national magazine for pre-college students such as "Achieve"	I	M	M	M	M
Develop and utilize television media to better acquaint the public with Glenville State College	I	M	M	M	M
Utilize the resources available through partnership with College Summit to recruit students that fit Glenville's student profile	I	M	M	M	M
Develop a strategy to better identify and follow-up with general inquiries regarding the College	P	I	M	M	M
Update the Glenville State College Website	P	I	M	M	M
Send handwritten cards to each new applicant	I	M	M	M	M
Use current enrollment data to identify geographical areas where recruitment has a history of success; concentrate additional efforts in those areas	P/I	M	M	M	M
Attend county and local fairs to recruit	P/I	M	M	M	M
Hold phone-calling evening events to contact prospective students	I	M	M	M	M
Work with other areas of the College to identify (and possibly add) academic programs and sports that interest potential recruits	I	M	M	M	M
Develop additional sites for delivery of courses	I	M	M	M	M
Deliver additional courses and an Associate degree program at FCI-Gilmer	I	M	M	M	M
Develop additional articulation agreements with businesses and other colleges	P/I	M	M	M	M
Increase dual-credit relationships and course delivery in public schools	P/I	M	M	M	M
Work closely with WV Gear-up Initiative to increase college-going rates	P	I	M	M	M
Investigate the possibility of developing and implementing a program to attract veterans to Glenville State College	P	P/I	M	M	M
RETENTION					
Require four-week grade reporting for all freshmen; involve both academic support and faculty advisors in student support and follow-up	I	M	M	M	M
Involve both academic support and faculty advisors in student support and follow-up in regard to mid-semester grades	I	M	M	M	M

Focus on improving advising; develop better process of accountability and availability	P	I	M	M	M
Identify writing/reading intensive courses that present challenges to incoming student with developmental needs	P	I	M	M	M
Assure that developmental courses flow seamlessly to General Education courses	P	I	M	M	M
Revise developmental mathematics courses to better raise the mathematics competence levels of students completing the courses	P/I	P/I	M	M	M
Develop and implement specific program for developmental courses in summer months	P	P/I	M	M	M
Investigate hiring a "developmental reading teacher" and require developmental reading of incoming students whose placement test identify that area of deficient	P	P/I	M	M	M
Require all faculty to spend one hour weekly in the Academic Support Center to assist students (same hour each week)	I	M	M	M	M
Contract with Smarthinking to provide 24-hour on-line tutoring for students; encourage faculty to advise students to utilize Smarthinking resources	I	M	M	M	M
Investigate possibility of assigning all new students a college student mentor	P	P	I	M	M
Increase number and amount of scholarships available to students	I	M	M	M	M
Institute a "carpooling board" where students can sign up to carpool to campus	P	I	M	M	M
Place increased emphasis on responsibility and making decisions in the freshman orientation class	P	I	M	M	M
Develop a separate section of "The First Year Experience" that better meets the needs of older first-time students	P	I	M	M	M
Hire a full-time Counselor in Student Life to work with students in an effort to better support their emotional needs, especially during their transition to college	I	M	M	M	M
Provide training for faculty and staff on student friendly awareness - techniques and office procedures	P	I	M	M	M
Better utilize data from "exiting students" to better identify areas for improvement within the College	P	I	M	M	M
Implement an initiative whereby various groups on campus, i.e., marching band, SGA, athletic groups, etc. participate in evening tutoring sessions	P/I	M	M	M	M
Investigate the implementation of pre-registration cash incentives for returning students; implement if feasible	P/I	M	M	M	M
Revise end of semester course evaluations to also include a component about the quality of faculty advising	P/I	M	M	M	M
Formally evaluate the advising process at Glenville State College; institute changes based upon data collected	P	M	M	M	M
Develop a protocol that institutionalizes a follow-up contact with students who miss class excessively	P	M	M	M	M
Provide financial aid workshops in the residence halls for current students	P/I	M	M	M	M
GRADUATION					
Identify appropriate options for students who do not meet entrance requirement for specialized programs, i.e. nursing, teacher education, etc.	P	P/I	M	M	M
Utilize the "gateway courses" in each program as a defined point of evaluation and advising	P	I	M	M	M
Investigate establishing a campus-wide advising center where trained advisors would be available daily to assist students	P	P/I	I	M	M
Increase current students involvement in volunteer civic engagement activities	I	M	M	M	M
Implement a minimum of two required service learning activities per each academic program	I	M	M	M	M
Conduct research to identify academic programs with higher and lower retention rates; develop strategies in relation to findings	P/I	M	M	M	M
Provide staffing for a summer advising and registration center	P	P/I	M	M	M

Require faculty advisors to maintain ongoing documentation of student advising that can follow the student throughout their years at Glenville State College	P	P/I	M	M	M
DEGREE PRODUCTION					
Research to see who is not graduating and survey non-returning students to discover the reason for non-return; develop and implement strategies to alleviate obstacles or provide support to overcome challenges	P	I	M	M	M
Research degree production per program; develop and implement strategies to alleviate obstacles or provide support to overcome challenges	P	P/I	M	M	M
Develop articulation agreements with community and technical colleges to encourage students to enter Glenville State College with half of the program already completed.	P/I	I	M	M	M
Develop and market a Bachelor of Applied Science degree program.	P	P/I	M	M	M
Develop and implement a marketing campaign for the Regents Bachelor of Arts program to working adults and businesses.	P	I	M	M	M
Expand program offerings and program delivery at off-campus sites.	P	I	I	M	M
STEM DEGREE					
Renovations and new equipment in the Science Building will provide increased student recruitments and enrollments in STEM-related fields	P/I	I	M	M	M
Develop articulations with other schools in pre-professional areas	P/I	P/I	M	M	M
Place an emphasis on recruitment into STEM-related fields	P/I	P/I	M	M	M
Develop specific recruitment brochures about the importance of STEM-related occupations	P/I	P/I	M	M	M
Investigate expanding health-related programs at Glenville State College	P/I	P/I	M	M	M
Host science-related teacher academies and workshops during summer months	P/I	P/I	M	M	M
Develop a STEM fields specific DVD; distribute to public schools	P	P/I	M	M	M
Work with public schools to advise students into STEM-related areas	P	P/I	P/I	M	M
Work with high school teachers to assure that high school students get quality science exposure and education	P	P/I	P/I	M	M
Search additional funding to support the on-going efforts and activities funded by the current NASA grant to recruit students into STEM fields	P	P/I	P/I	M	M
Provide summer science research camps for public school students	P/I	P/I	P/I	M	M
Investigate establishing a Health Sciences and Technology Academy (HSTA) -type academy at Glenville State College – secure funding from the National Institute of Health or other agency	P	P/I	M	M	M
Investigate the feasibility of establishing a two-year nursing program at Glenville State College; if feasible, work to establish such a program	P	P/I	P/I	M	M
Host conference meetings for the West Virginia Academy of Science and Chi Beta Phi on the Glenville State College campus	I	I	M	M	M
Host a research competition for high school students on the Glenville State College campus	P	P	I	M	M
Utilize the 13-county Hidden Promise Initiative and in-school demonstrations and presentations to foster an interest in the STEM fields	P	P/I	M	M	M

Develop and implement a system of funding support for students to become involved in the National Conference for Undergraduate Research	P	P	I	M	M
PRAXIS					
Licensure pass rates per program will be distributed to the appropriate department chair. Strategies for improvement on licensure exams will be developed and utilized with groups of students.	P/I	P/I	M	M	M
Investigate initiating series of preparation exams for students in each program that requires a licensure exam; if feasible, implement.	P/I	P/I	P/I	P/I	P/I
Systematically schedule periodic exam review and preparation sessions.	P/I	P/I	P/I	P/I	P/I
Research each program to ascertain that each program curriculum is aligned to licensure test objectives.	P/I	P/I	P/I	P/I	P/I
Make part-time and full-time faculty fully aware of the importance of the objectives on the course outline and the adequate coverage of each objective assigned to that course.	P/I	P/I	P/I	P/I	P/I
Hold training sessions periodically throughout each semester to assist faculty in updating their teaching skills.	P/I	I	I	M	M
Develop specialized prep courses for students who need intensive, specialized test preparation in addition to their regular course work.	P/I	P/I	P/I	P/I	P/I
PERCENTAGE OF FACULTY WITH TERMINAL DEGREES					
Provide additional in-service and professional development activities for all faculty.	P/I	P/I	P/I	P/I	P/I
Investigate implementing an incentive program for those who pursue a terminal degree. Consider the following components in design of the incentive program: time release, preferential scheduling, pay incentive if completed within a given amount of time, aid for additional expenses such as travel, reduction in office hours, etc. If found feasible, implement.	P	P	I	M	M
Work to raise the salary of terminal degree faculty in an effort to attract them.	P	P	P/I	M	M
Work with Board of Governors to develop a policy that provides for tuition waivers for Glenville State College employees and immediate family members.	P/I	P/I	M	M	M
Develop a faculty housing assistance plan to help attract new faculty; investigate providing housing assistance for current faculty.	P/I	P/I	M	M	M
Expand housing opportunities for faculty.	P/I	P/I	M	M	M
Develop and distribute a listing of appropriate desirable community housing.	P/I	P/I	P/I	P/I	P/I
Offer editorial and statistical assistance for non-terminal degree faculty enrolled in doctorate programs.	P	P	I	M	M
Provide a program of library data base assistance for faculty in doctorate programs.	P	P	I	M	M
Work with local employers to seek employment for spouses of faculty and new faculty hires. Partner with other schools and businesses to help spouses find suitable employment in the area.	P	P	I	M	M
Closely monitor faculty qualifications to assure the most highly qualified faculty available.	P/I	P/I	P/I	P/I	P/I
ALIGNMENT WITH K-12 SCHOOLS					
The development of content-specific consortia would be a first step in achieving this goal.	P/I	P/I	P/I	P/I	P/I
Enhance Hidden Promise Scholars program with more tutoring services, such as Smarthinking and mentoring.	P/I	P/I	P/I	P/I	P/I

Work with public school teachers to raise the level of science instruction in the public school through activities begun in STEM Enhancement Initiative.	P/I	P/I	P/I	P/I	P/I
Review Teacher Education's alignment with K-12 Content Standards and Objectives.	P/I	I	M	M	M
Through the Math Consortium, identify where math skill development is breaking down in public schools. Develop and implement a strategy to work with public education to address the issue.	P/I	P/I	P/I	P/I	P/I
Develop and deliver workshops in public school about "How to Succeed in College."	P/I	I	M	M	M
Develop additional articulation agreements with career and technical schools.	P/I	P/I	P/I	P/I	P/I
Develop a Teacher Cadet program for public schools in collaboration with Glenville State College.	P/I	P/I	P/I	M	M
Implement a National Geographic "Jason Project" in cooperation with public schools within the 13 county area.	P/I	P/I	M	M	M
Organize and provide multiple opportunities for public school students and teachers to visit the college and participate in academically related activities such as science fair, math competition, etc.	P/I	P/I	P/I	P/I	P/I
Develop a professional development/in-service program of available presentations and trainings that can be made available to public school employees.	P	P/I	P/I	P/I	P/I
Develop a Speaker Bureau list of topics that can be made available to public schools (may include hobbies and areas of interest as well as content discipline-specific topics)	P	P/I	P/I	P/I	P/I
Offer additional college courses in several local communities where classes are not currently being offered.	P	P/I	P/I	P/I	P/I
PROMOTION/IMPLEMENTATION OF INSTRUCTIONAL TECHNOLOGY					
Include a component of on-line instruction in many freshmen level courses so that they become acquainted with on-line course technology.	P	P/I	P/I	M	M
Develop and implement instructional tutorials on how to work within the framework of a web-base course.	P	P/I	P/I	M	M
Evaluate structure of courses; require that all courses use some instructional technology in course delivery.	P	P/I	P/I	M	M
Provide developmental courses to high schools via WebVista (utilize a classroom teacher as monitor and assistant in the high school).	P	P/I	P/I	P	M
Evaluate using on-line textbooks to alleviate the cost of course textbooks.	P	P	P	P/I	P/I
Investigate video-taping course delivery (lectures) and packaging them in modules and delivering them as correspondence courses.	P	P	P	P/I	P/I
Establish delivery and receiving sites for distance technology delivered instruction.	P	P	P	P/I	P/I
Utilize technology to develop one-minute presentations and "teasers" to support instruction; can also be used for recruitment – example: how to play a musical instrument.	P	P/I	P/I	P/I	P/I
Set up pod casts in - for example: "Buddy's Banjo Tips."	P	P	P/I	P/I	P/I
Investigate the use of Face Book to make contact with students, distribute information, etc	P	P	P/I	P/I	P/I
Post all syllabi on-line each semester on the College website; perhaps hyperlink to the <i>College Catalog</i> .	P	P/I	P/I	P/I	P/I
Make greater use of technology in content area discipline experiences – for example: Use of PDAs in nursing to record patient information.	P/I	P/I	P/I	P/I	P/I
Establish a "weekend" program that can be delivered by distance learning technology to a variety of sites. Possibility: Friday through Sunday for 4 weekends a semester. Possibly implement with correctional officers.	P	P/I	P/I	P/I	P/I
Investigate offering courses between the fall and spring semesters and between the spring and summer semesters via distance technology and on-line offerings.	P	P/I	P/I	P/I	P/I

GRADUATE FOLLOW-UP					
Request each department chair to conduct systematic and regular graduate follow-up of their program completers.	P	I	M	M	M
Investigate the possible implementation of a procedure whereby a survey is sent to the graduate each time a transcript is requested.	P	P/I	P/I	M	M
Investigate utilizing Face Book as a tool in graduate follow-up.	P	P	P	I	M
Offer an incentive to complete and return the graduate survey.	P	P	P	I	M
Reformat the survey into a concise format that can be mailed on a postcard.	P	P/I	P/I	P/I	M
Contact licensure boards to get names of graduates.	P	P	I	M	M
More fully utilize the alumni directory when mailing graduate surveys. Utilize on-line resources when possible.	P	P/I	P/I	P/I	P/I
Set up a Glenville State College Face Book account - to join, the individual must fill out the survey.	P	P	I	M	M
Assure that all programs include an internship. Track graduates through internships and later employment.	P	I	M	M	M
Develop a job site as a part of the Glenville State College web site – post openings of jobs related to various disciplines.	P	P	I	M	M
Continue and enhance the current annual Career Fair.	I	M	M	M	M
Investigate tracking graduates through their grants or student loans and/or the IRS or the U.S. Dept of Labor.	P	P/I	P/I	P/I	P/I
FINANCIAL AID					
On- and off-campus workshops to educate the population on financial aid processes and availability	I	I	M	M	M
When needed, one-on-one financial aid counseling in the processing of forms and applications	I	M	M	M	M
Campus participation in as many financial aid programs as possible	I	M	M	M	M
Increase institutional scholarship opportunities	P/I	P/I	P/I	P/I	P/I
The application for admission as an application for general and specific scholarships	I	M	M	M	M
Establishing additional scholarships for Hidden Promise Scholars and for other students within the 13 county area of central West Virginia.	P/I	P/I	P/I	P/I	P/I
PROGRAMS OF DISTINCTION					
An emphasis on assessment of program content, graduate attainment, and applicability to the needs of the workforce.	P	P/I	M	M	M
Greater use of graduate and employer surveys in the review of program content and effectiveness	P/I	P/I	M	M	M
Better utilization of the resources and of practicing professionals within the 13 county area to help advise the programs	P	P/I	P/I	M	M
Seek and secure available grant assistance to enhance each program and to provide appropriate technology for the program	P	P/I	P/I	P/I	P/I
GLOBAL AWARENESS					
Secure a grant to help support development of an international program.	P	P/I	P/I	P/I	P/I

Utilize Glenville State College alumni worldwide to help recruit international students in their home areas.	P	P/I	P/I	P/I	P/I
Revise program curriculum to make global awareness a noted emphasis in specific courses within the program by embedding the emphasis in a minimum of two identified courses per program; add required international component into specific general education courses.	P	P/I	P/I	P/I	M
Encourage student organizations to complete one service project each year that bears an international emphasis.	P	P/I	P/I	P/I	M
Develop additional foreign language programs at Glenville State College (in addition to Spanish).	P	P	P	P/I	P/I
Develop and implement a speaker series that includes global and international emphases.	P	P/I	P/I	P/I	P/I
Investigate establishing partnerships with additional international schools for student recruitment, and faculty and student exchanges.	P	P/I	P/I	P/I	M
Investigate student internships abroad.	P	P/I	P/I	P/I	M
Develop a program of faculty study abroad – teach 9 hours on-line and recruit for the College in the foreign country; then, in summer or spring break, students visit the country under the supervision of the Glenville State College faculty member.	P	P	P	P/I	P/I
Partner with other colleges to provide study abroad opportunities for students.	P	P/I	P/I	P/I	P/I
Reactivate the ESL program at Glenville State College, including a summer program for incoming international students.	P	P/I	P/I	P/I	P/I
Set up and staff an office for international student recruitment and support.	P	P/I	P/I	P/I	P/I
Partner with WV corporations that have overseas offices to provide internship opportunities for students.	P	P	P/I	P/I	P/I
Investigate working with the WV International Development Office to establish partnerships abroad.	P	P	P/I	P/I	P/I
SERVICE TO UNDERREPRESENTED GROUPS					
Apply for and secure continuation of the current student services grant	P/I	P/I	M	M	M
Develop a high support summer program for students with developmental education needs	P	P/I	P/I	M	M
Increase awareness of available academic support services through the GSC 100, First Year Experience, course	P	I	M	M	M
Identify areas of West Virginia where jobs are lost and deliver college coursework in those areas or by distance learning technology	P	P/I	P/I	P/I	P/I
Improve handicapped accessibility on campus	P	P/I	I	M	M
Increase availability and strengthen personal counseling services for students	P/I	I	M	M	M
Increase Glenville State College's participation in the state-wide GEAR-UP Initiative	P/I	I	M	M	M
Building upon a current Student Life program, High Adventure, develop an outdoor recreation minor that will appeal to young adults and will serve as an academic minor for their program of study	P/I	I	M	M	M
Invite and include more public schools students in campus-supported events such as concerts, plays, athletic events, etc.	P/I	P/I	P/I	M	M
Secure additional external funding for scholarships	P/I	P/I	P/I	P/I	P/I
In cooperation with the WV State Police, establish a forensic, drug testing lab at Glenville State College	P	P/I	I	M	M
Utilize college-owned facilities for leasing and rental revenue from other non-profit and government groups	P	P/I	I	M	M
Provide grant-writing workshops and on-going support for those interested in pursuing available funding opportunities	P	P/I	I	M	M
Develop additional programs of study that may appeal to underrepresented and under-privileged groups, such as the Bachelor of Applied Science	P	P/I	I	M	M
Strengthen communication with large business in an effort to meet the needs of their skilled workers	P	P/I	P/I	I	M

COST AND AFFORDABILITY - EXTERNAL: FUNDING					
Establish a full time staffed Grants Management Office	P	P	I	M	M
Securing additional revenues to support Hidden Promise Scholars Program	I	M	M	M	M
Develop and secure resources to build a Pioneer Center that will house Land Resources, athletics and 24/7 medical facility	P	P	P	I	M
Secure additional funding for Faculty Staff Enhancement	P	I	M	M	M
Raise 12 million dollars for the Transforming Lives Now Campaign	I	I	M	M	M
Increase the amount of funding available for student scholarships	P	I	M	M	M
FACULTY QUALITY					
Develop an incentive package for faculty to pursue additional certifications, licensures.	P	P	P/I	I	M
Increase annual funding for professional development support.	P	P/I	P/I	M	M
Increase the number of campus-wide professional development opportunities for faculty throughout each academic year.	P/I	P/I	P/I	P/I	P/I
Develop and implement a large-scale publicity campaign focused upon the achievements of the Glenville State College faculty.	P	P/I	P/I	P/I	P/I
Encourage and support research involvement of faculty.	P/I	P/I	P/I	P/I	P/I
Create a common site for college faculty where individuals can post state, regional, and national conference and professional development opportunities that might interest faculty.	P	P/I	I	M	M
Continue to increase faculty salaries to make Glenville State College faculty salaries nationally competitive.	P	P/I	P/I	P/I	P/I
Develop a policy that provides a financial "bonus" for the faculty member when they publish a book, serve as an official of their regional or national professional organization, etc.	P	P/I	P/I	M	M
CIVIC ENGAGEMENT					
Increase the number of service learning projects that are required per every academic program.	P	P/I	I	M	M
Increase the number and scope of student organization-sponsored civic engagement activities per semester.	P	P/I	M	M	M
Better publicize the opportunities that are available to students to become involved; for example, RA-sponsored programming.	P/I	P/I	P/I	P/I	P/I
Organize and implement service learning and civic engagement activities in the thirteen county central West Virginia region.	P/I	P/I	P/I	P/I	P/I
Continue to support and encourage students to become involved in the Bonner program.	P	P/I	P/I	P/I	P/I
Fully implement all phases of the 13-County Public School Initiative through the hiring of a director, support staff, and student mentors.	P/I	I	M	M	M

Institutional Compact Reports, 2007-2012 with Goals

Glenville State College		Previous Years			Base Year	Compact Goals				
Measure		2004	2005	2006	2007-2008	2008-09	2009-10	2010-11	2011-12	Target 2012-13
1a	Total Fall Headcount Enrollment	1,313	1,392	1,381	1,441	1,501	1,575	1,651	1,726	1,801
1b	Annualized FTE Enrollment	1,129	1,246	1,195	1,196	1,286	1,330	1,397	1,464	1,531
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)	61	63	60	*	62.0	63.0	64.0	65.0	66.0
2b	Avg Retention Rate of Institution Peers (median)	62	63	66	*					
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)	26	27	24	25	27%	30%	32%	34%	36%
3b	Graduation Rates, including those transferring out and completing degrees at other institutions	37.0	32.7	29.2	31.9	33.9	35.9	37.8	39.8	41.8
3c	Avg Graduation Rate of Peers (Median)	36.0	41.5	36.0	*					
4	Degree Production									
	Certificate									
	Associate	50	29	32	53	54	55	56	67	68
	Bachelor	187	202	182	182	185	188	191	194	197
	Masters									
	1st Professional									
	Doctoral									
	Total Degrees	237	231	214	237	239	243	247	251	255
5	Number of undergraduate degrees in STEM & Health Fields**	75	65	61	71	75	81	86	91	96

7/28/2008

* IPEDS data that has not been released.

** 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."