WEST VIRGINIA UNIVERSITY

2014 • SELF-STUDY REPORT

prepared for the
Higher Learning Commission of the
North Central Association of Colleges and Schools

WestVirginiaUniversity.

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Introduction

Institutional Overview

West Virginia University (WVU) was founded in 1867 as a result of the 1862 Land-Grant Act, otherwise known as the Morrill Act. WVU is proud of its flagship, land-grant University status, and its mission reflects its dedication to serving the state and citizens of West Virginia through access to higher education, research, and comprehensive health sciences. The importance and meaning of WVU's land-grant mission and identity was emphasized through a yearlong commemoration of the 150th anniversary of the Morrill Act. With the 100th anniversary of the Smith-Lever Act nearing, a similar set of activities is planned to highlight the importance of the WVU Extension Service.

The WVU Board of Governors (BOG) is the University's governing body and oversees academic, financial, and administrative operations. In addition to the BOG, the University is, at times, subject to the oversight of a state-level coordinating board, the West Virginia Higher Education Policy Commission (WVHEPC).

WVU's main campus is located in Morgantown, WV, and has 15 colleges and schools that offer 194 bachelor's, master's, doctoral, and professional degree programs in the arts and sciences; business and economics; creative arts; engineering and mineral resources; education and human services; journalism; law; agriculture, natural resources and design; dentistry; medicine; nursing; pharmacy; physical activity and sport sciences; and public health. Two divisional campuses, Potomac State College of West Virginia University (PSC) and the West Virginia University Institute of Technology (WVUIT), are located in Keyser, WV, and Montgomery, WV, respectively. PSC offers 16 associate and bachelor's degree programs, and WVUIT offers 33 bachelor's degree programs.

WVU's Morgantown facilities include 189 buildings on 1,099 acres, including ten buildings that on the National Register of Historic Places. The Robert C. Byrd Health Sciences Center has a campus in Morgantown, as well as campuses in Martinsburg and Charleston, the state capital. The WVU Extension Service has an office with a faculty presence in all of West Virginia's 55 counties. WVU also operates eight experimental farms and four experimental forests throughout the state, in addition to the state 4-H Camp and Lifelong Learning Center at Jackson's Mill near Weston, WV.

In Fall 2013, 29,466 students were enrolled at WVU's Morgantown campus: 22,757 undergraduate students, 5,077 graduate students, and 1,632 professional students. The enrollment of WVUIT was 1,222 students, and PSC's enrollment was 1,660 students.

In Fall 2013, the Morgantown campus of WVU employed 3,106 faculty members, 3,515 staff members, and 1,721 graduate assistants, for a total of 8,342 employees. WVUIT employed 132 faculty members, 138 staff members, and one graduate assistant for a total of 271 employees. PSC employed 108 faculty members and 121 staff members for a total of 229 employees.

Divisional Campuses

WVU has historically had affiliations with a number of campuses across the state, some dating to as early as 1901. These affiliated campuses have provided individuals with greater access to WVU. Over the years, these affiliations have taken many forms and the affiliated campuses have been referenced in many ways. Most recently, legislation enacted in 2003 and in 2006 designated PSC and WVUIT as integrated divisional campuses of WVU.

To facilitate understanding and to clarify the relationship between WVU and its divisional campuses, a document entitled Divisional Campus Definition and Operational Assumptions was developed and presented to the WVU BOG on June 4, 2007, where it was accepted. In that document, a divisional campus of WVU is defined as a part of the University that operates on its behalf with the University being legally responsible for the mission, direction, operation, and all of the obligations and debts of the division. WVU is also the degree-granting entity and has responsibility for approval of academic programs and their review and evaluation. What differentiates a division from a University college or school is geographic distance,

separation of financial resources at the state level, and unique operations that incorporate functional outsourcing to WVU's Morgantown campus.

WVU DIVISIONAL CAMPUS RELATIONSHIP TIMELINE

1867	**West Virginia University (WVU)** founded as Agricultural College of West Virginia by West Virginia Legislature
1895	**West Virginia University Institute of Technology (WVUIT)** founded as Montgomery Preparatory School
1901	**Potomac State College (PSC)** founded as Keyser Preparatory Branch of the West Virginia University
1926	**WVU** first accredited by the Higher Learning Commission
1952	**WVUIT** offered first baccalaureate degrees
1960	**University Hospital** opened and WVU School of Medicine established
1961	**West Virginia University-Parkersburg (WVU-P)** opened as branch of WVU
1971	**WVU-P** becomes community college
1972	**Charleston Division** of the Health Sciences Center established
1991	**WVU-P** offered first baccalaureate degrees
1996	**WVUIT** became regional campus of WVU; maintained separate accreditation
2002	**Eastern Division** of the Health Sciences Center established
2004	**WVUIT** services separated; Bridgemont Community and Technical College (BCTC) founded; WVUIT retained four-year degrees and placed under governance of the WVU Board of Governors
2005	**PSC** became fully integrated division of WVU, enacted under House Bill 2224, passed by West Virginia Legislature in 2003
2007	**WVUIT** became fully integrated division of WVU, enacted under House Bill 2690, passed by West Virginia Legislature in 2006
2008	**WVU-P and BCTC** become freestanding institutions governed by separate boards
2009	**WVU and WVU-P** develop support services affiliation agreement
2011	**WVU and WVU-P** agreement expired; continued agreement not signed

On July 1, 2008, as a result of legislation aimed at bolstering the state of West Virginia's community and technical college system, West Virginia University at Parkersburg (WVU-P), a former regional campus of WVU, became an independent community and technical college separate and apart from the University. By legislative directive and subject to the terms of a trademark licensing agreement, WVU-P is permitted to continue using the moniker "West Virginia University" at Parkersburg. However, WVU-P is governed by its own board of governors subject to the oversight of the West Virginia Council for Community and Technical College Education and is also independently accredited by the Higher Learning Commission. Immediately following the separation, WVU-P and the WVU BOG entered into a broad-based agreement to cooperatively and collaboratively promote successful and independent educational experiences for the students who attend each institution. Additionally, to assist in WVU-P's independence, WVU provided a limited number of support services to WVU-P. Currently, all but a few services related to human resources have ceased. WVU is also currently taking steps to terminate the trademark licensing agreement to avoid further confusion by the use of the University's marks by a now-unaffiliated institution.

Potomac State College of West Virginia University

PSC dates back to 1901 when it was founded as the "Keyser Preparatory Branch of the West Virginia University" by an act of legislature. PSC is currently ranked 41st in the nation in lowest tuition this past year on a list of public, four-year or above colleges and universities developed by the National Center for Educational Statistics and was recognized as having the lowest tuition and fees of any four-year institution in the state in the WVHEPC 2012 Report Card. PSC also earned designation as a Military Friendly School this past year.

PSC's relationship with WVU has progressed from a branch campus to a regional campus and then in 2005 by another act of state legislature, to a divisional campus. PSC is managed by a campus provost and falls under the jurisdiction of WVU's BOG. PSC joined the North Central Association of Colleges and Schools in 1926 maintaining continuous independent accreditation until becoming a fully integrated division of WVU in 2005.

PSC offers 16 associate and baccalaureate degree programs. Students can earn a two-year, associate of arts degree, which provides the first two years of a related baccalaureate degree program to be completed on the Morgantown campus or students can transfer to other higher education institutions. Students may also enroll in one of eight associate of applied science (career and technical degree) programs, or continue on to complete their four-year, Bachelor of Applied Science degrees in Business Management and Criminal Justice.

Located in Keyser, WV, 90 miles east of the Morgantown campus, PSC serves both residential and commuting students. Campus facilities include six residence halls, two academic buildings, a library, an administration building with classrooms, a student union with bookstore, a student health center, a professional conferencing center, an enrollment services building/visitor center, an arts center, an agriculture technology building, two working farms on approximately 800 acres, a third farm that is used for field laboratory exercises, an indoor riding arena totaling 27,500 square feet, a gymnasium, and an athletic complex.

The College offers 11 National Junior College Athletic Association (NJCAA) intercollegiate athletic teams. Students can also become involved in one of 24 clubs or organizations or attend any of the approximately 400 events each year hosted by the student activities office.

West Virginia University Institute of Technology

Founded in 1895 as the Montgomery Preparatory School, WVUIT has a rich history of academic excellence. The institution is well known for its STEM-focused academic programs, and was once again named to the top 100 Best Undergraduate Engineering Programs by *U.S. News & World Report* in 2013.

WVUIT is governed by the WVU BOG. The WVUIT Institutional Board of Visitors provides advice and guidance for the campus through the Campus Executive Officer.

WVUIT has been a division of WVU since 2007, and is accredited as an integrated campus of WVU by the Higher Learning Commission of the North Central Association of Colleges and Schools. Nine academic programs, including engineering, engineering technology and nursing, hold specialized accreditation.

WVUIT's two academic colleges offer 33 degree programs. In 2013 the institution's total enrollment was 1,222 – representing a more than 10% enrollment increase over 2012.

WVUIT is located in Montgomery, WV, and is centrally located between two of West Virginia's largest cities, the state capital of Charleston and Beckley. WVUIT is 183 miles away from the Morgantown campus.

WVUIT offers 13 NAIA varsity sports for men and women and is also a member of the USCAA and Appalachian Swimming Conference. Three athletic teams qualified for national tournaments in 2012-13. The men's soccer team won the USCAA National Tournament in 2013.

College and School Profiles

The Davis College of Agriculture, Natural Resources, and Design is WVU's oldest academic unit. Today students gain practical knowledge and skills outside the classroom using 3,425 acres of farmland and 8,134 acres of forest for teaching and research. Campus facilities include the Agricultural Sciences Building, South Agricultural Sciences Building, Agricultural Sciences Annex, Percival Hall, Evansdale Greenhouse, and office and studio space in Allen Hall.

Undergraduate students can choose from 22 majors and 20 minors. Graduate students can choose from 17 master's and 23 doctoral program areas. These are offered by 105 faculty members with the support of 145 staff members to 1,762 undergraduate and 259 graduate students.

Academic program accreditations have been approved by the Society of American Foresters, the Society of Wood Science and Technology, the American Society of Landscape Architecture, the National Council for Accreditation of Teacher Education, the Council for Interior Design Accreditation, and the American Dietetics Association.

The Davis College's research portfolio addresses areas such as childhood obesity, the impact of natural resource management practices on wildlife populations, water quality, regional economic development, reproductive physiology and nutrition of food animals, organic agriculture, and biobased fuel production.

The Eberly College of Arts and Sciences provides 60% of the undergraduate education offered at WVU. The College has more than 8,060 students pursuing 34 undergraduate majors, 20 master's programs, and 11 doctoral programs, and more than 525 faculty members.

Areas of emphasis can be broadly defined as the humanities, the natural and mathematical sciences, and the social sciences. The College is a nationally ranked leader in many areas including psychology, forensic and investigative science, public administration, creative writing, and communication studies.

Located on the downtown campus, the College's roughly 21 schools, departments, and programs can be found in historic Woodburn Hall and Chitwood, Armstrong, Stansbury, Knapp, Oglebay, White, Hodges, Ming Hsieh, Brooks, Eiesland, Life Sciences, and Colson halls.

The biology option of the biochemistry degree curriculum meets the recommendations of the American Society for Biochemistry and Molecular Biology. The chemistry option is approved by the American Chemical Society. The Forensic and Investigative Science program has eight full-time faculty members, with more than 50 combined years of forensic crime laboratory experience. The program is fully accredited by the Forensic Education Programs Accreditation Commission. Additional specialized accreditations within the College include those by the American Psychological Association, the Association for Behavioral Analysis, the National Association of Schools for Public Affairs and Administration, and the Council on Social Work Education.

The College of Business and Economics (B&E) has an enrollment of 2,201 undergraduate students in seven majors and three minors, and 395 students in eight graduate programs. The College has been accredited by the Association to Advance Collegiate Schools of Business (AACSB) since 1954, the accrediting body that is viewed internationally as the gold standard. B&E's Accounting program has been accredited separately by AACSB since 1997, making it one of only 182 institutions in the world holding AACSB accreditations for both its business school and accounting program.

B&E has also partnered with other colleges at WVU, including law and medicine, to create six highly valuable dual degrees. Additional future dual degree opportunities include partnerships with the colleges of engineering and nursing.

The current Business and Economics building was dedicated in 1990 and is home to approximately 158 faculty and staff and 150 student employees. It contains two distance capable classrooms, two large

lecture halls, a learning resource center, two computer laboratories, a career services center and an advising center.

Recent rankings include *Bloomberg Businessweek*'s #5 in Top Undergraduate Business Schools for Ethics and *U.S. News & World Report*'s #29 in Best Online Graduate Business Program and #5 Best Online Programs for Veterans. Additionally, the College is known for its internship opportunities, job placement, and communications skills.

The College of Creative Arts (CCA) is comprised of the School of Music, the School of Art and Design, and the School of Theatre and Dance. All three professionally accredited and nationally recognized programs provide a challenging academic environment to help students excel in creative activity and performance. With more than 100 faculty and staff and approximately 750 students, the College is small enough to provide intimate classes, a close community of young artists, and one-on-one instruction by faculty members who are also working artists and scholars.

The College offers 15 majors, 14 minors, and six graduate programs. Accreditations include the National Association of Schools of Art and Design, the National Association of Schools of Music, and the National Association of Schools of Theatre.

The Creative Arts Center (CAC) is home to the WVU College of Creative Arts. It is a modern, well-equipped facility devoted to creative development through instruction, performance, and exhibition in art, music, theatre, and dance.

Noteworthy programs and activities of the CCA include outdoor adventure courses in Art and Design, a partnership with the Pittsburgh Symphony Orchestra, the new Art Museum currently being constructed next door to the CAC, a puppetry program that is one of only three in the United States, a nationally ranked MFA program in Art and Design, and a School of Music that is becoming an All-Steinway School.

The College of Education and Human Services (CEHS) was originally established as a College of Education in 1927. In 1965, CEHS expanded to include programs that prepare related professionals in non-school positions. It has 1,952 students enrolled on campus and is online around the globe, delivering professional development and degree programs.

CEHS is organized into five academic departments: (1) Counseling, Rehabilitation Counseling, and Counseling Psychology; (2) Communication Sciences and Disorders; (3) Curriculum and Instruction/Literacy Studies; (4) Learning Sciences and Human Development; and (5) Special Education. It offers five bachelor's degrees, 12 master's programs, and 10 doctoral programs.

Accreditations includes those granted by the West Virginia State Department of Education, the National Council for Accreditation and Teacher Education, the Council for Accreditation of Counseling and Related Education Programs, the Council on Rehabilitation Education, the American Psychological Association, and the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

CEHS consists of 64 full-time faculty, 23 part-time faculty, 22 adjunct faculty, and 45 staff members. Most on-campus classes taught by CEHS faculty are held in Allen/Percival Hall. In addition to offices and classrooms, conference and large group rooms in the building there is also the College's TeachLivE Simulation, the Teaching and Learning Technologies Center (TLTC), media room, speech center, WVU Nursery School and Child Development Laboratory.

The Benjamin M. Statler College of Engineering and Mineral Resources has 132 tenure-track faculty members, and more than 4,000 students enrolled in seven accredited academic departments, including more than 700 graduate students with 225 PhD students. The College offers 12 undergraduate majors; 15 graduate majors (offered at the master's through doctoral levels); three minors; and seven dual majors in engineering specialties, computer science, and biometric systems. All eligible programs are ABET-accredited.

The majority of the College is housed in the Mineral Resources Building, the Engineering Sciences Building, and the Engineering Research Building. Since 2001, more than $35 million has been invested in new and upgraded facilities, including laboratories, classrooms, and equipment for teaching and research. The new Advanced Engineering Research Building, scheduled for completion in 2014, will provide 33,000 square feet of flexible and environmentally safe laboratory and research space, as well as an 8,000-square foot clean room, offices, classroom, computer classroom, a learning center, and a graduate student space.

Faculty in the College conduct about $30 million annually in externally funded research and development with focuses in biometrics; bioengineering; civil infrastructure; cybersecurity; energy; energy assessment; environmental engineering; heavy vehicle engines; emissions; alternative fuels; shale gas extraction and utilization; signal processing and big data sets; and water resource utilization. Beginning in their freshman year, undergraduates participate in hands-on projects, research, internships, and cooperative education experiences.

The Honors College is designed to provide students with an academic and co-curricular experience that will develop their leadership and professional skills to prepare them for life after their undergraduate career. In the classroom, Honors faculty from many disciplines and departments encourage students to think critically and innovatively, to conduct independent research, and to communicate effectively through evidence-supported arguments. Beyond the classroom, Honors students are also urged to participate in major-related internships, participate in study abroad, develop independent study projects, and collaborate in faculty research projects.

The Honors College is located in the Honors Residence Hall, a unique live-learn experience for first-year college members. The residence hall is home to 365 students and offers study lounges, wireless Internet access, a multimedia room, a student library, and the Honors staff offices.

The Honors College is a member of the National Collegiate Honors Council and has 1,972 active student members and six full-time faculty and staff members.

The Perley Isaac Reed School of Journalism is a student-centered journalism school that has been graduating journalists and communications professionals since 1939. Home of the nation's first completely online master's degree program in Integrated Marketing Communications (IMC), the School is known for its innovative course delivery and ability to build community in the classroom and beyond.

The School offers two majors, five online or blended minors, two master's degree programs, two online graduate certificate programs, and a variety of online professional development courses. The School's undergraduate program was nationally reaccredited in 2010 by the Accrediting Council on Education in Journalism and Mass Communications.

Twenty-two full-time faculty, over 80 part-time faculty, and 15 full-time staff members serve the School's 875 undergraduate students, 167 pre-journalism students, and 372 graduate students. Students and faculty have earned recognition for their work, including awards from the Broadcast Education Association, the Society of Professional Journalists, and MarCom.

Located in historic Martin Hall – WVU's oldest building – the School houses faculty offices, a large lecture hall, five computer laboratories, a television editing studio, a photo studio, and four multimedia editing suites. IMC program professional staff are located in the Jackson-Kelly building in Morgantown's Wharf District.

The College of Law was founded in 1878 as the first professional school in the state. Accredited by the American Bar Association in 1923 and a member of the American Association of Law Schools since 1914, it continues to be West Virginia's only law school.

The College offers a Juris Doctor (JD) degree and, beginning in Fall 2014, a master of laws degree in energy and sustainable development law. The College also offers two joint degrees: the JD/EMBA (Executive Master in Business Administration) and the JD/MPA (Master in Public Administration). The College has an enrollment of 386 students, and it employs 44 faculty and 30 staff.

Established in 1976, the Clinical Law program provides over 40,000 hours of pro bono legal aid per year. The College of Law is one of just 13 schools nationally to operate a U.S. Supreme Court Clinic. As part of its ongoing service to the state's practicing attorneys, the College of Law also houses the West Virginia Continuing Legal Education (WVCLE) and hosts programs throughout the year.

There are multiple clubs and organizations at the College of Law that enable students to develop professional skills and network, including the *West Virginia Law Review*. Published since 1894, it is the fourth-oldest law review in the country behind Harvard, Yale, and the University of Pennsylvania.

Since 1974, WVU Law has occupied a 113,000 square-foot building on WVU's Evansdale campus that includes a law library and courtroom. The College is in the midst of an extensive $26 million expansion and renovation project that will add 30,000 square feet to its facilities.

The College of Physical Activity and Sport Sciences (CPASS) offers majors in athletic coaching education, athletic training, physical education teacher education, sport and exercise psychology, and sport management. The College offers master's degrees in athletic coaching education, athletic training, physical education teacher education, sport and exercise psychology, and sport management, as well as doctorates in coaching and teaching studies, physical education teacher education, and sport and exercise psychology. CPASS includes 28 full- and 36 part-time faculty members, 54 graduate assistants, and 1,348 students.

The College has accreditations from the Commission on Accreditation of Athletic Training Education and the National Council for Accreditation of Teacher Education/National Association of Sport and Physical Education.

College-wide research/service within the past five years includes 547 presentations; 205 published articles; 85 books and book chapters; and 35 funded activities. A service grant with West Virginia Public Employees Insurance Agency (PEIA) provides weight management services to overweight and obese PEIA clients. CPASS also collaborates with several public schools with programs designed to help increase physical activity and decrease the prevalence of children who are overweight and obese.

In summer of 2014 CPASS will move into a new facility. Adjacent to the student recreation center and fields, the building will include smart technology classrooms, an instructional fitness room, and teaching laboratories with observation rooms.

The University College (UC) is WVU's newest college. It was created on July 1, 2013, as the centralized academic and administrative unit serving several student populations: students not directly admitted to WVU's other colleges and schools, exploratory/deciding students, nontraditional students, Extended Learning high school students taking WVU courses, ACCESS program high school students taking WVU courses, and non-degree seeking students. Prior to the creation of the UC, a unit known as the Undergraduate Advising Services Center (UASC) was responsible for the academic support of these students. UC units are located in 17 buildings on the Morgantown campus.

The University College offers two degree programs: the Regents Bachelor of Arts (RBA) and the BA Pathway Multidisciplinary Studies degree. The UC offers a broad range of structured, coordinated academic services to promote the success of its more than 5,500 students. University College units include UC Academic Advising, Air Force ROTC, Army ROTC, the Center for Service and Learning, the First-Year Experience, Programs for Academic Advancement–Student Success Initiatives, the Ronald E. McNair Scholars program, the Resident Faculty Leader (RFL) program, transitional programs for students transferring to WVU, and undergraduate research. University College goals include the following:

- Instill high expectations for personal academic achievement in its students, along with the skills, experience, and confidence to succeed.
- Empower students to develop personal and academic success goals.
- Promote undergraduate student access, learning, persistence, and success.
- Establish partnerships within the University community that promote a supportive academic learning environment for all students.

- Develop strong partnerships with degree-granting programs and departments to facilitate students' timely transition from the UC to WVU's other colleges and schools.

The Robert C. Byrd Health Sciences Center (HSC) is the only academic health center in West Virginia and includes five schools with more than 3,200 students that share a commission mission to transform lives for the better and eliminate health disparities that affect the people of West Virginia.

On the Morgantown campus, the HSC includes a one million square-foot building that houses classroom, laboratory, library, and office spaces. The core buildings have been extensively renovated and expanded in the past decade, including a new library and learning center, simulation laboratories for healthcare training, and an inter-professional education center.

The campus is home to WVU Healthcare, which operates two teaching hospitals and a full array of diagnostic and treatment facilities that support the educational mission. An affiliated rehabilitation hospital is also on the campus.

The HSC also includes two campuses in other regions of the state. The Charleston Division, located in the state capital, includes 100 faculty members and has both a classroom/office building and a clinical center adjacent to a large urban teaching hospital. The Eastern Division, in Martinsburg, WV, is focused on training primary care physicians and other health providers.

Research programs are focused on diseases that are prevalent in the state, including heart and lung diseases, neural degeneration, and cancer. In 2012, WVU health-related research expenditures totaled $49.5 million. Research resources include 10 shared core facilities, managed by faculty researchers, designed to support and stimulate cross-disciplinary research. The campus includes a new, freestanding laboratory building and state-of-the-art animal facility, to be completed in 2014. WVU is also home to two affiliated research centers, each with their own laboratory buildings: the CDC's National Institute for Occupational Safety and Health and the Blanchette Rockefeller Neurosciences Institute.

The School of Dentistry (SOD) is the only dental school in the state, and most of West Virginia's practicing dentists are SOD graduates. In addition to the DDS program, the SOD operates both undergraduate and graduate programs in dental hygiene and three postgraduate programs for dentists who want to pursue a specialty. SOD programs are matched to the state's oral health needs. The School recently opened a large off-campus clinical and educational center that houses its faculty practice and most of the postgraduate dental specialty programs. Altogether, 317 students are enrolled in degree programs. The SOD has 52 faculty members. Its educational programs are accredited by the Commission on Dental Accreditation of the American Dental Association.

The School of Nursing (SON) offers a wide range of educational programs at campuses across the state, aimed at delivering education to nurses at every stage of personal and career development. The SON's highly regarded online nursing programs are making new opportunities available to working nurses who are eager to move into leadership roles in healthcare and education. In addition, faculty have developed research and clinical practice programs that serve the health needs of the state and individual patients. The School has two undergraduate programs, three graduate programs, and a professional (Doctor of Nursing Practice) program. A total of 758 students are enrolled, served by 101 faculty members. Its educational programs are accredited by the Commission on Collegiate Nursing Education and the West Virginia State Board of Nurse Examiners.

The School of Medicine (SOM) educates physicians, physical and occupational therapists, biomedical scientists, and laboratory professionals. Its faculty includes some of the University's most highly honored research scientists and hundreds of practicing health professionals. The SOM is widely regarded as a national leader in rural health education and healthcare delivery, and has productive and well-funded programs in neurosciences, cancer, and clinical/translational research. The School operates three undergraduate programs, 11 graduate programs in biomedical science and health professions areas, and two professional degree programs (Medical Doctor and Doctor of Physical Therapy). Across all of these

programs, the School has 1,603 students and 801 faculty members. SOM programs are accredited by the Liaison Committee on Medical Education, the Commission on Accreditation in Physical Therapy Education, the National Accrediting Agency for Clinical Laboratory Sciences, and the Accreditation Council for Occupational Therapy Education.

The School of Pharmacy (SOP) will celebrate 100 years of educating leaders in the profession in 2014. The SOP has three departments: Basic Pharmaceutical Sciences, Clinical Pharmacy, and Pharmaceutical Systems and Policy. It is home to 43 faculty members and 21 staff. There are 343 students enrolled in the four-year Doctor of Pharmacy (PharmD) professional program. These students also have the opportunity to pursue a dual degree – PharmD/MBA – in conjunction with the WVU College of Business and Economics. The Pharmaceutical and Pharmacological Sciences graduate program, which currently has 41 students enrolled, offers two pathways: Health Outcomes Research and Pharmaceutical and Pharmacological Sciences. The SOP's Office of Continuing Education provides quality postgraduate education programs for pharmacy professionals to enhance the delivery of patient-centered care. Research is also a top priority; the average of research awards for 2012-13 was over $3 million. The School is fully accredited by the Accreditation Council for Pharmacy Education.

The School of Public Health (SOPH) was established by WVU in 2012 with the support of the West Virginia State Legislature and the University's leadership. It is the first school established at the University in more than 50 years and the only public health school in the state of West Virginia. Building on a successful master's program in public health developed within the School of Medicine prior to 2012, the SOPH has expanded rapidly. It offers eight graduate programs in various public health disciplines; the faculty in each area have developed robust research programs and are deeply involved in efforts at the community and state level to address West Virginia's serious health issues. The school has 157 graduate students and 46 faculty members. Degree programs are accredited by the Council on Education for Public Health; the SOPH is in the process of obtaining its initial full-school accreditation.

Self-Study Process

WVU began preparations for its 2013-14 reaccreditation in summer 2011. The Provost formed a Planning Team, which guided the self-study process. Five members of the Planning Team chaired criterion workgroups, composed of roughly 10-12 individuals appointed as points of contact for every campus, college, school, and major unit within the institution. Over the course of 2012, criterion workgroups gathered and evaluated evidence and began to draft chapters. In 2013 those drafts were reviewed and refined and then circulated in November 2013 to a large number of internal reviewers, including the points of contact, deans, senior leadership, and content experts. The Planning Team finalized all materials for the self-study in January 2014.

Throughout 2013, evidence was collected for the resource room, which contains approximately 1,800 documents, and logistical elements pertaining to the digital resource room database were addressed.

During 2012 and 2013, information about accreditation was disseminated at meetings of various campus organizations to create awareness about WVU's continued accreditation. An accreditation-focused website was launched in March 2013. In the eight months between the website's launch and November 2013, the site garnered nearly 900 visitors and more than 4,000 page views.

Since July 2013, University Events, WVU's special event planning unit, has worked with the Planning Team to ensure a positive and seamless site visit. Preparations included coordinating the logistics, schedules, and hospitality for the site visit and the physical and technical setup of on-site resource rooms.

A 14-person communications team, representing faculty, staff, student, divisional campuses, and health sciences constituencies, was formed in September 2013. The team oversaw the dissemination of information for the third-party comment period and developed an outreach campaign to engage the WVU community with the purpose and importance of accreditation.

WVU SELF-STUDY PROCESS TIMELINE

July 2011	Planning team established and begins meeting monthly
November 2011	Planning team hosts deans' retreat and identifies points of contact
December 2011	Planning team hosts points of contact workshop and establishes criterion workgroups
Spring 2012	Criterion workgroups begin collecting and evaluating evidence
Fall 2012	Criterion workgroup chairs begin writing chapter drafts
March 2013	Accreditation website launches
April 2013	Self-study coordinator and Provost's Office begin developing the digital resource room and compiling evidence
July 2013	Self-study coordinator begins meeting with University Events to prepare for the site visit
September 2013	Communications team forms and creates outreach campaign for all three campuses
November 2013	Planning team circulates self-study internally for comment
January 2014	Planning team finalizes evidence in the resource room and completes self-study
January 2014	Communications team launches outreach campaign
January 2014	Public comment period begins
February 2014	WVU submits self-study to the Higher Learning Commission

To encourage participation and responsibility in the self-study process, a hierarchy was created to organize all contributors. The key groups of contributors include:

Planning Team – The Planning Team, formed by the Provost, brought together eight experts in academic affairs, institutional planning, and accreditation from across the University. The group was led by the self-study coordinator and met approximately once a month starting in summer 2011. This group collectively made all major decisions related to the self-study process and was ultimately responsible for a final content and submission of the self-study.

Internal Reviewers – The self-study draft was circulated in November 2013 to a large number of internal reviewers, including the points of contact, deans, senior leadership, and content experts.

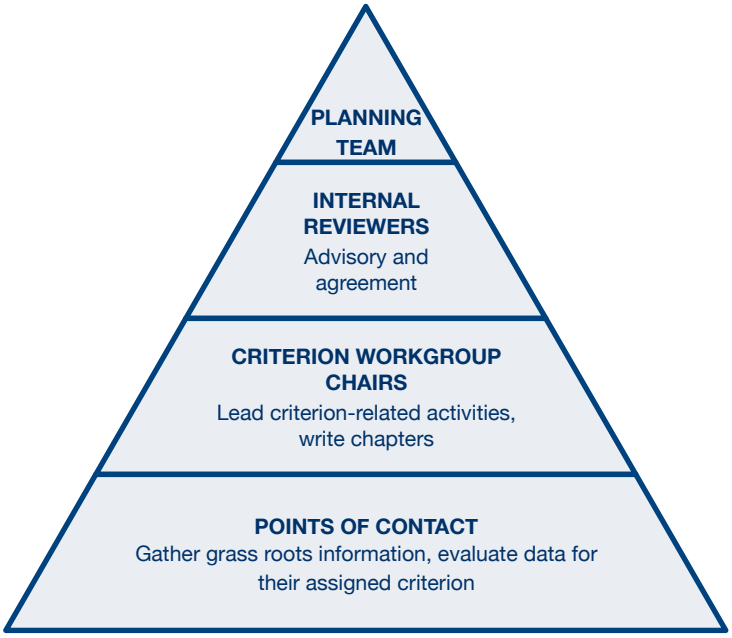


Figure: Key Contributors to the Self-Study Process

Criterion Workgroups – Criterion workgroups, composed of approximately 10-12 points of contact, gathered and evaluated evidence and contributed to their respective sections of the self-study report. Five members of the planning

team chaired the criterion workgroups and were responsible for everything related to that criterion, including writing an initial draft of the chapter.

Points of Contact – Approximately 55 points of contact were appointed from every campus, college, school, and major unit within the institution. They collected and evaluated evidence for the criterion workgroups.

See the Resources and Acknowledgments section for a complete list of WVU participants in the self-study process.

Accreditation History

WVU was accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools from 1926-28, and has been accredited continuously since 1930.

WVU's accreditation through the Commission was jeopardized once in 1926 and once in 1953. In 1926, it was discovered that athletics were being subsidized by alumni and athletic receipts and that athletic expenditures were not being audited, but those issues were resolved. In 1953, the West Virginia State Auditor decided that it was unnecessary for WVU to belong to the North Central Association and withheld the institution's membership dues. In 1954, a court ruled that the auditor had exceeded his authority and membership was reinstated.

In 1964, 1974, 1984, 1994, and 2004, comprehensive self-studies were undertaken. As a result of the 1974 comprehensive evaluation, WVU was first granted accreditation at the doctoral level. WVU's last comprehensive evaluation was in 2003-04. The evaluation team recommended continued accreditation and required that WVU submit a Progress Report on Assessment to the Commission by May 1, 2007. On October 18, 2004, the Institutional Actions Council voted to continue the accreditation of WVU for 10 years.

Response To Previous Challenges Raised By The Commission

In the Assurance Section of the evaluation team's 2004 report, two recommendations were made under "Evidence that demonstrates the criterion needs institutional attention."

Planning

In 2003-04, under Criterion Four, "The institution can continue to accomplish its purposes and strengthen its educational effectiveness," the HLC evaluation team recommended that the executive leadership team (1) clearly articulate and publish a comprehensive strategic plan, (2) actively involve faculty, administrators, the board of governors, and other stakeholders in the development of that plan, and (3) widely publish its strategic plan. The team did not require a progress report or additional follow-up; WVU addressed the recommendations as follows.

Clearly Articulated and Comprehensive Plan

In 2010, WVU initiated an inclusive planning process that built upon the achievements of the 2010 plan, while charting a new course toward 2020. Planning was framed by the 150th anniversary of the Morrill Act that established WVU's land-grant mission. WVU's 2020 Strategic Plan for the Future was created by the Strategic Planning Council and endorsed in 2011 by the WVU BOG.

The mission, vision, and strategic plan clearly articulate the institution's priorities by highlighting its status as the flagship, land-grant institution of higher education in the state. WVU's mission statement formulated

through the planning process is, “As a land-grant institution in the 21st century, West Virginia University will deliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the state, the nation, and the world.”

Its vision statement is, “By 2020, West Virginia University will attain national research prominence, thereby enhancing educational achievement, global engagement, diversity, and the vitality and well-being of the people of West Virginia.”

And the five goals of WVU’s strategic plan are:

1. Engage undergraduate, graduate, and professional students in a challenging academic environment.
2. Excel in research, creative activity, and innovation in all disciplines.
3. Foster diversity and an inclusive culture.
4. Advance international activity and global engagement.
5. Enhance the well-being and the quality of life of the people of West Virginia.

Each goal outlines objectives and actions that focus on the achievement of that goal. In addition to the five goals, the strategic plan includes “realizations,” which are best practices on how to achieve those goals, and three early-identified aspirations.

Involving Stakeholders

WVU’s current mission statement, vision, and strategic plan were developed through a thorough, inclusive process that included a wide variety of internal and external constituencies. In Spring 2010, a 40-member Strategic Planning Council was formed and charged with guiding the process of developing a vision for WVU through 2020. Members were selected to reflect an array of perspectives important to the large University community and its operations. The group included students, faculty, staff, alumni, Morgantown community residents, divisional campuses representatives, and health sciences constituents. Expertise in the areas of diversity, global engagement, outreach, technology, liberal arts, teaching, undergraduate and graduate education, research and innovation, student success, and other key parts of WVU’s mission were prioritized in selecting the membership. The membership of the Council was publicized via a WVUToday article and on the strategic plan’s website.

Once the Council determined the goals of the strategic plan, four workgroups that included an additional 68 members of the University community were formed in areas of key importance to increase participation and seek a specialized set of recommendations for progress. The workgroups examined systems and structures at WVU related to discovery and innovation, diversity and inclusivity, international activity and global engagement, and faculty retention. An additional 68 members of the WVU community were involved in the workgroups. Workgroup information is available on the Strategic Plan website.

As part of the strategic plan’s commitment to transparency and feedback, several methods were used to solicit feedback on the draft strategic plan from the WVU community and stakeholders. A web form was created on the strategic plan website for interested parties to submit their feedback or questions, anonymously if desired. All comments received from the web form were posted on the strategic planning website, and the web form remains available for the submission of strategic planning inquiries or comments. Campus forums and constituency meetings were also held in October and November 2010 to gather valuable feedback from staff, faculty, alumni, and the greater Morgantown area community. Summaries and webcasts of the campus forums are available on the strategic plan’s website.

Wide Dissemination of the Strategic Plan

WVU’s strategic plan was published and widely distributed, and its implementation is prominently and consistently featured through many channels of communication at WVU.

Once the strategic plan was endorsed by the BOG, WVU developed a series of leaflets with information on the strategic plan and its implementation to generate widespread knowledge of WVU’s mission and its progress through the strategic plan. The leaflets have been circulated throughout the institution and its divisional campuses, as well as to external audiences, such as visiting committees, alumni, legislators,

potential students and their families, WVU Extension Service offices in all 55 counties of West Virginia, and other interested parties. Over 10,000 leaflets have been printed and distributed.

WVU leadership emphasizes WVU's land-grant mission and its systematic implementation through the 2020 Strategic Plan in all major communications and speeches, such as the President's annual fall State of the University address.

The strategic plan has a dedicated website, a link to which is featured on the main page of WVU's website. The website is home to a complete and transparent record of the strategic plan and implementation process. The implementation of the strategic plan is catalogued on the website through a timeline, a news archive, complementary strategic plans within the institution, and roundtables, which are small groups established to advance the strategic plan during its implementation. Measures of success are also available through a series of dashboards.

WVU's mission and vision are also featured prominently on WVU's About webpage, along with a link to the strategic planning website. A link to the strategic planning website has also been featured on WVUToday – WVU's main campus news source, the President's Office website, the Provost's Office website, the WVU Foundation website, and the WVU alumni website, among others. Since September 2010, the About webpage and the strategic plan website have had over 87,000 visitors and 34,000 visitors, respectively.

WVU regularly disseminates press releases about WVU's mission and implementation of the strategic plan to reach the wider community of WVU stakeholders. Those press releases are archived for the public on the strategic plan website. Press releases about PSC's mission and vision statements and strategic plan will be available on the College's website through a link from the homepage. Press releases are also included in the WVUIT News and Events weekly eNewsletter that is disseminated to all faculty, staff, and the alumni association board.

See 1.A.1. for more information on the development of WVU's mission, 5.A.3. for more information on WVU's strategic planning process, and 5.C.3. for more information on the involvement of stakeholders in the planning process.

Assessment

In 2003-04, under Criterion Three, "The institution is accomplishing its educational and other purposes," the HLC evaluation team noted the following:

> The Assessment Council has not been able to develop an approach to assessment that would engage the full support of faculty and departments to ensure a high level of quality in program-level assessments across all departments in the university. Reasons for this lack of success have been recognized by the university and are identified in the self-study.
>
> Except for some graduate programs and programs subject to external accreditation, there is little evidence of assessment activity that specifies learning outcomes, gathers evidence on student learning and uses this information to improve the educational program. Furthermore, there is evidence that faculty do not understand, and therefore do not support, the basic tenets of assessment.
>
> The university has recognized this problem and has restructured the Assessment Council and is developing a new, decentralized, model for assessment.

The team recommended that Criterion Three required institutional attention and Commission follow-up:

> The team strongly believes that the university should continue to implement its new assessment plan. The university should ensure that department-level assessment: a) is developed by faculty in the department; b) uses a format and approach that meets the needs of the department (therefore the university must be willing to accept variation in format and approach among departments); and c) is sustainable by the department, with resources available to the department.

> Assessment is a challenging process for many institutions, but the team believes that the new plan for assessment at West Virginia University is reasonable and that its implementation will develop strong faculty support and will be successful in improving the university's educational programs.

In May 2007, WVU submitted a Progress Report on Assessment describing the steps WVU had taken since 2004 to address the HLC recommendations. The HLC accepted that report, and WVU has continued since then to improve assessment practices. Specifically, WVU has focused on the following: (1) specifying student learning outcomes; (2) gathering evidence on student learning; (3) using information to improve courses and programs; and (4) helping faculty and staff understand the purposes of assessment – and the value of assessment to their courses and programs.

Specifying Student Learning Outcomes

WVU faculty specify student learning outcomes at the course, program, and institutional levels. Departmental, school, and college annual assessment plans and reports are required to include student learning outcomes. Units' strategic plans and reports also include student learning outcomes. WVU BOG Program Review self-study reports and specialized accreditation self-study reports are required to include student learning outcomes. WVU's 2020 Strategic Plan for the Future delineates student learning goals and outcomes. The General Education Curriculum initial course approval and follow-up course audits also require that faculty proposing courses specify how the course-level student learning outcomes are linked to the General Education Curriculum (GEC) area curricular objectives.

Gathering Evidence on Student Learning and Using Information to Improve Courses and Programs

Since the May 2007 Progress Report to the HLC, gathering evidence on student learning and using that information to improve courses and programs has been heavily emphasized through the following: (1) departmental, school, and/or college annual assessment plans and reports; (2) WVU BOG Program Review self-study reports; (3) specialized accreditation self-study reports; (4) WVU's strategic planning processes – especially at the college, school, and unit levels; and (5) GEC follow-up course audits, which are conducted five years after a course has first been taught as a GEC course.

Helping Faculty and Staff Understand the Purposes and Value of Assessment

Colleges, schools, and departments have worked diligently to help faculty and staff understand the purposes and value of assessment. For example, the Eberly College of Arts and Sciences "Faculty Connections" workshop series has had several presentations on the reasons institutions conduct assessment and how assessment can improve not just students' – but also faculty members' – classroom experiences. At one Spring 2012 session, WVU's Director of Assessment and Retention shared information from a workshop she had co-facilitated with another assessment professional and presented on the "Key Questions and Strategies" of assessing student learning. Much of the afternoon's discussion focused on how assessment can help faculty members answer questions they want to answer about their students and courses. The Director of Assessment and Retention also had the opportunity to offer a similar workshop in Spring 2012 to the Davis College of Agriculture, Natural Resources, and Design interim dean, associate dean, and division heads – and then have follow-up meetings with the division heads and their faculty.

In addition to following the Commission's recommendations to focus on specifying student learning outcomes; gathering evidence on student and using that information to improve courses and programs; and helping faculty and staff understand the purposes and valued of assessment, WVU has also promoted department-level assessment that follows the recommendations of the 2003-04 HLC evaluation team. Namely, WVU's assessment is developed by faculty in the department; uses a format and approach that meets the needs of the department; and is sustainable by the department, with resources available to the department.

Faculty-Developed Assessment

In WVU's decentralized assessment process, faculty members and other instructional staff members initiate and lead the vast majority of WVU's assessment efforts. Criterion Four discusses numerous examples of faculty-developed assessment across the institution.

An Assessment Format and Approach That Meets the Needs of the Department

Assessment practices at WVU are highly decentralized. WVU does not subscribe to, or mandate, one type, method, or format of student learning assessment. Even though all WVU programs undergo BOG program review every five years, that process allows for diverse assessment practices best suited to each program. Even though the Faculty Senate General Education Curriculum (GEC) Oversight Committee reviews all proposed GEC courses and subsequently audits all GEC courses every five years, that process also allows for diverse assessment of student learning based on the needs of faculty members within particular departments. WVU realizes that other institutions have opted for standardized assessment formats and templates – typically with a common portal for uploading and archiving all assessment plans and reports. In contrast, WVU has chosen to follow the mandate from the 2004 HLC evaluation to ensure that faculty have control over assessment processes so that department-specific needs can best be met.

Assessment Resources Available to Departments

The primary assessment resources available to faculty come in the form of human capital. University Assessment Council members have met with and helped faculty develop course and program assessment plans. Through the BOG Program Review process, the Undergraduate and Graduate Councils provide recommendations for improving programs' assessment plans. The Director of Assessment and Retention has met with individual faculty members; small groups of faculty; and departments, divisions, and college-wide groups to discuss assessment strategies and provide suggestions and advice about assessment best practices.

Sometimes the resources provided come in the form of small funding opportunities. For example, in Spring 2013, the Associate Provost for Undergraduate Affairs and the Director of Assessment and Retention sponsored a RFP for a General Education Curriculum (GEC) Impact Workshop. The workshop was part of the WVU Faculty Academy – a series of faculty professional development opportunities that takes place between the end of the spring semester and the beginning of the summer session. 19 faculty members, including the Faculty Senate Chair, spent a half-day sharing and discussing assessment strategies for GEC course learning outcomes, GEC Area curricular objectives, and the GEC campus-wide learning goals of clear reasoning, effective communication, and contributing to society. Small amounts of money were then transferred to each participating faculty members' college – for the faculty member to use for professional development. Some faculty members chose to use the funds in their GEC courses.

In sum, assessment at WVU improved greatly between the evaluation team's visit in 2004 and the May 2007 Progress Report. Since 2007, WVU has continued to follow the Commission's recommendations and devote significant resources – especially in terms of human capital – to using assessment to enhance WVU students' learning, engagement, persistence, and degree completion.

CRITERION 1

Mission

The institution's mission is clear
and articulated publicly;
it guides the institution's operations.

West Virginia University (WVU) was founded in 1867 as a land-grant University to provide a liberal and practical education for a broad segment of the population. WVU's commitment to its land-grant mission guides its decisions, and is well understood by its constituencies, both internal and external. WVU recently commemorated its mission and identity as a land-grant University through a yearlong celebration of the 150th anniversary of the Morrill Act of 1862, which allowed for the creation of land-grant colleges.

Consistent with its historic land-grant mission, WVU articulated the following mission statement as part of its 2020 strategic planning process to communicate its role as a land-grant institution in the 21st century: "As a land-grant institution in the 21st century, WVU will deliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the state, the nation, and the world."

During a decade of rapid change and increased economic pressure, WVU has remained financially stable and continues to grow as West Virginia's flagship institution of higher learning. This chapter provides an overview of WVU's clear articulation and fulfillment of its mission through its operations, its role in a diverse and multicultural society, and its commitment to the public good.

1.A. The institution's mission is broadly understood within the institution and guides its operations.

1.A.1. WVU's mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

WVU's current mission statement, vision statement, and strategic plan were developed through a thorough, inclusive process that solicited input and feedback from a wide variety of internal and external constituencies. The process began in Spring 2010, and included a 42-member Strategic Planning Council (SPC) that represented faculty, staff, students, alumni, Morgantown community members, divisional campuses, WVU health sciences, and others throughout the state. Four workgroups informed the council's work on identified priority areas: discovery and innovation, diversity and inclusion, faculty retention, and international and globalization. An initial draft was released the WVU community in the October 2010 State of the University address. Several methods were used to formally solicit feedback on the draft strategic plan from the WVU community and stakeholders. A web form was created on the strategic plan website. Seven campus forums and several constituency meetings with WVU supporters and stakeholders were also held in October and November 2010. The mission statement and strategic plan were endorsed in February 2011 by the WVU Board of Governors (BOG).

The West Virginia University Institute of Technology's (WVUIT's) mission, vision, and strategic plan are publicly available on a website and were developed and revised by an interdisciplinary committee representing all campus constituent groups. The committee developed the WVUIT 2020 Strategic Plan for the Future with the support of the WVUIT Faculty Assembly, Classified Staff Council, Student Government Association, and Institutional Board of Visitors.

Potomac State College (PSC) coordinated the development of its mission statement, vision statement, and strategic plan with the arrival of a new campus provost, who began in July 2012. An analysis of strengths, weaknesses, opportunities, and threats was conducted by PSC, including faculty and staff, in January 2011,

to prepare for the transition in leadership. Using the SWOT analysis as a starting point, the provost and senior leaders developed the comprehensive Potomac State College of WVU 2012: Strategic Plan for the Future with a mission statement, vision statement, six strategic goals, and multiple objectives and actions to reach each goal. The draft plan was distributed to the college community for feedback, and after revisions were made was distributed again for approval by the Faculty Assembly, the Classified Employees Council, the Student Government Association, the Alumni Board, and the Deans and Directors group. The strategic plan was approved by deans, directors, the Faculty Assembly, and the Classified Employees Council in Spring 2013 and by the Alumni Board and Student Government Association in Fall 2013.

See Criterion 5.A.3. for more information about WVU's strategic planning process.

1.A.2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

WVU's academic programs, student support services, and enrollment profile reflect WVU's status as a land-grant institution and are consistent with its mission. Recall the stated mission developed through the 2020 strategic planning process is, "As a land-grant institution in the 21st century, WVU will deliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the state, the nation, and the world."

Academic Programs

"Deliver High-Quality Education"

WVU offers a wide range of innovative academic programs that fulfill its mission of delivering high-quality education to produce the leaders of tomorrow at the undergraduate, graduate, and professional levels. As WVU has grown in enrollment and institutional size, it has added new undergraduate and graduate programs that are academically appropriate to its mission and societally relevant. As of Fall 2013, 89 of WVU's 194 academic programs hold specialized accreditations. All of WVU's undergraduate and graduate programs undergo institutional review every five years to assess the extent to which programs align with the mission, evaluate educational quality, establish accountability, review assessment practices, and ensure program viability. The program review process, referred to as the Board of Governors (BOG) Five-Year Program Review, also allows programs to prepare and submit a separate self-study to be considered for a "program of excellence" designation. Programs must meet and produce evidence regarding four criteria: distinction, curriculum and assessment, graduates, and faculty. The criteria emphasize the importance of external validation through recognized bodies, national and specialized accreditations, career placement of graduates, and scholarly achievement of faculty, among other considerations. Since 2003-04, two cycles of program review have been completed, and 12 undergraduate programs and 20 graduate programs have been designated as programs of excellence.

The growth and development of the Honors College demonstrates WVU's commitment to provide high-quality education. In 2003-04, the Honors program admitted approximately 250 first-year students. In Fall 2014, the incoming class was just under 600 students with a significantly more diverse profile. Following a strategic plan for the growth and development, the Honors program was able to expand until it met the National Collegiate Honors Council's definition of a fully developed Honors College, and the program was elevated to the status of a college in 2006.

See Criterion 3.A.1. for a discussion of WVU's BOG Five-Year Program Review process. 4.B.2. also describes the BOG Program Review process and provides examples from multiple colleges and schools.

COUNT OF DEGREES OFFERED – FALL 2013						
	ASSOCIATE	BACHELOR	MASTER	DOCTORATE-RESEARCH	DOCTORATE-PROFESSIONAL	TOTAL
Benjamin M. Statler College of Engineering and Mineral Resources	0	12	13	2	0	27
College of Business and Economics	0	8	5	2	0	14
College of Creative Arts	0	6	4	1	0	11
College of Education and Human Services	0	4	8	3	3	19
College of Law	0	0	0	0	1	1
College of Physical Activity and Sport Sciences	0	2	1	1	1	5
Davis College of Agriculture, Natural Resources, and Design	0	11	12	5	0	27
Eberly College of Arts and Sciences	0	21	22	12	0	54
Perley Isaac Reed School of Journalism	0	1	2	0	0	3
School of Dentistry	0	1	2	0	1	4
School of Medicine	0	3	5	6	2	16
School of Nursing	0	1	1	1	1	4
School of Pharmacy	0	0	0	1	1	2
School of Public Health	0	0	2	1	0	3
University College	0	2	0	0	0	1
Potomac State College	14	2	0	0	0	16
West Virginia University Institute of Technology	0	33	0	0	0	33
Source: WVU Office of Institutional Research						

"Excel In Discovery and Innovation"

As West Virginia's flagship research institution, WVU undertakes scholarly activity that addresses the challenges most critical to today's world and the practice of multidisciplinary research. WVU is classified as a Research University (High Research Activity) by the Carnegie Foundation for the Advancement of Teaching. According to the Office of Research and Economic Development, WVU was awarded over $137 million in research grants and contracts in FY2013.

RESEARCH AWARD GRANTS AND CONTRACTS TOTALS AND PERCENTAGES BY TYPE – MORGANTOWN CAMPUS *In Thousands of Dollars*											
		FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013
Research	$	$75,389	$76,032	$84,394	$79,699	$82,788	$88,246	$103,739	$82,473	$80,732	$97,717
	%	54.76%	51.48%	61.45%	62.47%	60.40%	59.26%	71.45%	60.01%	69.13%	70.90%
Instruction & Training	$	$10,722	$12,238	$12,858	$11,258	$23,037	$28,697	$23,911	$28,322	$9,785	$12,328
	%	7.79%	8.28%	9.36%	8.82%	16.81%	19.27%	16.47%	20.61%	8.38%	8.94%
Public Service	$	$25,314	$20,952	$22,205	$21,484	$14,864	$14,952	$9,035,	$12,570	$15,122	$14,337
	%	18.39%	14.18%	16.17%	16.84%	10.84%	10.04%	6.22%	9.15%	12.95%	10.40%
Other	$	$26,238	$38,540	$17,870	$15,137	$16,382	$17,006	$8,506,	$14,057	$1,1148	$13,445
	%	19.06%	26.08%	13.01%	11.86%	11.95%	11.42%	5.86%	10.23%	9.55%	9.76%
Total	$	$137,662	$147,761	$137,327	$127,579	$137,071	$148,900	$145,191	$137,422	$116,786	$137,827
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Source: WVU Office of Sponsored Projects *Note: Dollar amounts are in thousands.*											

WVU's research priorities reflect its commitment to its land-grant mission. As a result of the 2020 Strategic Plan, WVU identified five areas of strength in research for strategic investment, many of which are multidisciplinary in nature: (1) Addressing health disparities in Appalachia; (2) Improving STEM education and scientific literacy; (3) Utilizing shale gas responsibly; (4) Promoting stewardship of water resources; and (5) Achieving international leadership in radio astronomy.

These areas were chosen because they are of particular importance to the state of West Virginia, address significant challenges at the state, national, and international levels, and speak to WVU's commitment to outreach and its recognition of its land-grant status. WVU has supported these areas through the assignment of over 20 new faculty positions, research facilities, grant writing workshops, additional graduate students and postdoctoral fellows, aligning capital campaign funds with areas of emphasis, increasing recognition of faculty work, and taking advantage of technology transfer opportunities.

COUNT OF MOUNTAINS OF EXCELLENCE FACULTY HIRES – MORGANTOWN CAMPUS		
MOUNTAIN OF EXCELLENCE	POSITIONS ALLOCATED	HIRING COLLEGES AND UNITS
Addressing health disparities in Appalachia	4	College of Business and Economics; College of Law; College of Physical Activity and Sport Sciences; Extension Service; Davis College of Agriculture, Natural Resources, and Design; School of Journalism
Improving STEM education and scientific literacy	4	College of Education and Human Services; Davis College of Agriculture, Natural Resources, and Design; Eberly College of Arts and Sciences, Statler College of Engineering and Mineral Resources
Utilizing shale gas responsibly	7	College of Business and Economics; College of Law; Davis College of Agriculture, Natural Resources, and Design; Eberly College of Arts and Sciences; Statler College of Engineering and Mineral Resources
Promoting stewardship of water resources	3	(distribution in progress)
Achieving international leadership in radio astronomy	2	Eberly College of Arts and Sciences; Statler College of Engineering and Mineral Resources
Source: WVU Office of Academic Strategic Planning		

Mountain of Excellence: Addressing Health Disparities in Appalachia

As an example of research that addresses health disparities in Appalachia, The Robert C. Byrd Health Sciences Center (HSC) was awarded a $19.6 million grant from the National Institutes of Health (NIH) in August 2012 to address the health issues that most commonly affect West Virginians. The grant to the West Virginia Clinical and Translational Science Institute (WVCTSI) is part of the NIH Institutional Development Award program for Clinical and Translational Research (IDeA-CTR). The federal program provides funding for the development of infrastructure and to enable scientists to become more competitive for NIH and other biomedical research funding opportunities over the next five years. In addition to the NIH grant, other leading educational, health sciences and healthcare entities from across the state have committed to providing another $33.5 million to the WVCTSI, to make the initiative worth $53.1 million over the next five years. The partnership includes the WVU Health Sciences Schools of Medicine, Dentistry, Nursing, Pharmacy and Public Health; WVU Healthcare and the West Virginia United Health System; Charleston Area Medical Center, Charleston Area Medical Center Institute and WVU-Charleston; the West Virginia School of Osteopathic Medicine, and more.

The WVCTSI is an academic home and a catalyst for clinical and translational research that targets cancer, cardiovascular-stroke, and obesity-related diseases. These areas of research focus were chosen to align with the state's well-recognized health disparities. In support of the recruitment and retention of clinical-translational faculty members, the School of Medicine has created a new Department of Clinical Science. WVU also recognizes its responsibility to train the next generation of clinical and translational scientists, and has established a master's degree program in this field. WVU also offers a certificate program in clinical and translational science, aimed primarily at existing faculty, clinicians, fellows, and health professions students who want to participate in this research.

Mountain of Excellence: Improving STEM Education and Scientific Literacy

WVU is home to several programs that demonstrate its sustained commitment to improving STEM education and scientific literacy. For example, the Noyce Teach-WV Scholarship program provides scholarships ($10,000 per year for two to three years) to mathematics and science students to become teachers. In exchange, the students agree to teach in West Virginia middle and high schools for two years per each year of funding. There are currently 10 funded pre-service teachers, and funding is available for 10 more students. Funded students are placed in classrooms in West Virginia during each year of their program, and they also work as undergraduate teaching assistants to help teach WVU undergraduates. The program reaches approximately 1,500 middle school, high school, and undergraduate students each semester.

Providing opportunities that support student interest and experience in research and innovation is also an important part of fulfilling WVU's mission to "excel in discovery and innovation" and respond to the demand to increase scientific literacy. The Honors Summer Undergraduate Research Experience (SURE) delivers unique and challenging academic content and encourages undergraduate research. Since 2005, 192 SURE students have participated in eight weeks of intensive laboratory and field research, culminating in an abstract and poster presentation. The program utilizes professional speakers, targeted workshops, and reflective elements to develop the students academically and professionally. Pre- and post-surveys indicate that students have increased in all identified research skills, better preparing them for their lives in the science and engineering fields. Over the course of the program, 13.5% were first-generation college students and 11.9% have represented minority populations.

The Health Careers Opportunity program (HCOP) provides WVU freshmen and pre-professional students of diversity (minority, educationally or economically disadvantaged, or from rural, underserved areas) with the knowledge, skills, support, and ability to enter professional careers in allied health, medicine, dentistry, and pharmacy, then return to practice in underserved regions. Over 790 students have participated in the HCOP program or are active at this time, and over 230 HCOP students have graduated from the WVU Schools of Dentistry (27 students) and Medicine (90), including Allied Health (58) and Pharmacy (60), with graduation rates of two to three times higher than other states. Of these graduates, 85% have careers in the health professions and biomedical sciences.

WVU is also an alliance partner in the Kentucky-West Virginia Louis Stokes Alliance for Minority Participation (LSAMP) program, which aims at increasing the quality and quantity of students successfully completing science, technology, engineering and mathematics (STEM) baccalaureate degree programs, as well as increasing the number of students interested in, academically qualified for, and matriculated into programs of graduate study. LSAMP supports sustained and comprehensive approaches that facilitate achievement of the long-term goal of increasing the number of students who earn doctorates in STEM fields, particularly those from populations underrepresented in STEM fields.

Mountain of Excellence: Utilizing Shale Gas Responsibly

Natural gas is abundant in the United States, attractively priced, and offers energy security, but methane, when leaked to the atmosphere, represents a known climate-change gas. A team of researchers from WVU's Center for Alternative Fuels, Engines and Emissions (CAFEE) is conducting a "pump-to-wheels" research study of heavy-duty vehicles to see how much methane is leaking across that part of the natural gas supply chain, which also includes production wells and transmission lines. Joining CAFEE in the study are representatives from the Environmental Defense Fund (EDF) with a team of industry and nonprofit partners. The $1.6 million study is sponsored by EDF and the industry participants. The study, set for completion in 2014, examines methane leaks and releases from fueling stations, maintenance facilities and vehicles, as well as from vehicle exhaust in tailpipes from the heavy-duty natural gas transportation sector.

Diesel fuel represents one of the largest costs associated with shale gas development and utilization because diesel engines are used extensively in well development. Many companies are examining whether utilizing a domestic source of fuel and converting those engines to dual fuel, a mix of diesel and natural gas, would reduce operating costs. Since methane is a greenhouse gas, however, engine conversion may have a negative impact on the environment. Another team of CAFEE researchers is researching the amount of fugitive methane emissions associated with implementing dual fuel and dedicated natural gas technologies through a $2 million grant from the Department of Energy's National Energy Technology Laboratory. The testing will include examinations of the benefits of dual fuel and dedicated natural gas engines as well as the effects of natural gas composition on exhaust emissions. The team will also look at technologies to reduce fugitive methane emissions. The research will produce data, technologies, and practices that allow for a responsible increase in shale gas utilization.

Mountain of Excellence: Promoting Stewardship of Water Resources

To promote the stewardship of water resources and encourage interdisciplinary activity, an Environmental Research Center was established in 2009 to provide an effective administrative infrastructure to promote economic development and informed policy on the Mid-Atlantic natural environment. The center's research program focuses on watersheds, sustainability, environmental restoration, biodiversity, energy, and rural development, and aims to integrate faculty research with undergraduate and graduate environmental sciences curricula. A longtime area of emphasis is the study of critical water resources in West Virginia and the nation, such as the technologies, costs, and benefits of stream restoration and preservation of water sources.

Mountain of Excellence: Achieving International Leadership in Radio Astronomy

An initiative that bolsters WVU's mountain of excellence in radio astronomy is the $6.5 million dollar Partnership for International Research and Education (PIRE) grant program from the National Science Foundation led by an associate professor in the Eberly College of Arts and Sciences' Department of Physics and Astronomy. The project involves an international consortium of researchers who use radio telescopes around the world for the detection and study of low frequency gravitational waves. These activities are directly related to a key prediction of Einstein's theory of general relativity. WVU researchers have already discovered five new millisecond pulsars, which are important for their gravitation wave detection efforts.

"Model a Culture of Diversity and Inclusion"

WVU's goal is to become a model institution in terms of diversity and inclusion in hiring practices, curriculum, campus culture, and administrative infrastructure. WVU is monitoring growth in the diversity and international composition of its students, but it is also committed to creating a culture of inclusion through the support of first-generation students, veterans, nontraditional students, students with disabilities, and

lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) individuals on the WVU campus, among others.

One example of progress is WVU's 2013 freshman class, which is the most ethnically diverse since WVU began tracking ethnicity. The 2013 freshman class has 680 domestic minority students, constituting 14.3% of the freshman class and a .5% increase from 2012, when domestic minority students composed 13.8% of the class. WVU's international freshman population grew by 16%, or 22 students, for a total of 158 in 2013.

WVU has a strong portfolio of academic programs focused on diversity and inclusion, notably:

- The Health Sciences and Technology Academy (HSTA), a community/campus partnership developed to increase the number of low-income, underserved and underrepresented West Virginia high school students who attend college and enter STEM fields. This program has a strong impact on student enrollment and is detailed in 1.D.1.
- WVU's McNair Scholars program, which encourages first-generation and low-income college students as well as students from groups that are underrepresented in higher education to pursue a doctoral degree and enter the professoriate.
- The Academic S.T.A.R.S. program (Students Achieving and Reaching Success), the signature program of the Center for Black Culture and Research (CBC&R). The program is designed to help incoming freshmen build a solid academic foundation, develop self-awareness, and enhance their leadership potential.
- The WVU Chancellor's Scholars program, created in 2001 with the support of the West Virginia Higher Education Policy Commission (WVHEPC). Aimed at the progression of minority students into the professoriate, the program has grown to include the Academic Partnership, the Colloquium for Aspiring Minority Doctoral Candidates, and other activities and events.

See 1.C. for more detail on planning and activities related to diversity and inclusion, as well as detailed enrollment charts and other demographics for the past 10 years. Also see Criterion 3.B.4. for more information on majors, minors, and general education courses that help students explore issues related to diversity and inclusion, as well as other academic initiatives to foster diversity and inclusivity at WVU.

"Build Pathways for the Exchange of Knowledge and Opportunity Between the State, the Nation, and the World."

WVU's ongoing commitment to its land-grant mission includes delivering lifelong educational opportunities and stimulating economic growth in the state.

For example, the cohesion between WVU's land-grant mission and its academic programs is exemplified by the College of Law's Center for Energy and Sustainable Development, founded in 2011. The center promotes practices that balance the continuing demand for energy resources with the need to reduce the environmental impacts of developing these resources. To train future energy and environmental lawyers effectively, the center has designed new energy courses that equip graduates with the knowledge and skills to address the evolving nature of the energy industry. The center's scholarship reinforces the land-grant mission by addressing the tensions between energy production and consumption, environmental considerations, and sustainable development at the state, national, and global level. The center regularly interacts with the state's policymakers to share its research findings and to promote these policy objectives. At the national level, conferences and other programs are held by the center to facilitate discussion among policymakers and academics regarding energy and sustainable development law and policy. In addition, center faculty have traveled abroad to meet with international government and energy private-sector representatives and develop relationships for global academic programming in energy and sustainable development law and policy.

WVUOnline is another way in which WVU has expanded its global footprint. WVUOnline has grown tremendously in the past 10 years, and currently has more than 400 undergraduate online classes per semester, three undergraduate degree completion programs, and more than 20 graduate and certificate programs. This entrepreneurial model is market responsive and utilizes learning technologies to serve students in their locations.

WVU is also pursuing partnerships with institutions of higher education around the world. For example, the President of WVU signed a partnership agreement with the Royal University for Women, Bahrain (RUW) in July 2011. Since then, WVU has provided intensive assistance to RUW personnel as they developed an institutional strategic plan; evaluated all courses taught at RUW in pursuit of a collaborative degree (2+2 and 3+1 programs); and is working toward the establishment of a Women's Study Center at RUW.

Many of WVU's academic programs also advance international activity and global engagement by integrating global themes into curricula across disciplines and creating an integrated infrastructure to promote global engagement and awareness.

For example, WVU's Ceramics program successfully integrates global themes into the curriculum, and was ranked as the 18th best in the nation in the *U.S. News & World Report*'s 2013 edition of America's Best Graduate Schools. The Ceramics program has partnered with the world-renowned Jingdezhen Ceramic Institute in China to offer undergraduate, graduate, and professional-level study abroad opportunities in ceramics through its Ceramics in China program since 1995. The program annually serves approximately 30 students during the academic year and 12-15 students through its summer course offerings. In 2007, the College of Creative Arts celebrated the opening of a 16,000-square-foot ceramics studio at Jingdezhen Institute.

The Center for Chinese Business (CCB) was established at the WVU College of Business and Economics in 1994 to provide international management education, business facilitation, and research services. The CCB furthers mutually beneficial enterprise by fostering close relationships among academia, business, and government in the United States and China. The center pursues its mission through a wide range of activities, including:

- International Academy of Management Excellence – Over 2,000 Chinese government and business leaders have attended lectures by WVU faculty and US business executives in Shanghai, Beijing, Tianjin, and Xi'an since 1997.
- Over 100 Chinese government and business officials have attended a six-month executive training program at WVU since 1995.
- Several hundred Chinese business leaders have attended short-term training at WVU. Organizations include Baoshan Steel Corporation and the Tianjin Finance Bureau.
- The CCB has arranged trade missions for West Virginia companies. Trips include missions organized by Governor Manchin (WV), Senator Rockefeller (WV), and then-WVU President Hardesty.
- WVU students study abroad in China each May through the CCB.

Partners of the CCB include the Shanghai University of Finance and Economics, the Tianjin University of Finance and Economics, Xi'an International University, Baoshan Steel Corporation, Shaanxi Provincial Government, Tianjin Municipal Government, Shanghai Municipal Government, TRW Incorporated, Cisco Systems, Development Dimensions International, Sinyi Cultural Foundation, and the US Department of Education.

For more information on WVU's advances with respect to state and global engagement, see components 1.D. and 1.C., respectively.

"Promote Health and Vitality"

WVU's mission to serve the state of West Virginia includes dedicating resources to enhance the well-being and health of the state's citizens and increasing their quality of life.

Faculty researchers, students, and staff members from disciplines such as the Bureau of Business and Economic Research, Geographic Information Systems (GIS), and medicine have collaborated on research projects designed to combat childhood or adult obesity and related diseases, including type 2 diabetes, for more than a decade. Students contribute to program design and help implement the projects in communities throughout the state. An example of this obesity-focused collaborative is the Coronary Artery Risk Detection in Appalachian Communities (CARDIAC) Project, which began in 1998 to provide free cardiovascular risk factor screening to fifth graders in West Virginia in local school settings. The project, which screens children free of charge, has expanded to kindergarten, second, and eighth grade classrooms. Since its inception, the CARDIAC Project team has screened more than 140,000 children, and more than

10,000 children are screened annually. Based on its contribution to the public health issue and its efficiency, the state legislature also identified the CARDIAC Project as the single means for the U.S. Department of Education to complete its mission to provide health screenings to all children in the state (West Virginia House Bill 2816. The project receives direct funding annually from the Bureau of Public Health as well as various other funding sources, including the Robert Wood Johnson Foundation, National Institutes of Health, and Centers for Disease Control and Prevention totaling more than $3.2 million dollars.

Another academic program that increases the vitality and quality of life in the state by strengthening local communities and keeping their economies viable is the Community Design Team (CDT). CDT is a multidisciplinary program at WVU sponsored by the Davis College of Agriculture, Natural Resources and Design and the WVU Extension Service. Started in 1997, the CDT has worked with over 45 communities in West Virginia to create a vision for each community in collaboration with other academic programs on campus, community-development professionals, and agencies statewide. The CDT provides community-centered design and planning and community participants create their own local action team to develop and implement their plan. The customized process matches volunteer professionals to community needs, and emphasizes a team approach by linking citizens and local experts. Outcomes include designs that can be implemented, effective funding proposals, and completed hands-on projects.

Student Support Services

WVU promotes student success through an array of support services and co-curricular educational programs that encourage a diverse community and provide opportunities for students to enhance their quality of life and their college experience. WVU's student services can be categorized as those that promote the success of all students and those that focus on particular sub-populations with specific needs due to demographic and socioeconomic factors, prior academic experiences, and potential for academic and other achievement.

Services for All Students

All WVU students have access to offices with staff members dedicated to helping students navigate the business of being a college student. Such offices include the Financial Aid Office, Mountaineer Card Services, the University Registrar, Student Accounts, and the Technology Support Center. All WVU students also have access to WELLWVU, the Students' Center of Health. The services and programs designed to promote students' health and well-being include the Carruth Center for Counseling and Psychological Services, WELLWVU Medical, and WELLWVU Health Promotion that focuses on helping students to liveWELL and leadWELL. Students also have access to major and career exploration opportunities, internships, and employment while in college through Career Services and the Office of Student Employment. Students can become involved in, and engaged with, the campus and surrounding community through the student-run newspaper, the *Daily Athenaeum*, and U92, WVU's campus radio. Other community engagement opportunities include the Student Government Association, Student Organizations Services, the Student Rec Center, and the Office of Student Life. WVUp All Night provides healthy, safe, weekend activities in the Mountainlair, WVU's student union.

Demographic and Socioeconomic Factors

While providing important services for all students, WVU is keenly aware of sub-populations with specific needs such as first-generation in college, low income, and PELL-eligible students. The academic and career success of first-generation college students is at the heart of WVU's land-grant mission. First-generation in college (or first in the family in college) students make up a significant portion of WVU's enrollment. According to the WVU Financial Aid Office, which uses the Free Application for Federal Student Aid (FAFSA) to determine first-generation status, approximately 22% of WVU students are the first in their family to attend college. The table below shows the first-generation headcount and percentages of WVU first-time freshmen from Fall 2003 through Fall 2013.

HEADCOUNT OF ENROLLMENT OF FIRST-TIME FRESHMEN WITH FIRST-GENERATION STATUS – MORGANTOWN CAMPUS											
	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
First-Generation	996	1000	992	1,077	1,057	1,117	1,054	1,149	1,037	1,016	936
Not First-Generation	3,386	3,318	3,535	3,694	3,613	3,981	3,497	3,856	3,969	4,100	3,977
FAFSA not filed	33	41	47	57	61	37	38	29	16	19	0
Total	4,415	4,359	4,574	4,828	4,731	5,135	4,589	5,034	5,022	5,135	4,913
% First-Generation	22.6%	22.9%	21.7%	22.3%	22.3%	21.8%	23.0%	22.8%	20.6%	19.8%	19.1%
Note: Fall 2013 data is subject to change due to students' ability to file the FAFSA throughout the academic year. *Source: WVU Office of Institutional Research; Free Application for Federal Student Aid (FAFSA)*											

Federally funded TRiO programs were established to assist students in overcoming socioeconomic status, social, academic, and cultural barriers to higher education. The TRiO programs at WVU include the McNair Scholars program, Student Support Services, and Upward Bound, which all specifically target first-generation and low-income students.

WVU also waives tuition for over 190 first-generation, financially disadvantaged, and underrepresented minority HSTA students each year, increasing access among hard-to-reach West Virginia populations. 128 undergraduate students – 119 from the Morgantown campus, eight from WVUIT, and one from PSC – received either full or partial tuition waivers, and 21 HSTA students received graduate tuition waivers in the 2012-13 academic year.

Other sub-populations for which WVU provides specialized student support services include students of color, students with special needs, and international students. The importance and value of diversity and inclusion are promoted through student organizations, formalized support structures, and opportunities for dialogue such as those provided through Diversity Week programming. WVU also provides student services through the Division of Diversity, Equity, and Inclusion (DDEI), which include investigation of complaints of harassment and discrimination, as well as academic accommodations and support through the Office of Accessibility Services. The Office of International Students and Scholarsprovides primary support for WVU's international students. See 1.C.2. for more detail on support programs.

WVU is also attentive to its nontraditional students. While this term can be somewhat amorphous, WVU considers "nontraditional" to include undergraduate students who are older than the "typical" 18-24 college-going age; students with families or providing dependent care, and students beginning or returning to college after post-high school life experiences, including, but not limited to, military service veterans and active duty personnel such as National Guardsmen and Reservists. Examples of programs and services to support these students include the Osher Reentry Scholarship. Osher Reentry Scholars are students pursuing their first baccalaureate degree who have experienced a cumulative gap in their education of five or more years and demonstrate financial need. Student Family Resources provides support to students with families or those providing dependent care. Designated a Military Friendly School, WVU supports veterans through an office that serves veterans through advocacy, services, and programming.

Prior Academic Experience

WVU is also sensitive to the needs of students at different times in their college careers. New Student Orientation is provided to incoming first-time freshmen and first-time transfer students and includes a Virtual Orientation online component.

In addition to WVU's traditional New Student Orientation, Adventure WV is a nationally recognized example of a student support program that harnesses the transformative power of outdoor education to help

students become successful in their academic careers and personal lives. Founded in 2004, the program goes beyond an outdoor adventure; its activities are designed to offer experiential learning opportunities for students about taking risks, teamwork, and leadership skills, thereby building the confidence needed for academic and personal success. Currently, the program is the third-largest outdoor orientation program in the country. According to WVU's Office of Institutional Research, students who participate in Adventure WV have a 7.3% higher freshman-to-sophomore year retention rate, a significantly higher GPA, and a 5% higher graduation rate than similar cohorts. Adventure WV was the 2007 recipient of the Noel-Levitz Retention Excellence Award for its innovative and effective first-year orientation experience. It continues to be recognized as one of the premier outdoor adventure programs in the nation.

After New Student Orientation, WVU students' First-Year Experience begins with Welcome Week, a collaborative endeavor of Academic Affairs and Student Affairs, which includes the First-Year Academy college, school, and department visits and WVU Libraries Exploration, and the University Welcome, during the weekend before fall classes begin. All first-time freshmen and first-time transfers with fewer than 29 credit hours must then complete a First-Year Seminar preferably during their first semester at WVU. Academic Affairs Programs for Academic Advancement–Student Success Initiatives and the Student Affairs Office of Assessment and Student Success Programs continue to collaborate to provide numerous programs and services throughout students' first year at WVU. These programs and services are discussed in detail in Criterion 4.C.3. Student Affairs also provides Sophomore/Junior Year Experience and Senior Year Experience programming.

Promoting Academic and Other Achievement

A student support program that demonstrates WVU's commitment to the academic achievement of its students is the Advanced Academic Scholarship Preparation and Intellectual Resources Exposure (ASPIRE) program, which encourages students to pursue advanced academic opportunities after their WVU education. ASPIRE has worked with over 600 WVU students in the past six years, helping them to apply for nationally competitive scholarships and fellowships as well as assisting them with graduate and professional school applications. Since ASPIRE's creation in 2007, WVU students have won more than 30 nationally competitive scholarships, including four Truman Scholarships, six Goldwater Scholarships and 10 Fulbright Scholarships, among other awards.

HISTORICAL COUNT OF NATIONALLY-COMPETITIVE SCHOLARSHIPS AND FELLOWSHIPS

AWARD TITLE	NUMBER OF RECIPIENTS	YEARS AWARDED
Boren Scholarship	9	1995, 1996, 2000, 2009, 2009, 2009, 2010, 2011, 2012
Critical Language Scholarship	17	2008, 2010, 2010, 2010, 2010, 2011, 2011, 2011, 2012, 2012, 2012, 2012, 2012, 2012, 2012, 2013, 2013
Department of Homeland Security Scholars	3	2009, 2009, 2010
Fulbright Scholarship	36	1951, 1951, 1957, 1959, 1959, 1959, 1964, 1964, 1967, 1968, 1975, 1977, 1978, 1981, 1982, 1983, 1983, 1983, 1984, 1985, 1986, 1989, 1991, 1992, 1998, 2000, 2011, 2012, 2012, 2012, 2012, 2012, 2013, 2013, 2013, 2013
Gilman Scholarship	8	2009, 2009, 2010, 2010, 2010, 2013, 2013, 2013
Goldwater Scholarship	36	1989, 1989, 1990, 1991, 1991, 1992, 1992, 1993, 1993, 1994, 1994, 1994, 1995, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2001, 2002, 2003, 2003, 2004, 2005, 2006, 2006, 2006, 2007, 2009, 2009, 2010, 2012, 2012, 2013
Hertz Fellowship	2	1979, 2001
Jack Kent Cooke Scholarship	1	2008
Marshall Scholarship	2	1991, 1999

Rhodes Scholarship	25	1904, 1907, 1908, 1910, 1913, 1917, 1919, 1927, 1930, 1934, 1936, 1938, 1952, 1955, 1958, 1967, 1973, 1978, 1980, 1985, 1987, 1988, 1990, 1993, 1995
Truman Scholarship	22	1982, 1983, 1984, 1985, 1986, 1986, 1987, 1988, 1989, 1989, 1989, 1990, 1993, 2000, 2001, 2004, 2006, 2007, 2008, 2009, 2010, 2012
Udall Scholarship	2	1997, 2001
USA Today All-USA Academic Team	5	1992, 1997, 2001, 2002, 2009
Sources: WVU ASPIRE Office and the Rhodes Trust website (http://www.rhodeshouse.ox.ac.uk/about/rhodes-scholars/rhodes-scholars-complete-list)		

See Criterion 3.D.1. and Criterion 4.C.3. for further evidence of the alignment of WVU's student support services with its mission and enrollment profile.

Enrollment Profile

The two headcount of enrollment tables below provide an overview of WVU's enrollment since the last Higher Learning Commission comprehensive evaluation in 2004. Total enrollment on the Morgantown campus has increased steadily over the past decade, with the bulk of the growth taking place in the undergraduate student population. Total professional student enrollment also grew fairly steadily over this same period with a relatively small decrease from Fall 2006 to Fall 2007 and then resumed growth in Fall 2008 and Fall 2009. Of concern is the decrease in total professional student enrollment that has taken place since Fall 2010. Of greater concern is total graduate student enrollment, which has not kept pace with undergraduate enrollment growth and has steadily declined over the past four years. Strategies for increasing access to WVU's graduate educational opportunities are described below.

HEADCOUNT OF ENROLLMENT BY LEVEL – MORGANTOWN CAMPUS

	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
Undergrad	17,517	18,653	19,510	20,590	21,145	21,145	21,720	22,303	22,711	22,827	22,757
Graduate	5,423	5,236	5,151	5,105	5,595	5,595	5,349	5,266	5,196	5,179	5,077
Professional	1,320	1,366	1,390	1,420	1,373	1,373	1,829	1,737	1,710	1,701	1,632
Total	24,260	25,255	26,051	27,115	28,113	28,113	28,898	29,306	29,617	29,707	29,466
Source: WVU Office of Institutional Research											

HEADCOUNT OF ENROLLMENT – DIVISIONAL CAMPUSES

	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
Potomac State College	-	-	-	1,485	1,608	1,582	1,810	1,836	1,800	1,781	1,660
WVU Institute of Technology	-	-	-	-	1,450	1,224	1,224	1,209	1,316	1,107	1,222
Note: Potomac State College joined WVU in 2006; WVU Institute of Technology joined WVU in 2007											
Source: WVU Office of Institutional Research											

West Virginia continues to face challenges in poverty, educational attainment, and diversity of population. Recent census figures list the per capita income in West Virginia as $21,232 versus the national per capita income of $27,334 and the median household income as $38,380 versus the national median household income of $51,914. West Virginia has a poverty rate of 17.3% versus the national poverty rate of 13.8%; 17.6% of West Virginians aged 25 and older have attained a bachelor's degree or higher, compared a national rate of 28.2%. According to the same census figures, West Virginia is 94% white, compared to a 77.9% national average.

As a result, WVU works hard to carefully control its tuition costs and invests in students who are facing financial hardship. Since 2008-09, WVU limited its tuition increases for both resident and nonresident students to an average of 4.80% for residents and 5.10% for nonresidents, compared to a national average increase of 6.78% for residents and 5.46% for nonresidents over the same period. In fiscal years 2010 and 2011, WVU invested an additional $1 million in aid for students facing difficult financial circumstances due to the substantial downturn in the national economy.

WVU increases the percentage of its budget for student financial aid by the same rate that tuition is increased each year. The 2013-14 budget includes allocations to support retention programs designed to assist first-generation, income eligible, and underrepresented students. Tutoring, advising, and other student support services are key elements of this campus wide initiative. For more information on student success programs, see Criterion 4.C.3.

In addition to providing support to first-generation, income eligible, and underrepresented students, as part of its mission, WVU also provides access to other students with need. As noted above, WVU's first-time freshmen (FTF) profile differs from that of other land-grant, flagship institutions in that WVU admits a higher proportion of students with relatively low levels of high school academic achievement. In addition to WVU's greater (FTF) variance across high school GPAs and SAT/ACT scores, as shown by the tables below, WVU enrolls more out-of-state than in-state FTF and more male FTF than female. Generally speaking, out-of-state and male students are typically at greater risk for non-persistence than in-state and female students.

As noted above, units in both Academic Affairs and Student Affairs collaborate to provide substantial support to WVU students at risk for non-persistence. For more information on these student success programs, see Criterion 4.C.3.

Access to an Undergraduate Degree

WVU is committed to creating access and preserving affordability for West Virginia students. While the state's most recent college-going rate is 52.7%, almost one-in-four college-going students from West Virginia enrolls at WVU, including its divisional campuses. No qualified West Virginia resident is denied admission, and WVU's admissions requirements and practices strongly support making college and college completion a realistic goal for West Virginians. Over the past two years, the Office of Admissions has visited an average of 102 high schools and attended 50 college fairs in West Virginia each year to promote West Virginians' access to higher education.

ESTIMATED RATE OF WEST VIRGINIA HIGH SCHOOL GRADUATES GOING TO COLLEGE

	FALL 2004	FALL 2006	FALL 2008	FALL 2010
In West Virginia	46.8%	50.5%	52.4%	52.7%
In any state	53.5%	57.9%	59.1%	59.2%

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Digest of Education Statistics (http://nces.ed.gov/programs/digest/)

ESTIMATED RATE OF HIGH SCHOOL GRADUATES GOING TO COLLEGE BY STATE – FALL 2010					
STATE	IN THEIR HOME STATE	IN ANY STATE	STATE	IN THEIR HOME STATE	IN ANY STATE
Alabama	58.1%	64.3%	Montana	48.1%	60.5%
Alaska	28.3%	46.4%	Nebraska	58.2%	69.5%
Arizona	51.8%	57.9%	Nevada	39.1%	51.8%
Arkansas	59.5%	65.4%	New Hampshire	36.5%	64.3%
California	55.3%	61.7%	New Jersey	40.5%	68.6%
Colorado	46.3%	61.2%	New Mexico	62.8%	72.4%
Connecticut	43.5%	78.7%	New York	55.5%	68.9%
Delaware	27.5%	47.3%	North Carolina	57.2%	64.0%
District of Columbia	10.5%	50.7%	North Dakota	50.5%	67.4%
Florida	56.1%	63.0%	Ohio	52.3%	61.5%
Georgia	57.3%	67.7%	Oklahoma	54.3%	60.2%
Hawaii	42.9%	63.6%	Oregon	36.9%	47.8%
Idaho	30.5%	45.1%	Pennsylvania	50.5%	60.9%
Illinois	41.7%	58.7%	Rhode Island	41.8%	65.4%
Indiana	57.8%	65.8%	South Carolina	61.4%	68.3%
Iowa	57.8%	66.6%	South Dakota	55.0%	71.8%
Kansas	55.1%	64.7%	Tennessee	52.5%	62.0%
Kentucky	56.2%	62.9%	Texas	49.6%	56.2%
Louisiana	58.4%	64.7%	Utah	48.8%	53.3%
Maine	37.0%	56.2%	Vermont	26.6%	53.5%
Maryland	41.4%	64.0%	Virginia	51.8%	63.9%
Massachusetts	49.2%	73.2%	Washington	36.7%	48.3%
Michigan	55.2%	61.9%	West Virginia	**52.7%**	**59.2%**
Minnesota	51.2%	70.9%	Wisconsin	48.6%	60.1%
Mississippi	73.2%	78.8%	Wyoming	47.1%	60.4%
Missouri	51.8%	61.4%			
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Digest of Education Statistics (http://nces.ed.gov/programs/digest/)					

To continue to meet the demand to increase the number of adults who hold college degrees, WVU entered into a partnership in January 2012 with West Virginia Community and Technical College System to create seamless access to WVU's online programs. Community college transfers are not new, but what is unique about the BA Pathway initiative is that it allows students, particularly adults, the option of staying in their communities and finishing their degree online. Students can transfer up to 72 credits to WVU and design their own multidisciplinary studies degree by choosing three minors instead of one major. A capstone course unites the minors with a culminating project. The BA Pathway is now a part of University College.

In 2000-01, WVU expanded its Scholars program by investing significant resources in institutional scholarship awards for undergraduates. In 2007, WVU addressed a growing concern over the cost of higher education by adding a need-based grant to assist its academically qualified students in meeting those

educational costs. This most recent year, WVU invested more than $2.6 million in institutional funds to specifically assist the neediest undergraduate students.

The implementation of the state-funded PROMISE Scholarship with the Fall 2002 first-time freshman class has been a key contributor to the enrollment growth of West Virginia residents at WVU, as well as to the improved academic profile in the freshman class. West Virginia residents who meet the initial academic criteria of a 3.0 high school overall and core GPA, along with an ACT composite test score of at least 21 or an equivalent SAT score, are eligible to receive a tuition and fee scholarship from the state of West Virginia. This scholarship continues for up to eight undergraduate semesters as long as students maintain a college GPA of 3.0 or better and complete 30 credit hours per year. WVU has enrolled, on average, nearly 40% of the state's PROMISE recipients each year. While initial eligibility standards have been raised to keep the cost of the program within its budget constraints, WVU was able to maintain the percentage of enrolled PROMISE students until recently. Beginning with the class of 2010, the state of West Virginia placed a cap of $4,750 per year on PROMISE awards. With WVU's standard in-state tuition and fees nearing $6,500 per year, the growing gap between in-state tuition and the value of the scholarship and the declining number of high school graduates in West Virginia have correlated with a decline in the number of PROMISE recipients enrolling at WVU. For the 2013-14 academic year, WVU infused additional institutional funds to increase merit-based scholarship annual award values to assist students in covering the gap between tuition and the value of the PROMISE Scholarship. An early analysis of Fall 2013 enrollment data seems to indicate the increased funding helped stem some of the loss of PROMISE recipients.

WVU's divisional campuses in Keyser and Montgomery provide geographic access to WVU and also contribute to enrollment at the Morgantown campus. Since PSC became a division of WVU in 2005, over 100 PSC students change campus and continue their studies on WVU's Morgantown campus each year. Data for 2005 through 2013 indicates that for any given year, there are over 500 former PSC students on the Morgantown campus pursing degrees at the baccalaureate level or higher.

WVUIT students are less likely to pursue a change of campus to WVU because WVUIT also offers a variety of baccalaureate degree opportunities. However, about a dozen WVUIT students annually migrate to WVU's Morgantown campus to continue their academic pursuits at the baccalaureate level or higher.

HEADCOUNT OF WVUIT AND PSC CHANGE OF CAMPUS STUDENTS ENROLLED AT MORGANTOWN CAMPUS

	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
Undergraduate	452	684	778	925	1,038	998	991
Graduate	3	6	15	27	39	56	63
Professional	11	20	47	79	101	101	108
Total	466	710	840	1,031	1,178	1,155	1,162

Source: WVU Office of Institutional Research

Note: This data reflects the students enrolled at WVU-Morgantown in the Fall of the listed year that were previously students at either WVUIT post Fall of 2009 or at Potomac State College post Fall of 2005. The drop between 2010 and 2009 is entirely explained by the effective removal of all WVUIT students from the model.

Encouraging Graduate Education

Graduate and professional education comprised 22.7% of WVU's Fall 2013 enrollment and is an important component of its mission to excel in discovery and innovation. As evidence of WVU's commitment to growth in graduate education, the BOG has approved 24 new graduate programs since 2003-04, 12 of which are PhD programs in fields such as cancer cell biology, nursing, kinesiology, education, neuroscience, and business administration.

NUMBER OF GRADUATE ASSISTANTSHIPS BY TYPE – MORGANTOWN CAMPUS											
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Research	815	822	759	761	781	785	805	851	849	833	786
Residence	55	20	17	17	20	24	20	22	24	20	23
Administrative	51	102	96	118	124	119	143	141	144	138	146
Teaching	748	752	806	832	821	856	875	865	889	910	906
Total	1,669	1,696	1,678	1,728	1,746	1,784	1,843	1,879	1,906	1,901	1,861
Note: Numbers are as of September 30 of the given academic year.											
Source: WVU Office of Graduate Education and Life/WVU Human Resources											

WVU encourages the success of its graduate students through multiple programs. According to the Office of Graduate Education and Life, about 2,000 graduate students per year are supported through graduate assistantships, which provide stipends, tuition waivers, and health insurance in exchange for part-time work as teaching, research, or service assistants. The University also distributes tuition waivers worth over $6 million per year to meritorious graduate students to help them fund their education.

Over the past 10 years (2003-04 through 2012-13), WVU has demonstrated its commitment to affordable graduate education by increasing the minimum nine-month graduate assistant stipend from $6,914 to $12,400 (an average increase of 6.50% per year). Substantial increases in minimum graduate assistant stipend levels were motivated by the 2010 strategic plan, along with recognition that stipends funded by WVU fell behind those of peer institutions. Although minimum stipend levels continue to lag behind those of many of WVU's peers, the relative difference has decreased, allowing the University to compete more effectively for well-qualified graduate students.

AVERAGE MINIMUM NINE-MONTH GRADUATE ASSISTANT STIPEND AND ANNUAL INCREASES – MORGANTOWN CAMPUS											
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Average stipend	6,914	7,164	7,664	8,264	8,864	10,000	10,000	10,000	11,200	12,400	12,400
Percent increase	3.75%	3.62%	6.98%	7.83%	7.26%	12.82%	0%	0%	12%	10.71%	0%
Source: WVU Office of Graduate Education and Life											

In addition, fellowship programs funded by WVU and the WVU Foundation provide over $1 million to support doctoral students engaged in research and other scholarly endeavors. Most of these programs support students in any doctoral program whereas some are focused on students in particular fields such as STEM disciplines (e.g., the Ruby Distinguished Doctoral Fellowships and the STEM Mountains of Excellence Fellowships) or the humanities (e.g., the Humanities Summer Internship Fellowship). Graduate students are encouraged to develop their inquiry skills through programs offered by the Graduate Academy (such as workshops on academic writing, entrepreneurship, scientific presentations, and grant writing) and the Office of Sponsored Programs (such as sessions on using research tools and research ethical practice, and arranged meetings with industry leaders).

Graduate education also fulfills WVU's research mission. WVU's doctoral research programs and many of its master's degree programs either focus on or include exposure to and experience conducting research projects. Research funding provides financial support and valuable research training for graduate students in many cases, with 786 students supported by graduate research assistantships in Fall 2013.

1.A.3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

WVU's planning and budgeting priorities are set in accordance with the institution's academic mission and strategic plan. Examples of the alignment between capital and financial planning and the academic and strategic goals of the institution include:

- The membership of the University Planning Committee (UPC), which is responsible for budget and capital institution-wide planning and approving all WVU capital projects, spans across the major divisions of the University, including the health sciences. Importantly, the UPC is chaired by the Provost, which underscores and, in fact, insists upon the alignment of capital and budget decisions with WVU's academic mission.
- In 2009, the President pledged to add 100 new faculty members in the general University to improve the student-to-faculty ratio, increase the institution's research profile, and address areas of growing need, such as Pre-K – 12 STEM education. In addition, over 148 faculty members were recruited at HSC in FY2011-12, of which 61 were new positions to the University. See Criterion 5.C.4. for more information on the allocation of faculty positions.
- Although WVU faces a $13 million reduction in funding from the state in the current fiscal year, it has protected the academic and teaching mission of the University by reducing academic units' spending by 1.75%, while all other units are taking a reduction of 2.5%.
- The priorities of WVU's A State of Minds: The Campaign for West Virginia's University capital campaign directly support its mission. Launched on June 2, 2012, the fundraising campaign is the largest private campaign in WVU's history. The campaign goal is to raise $750 million by December 31, 2015. As of September 30, 2013, $683.4 million had been raised.

See Criterion 5.C.1. for further evidence on the alignment of WVU's planning and budgeting priorities with its mission.

1.B. The mission is articulated publicly.

1.B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

WVU's mission is clearly articulated through a mission statement, vision statement, and 2020 Strategic Plan for the Future. WVU's mission statement is: "As a land-grant institution in the 21st century, West Virginia University will deliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the state, the nation, and the world."

WVU's vision statement is: "By 2020, West Virginia University will attain national research prominence, thereby enhancing educational achievement, global engagement, diversity, and the vitality and well-being of the people of West Virginia."

Its 2020 Strategic Plan has five goals:

Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment.
Goal 2: Excel in research, creative activity, and innovation in all disciplines.
Goal 3: Foster diversity and an inclusive culture.
Goal 4: Advance international activity and global engagement.
Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.

As a divisional campus of WVU, PSC developed a mission statement, vision statement, and strategic goals that align with WVU's mission, vision, and strategic plan and highlight its place within the WVU system as a provider of high-quality and affordable two-year and four-year degrees.

PSC's mission statement is: "As an integrated division of West Virginia University, Potomac State College provides a broad range of high-quality associate degree programs as well as baccalaureate degree programs at a reasonable cost with a historic focus on teaching and learning and a commitment to providing access to a better life for all West Virginians."

PSC's vision statement is: "By 2020, Potomac State College of West Virginia University will attain prominence as an undergraduate institution for teaching, learning, and student success within West Virginia and the broader service region of the College."

PSC's strategic goals are:

Goal 1: Engage undergraduate students in a challenging academic environment.
Goal 2: Excel in teaching, creative activity and innovation in all learning environments.
Goal 3: Foster diversity and global awareness.
Goal 4: Foster collaborative partnerships to advance the mission of the College.
Goal 5: Enhance the well-being and quality of life for the campus community, people in West Virginia, and the broader service region of the College.
Goal 6: Develop infrastructure to support enrollment growth and improve retention and graduation rates.

Inspired and informed by the WVU 2020 Strategic Planning process, WVUIT revised its mission and vision, as well as its strategic plan to complement the work of the WVU 2020 plan. The revised mission and vision for the divisional campus represents the divisional campus's unique mission in the WVU system: providing a small-college, four-year baccalaureate experience with an emphasis on majors in the STEM disciplines.

WVUIT's mission statement is: "West Virginia University Institute of Technology provides an accessible and supportive environment in which students are guided to be active and contributing members of society by fostering intellectual and personal growth through comprehensive educational experiences."

WVUIT's vision statement is: "To be a nationally-recognized and preeminent regional undergraduate STEM (Science, Technology, Engineering, and Mathematics) teaching institution with well-balanced curricula across diverse academic disciplines."

WVUIT's strategic goals are:

Goal 1: Engage undergraduate students in a challenging academic environment.
Goal 2: Excel in scholarly activity, professional development, and innovation throughout the institution.
Goal 3: Maintain and strengthen an environment that promotes, attracts, supports, and includes diverse groups of students, faculty, and staff.
Goal 4: Advance national awareness, international activity and global engagement.
Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.

WVU's mission is featured in the Faculty Handbook (Part 1), the Undergraduate Catalog, the Graduate Catalog, the Health Sciences Catalog, the 2012 10-year master plan, and the WVU Classified Employee Handbook. WVU's mission is also displayed on WVU's About webpage, along with a link to the strategic planning webpage, which also showcases the mission. Since September 2010, over 87,000 people have visited the About webpage and over 34,000 people have visited the strategic plan webpage.

WVU leadership emphasizes WVU's land-grant mission and its systematic implementation through the 2020 Strategic Plan in all major communications and speeches, such as the President's annual fall State of the University address to the Faculty Assembly, broadcast to all campuses and posted on the web site, and the companion addresses in Charleston, WV (the state capital), and Washington, D.C.

The mission, the strategic plan, and the realization of WVU's mission are consistently conveyed through many channels of communication at WVU. A link to the strategic plan website has appeared on WVUToday – WVU's main campus news source, and is linked from the President's Office website, the Office of the Provost website, the WVU Foundation website, and the WVU alumni website, among others. PSC's mission and vision statements and strategic plan are available on the College's website through a link from the homepage. PSC will also announce to faculty and staff through E-News, the employees' electronic messaging system; MIX, the students' electronic messaging system; the College's Facebook page; and to alumni through an email listserv. PSC will announce to the community-at-large through a press release. WVUIT's finalized mission statement, vision statement, and strategic plan were publicly announced in a press release in November 2013, which was subsequently picked up by the Associated Press and distributed nationally.

WVU regularly disseminates press releases about WVU's mission and implementation of the strategic plan to reach the wider community of WVU stakeholders. Those press releases are archived for the public on the strategic plan website. WVU press releases that support the strategic plan are also tagged by goal to help aggregate content for anyone searching about the WVU mission and strategic plan. Press releases about PSC's mission and vision statements and strategic plan will be available on the College's website through a link from the homepage. Press releases are also included in the WVUIT News and Events weekly eNewsletter that is disseminated to all WVUIT faculty, staff, and the alumni association board.

1.B.2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

The current mission statement and its supporting documents clearly explain the institution's priorities as the flagship institution of higher education in the state by highlighting its status as a land-grant institution. The five goals of WVU's 2020 Strategic Plan emanate from the institution's mission. Each goal has three objectives that focus on the achievement of that goal. These objectives explain the University's aims with respect to each aspect of its mission:

Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment.

1. Educate, retain, and graduate the leaders of tomorrow at the undergraduate, graduate, and professional levels.

2. Transform the curriculum and encourage innovation in teaching to provide students with the skills that they need to succeed in a rapidly changing society.
3. Strengthen relationships with the state and with regional primary and secondary education systems to facilitate a seamless, lifelong learning process.

Goal 2: Excel in research, creative activity, and innovation in all disciplines.

1. Increase scholarly activity and research that addresses the challenges faced by the state of West Virginia, the nation, and the world.
2. Improve and expand graduate education and strengthen its connection to the University's research enterprise.
3. Encourage interdisciplinary activity in research, scholarship, and creativity.

Goal 3: Foster diversity and an inclusive culture.

1. Become a model institution for the attraction and inclusion of diverse groups.
2. Incorporate diversity broadly into the curriculum.
3. Create an integrated administrative infrastructure to promote diversity, inclusion, equality, and intercultural and intercommunity outreach.

Goal 4: Advance international activity and global engagement.

1. Promote international partnerships in education, research, outreach, and economic development that benefit our constituents and the state.
2. Integrate global themes broadly into the curriculum.
3. Create an integrated administrative infrastructure to promote global engagement and awareness.

Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.

1. Create an academic health system and health professions programs that enhance the well-being of West Virginians.
2. Increase opportunities for the citizens of the state through workforce education, lifelong learning, and outreach to every county.
3. Promote sustainable economic development and a cultural environment that improve the quality of life throughout the state.

In addition, the strategic plan features specific actions recommended by the Strategic Planning Council for the achievement of each goal.

Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment.

1. Weave critical and creative thinking, lifelong learning and career skills, wellness, and sustainability into the curriculum, and align programs with the needs of society and the state.
2. Improve retention and graduation rates.
3. Attract and retain high-quality, diverse, and international students.
4. Engage with the Pre-K – 12 education system and the Community and Technical College System throughout the state.
5. Expand online and distance learning options to increase educational access.
6. Offer excellent academic advising to students.
7. Guide students to career success.

Goal 2: Excel in research, creative activity, and innovation in all disciplines.

1. Establish an effective research infrastructure that facilitates the pursuit of research, and links research with education, global engagement, and economic development throughout the state.
2. Invest in the hiring and retention of high-quality faculty and research staff who are committed to research success, and mentor staff and faculty to a high level of achievement.

Goal 3: Foster diversity and an inclusive culture.

1. Deploy best practices to promote inclusive searches for staff and faculty, diverse hiring, and retention.
2. Utilize assessment tools to evaluate the impact of diversity practices and institutional climate, focusing on access and success, intergroup relations, curriculum, education and scholarship, and institutional viability and vitality, and use the findings to advance diversity at West Virginia University.

Goal 4: Advance international activity and global engagement.

1. Expose all students to a global experience, with opportunities for study abroad, global service learning, on-campus activities, and a curriculum that incorporates international vision.
2. Promote and support international research and professional development opportunities for all faculty.
3. Facilitate the exchange of knowledge, perspectives, and commerce between the state of West Virginia and its global partners.
4. Enhance our efforts to recruit international students.

Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.

1. Expand outreach efforts to connect the campuses to citizens and communities throughout the state. Provide resources and information to equip West Virginia University Extension agents, and other personnel engaged in outreach and care, for a broader role as ambassadors for the institution.
2. Meet regularly with state and industry leaders to articulate University successes and initiatives, to learn of the needs of the state, and to promote the commercialization of research, economic development, and global commerce.
3. Create a nimble academic health system that is responsive to patient access needs, ensures high-quality, cost-effective, and safe care, and delivers patient satisfaction and value.
4. Strengthen relationships with alumni, stakeholders, and the communities that neighbor West Virginia University campuses.

In addition to the five goals, objectives, and actions, the strategic plan includes a set of realizations, which are best practices on how to achieve the goals of the University and three early-identified aspirations that mark points on the horizon toward which the institution should endeavor. All aspects of WVU's mission are identified and their emphases explained through its strategic plan and mission documents.

1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

WVU's mission documents identify it as a public, land-grant institution of higher education committed to serving the citizens and state of West Virginia by delivering high-quality education, conducting innovative research, scholarship, and creative activity, promoting health and vitality, modeling a culture of diversity and inclusion, and engaging locally, statewide, regionally, nationally, and internationally. WVU is bound to pursue the activities of a University, and the intended constituents of its education programs and services are its students, the communities that surround WVU, the citizens and state of West Virginia, the nation, and the world.

Evidence of the mission's intended scope and impact is found through intentional reorganizations or structural changes that have been made as first implementation steps of the 2020 Strategic Plan. The

changes have established a framework through which the priorities articulated by the mission can be emphasized and pursued.

- A new college, the University College, opened in summer 2013. With an emphasis on retention and graduation, this centralized unit serves the academic needs of pre-major, general studies, exploratory, and nontraditional undergraduate students. It also encompasses undergraduate research, prestigious scholarships, and career advising (Goal One).
- A Chief Diversity Officer was appointed in September 2012 to lead the then newly restructured Division of Diversity, Equity, and Inclusion (Goal Three).
- In May 2013, WVU announced the appointment of a Chief Global Officer. The position is responsible for coordinating all international activities in teaching, research, and service (Goal Four).
- In September 2012, HSC established a School of Public Health to address health disparities in West Virginia, the only school of public health in the state. The School of Public Health is the first new school to be created at WVU in more than 50 years (Goal Five).
- An Associate Provost for Outreach and Engagement was appointed in September 2013 to lead and coordinate WVU's land-grant outreach mission across all WVU units and foster broad engagement with the state (Goal Five).

1.C. The institution understands the relationship between its mission and the diversity of society.

1.C.1. The institution addresses its role in a multicultural society.

WVU is dedicated to becoming a model institution for diversity and inclusivity. In accordance with WVU's mission to "model a culture of diversity and inclusion," and strategic plan, which features "(f)oster diversity and an inclusive culture" as one of five fundamental goals, it has made changes in infrastructure to promote diversity, inclusion, equality, and intercultural and intercommunity outreach, and has taken strides to include and attract diverse groups.

WVU has a record of understanding the importance of diversity and recognizing its obligation to create a University community that reflects the diversity of society. While according to the 2010 census West Virginia's population is almost 94% white, WVU realizes that its responsibility to diversity and multiculturalism at the institution must extend beyond state borders and demonstrate its status as a national, public University with increasing numbers of racially and ethnically diverse and international students, faculty, and staff. In Fall 2013, underrepresented minorities constituted 10.2% of enrolled students on WVU's Morgantown campus, 19.2% of PSC's enrollment, and 15.4% of enrollment at WVUIT.

PERCENTAGE OF HEADCOUNT OF ENROLLMENT BY RACE – MORGANTOWN CAMPUS										
	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
International	4.5%	4.2%	4.1%	4.1%	4.3%	4.5%	4.8%	5.0%	5.5%	6.1%
American Indian or Alaskan Native	.3%	.3%	.4%	.4%	.4%	.3%	.2%	.2%	.2%	.2%
Asian	n/a	n/a	n/a	n/a	n/a	1.6%	1.7%	1.8%	1.9%	1.8%
Asian American or Pacific Islander	1.6%	1.6%	1.8%	1.9%	1.9%	n/a	n/a	n/a	n/a	n/a
Black	2.9%	3%	3%	3%	3.1%	2.9%	3.4%	3.6%	4.0%	4.1%
Hispanic	1.2%	1.3%	1.5%	1.6%	1.7%	2.2%	2.4%	2.6%	2.9%	3.1%
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	n/a	.1%	.1%	.1%	.1%	.1%
Two or More Races	n/a	n/a	n/a	n/a	n/a	1.6%	2.0%	2.1%	2.4%	2.7%
Unknown	.8%	.9%	.9%	1.1%	1.3%	2.0%	1.0%	1.2%	.6%	.5%
White	75.0%	76.6%	80.8%	82.8%	84.4%	81.9%	84.3%	83.4%	82.5%	80.6%
URM	4.4%	4.6%	4.9%	5.0%	5.2%	7.2%	8.2%	8.6%	9.6%	10.2%

URM = Underrepresented Minorities (does not include International, White, Unknown, and Asian)

Source: WVU Office of Institutional Research; Categories are defined by the Integrated Postsecondary Education Data System (IPEDS). In 2009, IPEDS changed its race/ethnicity categories. The categories 'Two or More Races', 'Asian,' and 'Native Hawaiian or Pacific Islander' were added; 'Asian American/Pacific Islander' was removed.

PERCENTAGE OF HEADCOUNT OF ENROLLMENT BY RACE – POTOMAC STATE COLLEGE									
	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
International	.1%	.3%%	.6%	.4%	.1%	.2%	.4%	.2%	.3%
American Indian or Alaskan Native	.3%	.3%	.4%	.4%	.2%	.3%	.2%	.2%	.3%
Asian	n/a	n/a	n/a	n/a	.6%	.6%	.3%	.3%	.3%
Asian American or Pacific Islander	.4%	.4%	.5%	.6%	n/a	n/a	n/a	n/a	n/a
Black	5.1%	5.8%	7.1%	7.9%	10.7%	10.9%	11.9%	13.2%	12.9%
Hispanic	1.1%	1.6%	1.6%	2.0%	2.3%	2.5%	2.3%	2.2%	2.4%
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	.2%	.1%	.1%	.1%	.2%
Two or More Races	n/a	n/a	n/a	n/a	1.8%	2.2%	3.1%	3.4%	3.5%
Unknown	2.1%	1.7%	1.7%	1.2%	8.0%	3.0%	4.5%	1.6%	1.2%
White	62.0%	70.6%	77.4%	76.2%	77.8%	80.2%	77.1%	78.8%	72.2%
URM	6.9%	8.3%	9.6%	10.9%	15.1%	16.0%	17.7%	19.0%	19.2%

URM = Underrepresented Minorities (does not include International, White, Unknown, and Asian)

Source: WVU Office of Institutional Research; Categories are defined by the Integrated Postsecondary Education Data System (IPEDS). In 2009, IPEDS changed its race/ethnicity categories. The categories 'Two or More Races', 'Asian,' and 'Native Hawaiian or Pacific Islander' were added; 'Asian American/Pacific Islander' was removed.

PERCENTAGE OF HEADCOUNT OF ENROLLMENT BY RACE – WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY					
	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
International	4.7%	3.1%	2.4%	3.4%	5.9%
American Indian or Alaskan Native	.7%	.9%	5%	.5%	.3%
Asian	.2%	.7%	1.1%	1.6%	1.9%
Black	10.7%	8.0%	9.3%	5.8%	7.6%
Hispanic	2.0%	2.2%	2.2%	1.7%	5.1%
Native Hawaiian or Pacific Islander	.3%	.2%	.1%	.1%	.1%
Two or More Races	2.1%	1.1%	1.4%	.9%	2.4%
Unknown	5.0%	2.4%	4.4%	2.2%	2.1%
White	86.8%	81.4%	78.7%	83.7%	85.1%
URM	15.7%	12.4%	13.4%	9.0%	15.4%

URM = Underrepresented Minorities (does not include International, White, Unknown, and Asian)

Source: WVU Office of Institutional Research; Categories are defined by the Integrated Postsecondary Education Data System (IPEDS). In 2009, IPEDS changed its race/ethnicity categories. The categories 'Two or More Races', 'Asian,' and 'Native Hawaiian or Pacific Islander' were added; 'Asian American/Pacific Islander' was removed.

WVU's mission of inclusion also emphasizes the accommodation and promotion of existing diversity within the institution. WVU's state obligations prioritize the needs of underserved West Virginians, many of whom came from rural, economically challenged backgrounds with limited access to a University education. WVU is also committed to the postsecondary success of other diverse groups currently studying at WVU, including over 800 veterans, military personnel, and dependents, nearly 1,700 undergraduate nontraditional students, almost 1,500 international students, and over 1,200 students who are registered for services and accommodations through the Office of Accessibility Services.

Institutional Planning and Leadership

WVU's leadership and planning demonstrates a history of investment in the centrality of social justice to its mission. In 1986, the President prioritized social justice by creating a position that reported to the President to coordinate and oversee social justice activities at WVU, which led to the establishment of the President's Office for Social Justice. The office was responsible for promoting opportunity, equality, civility, and respect for all people, throughout the extended academic community and society, as well as upholding the relevant legal standards related to civil rights and affirmative action. A council also was formed to discuss issues related to diversity at the institution, with the long-range goals of raising awareness, building alliances, and providing leadership. Rather than having multiple groups on campus that each focused on a specific demographic or interest, the council represented a single, cohesive entity that worked collaboratively to raise the awareness about diverse groups.

In 2005, WVU's 2010 strategic plan built upon the 1986 decision to elevate social justice, diversity, and multiculturalism at WVU through the plan's mission statement, "promote diversity to enrich the institution and the society it serves and practice principles of social justice, equal opportunity, and affirmative action."

In 2010, the Strategic Planning Council for the 2020 Strategic Plan reaffirmed the central importance of diversity and global engagement to WVU's mission by requesting the formation of two workgroups, diversity and inclusion and international and globalization. The workgroups consisted of faculty, staff, and students, and provided extensive reports to the SPC. This material was made available to all institutional constituencies on the strategic plan website.

The diversity and inclusion workgroup issued its final report in 2010 in support of the 2020 Strategic Plan and defined diversity as:

> the responsibility of the institution to acknowledge, recognize, and celebrate the total individual, including similarities and differences wherever they are found. This includes the engagement of underrepresented groups, compliance with existing statutes and initiatives for inclusion, and the incorporation of all groups, including racial/ethnic, economic, sexual, and other human characteristics.

This definition was influenced by the 2005 Milem, et al. study *Making Diversity Work on Campus: A Research-Based Perspective*, which suggests that diversity should be defined as a process of engagement for improved educational outcomes by creating a broader perspective across the University. The workgroup also issued four major recommendations:

1. Establish an Office of Diversity and Inclusion that is headed by a Chief Diversity Officer and promotes diversity, inclusion, equity, and intercultural/intercommunity outreach for the WVU community.
2. Create a comprehensive diversity plan that identifies an institutional baseline, implements tools for assessment, and references four indicators of institutional change: access and success, climate and intergroup relations, education and scholarship, and institutional viability and vitality.
3. Commit institutionally to providing adequate resources and infrastructure for academic and support services that result in and promote diversity throughout the institution and the community.
4. Establish physical and virtual visibility for the Office of Diversity and Inclusion on WVU campuses, and maintain a prominent website to give diversity and inclusion the same priority as other campus initiatives.

As a result of the workgroup's input, the SPC determined that one of the five institutional goals for 2020 should be, "foster diversity and an inclusive culture." The SPC also identified three objectives related to diversity and inclusion:

1. Become a model institution for the attraction and inclusion of diverse groups.
2. Integrate diversity broadly into the curriculum.
3. Create an integrated administrative infrastructure to promote diversity, inclusion, equality, and intercultural and intercommunity outreach.

With respect to global engagement, the international and globalization workgroup for the 2020 Strategic Plan also made several recommendations:

1. Revise the vision, mission, and goals for the strategic plan to include: embracing cultural diversity and globalization
2. Ask each college to include internationalization and globalization in its vision, mission, goals, and fundraising.
3. Provide administrative, financial, and academic support for internationalization and globalization at all levels.
4. Redesign WVU's structure to include a new global gateway: a centralized physical and virtual presence that will facilitate the international mission at the institution, under the leadership of an academic officer. The global gateway will function as a portal for all initiatives related to cross-cultural study across the University, state, nation and world.
5. Provide promotion and tenure support for faculty who are involved in curricular applications related to cultural diversity and globalization.
6. Secure external funds that support cultural diversity and globalization.
7. Become an internationalized, globalized community sensitive to cultural diversity.

The SPC evaluated the workgroup's findings and decided that an additional institutional goal, "advance international activity and global engagement," was also essential for WVU's success in 2020. The three objectives for this goal are:

1. Promote international partnerships in education, research, outreach, and economic development that benefit our constituents and the state.
2. Integrate global themes broadly into the curriculum.
3. Create an integrated administrative infrastructure to promote global engagement and awareness.

These objectives attest to WVU's recognition that global awareness and engagement are essential to its success in its mission, which includes scholarship and research, teaching, outreach, and economic development.

Complementary Planning

The complementary strategic plans of WVU's schools, colleges, divisional campuses, and other major offices and units also reflect WVU's commitment to diversity and global engagement inherent in its mission. For example, PSC lists, "foster diversity and global awareness" as one of its major goals. Similarly, the P.I. Reed School of Journalism sets, "provide students with multicultural and global perspectives through academic and extracurricular programs" as one of its strategic goals. The College of Physical Activity and Sport Sciences plans to "require all students to complete at least one practicum experience with diverse (ethnicity/race, gender, disability) individuals." Goal Four of the HSC's strategic plan prioritizes "dramatically enhanc(ing) diversity and cultural competency among our faculty, staff, and students."

1.C.2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

WVU's processes and activities demonstrate sustained attention to human diversity, to WVU's commitment to inclusion, and to the student populations that it serves. Implementation of the diversity and inclusion workgroup's recommendations and the goal and objectives of the strategic plan progressed immediately after the adoption of the 2020 Strategic Plan. The WVU Faculty Senate executive committee was charged with infusing diversity as a topic broadly into the curriculum. A Chief Diversity Officer was appointed in September 2012, who is responsible, in collaboration with other stakeholders, for implementing strategic planning goals around diversity for equity. With that appointment, a new Division of Diversity, Equity, and Inclusion (DDEI) was formed in 2012, replacing the President's Office for Social Justice.

Four distinct units make up the DDEI: (i) equity and assurance, (ii) affirmative action/EEOC, (iii) accessibility services, and (iv) diversity initiatives. The DDEI will continue to raise the appreciation and importance of diversity throughout the WVU community and among its constituents and be involved in addressing challenges to diversity at WVU. The DDEI will also carry out WVU's land-grant mission of service to the state by becoming a thought leader and content expert in diversity in West Virginia, and will actively seek out and build relationships and common ground with local, state, regional, and national groups.

To develop more specific recommendations about how to advance global engagement at WVU, a roundtable was formed in April 2011. Its charge included determining how, with limited resources, to maximize WVU's global impact through increased institutional visibility, opportunities, and resources. In October 2012, the roundtable confirmed the international and globalization workgroup's findings and recommended that WVU should increase the international student body and provide a leadership structure to facilitate and coordinate education, outreach, research, and cooperative agreements with institutions across the globe. This structural recommendation was implemented in May 2013 when WVU announced the appointment of a Chief Global Officer. The position is responsible for coordinating all international activities in teaching, economic development, research, and service.

As part of the 2020 Strategic Plan's promise to "implement the strategic plan transparently and establish accountability at every level," the plan's website displays metrics that chart progress toward all of WVU's goals, including diversity and global engagement. The dashboard for goal three tracks enrollment of minority groups, students using Veterans Affairs (VA) educational benefits, percentage of female students by level, and enrollment of female students as a percentage of total headcount enrollment. The goal four dashboard contains graphs of international student enrollment by level, number of students studying abroad, and faculty-led study abroad programs. HSC provides an excellent example of a complementary

strategic plan that is measuring outcomes related to diversity. Its dashboard tracks several indicators, including international contractual agreements, international exchange students, and underrepresented minorities among faculty, administration, staff, and students.

Diversity Among Learners

WVU is dedicated to the academic success and leadership of its students, and encourages students of diverse backgrounds at all educational levels to achieve their potential.

In keeping with its land-grant mission and commitment to inclusion, WVU promotes socioeconomic diversity among students and participates in outreach activities to assist interested students in applying for financial assistance. These outreach activities include hosting webinars and special events focused on applying for student aid, conducting financial aid nights at area high schools, and participating in recruiting events and New Student Orientation.

The cornerstone of WVU's 2010 Strategic Plan, adopted in 2005, was student enrollment. While specific goals for diversity were not included in the 2010 plan, it was recognized that growth of the magnitude expected required balance to achieve an optimal learning environment for all students. In August 2008, the WVU Admissions Office added a coordinator for minority recruitment position to its recruitment team.

As a result of the efforts undertaken by Enrollment Management (EM) through the 2010 Strategic Plan and WVU's commitment to attract and retain diverse groups through the WVU 2020 Strategic Plan, the percentage of domestic minority students in the freshman class rose from just under 10% in Fall 2009 to 14.3% in Fall 2013. The percentage of domestic minority first-time transfer students rose from 16.8% in Fall 2012 to 18.4% in Fall 2013. Overall, domestic minority enrollment increased to 13.2% of the undergraduate population in Fall 2013. International enrollment has been rising as well and climbed to an all-time high of 1,820 students with 906 undergraduates and 914 graduate and professional students in Fall 2013 – a 10.5% increase from the previous year. In 2013, WVU furthered its mission to becoming a diverse and multicultural University by joining the Hispanic Association of Colleges and Universities (HACU) as a partner institution. While Hispanic students currently make up only 3% of WVU's Morgantown campus enrollment of 29,707, they accounted for a third of WVU's 6% growth in minority enrollment in 2012-13.

For those students who are considering attending WVU, EM has developed several recruitment initiatives to make certain that students at WVU represent diverse backgrounds:

- Hosted H.Y.P.E. (Help You Pursue Excellence) Day, event targeted to prospective African American students that allows for focused interactions with key administrators, students, and staff
- Provided training on best practices in recruiting underrepresented students of color for campus recruiters and developed a diversity component to the National Alumni Recruitment Network (NARN) training seminars
- Held New Student Orientation sessions for first-generation students and veterans since 2010
- Established a multicultural recruitment internship in the Admissions Office

In an effort to provide its undergraduate students with an inclusive educational experience, WVU sponsors a diversity scholarships program. Offered to incoming freshmen, this program is designed to attract exceptional and talented diverse students who have traditionally been underrepresented on college campuses.

WVU has also focused on diversity and success in graduate education. Recruitment of highly qualified graduate students who contribute to a diverse and inclusive community of scholars is an important goal of WVU. The Office of Graduate Education and Life has in recent years engaged in a variety of activities to increase graduate student diversity, particularly through focused recruitment efforts aimed at underrepresented minority students. These efforts include the WVU Chancellor's Scholars program, attending graduate recruitment fairs across the country, and increased communication with promising candidates for graduate programs. The attached chart depicts the increases in underrepresented enrollment over the past decade. International student enrollments are also reported; these have remained fairly stable across the time of this report.

DIVERSITY OF GRADUATE AND PROFESSIONAL STUDENTS – MORGANTOWN CAMPUS											
	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
International Students	1,077	997	938	879	875	895	911	915	896	928	914
International Students %	15.97%	15.10%	14.34%	13.47%	12.56%	12.95%	12.69%	13.07%	12.97%	13.49%	13.62%
URM Students	239	267	297	300	332	306	428	478	460	489	484
URM Students %	3.54%	4.04%	4.54%	4.60%	4.76%	4.43%	5.96%	6.83%	6.66%	7.11%	7.21%
Total	6,743	6,602	6,541	6,525	6,968	6,910	7,178	7,003	6,906	6,880	6,709
URM = Underrepresented Minorities (does not include International, White, Unknown, and Asian)											
Source: WVU Office of Institutional Research											

To increase the visible diversity in doctoral programs, the WVU Chancellor's Scholars program was created in 2001 by the Office of Social Justice, now the Division of Diversity, Equity and Inclusion, with the support of the West Virginia Higher Education Policy Commission (WVHEPC). Since its inception, the program has grown to include the Academic Partnership, the Colloquium for Aspiring Minority Doctoral Candidates, the Regalement Celebration, and numerous development activities and informal events aimed at the progression of minority students into the professoriate. As of Fall 2013, the Chancellor's Scholars program has assisted over 170 underrepresented doctoral students to successfully graduate from a WVU doctoral program.

Two fellowships are also offered to encourage diversity among graduate students. The W.E.B. Du Bois Fellowship is an internal fellowship established in 1993 to support high-achieving, incoming African American graduate students. As of Fall 2013, this fellowship has supported 147 African American graduate students. Also, the WVHEPC and WVU partner to offer funding for underrepresented minority doctoral students through the Southern Regional Education Board (SREB) Fellowship. As of Fall 2013, 32 students have been funded through the SREB fellowship.

WVU also addresses its role in a diverse and multicultural society through its academic programming. Many colleges and schools are home to academic units that speak directly to a diverse, global, and multicultural society. To reinforce WVU's emphasis on diversity and inclusivity, the WVU Faculty Senate adopted an inclusivity statement in February 2013, which faculty members are encouraged to include on their syllabi. The statement reads, "The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect and inclusion."

See Criterion 3.B.4. for a more in-depth discussion of academic programs at WVU, PSC, and WVUIT that support diversity and evidence of cultural learning and activity.

International Students and Activities

WVU's emphasis on global engagement includes exposing all of its students to a global experience, recruiting international students, and promoting international partnerships in education. Since 2006, international student enrollment has steadily increased.

INTERNATIONAL STUDENT HEADCOUNT ENROLLMENT BY LEVEL – MORGANTOWN CAMPUS											
	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
Undergraduate	326	315	306	323	353	397	426	488	584	719	906
Graduate	1,066	982	923	868	860	879	863	877	853	882	882
Professional	11	15	15	11	15	16	48	38	43	46	32
Total	1,403	1,312	1,244	1,202	1,228	1,292	1,337	1,403	1,480	1,647	1,820
Source: WVU Office of Institutional Research											

Several structures are in place to coordinate WVU's activities in international teaching, research, and service, as well as to serve members of the international community who attend WVU. With the appointment of a Chief Global Officer, WVU aims to increase interaction and collaboration between the schools, colleges, and the following three units:

- The Office of the Provost established the Office of International Programs (OIP) in 1997 to coordinate WVU's international activities in the academic areas of teaching, research, and service. According to OIP, it has managed study abroad for over 8,000 students since its establishment and works on average with 200 faculty members annually on international projects. OIP coordinates over fifty active linkages with educational institutions on six continents and assists in grant and program development in countries such as China, Brazil, Austria, India, Kenya, and Mexico. In addition to providing assistance to faculty through the faculty international grant program and national Fulbright Scholar program, the office coordinates visits to WVU for close to 150 international guests each year.
- The Office of International Students and Scholars (OISS) serves all members of the international community who participate in international experiences at WVU. OISS strives to strengthen, enrich, and advocate for international education and cultural exchange by anticipating and responding to specific needs and concerns of this international community. Serving more than 1,800 students from over 100 countries, OISS, in conjunction with several student organizations, hosts approximately 10 community outreach events throughout the year, including African Night, Chinese New Year, and the International Festival.
- International Student Affairs and Global Services enhances the recruitment of international students, works with international alumni to develop international alumni chapters, and facilitates international opportunities that lead to new sources of revenue and partnerships in industry and business. Three new WVU international alumni chapters have formed in Thailand, Malaysia, and Japan, and more are in process in the Gulf Cooperation Council and Brazil. Collaborative outreach initiatives have resulted in a $51,000 grant from G20 Global Pittsburgh to host international visitors and create partnerships for economic development.

To enhance international students' experience at WVU, a number of programs have been instituted. For example, the WVU International HomeStart Closet, started in 2008, is a donation-based and volunteer-run program that provides international students moving to Morgantown with basic household necessities donated by the WVU community. The WVU International House, one of WVU Housing's options, is a residence hall for undergraduates who are interested in learning more about the world and want to find new perspectives. WVU students from around the world, and students from West Virginia and across the United States, live and learn together in a unique environment. The Friends of International Students program offers the opportunity for a cultural exchange between an international student and an American host family through temporary accommodation for international students when they arrive in Morgantown. It also eases the adjustment to life in West Virginia for a new international student. WVU is also a partner with the National Student Exchange program, which provides students with affordable and practical opportunities to experience new and diverse settings in which to study and live within the United States and Canada.

Veterans

WVU is committed to the postsecondary success of veterans by providing programs and support to over 800 veterans, military personnel, and dependents currently studying at the institution. Each year since 2009, *G.I. Jobs* magazine has named WVU as one of the nation's top Military Friendly Schools. Of the 12,000 schools approved by the U.S. Department of Veterans Affairs nationwide, WVU is in the top 15% of those that deliver the best experience for military students. In addition, *Military Times* EDGE added WVU to their Best for Vets list as being number 18 in the nation of colleges, universities, and trade schools in the country. The WVU College of Business and Economics was ranked 12th in the *Military Times*' first Best for Vets: Business Schools. *U.S. News & World Report* ranked WVU 41st in its inaugural 2014 Best Colleges for Veterans in the national universities category. In addition, *U.S. News* released its inaugural rankings of the Best Online Programs for Veterans on May 7, 2013, that ranked programs for online bachelor's programs and online master's degrees in business, education, engineering, and nursing. WVU was the only institution to have three graduate programs listed in the top five of their areas.

The Office of Veterans' Affairs has been growing steadily for the past decade to provide resources for student veterans. In summer 2013, a full-time position, director of veterans' affairs, was created and filled. WVU has designated an admissions counselor to work with and recruit veterans and military personnel. The veterans' advocate assists all veterans and military personnel through the admission process by providing information, waiving application fees and academic deposits, providing a new student orientation for veterans, and help with Veterans Affairs education benefits processing. The Financial Aid Office counts a veterans' advocate on its staff to ensure that veterans' needs are taken into account.

The Office of Veterans' Affairs also supports veterans and their families with numerous other programs, services and activities. Some of these initiatives include:

- The Veteran Success program, which was implemented in 2011 for student veterans who experience academic difficulty. Monthly academic advising and support services, such as tutoring and counseling, are available.
- The Military to Mountaineer Mentoring program, a new initiative created in Fall 2013 to provide proactive services and transitional support for veterans to successfully transition from the military to college.
- Adventure WV for Veterans, an outdoor experiential program for veterans, contributes in the development of this group of students and provides scholarships for all veterans who participate.
- The Yellow Ribbon program, a provision of the Post-9/11 Veterans Educational Assistance Act of 2008, allows those receiving the maximum benefit from the Post- 9/11 GI Bill to receive additional funding to cover the difference between in-state and out-of-state tuition and fees. For all eligible undergraduate students, WVU has agreed to waive up to 50% of this difference with a direct match from the Veterans Administration under the Yellow Ribbon program. In 2013-14, WVU continues to extend these benefits to eligible graduate students in several colleges and schools.

VETERAN STUDENT ENROLLMENT BY LEVEL – MORGANTOWN CAMPUS

	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
Undergraduate	258	258	294	294	307	281	358	385	372	349
Graduate	35	30	42	49	49	58	64	55	69	69
Professional	10	8	6	8	10	24	20	17	13	12
Total	303	296	342	351	366	363	442	457	454	430

Note: Excluded Veteran Type 33T, 33T Yellow, S, Survivor/Dependent Ben (Chapter 35)
Source: WVU Office of Institutional Research

Nontraditional Students

In 2011-12, WVU had nearly 1,700 undergraduate nontraditional students, defined as any undergraduate student over the age of 24 or any student who has been out of high school for more than five years and is starting college for the first time. Approximately 2,300 nontraditional students attend WVU.

NONTRADITIONAL STUDENT ENROLLMENT – MORGANTOWN CAMPUS

FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
2,110	2,332	2,321	2,370	2,501	2,584	2,543	2,735	2,791	2,892	2,778

Source: WVU Office of Institutional Research
Note: Non-traditional is considered to be a student over 23 years of age or a student who has graduated high school five or more years prior.

To encourage their success, WVU has a longstanding Nontraditional Student program, which helps nontraditional students find safe and affordable housing; advocates on their behalf; provides support, referrals, and information to give them a smoother transition to college life; and provides an Osher Reentry Scholarship through a grant received from the Osher Foundation in 2012. An exit survey assesses the effectiveness of services, and numerous program adjustments have been made based on survey results.

The Regents Bachelor of Arts (RBA) degree, created by the West Virginia State Board of Regents in 1975, is a baccalaureate designed for adult students. The principle underlying the degree is that credit is awarded for what students know regardless of how that knowledge was attained. The RBA program is unique in that students may earn college-equivalent credit for selected work and life experiences. Since adults have different needs and goals than traditional undergraduates, the RBA provides a comprehensive general education without requiring a major or specific courses and allows students to design their own programs of study. The RBA also offers considerable flexibility in how, when, and where course requirements are met. Since its inception, WVU has granted over 4,000 RBA degrees. PSC serves as a site for the RBA program to assist place-bound adults in earning a bachelor's degree. Since the PSC program's inception in 1999, 188 students have enrolled and graduated with a WVU degree without relocating to Morgantown.

Another way in which WVU supports nontraditional students is through Academic Innovation, which currently has more than 400 undergraduate online classes per semester, three undergraduate degree completion programs, and more than 20 graduate and certificate programs. A Continuing and Professional Education unit offers courses for workforce development or personal enrichment.

In addition, the Office of Graduate Education and Life implemented the Unlocking Nontraditional Student Success for Underrepresented Graduate Students (UNSUNG). This program works with first-time or returning underrepresented, nontraditional graduate students to assist with their transition into their prospective graduate programs.

The Office of Student Family Resources supports the retention, recruitment, and wellness of WVU students who are parents by serving as a central campus location for current or potential WVU students seeking child care and family support information. The Student Child Care Assistance program provides Pell Grant eligible WVU undergraduate students with financial assistance for a portion of their child care expenses. WVU also offers benefit eligible employees a Child Care Assistance program designed to help offset the costs associated with child care. Family and child-friendly events are planned so that students who are parents can participate in typical activities but can bring their children or are provided with child care while at the event. The Office provides a lactation room on the Morgantown campus and child care services at the Student Recreation Center for students using the facility.

Students with Disabilities

Within the DDEI, the Office of Accessibility Services (OAS) is dedicated to helping students achieve their academic goals regardless of any physical, learning, psychological, sensory, or other documented disabilities. The WVU process of providing disability-related accommodations follows guidelines of the

Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and current case law. This process is designed to assure that reasonable accommodations are provided to all qualified students in a timely manner. In 2012-13, OAS had 8,039 direct student-to-faculty contacts for accommodations, 1,583 students registered for services and accommodations, 2,738 accommodation requests were made from instructors, and 668 new students applied for services.

Diversity Among Faculty and Staff

WVU has made strides in the total number of faculty from diverse backgrounds and female faculty, as well as the diversity of its staff. Diversity of WVU employees has steadily increased over the past 25 years. On WVU's Morgantown campus in 1992, only 6.4% of employees were non-white. In 2002, that number increased to 8.4%. By Fall 2012 13.6% of total employees were non-white. The percentage of female employees on WVU's Morgantown campus over the same period has risen only slightly. In Fall 1992, 46% of all employees were female. That figure rose slightly in Fall 2002 to 47%, and in Fall 2012, 48% of all employees were female. Diversity among the faculty made greater gains. In Fall 2012, 22% of full-time instructional faculty members were non-white, as compared to 13% in Fall 2002 and 10% in 1992. The number of female full-time instructional faculty has increased to 37.8% in Fall 2012 from 31.6% in Fall 2002 and 26.2% in Fall 1992, but is still a lower overall percentage than that of the total employee population.

DISTRIBUTION OF FTE FACULTY AND STAFF BY GENDER AND RACE – MORGANTOWN CAMPUS

		FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
Full-Time Employees	Male	2,681	2,756	2,793	2,847	2,962	2,969	2,959	2,997	3,051
	Female	2,389	2,429	2,445	2,536	2,646	2,685	2,709	2,763	2,784
American Indian or Alaskan Native	Male	9	8	8	7	7	5	7	6	5
	Female	7	7	9	9	9	7	9	8	8
Asian	Male	n/a	n/a	n/a	n/a	139	143	142	142	148
	Female	n/a	n/a	n/a	n/a	76	78	88	86	86
Asian American or Pacific Islander	Male	109	125	124	123	n/a	n/a	n/a	n/a	n/a
	Female	64	73	63	73	n/a	n/a	n/a	n/a	n/a
Black	Male	68	71	72	83	91	90	93	99	122
	Female	82	72	73	74	83	86	87	87	94
Hispanic	Male	33	34	38	34	39	37	35	39	36
	Female	12	10	11	17	17	18	17	19	17
Native Hawaiian or Pacific Islander	Male	n/a	n/a	n/a	n/a	n/a	2	1	2	3
	Female	n/a	n/a	n/a	n/a	n/a	1	1	1	1
Two or More Races	Male	n/a	n/a	n/a	n/a	n/a	9	12	15	21
	Female	n/a	n/a	n/a	n/a	n/a	5	7	10	12
Unknown	Male	8	11	10	15	19	31	42	73	90
	Female	3	4	4	6	5	9	26	53	61
White	Male	2,301	2,362	2,405	2,449	2,529	2,528	2,521	2,526	2,523
	Female	2,166	2,221	2,239	2,317	2,416	2,429	2,426	2,450	2,455
Nonresident Alien	Male	153	145	136	136	138	124	106	95	103
	Female	55	42	46	40	40	52	48	49	50

Source: WVU Office of Institutional Research; Categories are defined by the Integrated Postsecondary Education Data System (IPEDS). In 2009, IPEDS changed its race/ethnicity categories. The categories 'Two or More Races', 'Asian,' and 'Native Hawaiian or Pacific Islander' were added; 'Asian American/Pacific Islander' was removed.

DISTRIBUTION OF FTE FACULTY AND STAFF BY GENDER AND RACE – POTOMAC STATE COLLEGE								
		FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
Full-Time Employees	Male	58	62	61	63	66	70	73
	Female	80	85	88	87	89	87	87
American Indian or Alaskan Native	Male	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0
Asian	Male	n/a	n/a	0	0	0	0	0
	Female	n/a	n/a	0	0	0	0	0
Asian American or Pacific Islander	Male	0	0	n/a	n/a	n/a	n/a	n/a
	Female	0	0	n/a	n/a	n/a	n/a	n/a
Black	Male	3	2	2	2	2	2	2
	Female	1	1	1	0	0	0	0
Hispanic	Male	1	0	0	0	0	0	0
	Female	0	0	0	0	0	0	1
Native Hawaiian or Pacific Islander	Male	n/a	n/a	n/a	0	0	0	0
	Female	n/a	n/a	n/a	0	0	0	0
Two or More Races	Male	n/a	n/a	n/a	0	0	0	0
	Female	n/a	n/a	n/a	0	0	0	0
Unknown	Male	0	0	0	0	0	1	1
	Female	0	0	0	0	0	2	3
White	Male	53	59	58	60	63	66	67
	Female	78	83	86	86	88	85	82
Nonresident Alien	Male	1	1	1	1	1	1	3
	Female	1	1	1	1	1	0	1

Source: WVU Office of Institutional Research; Categories are defined by the Integrated Postsecondary Education Data System (IPEDS). In 2009, IPEDS changed its race/ethnicity categories. The categories 'Two or More Races', 'Asian,' and 'Native Hawaiian or Pacific Islander' were added; 'Asian American/Pacific Islander' was removed.

DISTRIBUTION OF FTE FACULTY AND STAFF BY GENDER AND RACE – WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY								
		FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
Full-Time Employees	Male	136	133	134	142	129	120	123
	Female	110	110	103	114	109	103	110
American Indian or Alaskan Native	Male	1	1	1	1	0	0	0
	Female	0	0	0	0	1	1	0
Asian	Male	n/a	n/a	10	11	8	8	2
	Female	n/a	n/a	4	3	3	3	2
Asian American or Pacific Islander	Male	10	10	n/a	n/a	n/a	n/a	n/a
	Female	3	4	n/a	n/a	n/a	n/a	n/a
Black	Male	9	7	7	9	9	9	10
	Female	10	9	8	7	7	7	7
Hispanic	Male	0	0	0	0	1	2	0
	Female	0	0	0	0	2	2	2

Native Hawaiian or Pacific Islander	Male	n/a	n/a	n/a	0	0	0	0
	Female	n/a	n/a	n/a	1	0	0	0
Two or More Races	Male	n/a	n/a	n/a	0	0	0	1
	Female	n/a	n/a	n/a	0	0	1	1
Unknown	Male	0	1	1	6	5	2	5
	Female	0	0	0	1	4	7	8
White	Male	110	108	110	112	99	91	89
	Female	95	96	90	101	91	81	85
Nonresident Alien	Male	6	6	5	3	7	8	21
	Female	2	1	1	1	1	1	5

Source: WVU Office of Institutional Research; Categories are defined by the Integrated Postsecondary Education Data System (IPEDS). In 2009, IPEDS changed its race/ethnicity categories. The categories 'Two or More Races', 'Asian,' and 'Native Hawaiian or Pacific Islander' were added; 'Asian American/Pacific Islander' was removed.

In addition to WVU's institution-wide emphasis on diversity, several programs enhance the diversity of WVU faculty and staff. In October 2010, WVU was awarded a $3.2 million ADVANCE grant by the National Science Foundation to transform the institutional culture and to nurture and mentor female faculty in STEM. In concert with the decision by the President to create 100 new faculty positions (see 5.C.4.), the Provost directed departments allocated these positions to apply ADVANCE principles to all searches, to attract highly qualified individuals to WVU, provide equal opportunity for potential candidates to apply for openings, and emphasize active recruitment of traditionally underrepresented groups. Further, to build greater understanding at the administrative and departmental levels and foster optimal work-life conditions for all faculty, the WVU ADVANCE Center is augmented by funding from the Office of the Provost for sponsorships of underrepresented faculty, staff and graduate student salaries, speaker honorariums, institutional memberships, physical space, and other resources that are estimated at over $600,000 by the Center.

Some of the most notable achievements by WVU ADVANCE include initiatives to help departments develop a strategic plan with a diversity and faculty development emphasis, a mentoring program for women and minority faculty members, and workshops to help new faculty transition to WVU and to increase awareness about workload pressures. Since its founding, ADVANCE has:

- Funded 21 external sponsorships for women in STEM, totaling $270,000.
- Managed 11 University sponsorships of underrepresented faculty, totaling $165,000.
- Provided research-based information to 70 faculty members on best practices geared to recruiting women and underrepresented faculty and on unconscious bias and its potential effect on faculty searches.
- Created procedures, case studies, and workshops for department chairs and faculty to illustrate how to use University policies to bolster work-life satisfaction.
- Assisted in department chairs' symposia, the focus of which has included diversifying faculty searches, career development and mentoring, and maintaining a culture in which all faculty can be successful.
- Offered monthly workshops on topics ranging from strategic career planning and negotiation to leadership development and the ADVANCE speaker series, "Why Diversity Matters."
- Facilitated strategic planning sessions – designed to model a process for inclusive decision-making and enhanced communication at the department level – for six departments.

In 2012, the Provost founded the Women's Leadership Initiative (WLI). Through workshops and smaller coaching groups, women leaders at WVU set individual goals in response to career/leadership challenges, evaluate their current leadership skill sets, and receive leadership training and coaching. The results from the survey of the members of the first cohort of the WLI were clear: participants unanimously experienced the program as valuable professional development. The impact of the WLI in creating and strengthening professional networks for and of the women leaders at WVU has been significant. A majority of the

participants in the first cohort initially described themselves as feeling isolated and lacking in a professional network of any kind. After participating in the program, this same group of women saw themselves as members of a strong network of professional women in West Virginia.

WVU has also implemented several programs designed to further its responsibility for Equal Opportunity and Affirmative Action that have a University-wide impact:

- University-wide guidelines for the search and selection of faculty, administrative, and faculty equivalent positions have been implemented.
- The Division of Human Resources offers a training development program that provides management development and personnel development courses to all employees of WVU.
- Affirmative action and equal opportunity (AA/EO) sexual harassment awareness training workshops are conducted throughout the institution for all employees.
- AA/EO and diversity awareness workshops are conducted throughout the year for all job categories to provide information about EO laws, affirmative action requirements, and WVU policies. Broader issues surrounding diversity and inclusion also are incorporated.
- Title IX, AA/EO, and diversity student training is provided during orientation along with as-needed programs throughout the year.
- Americans with Disabilities Act (ADA) training is provided for faculty, staff, and students throughout the year.
- WVU explicitly refers to its equal opportunity and affirmative action commitment in recruiting announcements and advertisements.

Fostering a Diverse and Multicultural Community

WVU has many offices, centers, associations, and councils that support and promote multicultural and diversity initiatives. For example, to foster an atmosphere of support and celebration of lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) individuals on the WVU campus, the Safe Zone program identifies, educates, and supports allies such as students, faculty, and staff who consider themselves to be open to and knowledgeable about LGBTQ issues. At PSC, a Social Justice Council sponsors outreach and awareness-raising activities related to diversity and social justice throughout the year. The Office of Multicultural Programs in Student Affairs was founded in 2005 to affirm the inclusion of diverse populations in the WVU community and to attain understanding, tolerance, and acceptance of diversity and multiculturalism at WVU. To assess programs' effectiveness, participants are surveyed to gauge learning outcomes and satisfaction. Results are used in program planning for future events.

Numerous faculty, staff, professional, alumni, and student associations and societies emphasize diversity at WVU, such as the Black Faculty Associatio, the Council for Women's Concerns, the Black Alumni Association, a chapter of the National Society of Black Engineers, the Black Law Student Association, the Association of Black Journalists, the Black Graduate Student Association, a Black Student Alliance at PSC, a National Pan-Hellenic Council, currently composed of nine international Greek letter sororities and fraternities, and approximately 27 cultural and international student organizations, including the Organization for Native American Interests, the Chinese Students and Scholars Association, the Iranian Student Association, the Association for India's Development, and African Students Association, which sponsors Africa Week, among others.

Some of the institution-wide activities and initiatives promote awareness of diversity and inclusion include:

- Diversity Week, sponsored by the Division of Diversity, Equity, and Inclusion, promotes a climate of opportunity and encourages student involvement in the causes of social justice. The program has expanded to include full participation of incoming students enrolled in New Student Orientation, and includes the annual Women of Color Luncheon. Each year's theme is designed to promote involvement and promote awareness and appreciation of the diversity found in the WVU community. In addition, a companion spring event, DiversiTea, also promotes cultural understanding and a respectful environment.
- The David C. Hardesty Jr. Festival of Ideas has brought key figures from the fields of sports, politics, business, entertainment, research, scholarship, and culture to Morgantown since 1995. The festival

demonstrates WVU's commitment to exposing students, especially undergraduates, to the leading thinkers and ideas of modern society. The presentations are free and open to the public. The series is supported in part by the David C. Hardesty Jr. Festival of Ideas Endowment. Past speakers include Cornel West, Meave Leakey, and Gwen Ifill, among others.

- Mountaineer Week, an annual, weeklong event, celebrates the state of West Virginia and its unique culture by showcasing Appalachian art, crafts, culture, heritage, and cuisine. Mountaineer Week has been chosen as one of the Top 20 Events in the southeast by the Southeast Tourism Society for the past decade. This year, it was also awarded the Mountain State Award by the West Virginia Division of Tourism, which recognizes excellence in programming and impact on the state's economy and/or image. Annually, over 60,000 WVU faculty, staff and students, and members of the community, state and region attend the event. Over 50 students serve on the planning committee for Mountaineer Week and spearhead the efforts of 16 committees. It is estimated that half of WVU's student population participates in some type of Mountaineer Week activity every year.
- The Neil S. Bucklew Award for Social Justice is awarded annually to faculty, staff, and administrators who have been or are currently involved in the promotion of social justice. The $2,500 award may be used for professional development or directed to one of several worthy WVU Foundation accounts in the recipient's name.

1.D. The institution's mission demonstrates commitment to the public good.

WVU's land-grant mission underscores a duty and obligation to the public and to the state of West Virginia. Public service is so central to the mission of WVU that one of its strategic plan goals, "enhance the well-being and the quality of life of the people of West Virginia," is wholly devoted to it. WVU's dedication to the public good is manifested through its educational outreach, an array of initiatives and centers, and through four structures that engage external constituencies and support public service: the Center for Service and Learning (CSL), the Robert C. Byrd Health Sciences Center (HSC), the Office of Research and Economic Development, and the WVU Extension Service (WVUES), which has an office with a faculty presence in all of West Virginia's 55 counties. In continuing support of WVU's outreach mission, an Associate Provost for Outreach and Engagement was appointed in September 2013 to lead and coordinate the University-wide land-grant outreach mission and foster broad engagement with the state.

In FY2013, WVU spent $58 million on direct public services expenditures, approximately 6% of its operating expenses and the University's sixth-largest functional expenditure category. In FY2012, WVU spent $61.9 million on public service, which constituted approximately 6.5% of its operating expenditures. In 2012, WVU and its statewide healthcare affiliates spent over $110 million to provide health services for people who could not pay for their care. Over the past decade these organizations have consistently provided uncompensated care to patients in need equivalent to about 6% of their gross revenue.

WVU has been externally recognized for community engagement by the Carnegie Foundation for the Advancement of Teaching and by the President's Higher Education Community Service Honor Roll. WVU also internally recognizes and awards excellence in community engagement and public service.

1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

WVU's dedication to its mission of public service is reflected in the breadth of its outreach through education.

Lifelong Learning

As a land-grant, flagship, research University, WVU has a special obligation to provide educational access and opportunity to individuals of all ages. Lifelong learning is an integral part of WVU's land-grant mission, and features in its 2020 Strategic Plan. One objective of the strategic plan addresses the significance of engaging the Pre-K – 12 education system: "Strengthen relationships with the state and with regional primary and secondary education systems to facilitate a seamless, lifelong learning process." A roundtable on lifelong learning was formed as a result of the plan to address this objective and identify ways of deepening WVU's support of secondary education and continuing education in the state. The roundtable recommended in its conclusions that:

1. The Associate Provost for Outreach and Engagement maintain an inventory of lifelong learning activities that is coordinated with WVU's state relations efforts and has an associated robust assessment system to measure the impact of those activities and allow for opportunities for continuous and sustained improvements.
2. The Associate Provost for Outreach and Engagement appoint an advisory committee for lifelong learning.
3. The Associate Provost for Outreach and Engagement develop and propose a five-year implementation plan, including resource requirements, an assessment system, and metrics for success.
4. WVU – through all of its officers and units – becomes more active with the Association of Public and Land-grant Universities' (APLU's) Council on Engagement and Outreach and that the Associate Provost for Outreach and Engagement be appointed as the official WVU delegate to the Council.

WVU also hosts the West Virginia Campus Compact, an initiative of the WVHEPC that advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility. A number of outreach and service learning programs are offered, funded by agencies like the Claude Worthington Benedum Foundation.

Secondary Education Outreach

Many of WVU's educational programs and academic units serve the public by conducting outreach to West Virginia's secondary education system. The Physics Department is an example of an individual department that provides academic enrichment to secondary education STEM programming. The Mountaineer Area Robotics (MARS) program works with high school and middle school students primarily in north-central West Virginia and is affiliated with the international FIRST robotics program. WVU students visit libraries and schools, especially in underprivileged areas, to inspire scientific interest in young people with laser light shows and hands-on activities. The middle school program currently works with over 40 robotics teams, and partners with the Educator Resources Center at the NASA IV&V Facility and 4-H. The high school program began in 2008 and currently includes over 30 youth and 20 mentors from a variety of scientific, engineering, and nontechnical backgrounds. MARS is a public-private partnership with corporations, foundations, and academic institutions contributing to support the program.

The Health Sciences and Technology Academy (HSTA) is another example of WVU's interaction with secondary education. A community/campus partnership developed to increase the number of low-income, minority, rural, and first-generation students from West Virginia who attend college and enter health science fields, HSTA provides a successful academic enrichment and professional mentorship program in math and

health sciences to 9th through 12th grade high school students. Since 1994, the program has grown from 44 students and nine teachers in two pilot counties to 759 current high school students and 80 teachers, and boasts 1,567 successful HSTA graduates from 26 counties in West Virginia. HSTA graduates have better ACT scores, better high school and college grades than their West Virginia peers, are more likely to go to and graduate from college, and go to professional and graduate schools. The college-going rate for HSTA graduates is 97%, versus 58% for all West Virginia high school students. HSTA graduates are also more likely to graduate from college within six years (49% versus 32% of non-HSTA West Virginia college students). Their average GPA in college is 2.9, significantly above the 2.5 average GPA of the non-HSTA student.

WVU also routinely welcomes West Virginia high school students to its campus in the summer. WVU hosted the West Virginia Governor's Honors Academy (GHA) in 2011, 2012, and 2013. The GHA was started by Governor John D. Rockefeller in 1984, and provides a three-week academic summer program to high school students in areas such as arts, humanities, social sciences, physical sciences, and mathematics. WVU's added capacity and involvement have allowed the GHA to increase participation in the program by over 50 students. The Governor's School for Mathematics and Science (GSMS) has been hosted by WVU since 2003. GSMS immerses students in a living-learning environment where they attend daily math and science classes, complete a group research project, and participate in a number of social activities that focus on building relationships and expanding their cultural experiences. The number of students participating has grown over the years, to 90 in 2012.

In July 2013 WVUIT hosted a Google computer science for high school (CS4HS) workshop – the first of its kind to ever be offered in the state of West Virginia. The two-day workshop was funded by Google's CS4HS grant, an initiative sponsored by Google to promote computer science and computational thinking in high school and middle school curricula. The workshop created ongoing, collaborative relationships with 14 high schools from nine different counties in the state, and featured general computer science sessions, as well as hands-on sessions in areas like robotics, game programming, Alice, and web development.

Academic Innovation also offers classes in 23 high schools allowing students to earn college credit through its ACCESS program. These flipped classes are developed and taught by WVU faculty and facilitated by local high school teachers.

Continuing and Professional Education

WVU's wide array of continuing and professional education initiatives also contributes to the public good by educating West Virginia's workforce and increasing professional opportunities for its citizens. WVU's historical commitment to workforce education is exemplified in the Mining Extension Service, which was established in 1913 to extend the resources and expertise of WVU to the coal miners of this state and consequently the nation. It provides opportunities for personal, educational and industrial advancement through instructional courses. Instructors are certified to teach foreman/fireboss certification, trainings for underground and surface new miner training, electrical apprentice training, and EMT certification for mining, among others. WVU's ongoing dedication to online continuing and professional education is also evident through Academic Innovation, which began offering online courses in 2004 as a complement to site-based programming. The development of online courses for lifelong learning offered a more flexible approach to continuing education.

Another opportunity for lifelong learning at WVU is found in the Osher Lifelong Learning Institute (OLLI), which provides educational, recreational, volunteer, and social opportunities for individuals 50 and older through day and evening courses, lectures, seminars, and field trips. OLLI is an academic cooperative of members that provides adults with opportunities for intellectual development, cultural stimulation, and social interaction. OLLI's educational program is centered on courses developed and taught by volunteers who share their time and knowledge. OLLI is a self-directed membership organization housed within the Center on Aging at WVU.

For more information on credit-bearing lifelong learning opportunities at WVU, see Criterion 3.A.3. For more information on public service within academic programs, see Criterion 3.E.2.

Student Service

WVU students provide public service to the Morgantown community and beyond. Student Organizations Services (SOS) works with Greek Life, student groups, and the Student Government Association to encourage community service and philanthropic activities. Many of the over 400 student organizations at WVU focus on community service and outreach to others:

- Since 2007, Greek Week activities have included a food drive to support local food pantries.
- Since 2010, Student Government and the Greek community have organized and implemented a Morgantown community cleanup in the spring semester.
- The WVU Collegiate 4-H Club, a campus service organization, was named the National 4-H Club of the year in 2011 and 2013.
- Alpha Phi Omega (APO), one of WVU's largest student organizations, focuses on community service. APO members participate in a minimum of 16 community services hours per academic year. A number of annual events have become a part of the University and Morgantown community including an Autism Run in collaboration with the University of Pittsburgh, the Kids Science Carnival, and the Relay for Life.
- In September 2011, SOS created the Rack, a campus food bank supplied by grants, private donations, and food drives. The Rack has been so successful that it distributes more than a $1,000 worth of food and other supplies each month to meet demand.
- SOS has organized the Student Helping Other People (SHOP) and Toy Mountain programs since 1986 (SHOP) and 2000 (Toy Mountain). SHOP collects monetary donations to take 80 area children shopping at a local department store. Toy Mountain supports area children through donations of new toys. Approximately 2,000 people in the extended Morgantown community are served each year through these programs.
- Habitat WV is a service-based orientation program offered annually since 2004 through Adventure WV. During the weeklong trip, students work with Habitat for Humanity to help build homes for families in need. The program has had over 600 students since its inception.

Faculty Development

WVU encourages public service and community engagement among its faculty through professional development and faculty evaluation. The Office of the Provost and the WVU Extension Service sponsor the Country Roads Scholars Tour, a faculty development activity that provides 25 new faculty with a three-day tour of a targeted region in West Virginia, helping them to gain insight into West Virginia industry, education, healthcare, culture and communities. The tour helps new faculty to better understand WVU's commitment to rural communities of the state. The Office of the Provost also funds Faculty Senate Service Grants, for which all faculty members may apply to use for professional development. This began during the 1993-94 academic year, and provides grants of up to $10,000 per annual project. Up to 10 projects are supported each year, and in some cases are renewable. Service is also a part of faculty promotion and tenure and part of every college, school, and department at WVU. For most traditional tenure-track faculty and teaching faculty, service is a part of their portfolio, and reasonable contributions in service are expected for tenure or promotion. Most WVU Extension faculty must make significant contributions in service, and health sciences clinical faculty perform extensive clinical service. Service is recognized in three categories: University service, professional service, and public outreach.

Recognition and Awards

WVU has been externally recognized for its commitment to community engagement and outreach. The Carnegie Foundation for the Advancement of Teaching recognized the scope and success of WVU's impact by selecting the University for the 2010 Community Engagement Classification, putting WVU in the 6% of higher education institutions that Carnegie recognizes for engagement out of all U.S. institutions. It is the only institution in West Virginia the Carnegie Foundation recognizes for its community engagement.

During each year of the President's Higher Education Community Service Honor Roll's existence, WVU has been recognized as a civically engaged institution. The Honor Roll highlights the role that colleges and universities play in solving community problems and placing students on a lifelong path of civic engagement by recognizing institutions that achieve meaningful, measureable outcomes in the communities they serve. The Honor Roll's Presidential Award is the highest federal recognition an institution can receive for its commitment to community service.

Another measure of WVU's commitment to the public good is through the national recognition of its students. Since 1982, 22 WVU students have been awarded Harry S. Truman Scholarships to pursue graduate education in public service leadership.

WVU also recognizes and celebrates community engagement and public service through multiple internal awards:

- The President's Volunteer Service Award ceremony annually recognizes three students who achieve between 100 and 250 service hours in a calendar year. It also recognizes one outstanding faculty member and one outstanding community member who have demonstrated outstanding service.
- The Order of Augusta, sponsored by the WVU Foundation, recognizes students with superior scholarship, demonstrated leadership, and a record of community and public service.
- The Ethel and Gerry Heebink Award for Distinguished State Service, recognizes a faculty or staff member who has provided distinguished service to West Virginia over an extended time period with an honorarium of $3,000 and also recognizes faculty and staff who have provided significant service to West Virginia for a more limited period of time with an honorarium of $2,000.
- The James R. McCartney Community Service Award recognizes a member of the WVU Alumni Association who has given outstanding citizenship and service to his or her community.
- The Anita S. Harbert Outstanding Achievement in Aging Award is presented to a social services practitioner dedicated to service in the field of aging.

1.D.2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

As an agency of the State of West Virginia, with no corporate investors, WVU's educational responsibilities take primacy over any other financial obligation, resource allocation, or disbursement of revenue to a superordinate entity. The commitment and investment in WVU's mission and strategic plan resonated in the President's October 2013 State of the University address,

> "As we prepare a budget for next year, taking into account the state reductions, combined with other budget challenges – totaling about $18 million – we plan to follow four guiding principles:
>
> 1. Our core academic mission will be the priority. Academic quality is the cornerstone of our future; we must protect it, and we must enhance it.
> 2. We must continue to invest in our strategic plan. It is a good plan, developed by our University community. The plan is long-term, and we must invest in our long-term vision despite the short-term challenges.
> 3. We will continue a commitment to our campus infrastructure. The long-term health of our established residential education depends upon continued attention to the infrastructure, which includes both technology and facilities.
> 4. We will strive to give raises in fiscal year 2015. The people at WVU are the most important asset we have, and we want to retain and recruit the best.

> We simply have to move toward nationally competitive salaries if we are to deliver on our mandate for quality education, innovation, and engagement needed to serve the 55 counties across the state."

The distribution of private donations from WVU's A State of Minds: The Campaign for West Virginia's University capital campaign underscores the primacy of the institution's educational responsibilities over other purposes. Thus far, the campaign has raised over $303.6 million for undergraduate student experience and education; $241.7 million for faculty excellence and research initiatives; $72.6 million for health, economy, and quality of life in West Virginia; and $65.2 million for professional and graduate student experience and education.

See Criterion 5.A.2. for evidence of WVU's prioritization of its educational responsibilities.

1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

WVU relies upon centralized and decentralized structures to embrace and sustain a culture of community engagement. Four main structures have a principal mission to coordinate, implement, and assess aspects of community engagement: the WVU Extension Service (WVUES), the Center for Service and Learning (CSL), the Robert C. Byrd Health Sciences Center (HSC), and the WVU Office of Research and Economic Development. Students also engage in service projects through student organizations. Many other units on campus, such as the colleges, schools, Academic Affairs, and Student Affairs also contribute to WVU's public service mission.

WVU Extension Service

The educational programs and initiatives of the WVU Extension Service (WVUES) focus on service to the state and exemplify WVU's commitment to the public good by connecting the knowledge and research of WVU with citizen and community needs.

The Smith-Lever Act of 1914 created a Cooperative Extension Service for each land-grant institution. The purpose of the Extension Service was to disseminate the findings of the universities' agricultural stations, and provide training and programs on home economics and other practical subjects. In 2013, WVU has sustained its commitment to the state by supporting a WVUES office with a faculty presence in all of West Virginia's 55 counties, staffed by faculty county agents.

With an overall budget of approximately $30 million from federal, state, and county sources, as well as grants, fees, and private funding, WVUES faculty and staff develop and deliver research-based programs to meet current and emerging issues. The citizens of each county interact with WVU through a WVUES Committee mandated by state law (W. Va. Code § 19-8-1), made up of representatives of agricultural organizations, county government, local education officials, family and community outreach organizations, and local citizens recommended by the resident county faculty member(s). This committee meets at least annually to provide input to WVU regarding programmatic offerings, and the WVUES adapts to meet changing needs by adding relevant programming.

Examples out of more than 70 WVUES programs that meet the needs of West Virginia citizens are:

Energy Express is a six-week summer reading and nutrition program that promotes school success by providing summer learning experiences focused on reading and serving two nutritious meals each day. In 2013:

- 77% of participating children maintained or increased their reading skills.
- More than 61,000 volunteer hours from 3,300 volunteers were contributed.

- 121,000 nutritious meals were served to more than 3,000 participants at 71 sites.
- Children received over 20,900 free take-home books.
- More than 500 AmeriCorps members and staff were engaged in service.

Nutrition, health, wellness, and childhood obesity prevention programs include the Family Nutrition program, Diabetes Education and Dining with Diabetes, the Youth Family Nutrition program, and nine other distinct programs that are supported by WVUES. In 2012, family and health programs directly reached 193,800 adults and 136,478 youth.

WVUES Agriculture and Natural Resources faculty work with farmers, landowners, and communities to support agriculture and encourage the wise use of natural resources. The WVUES is also a trusted source for home gardeners, providing more than 80,000 educational WVUES garden calendars to citizens each year. The WVUES works with small family farmers to find ways to increase their profits and created a natural gas education program to respond to landowner questions. In 2012, WVUES agriculture and natural resource programs reached 96,203 people.

WVUES's 4-H program provides educational opportunities for youth ages 9–21 to learn leadership, citizenship, and life skills through community clubs, participation in state and national events, community service, and projects from aerospace to veterinary science. Since 1912, youths and adults in all 55 counties have participated. In 2012, 4-H youth development programs tallied 147,618 direct contacts with youths and adults, of which 88,289 were non-duplicated youths. WVUES's 4-H camping program conducts county and statewide summer camps. In 2012, the 4-H camping program directly reached 1,535 adults and 12,155 youth through 87 weeklong educational summer camps.

WVUES's Community, Economic and Workforce Development programs (CEWD), provide University-wide and statewide leadership for building linkages and collaborative efforts with organizations and agencies, including the West Virginia Community Development Hub; state, regional, and local institutions of learning such as public schools, vocational schools, and higher education institutions; state business and industry councils; firefighters and emergency personnel; labor organizations; county and municipal governments; nonprofit organizations; industry; and local and state economic development groups. CEWD is comprised of four units: community resources and economic development; fire service extension; the institute for labor studies and research; and safety and health extension. Recent key programs include the WVU Community Leadership Academy, a collaborative effort to provide training and networking for local government leaders; Junior Firefighter Camp, now in its seventh year, which trains 100 youth ages 14–17 from across the United States each summer in fire service and assists in the recruitment and retention of the country's first responders; and the Occupational Safety and Health Administration (OSHA) Education Center, one of only 25 in the nation and ranked first for the number of outreach cards distributed.

Center for Service and Learning

Established in 2006 as an expansion from the Office of Serving Learning Programs, the Center for Service and Learning (CSL) is a University-wide coordinating center for service and learning that provides curricular (service learning) and outreach support to academic and student support units. The CSL coordinates service-learning activities for 12 academic colleges and over 25 disciplines, and places over 8,000 students annually in service-learning opportunities. The CSL connects WVU with the community by developing service-learning courses with faculty and community partners; encouraging and supporting service opportunities in the community; consulting with units and departments on implementing discipline-based civic engagement curricula; assessing civic engagement activities across campus; and planning ongoing engagement and service activities at local, national, and global levels. Many departments and colleges now use the CSL to coordinate their service graduation requirements. The CSL also implemented the S designation to identify courses that use the pedagogy of service learning. Service-learning courses have increased due to the designation and trainings across campus.

The CSL is unique in that it works with three constituencies. Over 30,000 students have engaged in volunteerism, service-learning, and political activism since 2006. Over 140 community partners now work through the CSL to allow students to engage in service that is connected to their learning objectives. Finally,

dozens of faculty and staff members have been involved in interdisciplinary engagement through a faculty enrichment series and a commitment to the service-learning pedagogy.

The CSL launch of iServe, a volunteer placement and tracking system, in Fall 2011 has revolutionized how service is recorded at WVU. As community need increases and resources become more competitive, student engagement and service matter more than ever. Over 10,876 students have used the iServe system to connect with official partners as well as other organizations, giving their time and expertise to the community through volunteer service. Since its launch in August 2011, WVU students have contributed 135,730 hours of service to 405 organizations, engaging students in 1,374 unique opportunities. According to Independent Sector, a well-known advocate for the nonprofit sector, in 2012 one hour of volunteer time was valued at $22.14 per hour. This means that WVU students have made a contribution that can be equated to at least $3,005,062. Finally, CSL events such as Week of Engagement, Make a Difference Day, and the United Way Campaign have become campus-wide activities.

Robert C. Byrd Health Sciences Center

A central aim of the Robert C. Byrd Health Sciences Center (HSC) is to advance the health of West Virginia's residents and address health challenges that face the nation and the state, as evidenced in its mission, "transforming lives and eliminating health disparities". The outcomes of a recent comprehensive strategic planning process embody that mission by identifying major priorities like "rais(ing) the health status of West Virginians" through community engagement and partnering with academic, public, private, and government stakeholders, and "deliver(ing) high quality, effective patient-centered care" that is accessible to patients throughout the region."

In addition to the HSC in Morgantown, HSC also has divisions in Charleston and Martinsburg, WV. The Charleston Division of the WVU School of Medicine is located in the state capital. The Eastern Division of the HSC in Martinsburg provides community-based education in health sciences in the nine-county eastern panhandle of West Virginia. Faculty health professionals provide healthcare in teaching hospitals aligned with each of these campuses, and more than 40 outpatient locations across the state. Each of these sites is also part of the clinical teaching base of the HSC. Health professions students also have access to a large network of rural clinical training sites where they learn from providers who have volunteered to serve as mentors and supervise student rotations.

WVU, which serves a mostly rural state, is committed to educating health professionals in all fields who can serve the needs of rural populations. Key to the fulfillment of this commitment is the practice of exposing health profession students to rural communities as part of their education provides them with the opportunity to see the benefits of practicing in a rural area.

The WVU Institute for Community and Rural Health has established health professions scholarships to support students who commit to practice in rural West Virginia. ICRH coordinates rural health education and service across all WVU health sciences schools and programs, including the management of 19 houses for utilization by students while they are on a rural rotation. The WVU Department of Family Medicine initiated a Rural Track in the School of Medicine in 2012. ICRH provides stipends for Rural Track students the summer before their first year of medical school and the summer between their first and second year of medical school. ICRH also provides additional summer stipends for the WVU Department of Family Medicine's Extern program for medical students between their first and second year of medical school who are interested in working with a preceptor at a rural site.

WVU has pioneered new approaches to educating health professions students in rural settings through the ICRH. For example, the School of Dentistry (SOD) has affiliation agreements with rural dental faculty located throughout West Virginia where senior students go for their community experience. In FY2013, rural offices reported providing $3,708,299 in uncompensated care; dental and dental hygiene students treated 6,803 patients; and WVU staff, faculty, and students performed 157 community service activities, which had an impact on 11,424 West Virginians. The SOD also coordinates a dental sealant program designed to reach underinsured and uninsured children via school-based clinics and rural dental offices. From July 1, 2012, through June 30, 2013, 8,254 children had 4,180 sealants placed. Oral health education was also provided to 1,919 children and families through health fairs and school programs. Finally, the SOD has worked with

the Morgantown Health Right dental program and provided over $80,860 of uncompensated care to 191 patients from July 1, 2012, through June 30, 2013.

In 2011-12 four schools (Medicine, Nursing, Pharmacy and Dentistry) had significant clinical curricula in rural communities. Nearly 70% of off-campus rotations were in rural communities. The Health Sciences Strategic Plan obligates every program at the HSC to develop strategies to raise the health status of West Virginians. Clinical rotations at rural sites are also a recruiting tool for communities. Many students provide needed community service, education, and prevention programs as part of their educational experience in rural communities. Rural dental sites reported provided $4,122,750 in uncompensated care from July 1, 2011–June 30, 2012. Students treated 6,714 patients and provided 15,780 procedures. They conducted 197 service learning activities impacting 6,317 citizens while on their community experiences.

The WVU School of Medicine (SOM) prides itself on its service to West Virginia, and directly aligns with WVU's mission to increase the health and vitality of the people of West Virginia. The SOM has taken a lead role in developing programs and partnerships throughout the state to reach Appalachian communities whose needs are not being met by the traditional healthcare system. Its programs provide clinical services to rural populations, obtain medication for low-income patients, and assist underrepresented high school students. The *U.S. News & World Report* currently ranks the School of Medicine as the #3 rural health program in the United States . 2011 statistics indicate that over 50% of SOM graduates attend residency programs in the state of West Virginia and the neighboring states of Pennsylvania and Ohio. Approximately 41% of graduates choose primary care programs, such as family medicine and pediatrics. In 2006, the Association of American Medical Colleges named the SOM the winner of its annual Award for Outstanding Community Service. The award is presented to a U.S. medical school with a longstanding, major institutional commitment to addressing community needs.

Cancer is a long-standing and significant health issue in West Virginia. In 2013, the state ranked 47th in the nation in the number of deaths due to cancer per 100,000 population. The WVU Mary Babb Randolph Cancer Center (MBRCC) is West Virginia's premier cancer facility and is recognized by the American College of Surgeons Commission on Cancer for providing the best in cancer care. The Cancer Center encompasses the Betty Puskar Breast Care Center, an American College of Radiology designated Breast Imaging Center of Excellence; the Comprehensive Breast Care program, accredited by the National Accreditation program for Breast Centers; the Osborn Hematopoietic Malignancy and Transplantation Program, West Virginia's only source for blood and marrow transplants; and Bonnie's Bus, a mobile mammography unit that travels across West Virginia. In 2013, Bonnie's Bus provided mammograms for 1,995 women in 115 screening days with an average of 18 women screened per day. The Bus serves women who have private insurance, Medicaid, and Medicare, and uninsured women who are participants in the West Virginia Breast and Cervical Cancer Screening program. With funding from grants and donations, mammograms are provided for women without coverage, so that no woman over the age of 40 is ever turned away.

Since 2005, WVU School of Medicine (SOM) students have given life-sustaining social, nutritional, and medical outreach to the homeless of Morgantown through MUSHROOM (Multidisciplinary UnSheltered Homeless Relief Outreach Of Morgantown). Conceived of, developed, and directed by SOM students, MUSHROOM provides those most marginalized from society with the basics of care, including food, water, clothing, and basic medical intervention. During regular street rounds, volunteers assess for medical problems, treat acute conditions, coordinate medical and social referrals, and tend to the human needs of hunger, thirst, loneliness, and abandonment. On any given night, upwards of 25 clients are served. Since its inception, MUSHROOM has had over 2,200 client encounters. Charleston Division students operate a similar program in the state capital.

Research and Economic Development

WVU actively promotes economic development and growth in the state. According to a study published by WVU's Bureau of Business and Economic Research in June 2010, WVU and its affiliates infuse $40 into the state economy for every dollar the State Legislature appropriates. The study of WVU, its hospitals, and medical services shows that the entire enterprise generates $8.28 billion in business volume for the state economy from the $206.4 million in state appropriations in fiscal year 2009. WVU and its affiliates provide

approximately 45,500 jobs, $1.8 billion in employee compensation, and pay $69 million in assorted state taxes. The study underestimates WVU's full economic impact because it does not take into account money spent by students, the presence of other businesses drawn by WVU that would not otherwise locate in the state, or the impact of hundreds of thousands of visitors who attend athletic and cultural events. These factors are not included because of limited data.

WVU has 32 distinct assets and 100 full-time equivalent staff that focus on economic development alone. A locus for economic development at WVU is the Office of Research and Economic Development, which supports research that generates new knowledge, offers technology development opportunities, addresses societal needs, and improves the quality of life of West Virginia citizens. The Office is committed to enhancing local, state, and regional economic development, and elevating recognition of WVU as a major research institution. The Office also tracks all grant and contract awards, which are identified as one of four types: research, instruction and training, public service, and other. In FY2013, a total of $137,827,446 in sponsored awards was received; $14.3 million was designated as public service, a little over 10%. Examples of new awards in FY2013 include projects supporting healthcare, community-led prevention and wellness programs; outreach and training in mining and forensic science; and research in energy and the environment.

WVU's LIINC project, housed in the Office of Research and Economic Development, strengthens WVU's regional economic impact by accelerating the commercialization of research results and encouraging and improving ties to industry and other entrepreneurial universities in the region. Initiated with a $132,000 grant from the Claude Worthington Benedum Foundation, LIINC encourages a stronger innovative and entrepreneurial culture for the faculty, students, and surrounding industries and communities through three objectives:

- Visiting universities with successful commercialization efforts to observe and examine best practices while concurrently inviting leaders from peer institutions to visit WVU and provide information and feedback related to their own University's efforts.
- Hosting business development events and workshops for students, faculty, and industry representatives to foster relationships across colleges and create new alliances with industry and academic collaborators.
- Coordinating industry visits to campus to directly connect them with relevant faculty researchers.

LIINC's goals are to increase the culture of innovation and research enterprise at WVU, the number of patents and technologies licensed to private industry, and jobs and opportunities for WVU faculty, staff, graduates, and current students. As of November 2013, LIINC has hosted 17 events, with participation from a total of 68 students, 517 WVU faculty members, 126 WVU administrators, 263 companies, and 369 industry representatives. LIINC received a 2012 UEDA Innovation and Entrepreneurship Award of Excellence, an award presented annually to UEDA members who are transforming their campuses into engines of economic prosperity through leading-edge initiatives.

The National Research Center for Coal and Energy (NRCCE) at WVU is a 34-year-old, University-wide research center and information clearinghouse that responds to research and economic development needs of the state of West Virginia. The NRCCE is dedicated to the development and use of clean and efficient fossil fuel-based energy; the protection of land, water, and air; the advancement of energy efficiency; and the spread of alternative fuels for transportation. The center coordinates with faculty researchers at WVU and at other universities, in national laboratories, and in the private sector to advance ideas for energy and the environment through research, technology transfer, and information dissemination and assistance programs. For example, since 1997 the Industries of the Future-West Virginia program has coordinated faculty research and service with more than 100 non-WVU entities, securing nearly $45 million for research to reduce energy-related emissions while increasing the competitiveness of energy-reliant industries. In the area of environmental research, a multidisciplinary team of WVU researchers coordinated by the West Virginia Water Research Institute and working with the Appalachian Research Initiative for Environmental Sciences, known as ARIES, received $500,000 in 2011 to continue studies on the effects of surface coal mining. The NRCCE also offers training programs for professionals in energy fields, including the Northern West Virginia Brownfields Assistance Center (NBAC). Since its inception, the NBAC has held eight annual statewide brownfield conferences and numerous technical assistance, grant writing, and

project financing workshops. One of NBAC's most successful programs, the FOCUS WV Brownfields Mini-Grant program, has funded 40 projects across West Virginia for a total of $365,000 received from the Claude Worthington Benedum Foundation. Over five years these projects have leveraged an additional $7,712,156 from various sources.

Criterion One Reflection

WVU honors its mission as a land-grant University and remains dedicated to teaching and learning, research and scholarship, diversity and inclusion, outreach and economic development, and promoting the health and quality of life of West Virginians.

1.A. As the state's flagship institution, WVU's land-grant mission is widely known to both its internal and external stakeholders and forms the basis of all WVU's operations. As part of its 2020 Strategic Plan, WVU developed a mission statement, vision statement, and strategic plan through an inclusive planning process that reflected its role as a 21st century land-grant University. The strategic plan and mission statement were endorsed by the WVU BOG in February 2011. The mission statement touches on WVU's land-grant responsibilities of teaching, research, and service, and as well as its commitments to becoming a model institution for diversity and inclusion; engaging nationally and globally; caring for the health and well-being of the citizens of West Virginia; and acting as a nexus for innovation, knowledge, and opportunity in the state. WVUIT and PSC, WVU's divisional campuses, developed complementary mission statements, vision statements, and strategic plans through similarly comprehensive processes that align with WVU's institution-wide plan.

WVU's academic programs deliver high-quality education that aligns with its mission statement. One hundred and twenty-seven of its 194 programs are accredited, and all undergo institutional review every five years. Its five research priorities – (1) addressing health disparities in Appalachia, (2) improving STEM education and scientific literacy, (3) utilizing shale gas responsibly, (4) promoting stewardship of water resources, and (5) achieving international leadership in radio astronomy – respond to the needs of the state and most are multidisciplinary in nature. WVU's commitment to diversity and inclusivity is reflected in the composition of its freshman class, which is the most ethnically diverse on record, and supports a diverse and inclusive curriculum through strong academic programs. WVU encourages lifelong learning and economic growth in the state through centers, online academic and continuing and professional educational programs, partnerships with international universities, and a curriculum that focuses on global themes and economic development. It promotes health and vitality in the state through interdisciplinary initiatives that focus on health issues that affect West Virginians and local economic development of communities.

WVU's student support services focus on the success of all of its students and provide services like financial aid, the registrar, the student health center, and career services. WVU recognizes that at different points in their college careers, students may also need orientation, advising, or academic intervention for continued academic success.

Its enrollment practices reflect the institution's commitment to inclusivity and access to higher education in a state that is below the national average with respect to income, educational attainment, and diversity. WVU carefully manages its tuition, financial aid, and scholarships. Almost one of every four college-going students from West Virginia enrolls at WVU, including its divisional campuses. Graduate and professional education made up 22.7% of WVU's Fall 2013 enrollment, and WVU has encouraged further enrollment growth through 24 new graduate programs since 2003-04, increased graduate assistant stipends and targeted fellowships.

WVU's planning and budgeting priorities support its mission. The membership of the University's planning committee, which is responsible for all capital projects, represents all major divisions at WVU and is chaired by the Provost, which ensures the prioritization of WVU's educational mission in resource allocation. One hundred new faculty members are being hired to support enrollment growth, raise the institution's research

profile, and address areas of identified growing need. When faced with state budget reductions in FY2014, academic units' spending was reduced less than that of other units. The priorities of WVU's capital campaign also align with WVU's mission.

1.B. The institution proudly and publicly articulates its mission, and its actions adhere to that mission through planning priorities and resource allocations. WVU's mission is clearly articulated through a mission statement, vision statement, and strategic plan with five goals. Its divisional campuses have complementary mission statements, vision statements, and strategic plans that reflect institutional priorities as well as the unique characteristics of each campus.

The mission statement is featured in several institutional documents referenced by students, faculty, staff, and administrators, as well as on WVU's webpage. The strategic plan has its own website. Over 10,000 printed direct marketing materials including the mission statement, vision statement, strategic plan, and planning updates have been distributed. WVU leadership emphasizes the mission, vision, and strategic plan of the institution in all major communications, and the significance of the mission documents is consistently conveyed through other internal news sources and press releases.

WVU's mission statement, vision statement, and strategic plan were developed in 2010 and endorsed in 2011. The documents clearly explain all aspects of the institution's mission as a public, land-grant, research University. Objectives associated with each of the five goals of the strategic plan indicate the extent of the institution's emphasis on the aspects of the mission. The strategic plan also features actions recommended to achieve each goal.

The nature, scope, and intended constituents of WVU's higher education programs and services are identified in the mission documents. The documents make clear that WVU is a public, land-grant institution and notes institutional commitment to education, research and scholarship, diversity and inclusion, health and vitality, global engagement, and the well-being and quality of life of the citizens of West Virginia. Evidence that WVU's actions conform to the stated nature, scope, and constituents of its mission documents may be found in several recent changes made by the institution to more effectively carry out its mission, including the establishment of University College, which focuses on graduation and retention of students; newly-created positions of Chief Diversity Officer, Associate Provost for Outreach and Engagement, and Chief Global Officer; and the establishment of a School of Public Health.

1.C. WVU understands the importance of diversity at an institution of higher education, and its commitment to diversity is made manifest through its mission statement, strategic plan, infrastructure, activities, and initiatives. In 2010, it formed two workgroups, one for diversity and inclusion and one for international engagement and globalization, to inform the content of the strategic plan. As a result, the strategic plan contains two goals that emphasize institutional awareness of the importance of diversity and its role in a multicultural society. The complementary strategic plans of WVU's schools, colleges, divisional campuses, and other major units also demonstrate awareness of the University's mission and strategic plan with respect to diversity and global engagement.

WVU has enacted several practices to address its institutional commitment to human diversity, a multicultural society, and the constituencies that it serves. It formed a new Division of Diversity, Equity, and Inclusion and created the position of Chief Diversity Officer. A position of Chief Global Officer was also established to coordinate all of WVU's international activities. It has taken steps to increase the diversity and international composition of its students through several recruitment initiatives, diversity scholarships, and services to aid international students, international research, and study abroad.

Veterans, nontraditional students, and students with disabilities are also important constituencies served by WVU, and fall under its pledge of inclusivity. WVU has been recognized by several entities as a veteran-friendly school, and its Office of Veterans' Affairs provides support through academic advising, tutoring, counseling, mentorship, experiential learning, and benefits through the Yellow Ribbon program. WVU encourages the success of nontraditional students through programs that assists with housing and eases the transition to college life; scholarships; a Regents Bachelor of Arts degree in which students earn college-equivalent credit for selected work and life experiences; online classes, graduate and certificate

programs, and degree completion programs; online continuing and professional education; and support for students who are parents through financial assistance, child care assistance, and lactation rooms. Students with disabilities are served by the Office of Accessibility Services, which helps students achieve their academic goals through the management of disability-related accommodations.

Diversity among faculty and staff has slowly risen at WVU. On the Morgantown campus in Fall 2012, 13.6% of all employees were non-white, and 48% of all employees were female. Among faculty on WVU's Morgantown campus, 22% of full-time instructional faculty members are non-white and 37.8% of full-time instructional faculty members are female. The WVU ADVANCE Center, which began with a $3.2 million award from the National Science Foundation, has several initiatives in place to encourage the recruitment and success of faculty from underrepresented groups. The Provost also founded the Women's Leadership Initiative to coach women in leadership at WVU.

To foster a diverse and multicultural community, WVU has programs and constituent groups dedicated to issues facing lesbian, gay, bisexual, transgender, and queer/questioning individuals and to raising awareness around social justice and diversity issues. It also sponsors annual institution-wide activities that promote diversity and inclusivity, such as Diversity Week, the Festival of Ideas, and Mountaineer Week, which celebrates the state and cultural heritage of West Virginia.

WVU recognizes that some barriers remain, however, and will continue to pursue substantive and sustainable change that reinforces its culture of inclusion and increases the incorporation of all diverse groups at the institution.

1.D. WVU's commitment to the public good is evidenced through the fulfillment of its land-grant educational, research, and service missions, and is reinforced by University leadership and infrastructure. WVU's educational initiatives in secondary education and continuing and professional education demonstrate its commitment to lifelong learning in West Virginia. Secondary education outreach occurs both through individual academic departments and institution-wide programs and initiatives. WVU students, faculty and staff are also engaged, both individually and as organized groups, in promoting the public good. WVU sponsors several faculty development activities that encourage public service and community engagement. Student service is encouraged both through the curriculum and in co-curricular activities. The public good is an integral part of WVU's mission, and the extent of its outreach and engagement has been recognized by the Carnegie Foundation for the Advancement of Teaching and the President's Higher Education Community Service Honor Roll. WVU also internally acknowledges public service through several annual awards to faculty, staff, students, and alums.

WVU's actions and priorities demonstrate that it takes its role as an educational institution to be of the utmost importance. Its budget, expenditures, and capital campaign priorities underscore the primacy of its educational responsibilities over any other purpose. WVU supports four structures with public service as a primary component of their missions: the Extension Service, the Center for Service and Learning, the Robert C. Byrd Health Sciences Center, and the WVU Office of Research and Economic Development.

(1) WVU has sustained its commitment to the state by supporting an Extension Service office with a faculty presence in all of West Virginia's 55 counties. With an overall budget of approximately $30 million, the mission and over 70 educational programs of the Extension Service are wholly intertwined with the public good and external outreach.

(2) The Center for Service and Learning works with students, faculty and staff, and community partners to coordinate service learning and outreach throughout the institution, and places over 8,000 students annually in service-learning opportunities. The CSL also implemented a course designation to identify courses that use the pedagogy of service learning.

(3) The health, vitality, and quality of life of West Virginians are the foremost concern of the HSC, which has divisions in Morgantown, WV, Charleston, WV, and Martinsburg, WV. Since HSC serves a mostly rural state, it is committed to educating health professionals in all fields who can serve the needs of rural populations. The School of Medicine is currently ranked by the *U.S. News & World Report* as the #3 rural health program in the United States. HSC research focuses on health disparities that most affect West Virginians, such as

cancer, cardiovascular-stroke, and obesity. HSC students also provide medical outreach to homeless persons in Morgantown.

(4) WVU promotes economic development and growth in West Virginia. Institution-wide research goals are set in the context of West Virginia's unique needs. WVU has 32 distinct assets and 100 full-time equivalent staff that focus on economic development alone. In FY2013, $14.3 million of sponsored awards received by WVU faculty members were designated as public service, a little over 10% of the total amount received.

CRITERION **2**

Integrity: Ethical and Responsible Conduct

The institution acts with integrity;
its conduct is ethical and responsible.

West Virginia University's (WVU's) policies and practices ensure that it acts responsibly, ethically, and with integrity with respect to its financial, academic, personnel, and auxiliary functions. Fair and ethical policies are in place regarding the conduct and treatment of its governing board, administration, faculty, and staff. It presents itself clearly to students and to the public. Its governing board is autonomous and acts in the best interest of the institution. WVU faculty members' academic freedom is protected, and procedures are in place to ensure that all WVU faculty, staff, and students conduct academic research and scholarship responsibly and with integrity.

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

As a public university and agency of the State of West Virginia, many of WVU's policies, most notably personnel, tuition and fees, as well as ethical guidelines, are derived from and defined in the state's laws, most often the West Virginia Code. The institution is governed by the WVU Board of Governors (BOG). The BOG is empowered to "(d)etermine, control, supervise and manage the financial, business and education policies and affairs of (WVU)". In addition to the BOG, WVU is, at times, subject to the oversight of the West Virginia Higher Education Policy Commission (WVHEPC). A state-level coordinating board, WVHEPC is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for the state's four-year colleges and universities and ensuring that these institutions are accomplishing their respective missions.

To ensure fair and ethical practices, policymaking by the BOG is a formalized process that involves constituency input, public notice and a comment period as dictated by state law, WVHEPC Series 4, and WVU BOG Policy 45. BOG policies provide the framework for institutional procedures that affect financial, academic, personnel, and auxiliary functions. During the past five years, WVU has focused on refining and clarifying internal processes, procedures, and responsibilities. In addition to its structured policymaking process, the BOG has several standing committees that provide leadership and oversight of specific areas within the institution.

Financial and Audit Functions

The BOG has delegated day-to-day management of the institution, including various strategic planning processes, resource management, debt management, investment, and the monitoring of financial performance and other key operating indicators, to the President, who in turn who in turn has delegated various responsibilities and functions to the members of the Executive Leadership Team, the University Planning Committee (UPC).

To ensure the financial integrity of their respective divisions and campuses, the institution's vice presidents and divisional campus heads rely upon data and other decision support tools to guide the allocation of resources within their areas of responsibility. Similarly, with respect to university-wide financial issues, opportunities, and performance measures, the UPC assesses the university's overall financial health. Specifically the UPC monitors and evaluates investments to ensure that the University's portfolio strategy is adhered to and that policy objectives are met, regarding the following: preservation of capital, diversification,

risk tolerance, rate of return, stability, turnover, liquidity, and reasonableness of fees. In addition, the UPC reviews strategic plans, goals, and other priorities across the enterprise comprehensively to assess opportunities and threats.

The UPC develops strategies for long-term planning; recommends investment and financial policies, annual budget priorities, salary plans, tuition increases and campus-wide plans with fiscal ramifications; conducts financial and planning analyses; and monitors investments and debt management policies. Membership in the UPC is comprised of the following: Provost (Chair), Senior Associate Provost (Co-Chair), Chief of Staff, Chancellor for Health Sciences, Chief Fiscal Officer for the Health Sciences, Vice President for Administration and Finance, Senior Associate Vice President for Finance, Vice President for Student Affairs, Vice President for University Relations, Vice President for Research, Vice President for Human Resources, Vice President for Corporate and Legal Affairs and General Counsel, Associate Vice President for Academic Strategic Planning, and the Executive Officer for Policy Development. The Associate Vice President for Planning and Treasury Operations provides staff support; additional support staff are invited to attend meetings as needed.

The WVU BOG, through its Audit Committee, oversees the accounting and financial reporting processes of the University to ensure the integrity of published financial information. The Audit Committee also reviews (1) the effectiveness of the internal control structure, (2) the independent auditor's qualifications, independence, and performance, (3) the performance of the University's internal audit function, and (4) the University's compliance with laws and regulations including the West Virginia Governmental Ethics Act and the BOG's policies and procedures.

An Internal Audit Office (IAO) has been established to provide independent, objective assurance and consulting services designed to add value and improve the institution's operations. The IAO assists the BOG and university management in effectively discharging fiscal responsibilities, including the stewardship of funds, while maintaining a commitment to ethical standards.

To make the audit function assessable to the University community and members of the public, the BOG Audit Committee supported the implementation of a process for receiving and addressing complaints regarding accounting, internal controls, auditing, and information technology matters. To meet this goal, the IAO implemented the WVU EthicsLine and investigates submitted reports. From 2010 through this writing, WVU received 32 reports through the EthicsLine. Of those, 28 have been investigated and closed, and four current reports remain under investigation.

Academic Affairs

The BOG, through its Accreditation and Academic Affairs Committee, monitors "matters related to West Virginia University's institutional accreditation by the Higher Learning Commission, to include academic and administrative standards, institutional mission, ethical and responsible conduct, educational offerings, assessment and evaluation, and the University's long-term stability through planning and resource allocation, and institutional effectiveness."

Several BOG policies provide leadership and oversight regarding the academic rights and responsibilities of students and faculty and establish institution-wide leadership on academic issues such as grade point averages and academic credit. A synopsis of selected BOG academic policies is highlighted below:

- Policy 2 "Academic Freedom, Professional Responsibility, Promotion, and Tenure," effective February 8, 2002, amended June 6, 2003, amended February 15, 2008. This policy establishes the major elements WVU and its divisional campuses must incorporate in institutional policy relating to faculty issues, as required by WVHEPC Series 9. This policy defines faculty ranks, types and positions, tenure, evaluation, and dismissal or termination.
- Policy 10 "Student Rights and Responsibilities," effective September 6, 2002, amended April 12, 2013. The Student Rights and Responsibility policy establishes general policies on student life, including freedom of expression, standards of conduct, and the President's role in the administration of the University.

- Policy 15 "Student Academic Rights," effective September 5, 2003, amended April 12, 2013. This policy addresses the academic requirements for admission, academic progress, awarding of degrees, and appeal processes.

Academic Record-Keeping

WVU, the BOG, and its administration have taken great strides to ensure that the integrity of its academic record-keeping is improved and stronger than ever. When certain academic processes were challenged in 2007 and 2008, the University acknowledged its shortcomings and took deliberate and affirmative steps to enhance and improve the internal processes that had failed, its academic record-keeping processes, and graduation certification protocol. The progress made since then is a result of significant internal effort and external assistance from a team of consultants from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) who were expert practitioners in the field of academic record-keeping.

In 2007 the question of whether a prior WVU student had completed and been awarded a degree was raised by the Pittsburgh Post-Gazette. The University looked into the matter and the student subsequently was awarded a degree. Debate continued both internally and externally over the University's actions. As a result, WVU empowered a panel of internal and external members to investigate the award and produce a report. The panel found that the student did not meet the requirements to earn the degree. WVU then rescinded the degree from the student.

This incident led to substantial changes in academic record-keeping processes and graduation certification. The President, prior to his resignation, initiated a full review of these vital functions by a team of consultants from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) who were expert practitioners in the field of academic record-keeping.

The AACRAO consultants issued two reports in 2009 that included a series of recommended reforms designed to enhance protocols for academic record-keeping and graduation certification. The University accepted these recommendations and immediately moved forward with implementing the reforms.

The reforms taken by the University since 2009 include the following:

- The Office of the University Registrar (OUR) reporting directly to the Provost was established. Academic record-keeping functions previously performed by the Office of Admissions and Records that reported to the Division of Student Affairs became the responsibility of the OUR. After a national search, a University Registrar was appointed in June 2009. The University Registrar was immediately tasked with overhauling record-keeping practices and modernizing processes by implementing the AACRAO recommendations.
- The graduation certification process was improved to include more checks and balances to ensure process effectiveness. Internal controls were built both within the academic units as well as the OUR. These controls specified the measures that must be taken to certify a candidate for graduation including use of the university's degree audit system as well as action on items flagged for review by the OUR. A formal protocol was defined that required each respective college dean to certify the degree completion of his or her graduates. In addition, the OUR began providing reports on degree candidates to each academic unit. These reports consisted of information on students who had not met institutional residency requirements, had incomplete grades, repeated courses, or had an insufficient grade point average to graduate. This information allowed the academic units to exercise a greater level of scrutiny of candidates applying to graduate from the university.
- WVU issued a statement to the academic community reaffirming that only the records maintained within the student information system maintained by the OUR were official. Separate, decentralized databases used to track students and their progress towards graduation are no longer permitted to be relied upon.
- The University has placed a far greater emphasis on the use of the student information system maintained by the OUR and decreased the reliance on paper files or the aforementioned decentralized databases. Greater use of the student information system has increased the timely flow of information from the academic units to the OUR in terms of updates to academic records.

- WVU purchased and deployed an electronic degree audit system, DegreeWorks, to aid the academic units and students as they monitor compliance with University and unit requirements for graduation. DegreeWorks is now the primary means of graduation certification for all undergraduate students.
- In 2012, a document imaging system was purchased by WVU and was implemented to allow staff in academic units to review paper records held centrally; further decreasing reliance on paper files and the aforementioned unit decentralized databases. previously maintained by academic units.
- The OUR established a policy on academic records retention and disposal to be followed by academic units.
- To produce structure and form where it was previously lacking or not enforced, clearer policies and processes have been developed for the posting of transfer credit, incomplete grades, and the handling of grades not reported by faculty. These improved policies and processes are stipulated in the university catalogs.
- The OUR assumed responsibility for the creation of the university's catalogs. By moving this function to the OUR, the connection to the academic side of the University was cemented. This allows for a more critical review of the policies articulated in the catalogs and greater oversight of unit-submitted materials.
- An advisory council was formed consisting of representatives from all the academic units to regularly meet and discuss with the University Registrar policies and processes relevant to academic record-keeping.

In 2013, the team of AACRAO consultants was asked to revisit campus and assess the University's progress. At the conclusion of this most recent visit, the AACRAO team issued a very positive report on the activities initiated by WVU.

Personnel Matters

To centralize WVU personnel functions, in 2006, WVU appointed its first Vice President of Human Resources to lead the Division of Human Resources (HR). Under the direction of the Vice President, WVU has transformed its human resource delivery to align business strategy with the strategic goals of the institution. In fact, in 2013, the Vice President was recognized as the HR Professional of the Year by the West Virginia Chamber of Commerce.

The Division is responsible for the following units: Employment Services, Classification and Compensation, Operations, Employee Relations, Training and Development, and Benefits Administration. To further the Division's goals and provide leadership within the State of West Virginia on human resource policies and procedures, HR is responsible for overseeing and/or implementing a variety of policies and procedures. The following sections will highlight the policies that further the institution's goal of operating with integrity in its personnel functions.

West Virginia Higher Education Policy Commission Personnel Policies

WVHEPC rules and policies that pertain to personnel are linked to from the WVU HR website and include: Series 9 "Academic Freedom, Professional Responsibility, Promotion and Tenure"; Series 29 "Travel"; Series 31 "Ethics"; Series 39 "Classified Employees"; and Series 40 "Equal Opportunity and Affirmative Action".

WVU Board of Governors Personnel Policies

WVU BOG policies that pertain to personnel are linked to from the WVU HR website and include: Policy 2 "Academic Freedom, Professional Responsibility, Promotion, and Tenure"; Policy 3 "Sabbatical Leave"; Policy 4 "Travel"; Policy 11 "Freedom of Expression and Use of Facilities"; Policy 12 "Adjunct Faculty"; Policy 13 "Part-Time Classified Employees"; Policy 17 "Ethics"; Policy 22 "Faculty and Administrative

Productivity"; Policy 24 "Employee Leave"; Policy 26 "Employee Development"; Policy 27 "Work Scheduling"; Policy 29 "Salary Policy", which outlines WVU's approach to faculty and classified salary increases; Policy 30 "Salary Enhancement for Continued Academic Achievement"; Policy 34 "Affirmative Action and Equal Employment Opportunity", which charges WVU to submit an affirmative action plan to the WVHEPC Chancellor by July 1 of each year that affirms personnel decisions are made without regard to age, ethnicity, disability status, national origin, race, religion, sex, sexual orientation, or veteran status; Policy 44 "Policy Regarding Sexual Misconduct"; Policy 49 "Employment of Minors"; Policy 50 "Meal Breaks"; Policy 51 "Extension of the Tenure Clock"; and Policy 56 "Drug and Alcohol Testing for Federal Transit Administration (FTA) and Federal Motor Carrier Safety Administration (FMCSA) Covered Positions".

WVU Human Resources

HR is currently undergoing a complete review and update of all 65 Human Resource policies and procedures to develop one set of administrative procedures. Representatives from across the campus participated and will continue to participate in the development process as proposed policies are posted for a 30-day public comment period prior to implementation. Examples of recently updated HR administrative procedures that have completed the development process, including the 30 day public comment period, and are now in effect include: Access to Central Personnel Files, Authorized Absences, Employment of Relatives, Probationary Period, and Resignation. Final versions of the procedures can be found on the HR website.

As a result of these updates, the following related HR policies and procedures were repealed: WVU-HR-1 Access to Central Personnel Files Policy, Access to Central Personnel Files Procedure, Access to Central Personnel Files by University Employees Procedure; WVU-HR-53 Unauthorized Absence Policy, Unauthorized Absence Procedure; WVU-HR-18 Hiring of Relatives Policy, Hiring of Relatives Procedure; WVU-HR 34 Probationary Period Policy; WVU-HR-39 Resignation Policy, and Resignation Procedure.

WVU has an Employee Relations unit available to faculty and staff via email and phone during office hours to answer any questions regarding HR administrative procedures.

Ethical Conduct

All members of the WVU BOG and its employees are subject to the West Virginia Governmental Ethics Act (Ethics Act). The Ethics Act generally applies to all public employees, elected officials, and appointed public officials, including all state boards, commissions, and agencies, and covers a broad array of actions such as nepotism, dual compensation, and open meetings. The West Virginia Ethics Commission oversees the processing, investigation, and adjudication of alleged violations of the Ethics Act. While all employees are subject to the Ethics Act, University employees are not generally required by law to file a financial disclosure statement with the State Ethics Commission. However, the members of the BOG who are appointed by the Governor are required to file an annual financial disclosure statement with the State Ethics Commission. Regardless, in recent years, officials at WVU unilaterally decided that certain employees who are authorized to commit or direct university funds should submit an annual financial disclosure statement to the State Ethics Commission.

Furthermore, all WVU employees who possess a procurement card issued by the West Virginia Auditor's Office must successfully complete an online training and testing program administered by the Auditor's Office that stresses the ethical and appropriate use of procurement cards.

In addition to complying with the Ethics Act, some individual WVU units have adopted codes of conduct specifically tailored to functions of that unit. For instance, the WVU Robert C. Byrd Health Sciences Center (HSC) Executive Committee adopted a Code of Conduct in 2010 that sets additional limits on conflicts of interest and conflicts of commitment in the delivery of health care and other HSC-specific functions. HSC faculty, staff, and students strive to maintain the trust of patients through a commitment to avoiding conflicts of interest and commitment whenever possible. In situations where potential conflicts of interest may exist or be perceived to exist, faculty and staff will disclose them to patients. Disclosures of conflicts of interest are managed by the dean of the faculty or staff member's school. Professional integrity is to be

maintained through honesty, transparency, accountability, objectivity, and full disclosure regarding the relationships of HSC faculty, staff, and students with industry and other entities.

As another example, the Division of Finance and Administration which oversees much of the University's internal personnel and financial functions adopted a code of conduct in 2009 that establishes a "tone at the top" in which division management commits in writing to act in a respectful, ethical, and fair manner as they discharge their duties.

Auxiliary Functions

WVU, and its divisional campuses, operate an array of auxiliary enterprises that exist to furnish goods or services to students, faculty, staff or others; charges a fee directly related to, although not necessarily equal to, the cost of the goods or services; and is managed as essentially self-supporting. In addition to traditional auxiliary functions such as a student union, housing, dining services and athletics, the University also operates a transportation program, student recreational center and a parking program. Although these activities maintain distinct internal and self-supportive budgets, their administrative and financial operations are governed by the same operating policies, processes and university level oversight as other University academic and non-auxiliary service units. Specifically, all WVU auxiliary units have the following key attributes:

- Institutional authority and control is maintained through the laws, policies, and guidelines that apply to WVU. Thus, institutional procedures and policies (e.g., procurement, capital projects, human resources, payroll, tax, grievance procedures, etc.) apply to all auxiliary operations.
- Capital projects are subject to the same requirements for development, design, consideration, approval, public bidding, procurement, wage and tax laws, and safety standards, construction, and oversight as all capital projects at WVU, regardless of the funding source (i.e., the same oversight applies for projects funded entirely by private dollars as it does to those funded by state dollars). This means that any capital project over $25,000 must be reviewed and approved by the University Planning Committee. The same process applies to significant change orders or increases to the originally approved project budget.
- Auxiliary operating budgets must be approved by the same process and procedures that apply to the institution. Auxiliary budget officers work with the WVU's central Budget Planning Office to develop annual operating budgets, which are shared with the University Planning Committee. Upon recommendation by that Committee, the auxiliary budgets are blended into the overall University budget for approval by the President and subsequent submission to the BOG for consideration and approval. Similarly, private funds deposited and expended on their behalf through the WVU Foundation, Inc., are subject to the oversight procedures and audits as all private funds managed by the Foundation.

In addition to the aforementioned attributes, the following are applicable to the Department of Intercollegiate Athletics, the University's most prominent auxiliary enterprise:

- The Athletic Director reports directly to the President and is a member of the Executive Leadership Team.
- The Athletic Director and senior staff of Athletics provide annual updates to the President and other senior staff, including explanation of variances or concerns, on at least the following: EADA and NCAA Financial Report, as well as their annual budget and five-year proforma budget.
- Matters involving NCAA compliance are reported to the President and/or President's Office, the General Counsel's office, and/or the Internal Auditor as needed.
- Independent accountants annually perform an annual agreed upon procedures engagement of all expenses and revenues for or on behalf of the Athletic Department, including those by the outside organizations. This engagement is in compliance with the NCAA constitution and with requirements summarized in the NCAA 1996 Financial Audit Guidelines handbook. The engagement is conducted in accordance with attestation standards established by the American Institute of Certified Public

Accountants. The findings are presented directly to the President, Vice President for Administration and Finance, Director of Internal Audit, chair of the BOG Audit Committee, and other senior staff of the University.

- In 2007, Athletics completed the NCAA re-certification process with extensive (more than half) participation from non-Athletic Department offices and significant faculty representation. Also, Athletics is routinely reviewed by the conference (previously the Big East, now Big 12) through an outside consultant retained by the conference to determine the effectiveness of the athletics compliance program to meet the components of institutional control.

See 5.A.2. for more information on auxiliary operations.

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

As people increasingly interact through a mobile, digital environment, the amount of information readily available on the web has expanded dramatically. Migrating information to the web presents many challenges, such as maintaining currency of data for an extensive array of audiences and incorporating changing technologies. WVU consistently attempts to improve information accessibility while ensuring transparency. The migration of policies, meeting minutes, cost calculators, and even services to the web is evidence of that commitment.

Policies derived from state code and the WVHEPC that pertain to WVU are available and searchable online. WVU BOG and other internal policies are available in many formats including on the web. Meeting announcements and minutes for the WVHEPC, BOG, Faculty Senate, and many internal committees are posted on the respective websites and also on the Office of Institutional Research website listing of Governance and Councils. In addition to the state policies described in 2.A., institutional policies and practices such as information about the Family Educational Rights and Privacy Act (FERPA), Accessibility Services, Counseling Services, Financial Aid, and faculty and staff recruitment and hiring information, are all publicly available on the web.

With so much information accessible online, WVU implements best practices and quality assurance as it oversees its websites. Processes are in place for creating University-hosted websites and training dedicated support staff at all colleges and units to update a universally-used content management system. The University coordinates with this staff in areas such as software and hardware upgrades, design and technology best practices, and communication of relevant news and emergency updates.

These efforts ensure that WVU's websites provide relevant information and essential functions to WVU's various audiences. Examples include academic information and affiliate and accreditation relationships on college websites; meeting minutes and/or policy information on BOG, Faculty Senate, Staff Council, and Human Resources websites; and requirements and costs on majors and admissions websites.

An additional vehicle used by the University to disseminate information is the Mountaineer Parents Club. WVU hosts this organization for parents and family members of WVU students. With over 20,000 members, the Mountaineer Parents Club is an important communications vehicle for families of WVU students and University officials. Newsletters, a website, events and an 800 phone line provide direct and immediate help

to families. With approximately 1,050-1,150 calls in 2012-13, the requests of parents are channeled into improving WVU communications and procedures. All Parents Club communications adhere to FERPA.

Academic Programs

The current and archived WVU catalogs have been available online since 2004 and are no longer available in print. The catalog includes indexed information about academic policies and procedures including academic integrity, grades, and probation and suspension. The catalog also includes information about admission, advising, courses, programs, degrees, the academic calendar, international programs, and minors. The online version has quick indexes of college information as well as policies and a document search feature.

Requirements for Students

Admission

WVU's admission requirements are listed in the catalog and are also available on WVU's admissions website. The website includes information for first-time freshmen, transfer students, graduate students, international students, readmitted students, home schooled applicants, and GED applicants. Graduate admission requirements are presented in the graduate and health sciences catalogs and program-specific websites. Students are directed to WVU's program database for further information on program-specific requirements. Applicants to undergraduate HSC programs: Dental Hygiene, Exercise Physiology, Immunology and Medical Microbiology, Medical Laboratory Science, Nursing, and Occupational Therapy are directed to program-specific admissions sites.

Academic Progress

Requirements regarding academic progress are available in the Undergraduate Catalog on the Office of the University Registrar (OUR) website, and detail the grading system, auditors of courses, evaluation of student progress, grade points and grade point averages, GPA calculations, grade reports, academic honors, the repeat policy, the final grade appeal process, and pass/fail grading. The Undergraduate Catalog also describes policies and procedures regarding undergraduate academic probation and suspension, including duration, appeal, summer enrollment, reinstatement, and readmission. The OUR also has a webpages devoted to academic progress and probation and suspension, for additional reference. The Financial Aid Office website also posts information regarding satisfactory academic progress for financial aid eligibility for undergraduate, graduate, and professional programs students. A webpage with information for parents is also available on the OUR website that provides quick access to the academic calendar, enrollment verification, Family Educational Rights and Privacy Act (FERPA), New Student Orientation, tuition and fees, and withdrawal policies.

The Graduate Catalog also lists policies and procedures (elated to academic progress and good standing, such as grades, enrollment, and probation and suspension. The Health Sciences Catalog provides information on academic progress under the headings of "Academic Policies and Procedures" and "Advising, Degrees and Graduation". Program-specific information for the health sciences can be found in the program sections of the schools' catalogs or on the program's website.

Degree Completion

A section of the Undergraduate Catalog is also devoted to degree regulations, with information on awarding degrees, credit validation, dual degrees/double majors, enrollment – credit residence requirements,

enrollment – work done out of residence, experiential learning, graduation, graduation with honors, official program designations, and second degrees.

A Senior Year Experience website provides information on graduation, such as costs, and directs students to contact the individual college or school for graduation checklists and forms.

The "Advising, Courses, and Degrees" portion of the Graduate Catalog includes information on degree regulations, such as requirements, time limits, theses and dissertations, and graduation. In the Health Sciences Catalog, the "Advising, Degrees and Graduation" section provides information on graduation, transcripts, regulations, and second degrees. Program-specific policies and guidelines are in the respective catalogs or on the program websites.

Faculty and Staff

The WVU homepage provides easy access to information through a staff link and a faculty link. Each contains links to policies, procedures, resources, and other information important to faculty and staff. Each faculty and staff tab includes categories for learning management system log-ins, calendars, employment, organizations, and resources that include quick links to the frequently used sites as well as construction updates on campus facilities.

WVU also communicates daily events and stories electronically through E-News emails to all employees. For immediate notifications regarding critical incidents that pose a threat to the health and safety of the University on-campus community and emergency weather conditions, WVU offers an alert system. WVU Alert is available to WVU faculty, staff and students on a voluntary basis. The system is registered with every cell phone carrier in the country and takes only seconds to minutes to activate once the registration is complete. Accounts can also be customized so that alerts can be received via email, SMS text message, Blackberry, wireless PDA, text pager, school or personal email accounts, personal portal (My Yahoo, iGoogle or My AOL page), or RSS reader.

Costs to Students

Financial transparency is accomplished through posting all annual financial statement audits on the University website in addition to presenting interim and fiscal year-end financial results in open BOG meetings and minutes.

In 2011, a Tuition and Fee Simplification Task Force undertook the task of simplifying the 36-page tuition document. One complicating factor was the manner in which tuition and fees were programmed into Banner, the student information system. Instead of utilizing the full functionality of the upgrades to the database, WVU staff continued to make adjustments to the original version of the software. The process of redefining tuition and fees was based upon three fundamental categories – college tuition, University tuition, and University fees as opposed to individual charges for laboratories, different types of courses, different college fees, online courses, etc. To achieve the alignment between publicized tuition simplification and designated budgets, the database needed to be reprogrammed as well. By Fall 2012, a simplified communication of tuition was available for each college. While some behind-the-scenes effort for the financial assessment of nontraditional courses is currently underway, the costs have much greater transparency and clarity. Additionally, WVU now participates in the Voluntary System of Accountability, a national program aimed at transparency of costs with comparable information across the nation. A college portrait of WVU is available through the College Portrait website.

Control

As detailed in 2.A. and 2.C., the institution is governed by the WVU BOG and the BOG is empowered to "(d)etermine, control, supervise and manage the financial, business and education policies and affairs of (WVU)" according to W. Va. Code § 18B-2A-4(a). In addition to the BOG, WVU is, at times, subject to the authority of the WVHEPC. As state agencies, BOG and WVHEPC are subject to the Open Governmental Proceedings Act; therefore, except as otherwise provided by law, all meetings are noticed in advance and open to the public. Furthermore, meeting announcements and minutes for the WVHEPC, BOG, Faculty Senate, and many other internal committees are posted on the respective web sites.

Accreditation

Pursuant to W. Va. Code § 18B-4-7(a), the governing board of WVU promulgated BOG Policy 35 "Accreditation and Degree Standards" (effective June 2, 2006) and affirmed, in Section 2 of the policy, that WVU "shall be accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, or its successor". Perhaps more generally apparent, is the presentation of accreditation authority and governance on the WVU Facts webpage directly linked on the WVU homepage.

As of Fall 2013, 89 of WVU's academic programs hold specialized accreditations. The list of the specialized accreditations is maintained by the Office of Institutional Research (IR) and made available on program websites. Also available through IR are IPEDS data, enrollment reports, Students' Right to Know Report, and curriculum matrices for WVU-Morgantown, Potomac State College (PSC), and the WVU Institute of Technology (WVUIT).

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Since WVU was established in 1867, it has been governed by variety of different boards of governors, regents, and trustees. Regardless of its specific makeup or designated name, each of the past governing boards was empowered at least in part by the State of West Virginia and exercised varying degrees of control over not just WVU, but, in some instances, other state educations institutions. Following the latest significant restructuring of higher education in West Virginia, on July 1, 2001, the WVU BOG was established by statute and, since that time, according to W. Va. Code § 18B-2A-4(a) has been empowered to "(d)etermine, control, supervise and manage the financial, business and education policies and affairs of (WVU)." The composition and requirements of those who are to serve on the BOG are set forth in W. Va. State Code § 18B-2A-1. Presently, the BOG consists of seventeen members, including twelve lay members who are appointed by the Governor with the consent of the West Virginia Senate. However, to bring balance to the BOG's makeup and to ensure constituency representation and participation in policymaking and decision making, the BOG also includes "(a) full-time member of the faculty with the rank of instructor or above duly elected by the faculty"; "(a) full-time faculty member representing the extension service at the institution or a full-time faculty member representing the health sciences, selected by the faculty senate"; "(a) member from the institutional classified employees duly elected by the classified employees"; "(a) member of the student body in good academic standing, enrolled for college credit work and duly elected by the student body"; and the "Chairperson of the Board of Visitors from the West Virginia University

Institute of Technology", a divisional campus of WVU. As has been noted, the West Virginia Legislature establishes the composition of the BOG through statute. In 2008, members of the University community, including the Faculty Senate, encouraged and supported certain changes to the BOG's composition. This effort resulted in the 2009 addition of the full-time faculty member representing the Extension Service at the institution or a full-time faculty member representing the health sciences, selected by the Faculty Senate. Of the gubernatorial appointees, no more than seven may be of the same political party, and at least seven must be from West Virginia. State law requires that when making appointments to the BOG, the "Governor shall consider institutional mission and membership characteristics including . . . the need for need for individual skills, knowledge and experience relevant to governing the institution; (t)he need for awareness and understanding of institutional problems and priorities, including those related to research, teaching and outreach; (t)he value of gender, racial and ethnic diversity; and (t)he value of achieving balance in gender and diversity in the racial and ethnic characteristics of the lay membership of (the BOG)."

The BOG's powers and duties as well as operating procedures and policies are well documented and available publicly. Also, as noted above in Section 2.A., the members of the BOG who are appointed by the Governors are required to file an annual financial disclosure statement with the West Virginia Ethics Commission.

To acknowledge and foster WVU's autonomy, the West Virginia 79th Legislature passed and enacted Senate Bill 603 in 2005. This legislation granted increased flexibility to the governing boards of WVU and Marshall University for a wide range of activities including the creation of a campus-based medical malpractice self-insurance program, procurement flexibility, and the ability to invest the institutions' state funds with their affiliated foundations. The state of West Virginia still provides 22% of WVU's funding, however, and influences WVU through those appropriations. Although WVU's BOG maintains significant budgetary flexibility due to a majority of these appropriations being "unclassified", reductions in state appropriations in 2014 along with a proposed reduction in 2015 will present financial challenges.

2.C.1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

In recent years, the BOG has rendered decisions on strategic planning goals and institutional initiatives. BOG deliberations can be organized into two categories: academic health and fiscal health. The meeting agendas and minutes from September 2005 through the present day are posted to the website for public access. A sample of agenda items addressed during regular meetings of the BOG includes items addressing the institution's academic health, for example:

- Annual approval of the institutional compact update. This report describes how WVU meets statewide goals and establishes institutional goals for the duration of the WVHEPC master plan.
- Approval of new programs, as well as annual approval of ongoing undergraduate and graduate program review recommendations. The BOG is required to review one-fifth of all programs offered at WVU and its divisional campuses each year, so that all programs are reviewed every five years.
- Periodic updates provided by the WVUIT campus executive officer and the PSC campus provost.
- Annual written reports detailing growth and accomplishments prepared by members of the President's senior leadership team, namely, the Provost and Vice President for Academic Affairs, the Chancellor for Health Sciences, the Vice President for Student Affairs, the Vice President for University Relations, the Vice President for Administration and Finance, and the Vice President for Research, among others.
- Presentations about special institutional topics, such as:
  - The 2020 Strategic Plan for the Future
  - The Student Health strategic plan
  - Veterans' initiatives
  - Diversity and inclusion programming
  - Textbook affordability

  - Mountains of Excellence, five significant research areas identified for additional investment
  - The Redevelopment Plan for the Evansdale campus
  - University College, an administrative unit designed to provide structured and coordinated academic services and an academic home to undergraduate pre-majors, Undergraduate Studies students, and nontraditional students
  - Adventure WV, a nationally distinguished program with efficacy in student recruitment and retention, and academic and leadership development opportunities
  - Reports on topics relevant to future educational outcomes and environments
  - Unit name and structural change from Extended Learning to Academic Innovation

As well as items addressing the institution's financial health, for example:

- Annual presentation on the budgetary, tuition and fee planning parameters for the institution's next fiscal year, including approval requirements
- Quarterly reports on the real estate transactions
- Review and required approval for any capital project over $1 million, as well as review and approval of the overall facilities master plan
- Quarterly reports on key monthly indicators and major capital projects
- Annual Facilities report
- Quarterly financial reports
- Annual presentation and approval of the current fiscal year's combined financial statements
- Annual presentation and approval of tuition and fees for the upcoming academic year
- Annual presentation and approval of the next fiscal year's budget
- Annual updates on investments through the state of West Virginia and investments handled by the WVU Foundation
- Annual update from the President and CEO of the WVU Foundation addressing active funds management, total gifts received, total assets under management, and the capital campaign
- Reports to the Audit Committee, including the annual audit plan, external and internal audits
- Other approvals required for bond refinancing and debt issuance

BOG meetings throughout the year ensure that the WVU community has the opportunity to participate in discussions and decisions. BOG meetings are open to the public and media representatives, and the dates of all meetings are announced in advance. The agendas and minutes of open meetings are also made available to the public on the BOG's website. The presence of the Faculty Senate, Classified Staff, and Student Government Association (SGA) representatives provide additional assurance that BOG decisions preserve and enhance the institution.

2.C.2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

WVU is fortunate to have a board that includes both internal and external constituencies. According to a 2010 Association of Governing Boards (AGB) report entitled, "2010 Policies, Practices, and Composition of Governing Boards of Public Colleges, Universities, and Systems", 28.2% of public college boards included at least one student as a voting member just 13.3% of governing boards included at least one faculty member, and only 7.2% included at least one staff member as a voting member. WVU has two faculty members, one student, and one staff member as voting members. These representatives provide constituent reports to the board as well as board updates to their constituencies. Thus, internal and external constituencies' interests are represented in nearly all BOG deliberations and votes.

Over the past several years, the BOG has engaged directly with the campus community in visits to colleges and schools, including the divisional campuses. The schedule of visits since 2009 reflects the BOG's engagement with the institution.

Historically each BOG constituency representative (i.e., faculty, student, and classified staff representatives) presented an annual report to the board. This schedule was reformulated so that each constituency group now has a separate one-hour meeting with all board members. The first stand-alone faculty constituency meeting occurred on September 16, 2010; the first student constituency meeting occurred on November 11, 2010; and the first classified staff constituency meeting occurred on February 3, 2011. The three constituent group meetings are now scheduled so that classified staff members meet with the BOG the day before the September board meeting, faculty members meet with the BOG the day before the November meeting, and students meet with BOG the day before the February meeting.

These meetings are open to the public, and members of the respective constituency groups are encouraged to attend. During this time, the respective BOG representatives present their annual reports to the board and (time permitting) encourage a question and answer format among constituent attendees and board members.

In addition, the BOG meets annually with the boards of the Alumni Association and the WVU Foundation through joint events of entire board memberships, as well as joint meetings of the chairs.

The collection, publication, and consideration of comments is a part of the BOG's analysis when voting on policies, all of which is done in public meetings with the full participation of voting members representing the faculty, staff, and students. BOG Policy 45 "Adoption or Amendment of Rules", effective September 8, 2006, requires that the institution clearly communicate and gather input from constituencies on board policy changes. Specifically, the policy requires,

> "(n)otice shall also be provided to students, faculty and employees through email and/or intranet announcements, or as otherwise deemed appropriate in the discretion of the President or his or her designee, and posted on the webpage of the Board of Governors. A copy of the notice will also be available at the Office of the President of the affected institution(s)" (5.2). Moreover, "the notice shall specify that there shall be a public comment period of no less than thirty (30) days for the receipt of written comments" (5.2.1).

WVU recognizes the importance of engaging stakeholders in the decision-making process. The composition of the BOG now includes representation of constituencies vested in the mission of the institution. Agendas also include scheduled presentations to the BOG from the constituencies to keep their voice and message a vital component of the work of the BOG. In 2001, WVU hired a full-time staff person to support the work of the BOG and coordinate documentation of communications and processes.

2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The best interests of the institution are preserved from external influences on the BOG through several safeguards. The WVU BOG Operating Procedures stipulate in Article 1.13 that each member of the Board "shall vote in a manner the member reasonably believes to be in the best interests of the University" and "(e)ach member must further recognize his or her personal fiduciary responsibility for protecting and advancing the integrity, interests and assets of the University." Additionally, members of the Board undergo training and development, which, if not completed, disqualify the member from continued service (Articles

1.3.4 and 1.3.5). Training and development for Board members are coordinated and certified by the WVHEPC. To limit the influence of one political party over another, no more than seven of the 12 BOG members appointed by the governor may be of the same political party (Article 1.7). Further, the authority of the BOG is collective (Article 1.12) and they can commit themselves and WVU to policy, declarations, directives, and actions only through a majority vote. No individual BOG member is able to oblige the Board or WVU without prior BOG approval. Finally, 13 of the BOG's members are appointed by the Governor under a statutory scheme that is designed to identify individuals best suited to serve diligently and to uphold their obligations as board members. Each member takes an oath of office, which is placed on file with the West Virginia Secretary of State.

Board of Governors Training

The Board undergoes training that emphasizes the unique nature of a board of an institution of higher education that has a public responsibility. W. Va. Code §18B-1D-9 requires that board members complete training and development that addresses state goals for higher education, accountability in higher education, the powers and duties of board members, and ethical considerations arising from board membership.

Annual retreats and other training opportunities for BOG members provided by WVU include training on conflicts of interest and the Ethics Act, and discussions regarding current issues in higher education administration. Training is also provided by the WVHEPC at its annual BOG summit for board members of public institutions within the state. For example, training for BOG members in September 2013 included annual NCAA compliance training, and ethics and conflict of interest training about state laws, WVU policies, and national best practices. See 5.B.2. for more information on Board education.

Ownership Interests

As noted in 2.A., all members of the WVU BOG and its employees are subject to the West Virginia Governmental Ethics Act. Additionally, while only members of the BOG who are appointed by the Governor are required to file an annual financial disclosure statement with the State Ethics Commission, all members of the BOG do so. Information provided to the State Ethics Commission on the financial statements is public, and includes employment, income categories and sources, board service for for-profit businesses and non-profit organizations, sales or contracts with state, county, and local governments, children who are employed by state, county, or local government, debts, gifts, and business and property interests.

Conflicts of Interest

The WVU BOG Operating Procedures (Article 1.14) require that board members perform their responsibilities as members in a manner that avoids conflicts of interest, or the appearance thereof. Board members cannot use their positions to solicit business or obtain benefit. Standards for identifying, managing, and resolving conflicts to protect WVU's mission and integrity include: compliance with the West Virginia Ethics Act, completion of an annual conflict of interest statement submitted to the Secretary of the BOG, and written disclosure of any actual or potential conflicts of interest at the earliest practicable time to the Chair of the BOG, or, in the case of the Chair, to the WVU's Vice President for Legal Affairs.

In the event of a possible or actual conflict, the interested board member cannot participate in or be present during discussions of the matter in conflict by the Board, and must abstain from all votes on the matter. The disclosure of the conflict and the board member's recusal will be recorded in that meeting's minutes.

WVU Foundation

WVU is supported by donor contributions received and invested by the WVU Foundation (WVUF). The WVUF is a separate and independent 501(c)(3) corporation that is operated and managed by its own board of directors. Thus, donor activities are largely managed independently of WVU and the BOG.

2.C.4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

As briefly noted in 2.A., to enable the institution to function in a proper and expeditious manner, the BOG has delegated to the President authority to directly and through others exercise sound management of the academic, financial, and other operational aspects of the institution. This delegation is expressly authorized pursuant to W. Va. Code § 18B-2A-4(t). Prior to the establishment of the current BOG, all powers previously delegated to the President remained until such time as the BOG acted to affirm or alter the delegation. In February 2002, the BOG affirmed the authority of the President, and acknowledged that the BOG retained all of those powers and duties which are exclusive to the BOG and not subject to delegation, including the appointment and assessment of the president, and any responsibility under the law to act as the governing body of WVU.

Pursuant to the delegation, the President has further authorized and empowered various administrative officers to manage the functional day-to-day operations of the University. The President has also authorized and empowered the Provost to serve as the chief academic officer of the University.

The Provost, the Chancellor of the Health Sciences, the deans and faculty manage the academic affairs of the University, guide the academic pursuits of the University, and communicate on matters related the academic program to the BOG and President. To assist with the management of the day-to-day academic affairs of the institution the faculty, through the Faculty Senate and its institution-wide committees, oversees curriculum, student instruction, general education, and graduate education.

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

The WVU BOG recognizes that the vigilant protection of constitutional freedoms is vital to the University. With academic freedom protected, faculty members may teach, discuss, study, conduct research, and publish to fulfill their function at the university. Further, all faculty members have academic freedom in the classroom, where they may exercise their professional right to discuss material relating to their discipline and the subject being taught. Faculty members may also conduct their research and publish the results of their research with full freedom as long as they do not sacrifice their other academic or professional duties. Finally, faculty members may speak or write with the same rights and freedoms enjoyed by other citizens and without institutional censorship or discipline. BOG Policy 2 (2.2) speaks to the faculty's role in academic freedom:

> Through the exercise of academic freedom, members of the academic community freely study, discuss, investigate, teach, conduct research, and publish, depending upon their particular role at the institution. To all of those members of the academic community who enjoy academic freedom,

> there are, commensurate with such freedom, certain responsibilities. All faculty members shall be entitled to full freedom in research and in the publication of the results of such research, subject to the adequate performance of their other academic duties, which may include designated instruction, research, extension service, and other professional duties. Activity for pecuniary return that interferes with one's obligations to the institution should be based upon an understanding, reached before the work is performed, with the authorities of the institution. Further, each faculty member is entitled to freedom in the classroom in discussing the subject taught. In addition, when faculty members speak or write as citizens outside the institution, they shall be free from institutional censorship or discipline.

It is further recognized that as a corollary of academic freedom, the faculty members are responsible for guiding the scholarly pursuits of the university and each college, school, or academic equivalent. WVU faculty members acknowledge responsibility for communicating to those exercising legal authority over the institution their views on matters bearing upon the educational programs as described in the Faculty Constitution and referenced in Part 5 of the Faculty Handbook.

To maintain the institution's commitment to freedom of expression and to pursue truth in teaching and learning, WVU has a faculty governance body fully engaged with issues affecting WVU's core academic values and preserving faculty rights. The WVU Faculty Senate includes 123 senators representing constituencies from the Morgantown and divisional campuses, PSC and WVUIT, as well as Extension Service and the HSC. WVU faculty members have the responsibility for guiding the academic pursuits of WVU. In this role, faculty senators represent all WVU faculty and are expected to communicate faculty views related to academic matters. In 2010, the Faculty Senate revised the Faculty Constitution to reflect procedural changes, which were then approved by the Faculty Assembly.

Through BOG Policy 11 "Freedom of Expression and Use of Facilities," the University recognizes the right of individuals to pursue their constitutional right of free speech and assembly, and welcomes open dialogue as an opportunity to expand the educational opportunities of its campus communities. Consistent with the State of West Virginia's motto, "Mountaineers are Always Free," the rights of faculty, staff, students, and the public to freely express their collective or individual viewpoints, "is a campus right" subject only to reasonable time, place, and manner restrictions.

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

WVU has the responsibility to ensure that researchers conduct scholarship with integrity with regard to conflicts of interest, academic integrity, and that financial and administrative duties are discharged responsibly and in accordance with all rules and regulations.

The WVU Faculty Senate has promulgated a Research Integrity Procedure that has been implemented on all campuses. The procedure is available on the web and cited in the Faculty Handbook. The procedure complies with federal requirements. It applies to all research, whether federally funded or not.

There have been 20 research integrity cases pending in the past two years. In five cases there was no jurisdiction under the policy. In two cases the complainant withdrew the charge. In five cases the charges were found to be unmerited. In two cases the process was completed with a finding of responsibility and sanctions were imposed. In five cases the process is ongoing. In one case, the University determined that the case should not go forward. Through time and attention to research integrity, WVU demonstrates its commitment to the education and enforcement of integrity in all research.

2.E.1. The institution provides effective oversight and support services to ensure integrity of research and scholarly practice conducted by its faculty, staff and students.

WVU complies with federally mandated policies including maintaining an Institutional Review Board, an animal use policy, a policy governing the control of radioactive substances, a conflict of interest policy, and a policy governing export controls. This section addresses both management of research-related administration, such as the fair procurement of services and compliance with regulations, and the academic integrity of research and scholarly practice.

WVU Research Corporation

The West Virginia Legislature, desiring to improve the competitive position of state higher education institutions like WVU, recognized that "expenditures for equipment and material for research projects must be handled in an expeditious fashion, and the acquisition and utilization of research grants can be simplified and expedited through the utilization of private corporations." Accordingly, the West Virginia Legislature authorized the WVU governing board to "contract with private corporations organized for the purpose" of "provid(ing) research assistance" and "facilitat(ing) research and development grants and opportunities".

The WVU Research Corporation (WVURC) was incorporated in 1985 "to foster and support research at WVU" and "to provide evaluations, development, patenting, management and marketing services for inventions of WVU faculty, staff, and students" and, in accordance with the law, has contracted with WVU to fulfill its corporate purposes.

Since then, the WVURC has expedited the procurement of equipment, materials, and services needed to successfully perform research; provided services for intellectual property development of WVU faculty, staff, and students; owned and operated related real and personal property; employed scientists, engineers, and other research personnel; and entered special contracts, all in support of WVU's research and economic development mission.

While the WVURC receives and administers funds awarded by external agencies for research and other activities, it also accomplishes certain administrative tasks through an Operations Agreement with WVU, allowing for advantages from existing infrastructure and economy of scale savings.

The WVURC is currently led by a board of directors consisting of 15 voting members and three non-voting members. Voting members include WVU's President, Provost, Chancellor for Health Sciences, Vice President for Administration and Finance, four faculty members, four deans from colleges with the highest levels of externally-funded research, and three external directors appointed by the WVU President. Non-voting members are the organization's executive director, secretary, and treasurer.

The WVURC's structure is composed of offices and units which include: the Export Control Office, Linking Innovation Industry and Commercialization (LIINC), NanoSAFE, Research Integrity and Compliance, Research Program Management, the Research Expert Business Office, Sponsored Programs, Technology Transfer, WVU Shared Research Facilities, HSC Research and Graduate Education, and the West Virginia Clinical and Translational Science Institute.

WVU Office of Research Integrity and Compliance

The WVU Office of Research Integrity and Compliance (ORIC), housed within the WVU Research Corporation, fosters responsible conduct of University research and scholarship, in compliance with federal, state, and University regulations and guidelines. ORIC offers resources for campus faculty, students, and staff in their research-related activities through training and technical assistance. It has five primary areas of

responsibility: human research protections; animal care and use; institutional bio-safety; conflict of interest in research; and responsible conduct of research education and training.

Its present initiatives and immediate goals include the further development of the research compliance component within the Kuali Coeus integrated electronic research administration system; maintenance of Association for the Accreditation of Human Research Protection Programs (AAHRPP) accreditation; attainment of Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) accreditation; a broader range of biosafety services; conflict of interest procedures; research support for all areas of the University; and the adoption of a more comprehensive online and face-to-face responsible conduct of research training program for the WVU research community.

The Human Research Protections Program and the Institutional Review Boards

WVU fosters a research environment that promotes respect for the rights and welfare of individuals recruited for, or participating in, research conducted by or under the auspices of WVU. In the review and conduct of research, actions by WVU will be guided by the principles (i.e., respect for persons, beneficence, and justice) set forth in the Ethical Principles and Guidelines for the Protection of Human Subjects of Research (often referred to as the Belmont Report). WVU's actions also conform to all applicable federal, state, and local laws and regulations. WVU has established a Human Research Protections program (HRPP) within the ORIC. The mission of the WVU HRPP is to:

- Safeguard and promote the health and welfare of human research subjects by ensuring that their rights, safety, and well-being are protected;
- Provide timely and high-quality education, review and monitoring of human research projects; and
- Facilitate excellence in human subjects research.

The HRPP includes mechanisms to:

- Establish a formal process to monitor, evaluate, and continually improve the protection of human research participants;
- Dedicate resources sufficient to do so;
- Exercise oversight of research protection;
- Educate investigators and research staff about their ethical responsibility to protect research participants; and
- When appropriate, intervene in research and respond directly to concerns of research participants.

The two WVU Institutional Review Boards (IRBs) for Protection of Human Research Subjects ensure that human subject research at WVU is appropriate and conforms to federal regulations. Details related to the WVU human research protections program are as follows:

- WVU has two IRBs, each having 13 members who represent the broad diversity of the WVU community in terms of gender, professional discipline, ethnicity, and the WVU participant community in general. The IRBs meet monthly on a staggered schedule so that no more than two weeks elapse between meetings.
- 3,381 active protocols went through the IRB review process in FY2013.
- Random Quality Improvement program (QIP) visits are completed at the rate of four per month for a total of 12 per quarter. QIPs are confidential and service-oriented. Results and recommendations are given to research staff as a guide to improvement rather than as an attempt to find problems.
- Collaborative Institutional Training Initiative (CITI) human research protections online training courses were completed by 1,317 people.
- In 2012, ORIC staff responded to approximately 10,000 consultation inquiries.
- The average time for protocol approval from submission to approval was 24 days for full board reviews, 13 days for expedited reviews, and four days for exempt reviews.

The Institutional Animal Care and Use Committee

WVU fosters a research environment that oversees the provisions for the care and well-being of animals used for research, teaching, and testing at WVU. In the review and conduct of research, actions by WVU are in accordance with the *Guide for the Care and Use of Laboratory Animals*. WVU complies with all applicable

provisions of the Animal Welfare Act and other federal statutes and regulations relating to animals, in accordance with the Public Health Service Policy on Humane Care and Use of Laboratory Animals. The actions of WVU are guided by the *U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training.* WVU acknowledges and accepts responsibility for the care and use of animals involved in activities covered by this policy. As partial fulfillment of this responsibility, through CITI training, WVU ensures that all individuals involved in the care and use of laboratory animals understand their individual and collective responsibilities for compliance with this institution's National Institutes of Health Office of Laboratory Animal Welfare Assurance, as well as all other applicable laws and regulations pertaining to animal care and use. Details related to the WVU animal care and use program are as follows:

- The Institutional Animal Care and Use Committee (IACUC) at WVU meets once per month and has 13 members who represent the diversity of the WVU community in terms of gender, professional discipline, ethnicity, and the West Virginia community in general.
- There are currently 230 active IACUC protocols utilizing the broad range of IACUC SOPs, policies, and guidelines that have been developed to assist WVU PIs and staff.
- 1,272 people completed CITI animal research protections online training courses for 2013.
- The average time for protocol approval from submission to approval was 24 days for full board reviews and 10 days for designated member reviews.

Conflict of Interest in Research

WVU is committed to the mission of teaching, research, and community service while upholding ethical standards. The University has developed Conflict of Interest in Research (COIR) Guidelines to educate the WVU academic community about federal and institutional requirements concerning research conflicts of interest. These guidelines have the following objectives:

- Provide information for identifying and addressing perceived, potential, and actual conflicts of interest in research;
- Maintain the highest standards of objectivity, freedom from bias, and integrity of research data;
- Protect human subjects who participate in research from risks and provide them with information they can use in reaching decisions about entering or remaining in research protocols;
- Provide clear guidance on responsibilities and procedures to investigators and employees to assist them in reaching decisions about the activities in which they engage;
- Assist employees and agents with the management of potential COIR in a way that facilitates and encourages the full professional and personal development of investigators through their research, as long as their relationships with industry and their personal financial and other rewards do not adversely affect their objectivity, integrity, or professional commitment; and
- Reduce or eliminate COIR wherever possible.

The WVU-appointed COIR Officer is responsible for administering the COIR guidelines; providing staff support for implementation of the guidelines and assistance to University employees in identifying, managing, or eliminating any COIR; and periodically informing and educating the University community about the guidelines and other issues relating to COIR.

The Conflict of Interest in Research Committee (CIRC) determines whether conflicts of interest exist, and reviews and manages conflicts of interest that arise in research and related activities in the context of federal, state, and University rules, laws, and administrative requirements. Details related to the COIR program are as follows:

- The CIRC is composed of seven voting members (three faculty representatives and four representatives from the Deans of the Eberly College of Arts and Sciences; the Davis College of Agriculture, Natural Resources, and Design; the Statler College of Engineering and Mineral Resources; and the Robert C. Byrd Health Sciences Center) and four ex-officio members.
- WVU has 1,600 active Disclosure of Interest in Research Forms on file for FY2013 that have management plans associated with them that range from simple disclosure to total divestment as judged necessary to meet ethical and regulatory expectations.
- 1,293 people completed CITI Conflict of Interest training courses for 2013.

Responsible Conduct of Research

A central focus of the ORIC is to foster the responsible conduct of research (RCR) and provide support for WVU faculty, staff, and students in their research endeavors through training, education, and consultation. In addition to the online RCR program, WVU ORIC staff members:

- Conducted 67 general RCR training or tailored RCR presentations to faculty, staff and students in 2013.
- Provided 183 consults on specific RCR issues in 2013.
- Develop and assemble RCR materials for use in courses and other academic venues such as those that can be found under RCR Resources and Education and Training pages on the ORIC RCR website.
- Act as a liaison and resource to the federal government, agencies and professional societies regarding RCR issues when there are difficult or unclear issues as they relate to RCR matters. ORIC is the entity charged with contacting the appropriate federal agency to give or receive clarification.

All WVU employees are responsible for reporting any information that they may have concerning research integrity violations. Anyone who believes that he or she has information concerning a research integrity violation on any of the campuses of WVU is encouraged to report that information to the Research Integrity Officer. If unsure whether the matter concerns a research integrity violation, the individual may consult with the Research Integrity Officer before filing an official complaint.

All University employees engaged in research are responsible for adhering to standards of research integrity. Entities within the University that would like training on the Responsible Conduct of Research are encouraged to go to the ORIC website for CITI online RCR training or to schedule a personal presentation to students, faculty, or staff.

Biosafety

Working with biological samples can be potentially hazardous. The WVU Biosafety program (BP) works to ensure the protection of WVU staff and students who work in WVU teaching and research laboratories, thereby ensuring the safety of the WVU community and general public. This is accomplished through oversight of the biosafety, biosecurity, and biocontainment practices at WVU.

The WVU BP also works to ensure that all biomedical and biological sciences research at WVU abides by federal, state, and local regulations. A major component of the mission of the BP is to prevent or at least minimize any potential injury to faculty, staff, students, and visitors in WVU research laboratories.

The WVU Biological Safety Officer (BSO) is responsible for implementation and oversight of the BP for all WVU campuses. The BSO is committed to providing up-to-date information, training, and monitoring of the research and clinical community concerning the safe conduct of biological, recombinant, and acute toxin research, and the handling of biological materials in accordance with all pertinent local, state, and federal regulations, guidelines, and laws. This includes:

- Implementing registration activities for certain research projects.
- Acting as a consultant for departments regarding implementation and enforcement of biological safety programs.
- Evaluating work practices and personal protective equipment.
- Providing educational materials.
- Tracking employee training.
- Medical monitoring.
- Evaluation and inspection of laboratory facilities for work with infectious agents and other hazardous biological agents.
- Investigation of laboratory accidents.
- Periodic updates of Recombinant DNA experiments to ensure compliance with the NIH Guidelines for Research Involving Recombinant DNA Molecules Biosafety training program implementation and maintenance of training records for compliance with federal, state, and University requirements.
- Identification and monitoring of areas of known and potential biohazard at WVU on a regular basis.

- Maintenance of records regarding the use of biological materials (microorganisms, cell lines, human materials, animals, and toxins) by University personnel.
- Dissemination of information for safety in biological research through periodic newsletters, demonstrations, or special training courses as necessary.

The WVU Institutional Biosafety Committee (IBC) works in concert with the BSO and functions according to federal guidelines to review research involving Recombinant DNA and other forms of research that have biohazardous risk. The WVU IBC was established as the institutional review body responsible for oversight of all research activities including teaching laboratories involved with hazardous biological material as required and outlined in the federal guidelines. The IBC responsibilities include:

- Registering laboratories and approving containment procedures.
- Advising principal investigators and facility users on policies related to biohazard containment.
- Updating laboratory registrations.
- Determining the necessity for special medical monitoring.
- Advising on the suspension of access privileges for staff found to be in violation of policies and procedures governing facility use.
- Recommends guidelines relating to procedures and facilities used at the University on such matters as safety training and health surveillance.

Details related to the BP are as follows:

- 263 people have completed the CITI online biosafety course in 2012-13.
- There are approximately 150 active biosafety protocols.
- The IBC is composed of 14 members and meets once per month.
- In-person blood-borne pathogen training is done approximately three times per month by the BSO and approximately 220 individuals have received completion certificates the 2012-13 academic year.

The WVU Robert C. Byrd Health Sciences Center is seeking to expand support of its biomedical research activity and infrastructure by constructing a new animal facility annex (AFA) addition to the current vivarium. The AFA construction involves a biosafety level three laboratory and an animal biosafety level three laboratory. The WVU ORIC Biosafety program is actively involved in the AFA construction regarding the laboratory design, equipment selection, engineering controls, biocontainment, biosecurity, and the development of standard operating procedures for the high containment laboratories of the AFA.

WVU is committed to providing effective oversight and support services to ensure integrity of research and scholarly practice conducted by its faculty, staff and students. The foundation of that commitment lies within the WVU Office of Research Integrity and Compliance, which is responsible for the core research compliance areas of human research protections, animal welfare, biosafety, conflict of interest in research, and the responsible conduct of research. Ultimately ORIC has the defining mission of fostering a culture of integrity and compliance within the University directed at ensuring that participants in the WVU research enterprise internalize and pursue the goal of self-directed responsible conduct of research.

2.E.2. Students are offered guidance in the ethical use of information resources.

WVU is committed to educating students on their responsibilities as students and scholars. All information technology and information security policies and standards apply to students. Acceptable use of data and technology resources and account management standards speak specifically to the responsibilities of users to manage their access and use of information resources.

A notification is sent to all students annually to remind them of their responsibilities and the legal requirements related to copyright and the use of copyrighted materials. WVU maintains a copyright reference website that includes resources for students regarding the distribution and redistribution of

copyrighted materials. This is also in compliance with the Higher Education Opportunity Act provision relating to peer-to-peer file sharing. The Office of Information Technology also hosts a Technology Support Center website that provides updates on computing policies, spyware, and computer purchasing.

The University has implemented an annual process for students to complete an information security awareness module. This process is integrated with WVU's Identity Management system and activates when the students are required to change their password.

At the beginning of each academic year, staff from Information Technology and Information Security Services host an information table in the student union to talk with students about their technology needs and include information security information. This has been done in the past with a password game where the student types in his or her WVU password, and if it is a strong password, the student wins a small prize.

WVU Libraries promote the ethical use of information through several initiatives. The Libraries offer an online Plagiarism Avoidance Tutorial. This tutorial makes available to faculty and students a simple and direct lesson on what plagiarism is, how to paraphrase, and how to be a responsible user of others' ideas. Many faculty include a link to the tutorial on their syllabi and require students to send them the results of their quizzes. Heavy use is made of the tutorial by faculty in Nursing, Education and Human Services, Engineering, and others. In 2012-13, 3,492 students registered for the tutorial, 327 faculty made use of the tutorial in their courses, and students completed 6,472 quizzes.

Another important way the Libraries offer guidance in this area is the inclusion of a lesson on academic integrity in the one credit-hour class, ULIB101, taught by librarians. The learning objectives for this lesson are as follows:

- Understand the differences among a direct quote, summary, and paraphrase.
- Understand what is considered common knowledge.
- Know how properly to provide an in-text citation in MLA.
- Know how to write an annotation for a bibliography.

Students are also assigned a reading about plagiarism followed by a quiz. Throughout the course the importance of documenting the search process by properly citing identified sources is emphasized. Additional information is provided to students in the Undergraduate Catalog on plagiarism and academic dishonesty.

A Preventing Plagiarism learning module was developed for instructors to use in undergraduate and graduate eCampus courses, and can also be utilized as a reference site for students. The learning module includes eight units of content related to the prevention of plagiarism, such as how to avoid plagiarism, paraphrasing, summarizing, quoting, and citing and referencing sources. A quiz for students is available for each unit and students' quiz scores can be calculated as a component of their final grades for the course.

In addition to instruction provided within many courses across WVU degree programs, these support services demonstrate the University's commitment to providing guidance for the ethical use of information resources. Plagiarism detection software tools, such as TurnItIn, are available to students and faculty independent of and through the Learning Management System.

As a deterrent to the unethical use of information resources, the Student Conduct Code and Discipline Procedure, in addition to defining and prohibiting "academic dishonesty," defines and prohibits "prohibited computer or electronic activity" which means

- Unauthorized entry into a file to use, read, change the contents, or other purpose.
- Unauthorized transfer of a file.
- Unauthorized use of another individual's identification and password.
- Use of a computer or other electronic device to unreasonably interfere with the work of another student, faculty member, or University official.
- Use of a computer or other electronic device to send obscene or abusive messages.
- Use of a computer or other electronic device to unreasonably interfere with the normal operation of the University's network.
- Use of a computer or other electronic device in violation of copyright laws.

From course syllabi, policies and guidelines, support services, and software, WVU demonstrates its commitment to educating students and the University community about ethical practices regarding the use of information resources.

2.E.3. The institution has and enforces policies on academic honesty and integrity.

Faculty and Staff

WVU has an Office of Academic Integrity. The Office deals with allegations of research misconduct including plagiarism, falsification and fabrication of research materials according to the Research Integrity Procedure, which has been approved and promulgated by the Faculty Senate through its website and is available in the Faculty Handbook. The Research Integrity Procedure is in full effect on all campuses of WVU and complies with federal regulatory requirements covering such procedures.

Prior to May 9, 2011, the University utilized a Policy and Procedures for Responding to Allegations of Academic Misconduct at West Virginia University. The Procedure was revised and renamed the Research Integrity Procedure on May 9, 2011, to better reflect the scope of the federal regulatory requirements governing these procedures. Issues relating to academics that are not addressed in the Research Integrity Procedure are governed by other pertinent rules and procedures. For more information on training regarding academic honesty and integrity through ORIC, see 2.E.1.

Students

Students at WVU are subject to both the Academic Integrity and Dishonesty Policy, which is included in the WVU catalog, and the Student Code of Conduct. Academic penalties for academic dishonesty are handled according to the Academic Integrity and Dishonesty Policy while disciplinary sanctions, including suspension and expulsion from the institution, are addressed by the applicable Student Code of Conduct. These policies define plagiarism, cheating and dishonest practices, forgery, misrepresentation, and fraud as it relates to academic or educational matters. There are thoroughly defined processes, procedures (including appeals), and consequences included in the Student Code of Conduct. BOG Policy 15 “Student Academic Rights”, which authorizes the Academic Integrity and Dishonesty Policy, sets forth expectations and responsibilities, including consequences for academic dishonesty in section 5.2:

> A student who fails to meet the academic requirements or standards, including those for academic honesty as defined by the institution and its constituent academic units according to Section 2.1 of these rules, may be subject to one or more of the following academic penalties:
>
> - A lower grade or failure of the course or exclusion from further participation in the class (including laboratories or clinical experiences), all of which may be imposed by the instructor.
> - The grade of unforgivable failure (UF) as determined and defined by the institution and its constituent academic units.
> - Academic probation as determined and defined by the institution and its constituent academic units.
> - Academic suspension as determined and defined by the institution and its constituent academic units.
> - Academic dismissal, which is defined as termination of student status, including any right or privilege to receive some benefit or recognition or certification. A student may be academically dismissed from any program and remain eligible to enroll in courses in other programs at the institution, or a student may be academically dismissed from the institution and not remain eligible to enroll in other courses or programs at the institution.

Also, as noted earlier, the BOG Policy 31 "University Student Conduct and Discipline Policy" provides that WVU students are citizens of a global academic community and thus share in the responsibility for honesty, integrity, and the search for truth. Thus, this policy establishes guidelines for a Student Code of Conduct, which has been developed by each of the divisional campuses. The Student Code of Conduct contains disciplinary sanctions (as opposed to academic sanctions) available to the institution to handle cases of academic dishonesty, including suspension or expulsion. In fact, Policy 31 contains the following regarding enforcement:

> Cases of academic dishonesty shall be concurrently subject to this Policy and its disciplinary sanctions as well as to academic sanctions in accordance with WVU Policy 15 or other applicable academic procedures. Such matters may be brought to the Student Code Administrator for investigation in accordance with the applicable campus Student Code and/or may be addressed in accordance with Policy 15 or other applicable academic procedures (6.5.4. Cases of Academic Dishonesty).

Departments notify the Office of Student Conduct in the Division of Student Affairs of academic dishonesty charges and results. In some cases, the instructor imposed academic sanctions, such as reduced points on the assignment or a rewrite of the assignment. In other cases, disciplinary sanctions were administered, such as program dismissal, expulsion, or probation. The Office of Student Conduct has received reports of 80 cases of academic dishonesty thus far in 2013-14, 49 of which have resulted in disciplinary sanctions. In 2012-13, 72 cases were reported, and 63 disciplinary sanctions were administered. In 2011-12, there were 68 cases of academic dishonesty, which resulted in 47 disciplinary sanctions. Finally, there were 51 cases of academic dishonesty in 2010-11, with 39 cases resulting in disciplinary sanctions.

Criterion Two Reflection

WVU strives to model a fair and ethical workplace that safeguards academic freedom while being cognizant of individual responsibility and conduct. Efforts are made to assure policies and procedures are publically available and accessible in multiple formats.

WVU is honored to have such committed and accomplished members of the governing Board. The BOG is inclusive of all stakeholders of the University in representation and through meeting agendas. Decisions are aligned strategically and in the best interest of the institution.

2.A. WVU policies and processes are intended to be fair and ethical, and the University takes all necessary steps to operate with integrity. The BOG determines controls, supervises and manages the financial, business and education policies and affairs of the University; establishes policy for all institutional operations; and ensures the integrity of financial, academic, personnel, and auxiliary functions. Through campus engagement, WVU has grown stronger and more conscientious about the development and disclosure of clearly defined policies and practices.

The University Planning Committee (UPC), representing senior administrators from across the institution, meets regularly to ensure sound financial decision-making and appropriate strategic resource allocations occur. Further reviews of financial decisions are undertaken by the WVU BOG's Audit Committee and the Internal Audit Office.

Academic record-keeping has been greatly enhanced after issues in 2007-08. The University has reorganized to ensure that adequate safeguards are in place through a new Office of the University Registrar. This unit has been charged with initiating several reforms to strengthen University processes that protect the institution and increase transparency.

WVU centralized personnel functions under a Vice President for Human Resources. This position is responsible for aligning human resources with strategic goals of the institution. A series of BOG and WVHEPC rules govern personnel matters at WVU. Members of the WVU BOG and employees of the

University are subject to state ethics laws that cover many actions related to fulfilling these duties. Training on ethical actions is provided and required for employees and BOG members dependent upon the scope of their duties.

2.B. WVU presents itself clearly and completely as a public, land-grant university through consistent and ongoing attention to information accessibility by making available online policies, meeting minutes, cost calculators, and services.

Information about academic programs and requirements for students are available through the WVU Catalog, among other places. All policies, procedures, and other important information for faculty and staff are also available online. Admissions requirements are listed in the WVU catalogs as well as the Admissions website. Standards for academic progress are in the WVU catalogs as well as the Registrar's website. Sections of the WVU catalogs also address degree completion standards.

WVU achieves financial transparency by making public all annual financial statement audits. In 2011, WVU undertook the task of simplifying WVU tuition and fees to make costs to students clearer and more transparent.

2.C. The governing board of WVU is sufficiently autonomous to make decisions in the best of WVU and assure its integrity. By statute, the BOG directs general policies and direction of WVU. Additionally, the composition of the BOG is designed to enfranchise stakeholders from within and outside the University, including faculty, students and staff. Members of the BOG undergo training on their role and ethical conduct as it relates to conflicts of interest.

Meetings of the BOG are open to the public. Documents detailing the financial condition of the institutions are readily available in the form of regular reports and presentations to the BOG. To enhance their access, the BOG regularly schedules meetings at the divisional campuses and in the various Colleges and Schools of the University.

Finally, the BOG delegates to institutional officers the ability to manage day-to-day affairs of the institution. The President further delegates administrative units and officers to fulfill responsibilities necessary to the efficient operation of WVU.

2.D. WVU is committed to freedom of expression and the pursuit of truth in teaching and learning. The BOG and institutional officers are committed to preserving academic freedom for faculty in teaching, research, publications, discussion, and study. Further, this academic freedom extends to the classroom. The WVU Faculty Senate is charged with safeguarding these freedoms and providing input on academic matters.

2.E. WVU ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The University, through the Faculty Senate, has created a Research Integrity Procedure to guide ethical practices in research. The University has adjudicated 20 research integrity cases in the last two year.

The WVU Research Corporation exists to assist WVU faculty members pursue their research agendas by expediting purchases and other administrative endeavors best accomplished by a private entity. The WVU Office of Research Integrity and Compliance, part of the Research Corporation, provides resources and training to ensure ethical conduct and compliance with all relevant laws and policies. Standards for handling of conflicts of interest in research have been developed as well.

The University maintains standards for research activity via the Institutional Review Boards and the Human Research Protections Program. Additionally, the Institutional Animal Care and Use Committee exists to foster the care of animals used in research at WVU. The University also has a biosafety program to protect faculty, staff and students who may work with biological samples.

Students are provided training and resources on avoiding plagiarism. Additionally, the University spells out standards for using copyrighted materials as well as appropriate uses of technology. Students at WVU must follow both the Student Code of Conduct and the Academic Integrity and Dishonesty Policy.

CRITERION 3

Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

West Virginia University (WVU) is a student-centered learning community meeting the changing needs of West Virginia and the nation through a commitment to excellence in teaching, research, service, and technology. The University is comprised of WVU's main campus in Morgantown (WVU-Morgantown), the West Virginia University Institute of Technology in Montgomery, WV (WVUIT), and Potomac State College of West Virginia University in Keyser, WV (PSC). There are 15 colleges and schools at WVU-Morgantown, two colleges at WVUIT, and one college at PSC. WVU offers 194 degree programs on its Morgantown campus, 33 four-year degrees at WVUIT, and two four-year degrees and 14 associate degrees across 53 majors at PSC. As a flagship university of West Virginia, WVU is committed to offering rigorous academic programs. As articulated in the 2020 Strategic Plan for the Future mission WVU is committed to delivering a "high-quality education" through the engagement of the academic community and policies to encourage and sustain high-quality education.

3.A. The institution's degree programs are appropriate to higher education.

All WVU degree programs are appropriate to higher education and are subject to university policies including the procedures and guidelines for creating new programs and the mandatory Board of Governors (BOG) Program Review.

Creating New Programs

WVU's Policy and Procedure for Creation and Approval of Degree Programs, Majors, Minors, Areas of Emphasis, Teaching Specializations, and Undergraduate and Graduate Certificate Programs outlines the process for the creation of new programs. To ensure that all new degree programs are appropriate to higher education, departments must submit an intent to plan document that includes: the educational goal and objectives; the relationship of those objectives to the university mission; the program content; the program assessment plan; a list of other West Virginia institutions offering similar programs; a needs assessment of student demand for the program; and the additional resources needed to support the program. To submit an intent to plan document, departments must obtain approval from the appropriate college or school curriculum committee and dean. If the Associate Provost for Undergraduate Academic Affairs (undergraduate programs) or the University Graduate Council (graduate programs) approves the intent to plan, the department must then submit a formal proposal. The unit curriculum committee, the department chair, the college or school curriculum committee, and the dean must then approve the proposal before it can come before the Office of Undergraduate Academic Affairs and the Faculty Senate (undergraduate programs) or the University Graduate Council (graduate programs) for approval. If all second-level approvals are obtained, the new program is submitted to the WVU BOG for final institutional approval.

Board of Governors Program Review

Pursuant to West Virginia state code §18B-1B-4 and §18B-2A-4; WVHEPC §133-10; and BOG Policy 1, WVU colleges and schools must "…comply with the program review policy adopted by the West Virginia Higher Education Policy Commission (WVHEPC). WVHEPC Series 10 requires the institutions and the institutional Board of Governors to review all academic programs (certificates, associate, baccalaureate, graduate, and professional degrees) once every five years."

The Directions for Preparing Program Review Self-Study state: "(t)he purpose of institutional program review is to assess the extent to which programs align with the mission of WVU, evaluate educational quality, establish accountability, review assessment practices, and ensure program viability." The Undergraduate Council reviews undergraduate programs, while the Graduate Council reviews graduate programs. The primary purpose of these reviews is to ensure program currency and continuous program improvement. The BOG Program Review process is described in detail in 4.A.1.

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Courses and Programs Are Current

WVU has policies and practices in place that ensure that its courses and programs are current. The two primary polices are the BOG Program Review and specialized accreditation.

As noted above in 3.A., in keeping with West Virginia state codes §18B-1B-4 and §18B-2A-4; WVHEPC §133-10; and BOG Policy 1, all programs undergo a program review every five years. The review consists of an examination of a program's consistency with the WVU mission, admission requirements, curriculum, enrollment, student profiles and job placement, faculty productivity, faculty assignments, resources (including physical space and program funding), assessment information, and program viability. The review is designed to ensure program currency and continuous program improvement. Under the assessment section, the faculty conducting the program review self-study must address the previous review's recommendations; identify the strengths and weaknesses of the program and plans for addressing any weaknesses; and submit a departmental assessment plan. That assessment plan must list program metrics and measures, describe findings, and discuss how the findings have been used for program improvement. In keeping with WVU-Morgantown, the PSC and WVUIT divisional campuses follow the same BOG Program Review process to ensure their courses and programs are current and to promote continuous improvement.

As of 2013-14, 80 out of 194 degree programs offered at WVU-Morgantown and nine out of 33 programs at WVUIT held specialized accreditation. These programs go through a rigorous reaffirmation process and demonstrate they meet published standards.

To ensure course and program relevance, programs engage in a variety of additional activities that inform current practices. The following examples illustrate some strategies:

- Throughout the academic year, WVU sponsors faculty development workshops designed to support enhanced teaching, research, and service. In addition, the Salary Enhancement Plan for senior faculty incentivizes continued academic engagement and ongoing scholarly work. To receive the salary enhancement, faculty must demonstrate consistently significant and substantial contributions in the traditional areas of the university's mission – research, teaching, and service.
- WVU colleges and schools have external visiting committees and advisory boards. These groups provide information about the job market to help academic programs better meet the needs of employers and professional practice.
- Many programs use alumni and employer surveys to gauge the success of graduates and the needs of the marketplace. For example, the Petroleum and Natural Gas Engineering (PNGE) program conducts annual senior exit surveys, alumni surveys, and employer surveys and also tracks graduates' employment records. Along with course-embedded assessments of student learning objectives and outcomes and a capstone design course, these surveys support PNGE program assessment and continuous improvement.
- Self-studies and department-based curriculum review committees illuminate student and faculty concerns, thus fostering ongoing curriculum improvement. As noted above under 3.A., the Faculty Senate Curriculum Committee approves specific proposals and curricular changes for undergraduate programs from the course to the program level as stated in the "Policy and Procedure for Creation and Approval of Degree Programs".
- BOG Program Reviews afford the Undergraduate and Graduate Councils opportunities to assess faculty productivity and ongoing scholarly activities as they relate to program success, curricular enhancements, and accountability. The WVU School of Nursing Self Study Report 2009 is one such example.

Courses and Programs Require Levels of Performance Appropriate to the Degree or Certificate Awarded

Each program requires levels of performance by students appropriate to the degree or certificate awarded and a prescribed number of credit hours (for bachelor's and master's level programs). In addition, programs holding specialized accreditation undergo rigorous processes to affirm the currency of program content and adherence to industry standards.

Undergraduate degree programs at WVU require a minimum cumulative GPA of 2.0 or higher and the completion of at least 120 credit hours to graduate. In addition, colleges and schools may establish their own specific graduation requirements (which must be at least as rigorous as the University requirements), minimum course grades, and GPAs. Each college and school, per BOG Policy 15 "…shall define and promulgate academic requirements for admission to the institution, for admission to limited enrollment programs, and for admission to professional and graduate degree programs (where offered); the criteria for maintenance of satisfactory academic progress, for the successful completion of the program, for the award of a degree or certificate, for graduation; the requirements or criteria for any other academic endeavor; and the requirements for student honesty and originality of expression." Many of the requirements for student honesty are promulgated centrally, and WVU colleges and schools then subscribe to them.

As an example, all undergraduate majors in the Eberly College of Arts and Sciences require students to maintain at least a 2.0 overall GPA and fulfill major requirements. Some majors, such as math, require students to attain certain grades on prerequisite courses to allow their progression to the next course in the sequence. For example, students planning to enroll in Calculus 1 must achieve satisfactory performance on the departmental placement test; or a grade of C or better in College Algebra and Plane Trigonometry or Pre-Calculus Mathematics. Minors require at least 15 hours of course work with a minimum of nine hours at the upper division level (300-level or higher courses).

Students in graduate degree programs must maintain a cumulative GPA of 2.75 or higher – depending on the program. For example, to qualify for a graduate degree in economics, students must earn a cumulative GPA of 3.0 or better. A graduate student in economics whose cumulative GPA falls below 3.0 upon completion of the first nine hours of graduate study is not in good standing and is placed on probation at the end of the semester in which the GPA fell below 3.0. Other WVU colleges and schools have similar program requirements and standards.

Graduate programs at WVU have varying admission requirements. The minimum GPA to be admitted to a master's degree program at WVU ranges from 2.75 to 3.0 on a 4.0 scale. Other requirements may include: GRE scores, a minimum GPA on cognate courses, Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores, and reference letters. Most doctoral degree programs at WVU require a minimum GPA ranging from 3.0 to 3.4 on a 4.0 scale. Some programs also require: a letter or statement of intent (including a statement of interest in the program, research interests, and/or academic and professional goals), GRE scores, TOEFL or IELTS scores, a master's degree (in specific fields and from accredited institutions), letters of reference, and/or acceptance by vote of the respective graduate committee. Programs also have guidelines delineating how students admitted on a provisional status will address identified deficiencies.

Programs at WVUIT make use of several mechanisms to maintain coursework at a desirable level of rigor and currency. Programs that are ABET-accredited receive feedback from advisory boards, survey employers, and monitor other accredited departments. The accreditation audits typically note whether there are deficiencies in course content or the performance level of student work. Programs such as Chemistry, Business Management, and Accounting use nationally normed examinations to benchmark student achievement in specific content areas and adjust course material and course offerings to address deficiencies. As another example, the Biology Department monitors requirements for admission to graduate and medical schools, making adjustments to the curriculum as necessary to meet those requirements.

3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

WVU articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs. Examples described below include the General Education Curriculum (GEC); the accounting bachelor's and master's programs and the graduate certificate in forensic accounting and fraud examination; and the communication studies bachelor's, master's, and doctoral programs.

The GEC is designed to provide undergraduate students with a foundation of skills and knowledge necessary to reason clearly, communicate effectively, and contribute to society. The GEC consists of nine areas with related curricular objectives:

1. Communication
2. Basic mathematical skills and scientific inquiry
3. The past and its traditions
4. Issues of contemporary society
5. Artistic expression
6. The individual in society
7. American culture
8. Western culture
9. Non-western culture

Each area and curricular objective has a stated rationale, related student learning outcomes, and specific requirements for successful completion. For example, the curricular objective for the second area, basic mathematical skills and scientific inquiry, states that students are expected to "(u)se quantitative and scientific knowledge effectively." The rationale is:

> "Scientific thought is an underpinning of the modern society. A basic foundation of mathematics and an understanding of the basic scientific method are essential to understand the complexities of many scientific issues and to think critically about their impact upon the world around us."

In terms of student learning outcomes, after completing the requirements for this objective, students will be able to:

- Demonstrate mathematical skills at a basic level.
- Understand the nature and application of natural or physical sciences at a basic level sufficient to:
  - Conduct simple experiments
  - Generate real data
  - Present data for analysis (e.g., using charts, graphs, tables)
  - Perform mathematical calculations appropriate for data analysis
  - Use abstract reasoning to interpret data
  - Formulate and test hypotheses with scientific rigor
- Understand the complexities of scientific issues sufficient to think critically about the mutual impacts of science, society, natural resources, and the environment.

The requirements for this curricular objective are:

- Successful completion of one course in mathematics or statistics.
- Successful completion of two courses in the natural or physical sciences of which at least one course has a laboratory requirement.
- Successful completion of either one additional course in mathematics or statistics, one course in the natural or physical sciences, or one course in the areas of natural resources and the environment from a scientific or quantitative perspective.

In addition to the GEC learning goals, WVU requires all departments to specify learning goals for all degree programs – and to differentiate among undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

For example, the College of Business and Economics has bachelor's and master's degree programs in accounting and a graduate certificate in forensic accounting and fraud examination. The Undergraduate Catalog specifies the learning goals for the Bachelor of Science in Business Administration (BSBA) with a major in accounting:

> "The undergraduate accounting degree program builds upon a general education curriculum to provide students with a base of academic knowledge in business and accounting. It is designed to integrate basic knowledge with a professional orientation and form a foundation for future learning as well as career and academic success. The accounting program and course offerings are subject to periodic review for timeliness, professional requirements, and relevance in a global marketplace.
>
> The advanced courses in the program provide both specialized knowledge in accounting and financial reporting and an integrated overview of the economic activities of a business entity. These courses give students the basic educational foundation required for a variety of entry-level positions in accounting, business, government, and not-for-profit organizations. Accounting graduates may pursue careers that lead to positions such as certified public accountants, managerial accountants, controllers, financial officers, tax accountants, financial fraud examiners, budget analysts, internal auditors, public administration officers, and other executives."

The Graduate and Professional Catalog specifies the learning goals for the Master of Professional Accountancy (MPA):

> "Given the changing environment in both the public and private sectors of the economy, many accountants will need an educational background that goes beyond that obtained in an undergraduate degree program. Accountants must be proficient in applying professional concepts and principles to a wide variety of existing and emerging situations as an effective member of a team and also have the ability to adapt to new standards and methods of doing business. Competing in such an environment requires a solid technical foundation, adeptness in analyzing complex business situations, and the ability to effectively communicate recommended solutions and conclusions. Thus, the objectives of the MPA program include the integration of financial and nonfinancial data in problem-solving and decision-making, the application of relevant research techniques and information technologies, the integration of varying viewpoints and techniques of conflict resolution, and the importance of adhering to a strong ethical code."

The 12-credit Graduate Certificate in Forensic Accounting and Fraud Examination (FAFE) provides an overview of the increased need for forensic accountants; specifies the required curriculum; and describes the skills that will be developed and honed in those courses. The program also focuses on the skills to be gleaned through the certificate's experiential learning opportunities.

Another example of the differentiation of learning goals across programs is the Eberly College of Arts and Sciences bachelor's, master's, and doctoral degree programs in communication studies and certificate in global studies. The Undergraduate Catalog provides an overview of the learning goals for the Bachelor of Arts in Communication Studies and then lists the specific learning goals for each of the program's five areas of emphasis: Health Communication, Integrated Communication, Interpersonal Communication, Social Media and Communication Technology, and Strategic and Organizational Communication. The Communication Studies department website lists the 10 learning goals for all undergraduate degrees in communication studies – no matter the area of emphasis:

1. Describe the major theories of human communication and apply them to various contexts.
2. Critique communication messages from a social science perspective.
3. Cite evidence of the impact of communication on human behavior in interpersonal and/or organizational contexts.
4. Identify and describe the functions of media in a democratic society.
5. Investigate the role of verbal and nonverbal messages in the human communication process.
6. Examine the relationship between communication and culture.

7. Design and evaluate effective strategies for social influence.
8. Examine ethical issues in various communication contexts.
9. Evaluate social science criteria to examine communication research.
10. Analyze the role of communication in conflict and conflict management.

In similar fashion, the Graduate Catalog provides an overview of the learning objectives for the Master of Arts in Communication Studies:

- Assume a variety of professional roles in educational, organizational, health, governmental, or media institutions
- Teach the subject matter in high school and/or college
- Undertake advanced training toward a doctorate in the behavioral/social sciences

The Communication Department website then delineates the specific learning goals for the two different master's degrees in communication studies: the Master of Arts in Corporate and Organizational Communication and the Master of Arts in Theory and Research. Similarly, the department's website specifies the learning goals for the PhD in Communication Studies.

It is also worth noting that the Eberly College of Arts and Sciences offers a Certificate of Global Engagement. Completing this certificate: "demonstrates the student's knowledge of diverse cultures, as well as the ability to communicate and interact effectively with people of different cultural background. Students will be required to apply their knowledge of contemporary issues and global social contexts to their course work and their broader citizenship."

3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

WVU has established policies to ensure program quality and consistency of learning goals across all modes of delivery and locations. As noted above under 3.A, pursuant to WVHEPC §133-11, WVU has instituted a comprehensive Policy and Procedure for Creation and Approval of Degree Programs, Majors, Minors, Areas of Emphasis, Teaching Specializations, and Undergraduate and Graduate Certificate Programs. This process involves department chairs and curriculum committees; college or school deans and curriculum committees; the Associate Provost for Undergraduate or Graduate Academic Affairs; the Faculty Senate or Graduate Council, the WVU BOG, and the WVHEPC. All new degree programs offered onsite or online at PSC and WVUIT are consistent with the programs offered at WVU-Morgantown because they undergo the same approval process.

In addition, to maintain program quality, the Higher Learning Commission approves all WVU off-campus sites prior to program delivery. Moreover, part 4.2.1.2 of the Faculty Handbook mphasizes that:

> "The quality of off-campus and distance learning courses taken for credit is to be commensurate with the quality of those offered on campus. Such classes are to meet the standards and abide by the policies set forth by The Higher Learning Commission of the North Central Association of Colleges and Schools and other professional accrediting agencies." (p. 16)

Academic Innovation – a unit consisting of WVU Online and Extended Campus, Continuing and Professional Education, K-12 Programs, Summer Sessions, and the Teaching and Learning Commons – provides support for these policies. Academic Innovation coordinates online and off-campus programming and offers additional resources for course development, administration, and assessment to ensure program

uniformity and consistency across all WVU locations and delivery modes. Additional tools such as Quality Matters (QM) promote quality assurance for online courses and further support program consistency across teaching modalities. WVU became a member of Quality Matters in February 2012. Since then, 185 faculty and staff members have completed the QM "Applying the Rubric" workshop, and 37 faculty and staff members have completed the Peer Reviewer course.

An example of program consistency across locations is the WVU School of Nursing offered at WVU-Morgantown,the Robert C. Byrd Health Sciences Center at Charleston, the Eastern Division at Martinsburg, and WVUIT. All locations follow the same curriculum.

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Goal Two of WVU's 2020 Strategic Plan highlights WVU's commitment to excel in research, creative activity, and innovation in all disciplines. The Goal Two objectives and actions assert that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to WVU's educational programs. There is significant evidence to support this assertion.

All undergraduate programs offered at WVU require students to engage in an intellectual inquiry experience in their senior year through capstone courses. In addition, programs such as the Honors College and the McNair Scholars Program require additional inquiry experiences. The Honors College, for example, requires that students study abroad, complete an independent study project, or write an undergraduate thesis as part of the honors graduation requirement. The McNair Scholars Program requires its students engage in mentored research with WVU faculty to prepare them for graduate work. The Mountaineer Undergraduate Research Review (MURR) provides an outlet for undergraduate students to publish their research. Also, the WVU Office of Research and Economic Development has support in place to promote undergraduate research. On WVU's Graduating Senior Survey, 83% of the students who had an opportunity to conduct collaborative research with a faculty member reported that this experience was valuable to their educational growth.

Graduate and professional education programs require students to engage in activities such as independent research projects, internships, clinical experiences, and the production and defense of theses and dissertations that offer students opportunities to demonstrate the acquisition, application, and integration of the skills integral to their programs. For example, to graduate with a Master of Science in Forensic and Investigative Sciences, students must complete the required curriculum, attain at least a 70% mark on a comprehensive examination modeled on the General Knowledge Examination of the American Board of Criminalists, and complete a supervised research thesis.

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

WVU ensures that GEC courses are appropriate to the institution's mission. As noted in Criterion One, WVU's mission is:

> "As a land-grant institution in the 21st century, West Virginia University will deliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the state, the nation, and the world."

The nine GEC curricular learning objectives are directly in keeping with this mission: (1) communication; (2) basic mathematical skills and scientific inquiry; (3) the past and its traditions; (4) issues of contemporary society; (5) artistic expression; (6) the individual in society; (7) American culture; (8) western culture; and (9) non-western culture.

In addition to a GEC focused on the institution's mission, WVU has established policies and procedures to ensure that all GEC courses support the institution's educational offerings and undergraduate degree programs. Specifically, when developing a GEC course, faculty must identify one or two GEC objectives that best represent the proposed course, submit the course syllabus, and explain how the proposed course meets the identified GEC objective(s). All GEC course proposals must also include: a Curriculum Based Rationale (CBR) outlining how the course contributes to the larger course offerings in the faculty member's department; expected student learning outcomes; and an explanation of how the course will contribute to students' critical thinking skills.

The Faculty Senate General Education Curriculum Oversight Committee (GECO) ensures that GEC courses are relevant and appropriate through an initial approval and then ongoing audit and review process. The GECO is charged with:

- Reviewing applications for new GEC courses as well as for new writing courses
- Initiating and conducting a five-year audit of all GEC courses. This means that approximately 20% of GEC courses are audited every academic year. The purpose of this audit is to ensure that courses address the GEC objectives for which they have been approved and that the faculty members teaching these courses are assessing students' abilities to engage critically with the relevant subject matter as well as with the broader learning outcomes of the those GEC objectives
- Collaborating closely with other committees on outcomes assessment of the GEC
- Addressing in a timely fashion any other issues pertinent to the success of the GEC

Each year at the April meeting of the Faculty Senate, the GECO chair provides a report on the current state of the GEC as well as the ongoing audit and assessment process and plans for the following year.

3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and

intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

WVU clearly articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The GEC framework document, approved by the Faculty Senate in March 2004, and effective August 2005, states that the purpose of the GEC is to provide students with a foundation of skills and knowledge necessary to reason clearly, communicate effectively, and contribute to society. As noted above in 3.A.2., this document specifies the nine GEC curricular learning objectives; the rationale for each objective; the related student learning outcomes; and the requirements students must meet to fulfill these objectives.

The GEC is grounded in a philosophy developed by WVU faculty members and based on the following statement of principles:

> "The learning objectives reflect the fact that, in an increasingly interdependent world, it is crucial that students learn to interact constructively with people from different cultures, to understand viewpoints different from their own, and to identify and resolve issues of personal and professional ethics. The GEC also strives to help students become thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to meet changes and challenges in their personal, social, and professional lives."

The wide menu of choices for each GEC objective offers students opportunities to personalize their learning. All students at WVU are required to take between 41 and 43 credit hours of the GEC curriculum before they can graduate.

3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Collecting, Analyzing, and Communicating Information

WVU degree programs engage students in collecting, analyzing, and communicating information through portfolios, inquiry projects, capstone experiences, and case presentations. The following are examples from select programs.

Portfolios

The Benedum Collaborative Five-Year Teacher Education Program in the College of Education and Human Services requires intern exit portfolios consisting of the following:

- A resume
- Transcripts and PRAXIS test scores
- A teaching video
- Performance evaluations of:
  - Volunteer experiences

  - Practicum hours
  - Internship
- Letter of recommendation from mentor teachers of Practicum 4 and the internship
- Site description(s)
- A professional development plan
- A philosophy of education statement
- Personal interpretations of the Characteristics of the Novice Teacher (CNT) and the Interstate New Teachers Assessment and Support Consortium (INTASC) Principles along with rationales for inclusion of artifacts
- 10 artifacts (one per CNT) that support the CNT including:
  - An inquiry exemplar
  - Items that address the three strands of the program: technology, diversity, and special needs
  - An instructional "package" that includes a unit overview, a lesson plan, and an assessment.

Students must complete the requirements listed above, provide reflective narratives, and present their portfolio during their capstone course. In addition, these students engage in a semester-long action research project in which they collect, analyze, and communicate data on student learning.

The Doctor of Pharmacy (PharmD) program in the School of Pharmacy uses electronic portfolios (e-portfolios) that focus on student self-assessments and demonstrations of professionalism throughout the program (554). Faculty and alumni who have volunteered to serve as mentors use rubrics to review and evaluate the students' responses to the self-reflection and professionalism assignments.

Inquiry Projects

In the Master of Science in Nursing (MSN) program offered through the School of Nursing, students are required to complete a clinical scholarship project in their last semester while enrolled concurrently in a clinical practicum. The project includes identifying a clinical problem, designing a research study, conducting a literature review, collecting and analyzing data, and presenting results in professional poster format.

Capstone Experiences

All WVU undergraduate programs require a capstone experience. Students must demonstrate through a relevant project that has an oral and written component their abilities to:

- Gather material independently as needed;
- Think critically about and integrate the theoretical and/or practical knowledge they have acquired throughout their undergraduate career
- Reflect on the ethical issues that are implicit in their project and/or their project's design.

The following are examples of capstone experience courses in the College of Physical Activities and Sport Sciences (CPASS):

- Sport Studies Research Methods Capstone (SEP 474): students enrolled in this course develop, collect empirical data for, and write a research paper
- Issues in Sport Studies (SM 487): this course is designed to help students evaluate and conceptualize information through written and oral communication
- Athletic Training Senior Seminar (ATTR 424): students are required to complete a major research paper and a 15-20 minute oral presentation to the class. Students also complete written abstracts, a case study, and a surgical observation report.

West Virginia University Institute of Technology

At WVUIT, the Nursing and Computer Science departments have worked with staff at the Vining Library to develop coursework that stresses information literacy. Courses such as PSYC 401 Psychology Capstone Experience and BIOL 494 Senior Capstone provide students with experience in reading the literature and presenting information on contemporary topics.

Potomac State College

PSC offers a four-year Bachelor of Applied Science degree with emphases in criminal justice and business management. Criminal justice students are required to take CJ 410 Research Methods in Criminal Justice and have a capstone experience, CJ 485, the Senior Seminar. Similarly, business management students are also required to have a capstone experience through their senior seminar, BTEC 485. The criminal justice research methods course and both capstone experiences require students to engage in collecting, analyzing, and communicating information through their research projects and presentations.

Mastering Modes of Inquiry or Creative Work

WVU also engages students in mastering modes of inquiry or creative work. The following are examples from select programs.

Plant and Soil Sciences Division of the Davis College of Agriculture, Natural Resources, and Design

The Plant and Soil Sciences Division of the Davis College of Agriculture, Natural Resources, and Design actively engages students in modes of inquiry as well as creative work. Most of the students belong to one or more clubs. The Horticulture Club, as one example, participates in PLANET (the Professional Landcare Network), an intercollegiate competition in landscaping where teams compete in various categories and are awarded team and individual points on performance. Another example is the Soil Judging Team where students participate in competitions where professionals from other institutions judge students' creativity and skill mastery.

West Virginia University Institute of Technology

All WVUIT Engineering and Engineering Technology programs have capstone project and/or design courses where students integrate their prior learning to create new products or systems. Some programs employ senior research courses such as HIST 484 Historical Research Capstone and CHEM 497 Research Practicum to provide an experience of independent inquiry. A third approach used by the Athletic Coaching Education, Criminal Justice, and Health Services Administration programs is to require a practicum where students must demonstrate the application of what they have learned in a real-world setting.

Potomac State College

The Bachelor of Applied Science with an emphasis in Business Administration senior seminar requires students to work in teams on a management simulation called "Capstone." The course first focuses on providing opportunities for students to learn and become familiar with strategic thinking and planning concepts. Groups then apply these concepts to determine a business strategy, develop a business plan based on that strategy, and then make decisions about investing in research and development, production processes, and product marketing. Across several rounds of the simulation, groups in the class compete against one another and against a computer-generated team.

Developing skills adaptable to changing environments

WVU also engages students in developing skills adaptable to changing environments. The following are examples from select programs.

College of Education and Human Services

All programs in the College of Education and Human Services (CEHS) include technology training. Students are educated about using technologies in their own work and about how best to teach their own PK-12 students to use technology. For example, the Benedum Collaborative Five-Year Teacher Education Program has technology as one of its instructional strands. In addition, programs must meet West Virginia state standards for technology learning, which are also national standards for teacher preparation. During re-affirmation of accreditation in 2012, the National Council for Accreditation of Teacher Education (NCATE)

cited the technology tools available for instruction and learning in CEHS classrooms as a strength for the college.

> "The Teaching and Learning Technologies Center (TLTC) has exceptionally well-equipped, dedicated classrooms with full multi-media, white boards, and some with web-conferencing capability. Multiple computer laboratories, a large computer workroom for candidates, and a TeachLivE™ simulation laboratory provide exceptional opportunities for candidates to develop skills in using technology to improve student learning. Both the speech pathology/audiology and counselor education programs have state-of-the art clinical facilities in the unit. These outstanding facilities support the most recent developments in technology and thus allow faculty to model the use of technology and candidates to practice its use for instructional purposes."

School of Dentistry

Through Rural Health Externships and 100 hours of service learning, School of Dentistry students develop skills adaptable to changing environments.

Benjamin M. Statler College of Engineering and Mineral Resources

In the Statler College of Engineering and Mineral Resources, skills for adapting to a changing world are introduced in the freshman year and routinely reinforced in more advanced course work. By focusing on real-world challenges, students learn that many solutions are not easy, problems change continually, and they will need to engage in lifelong learning to discover the resources and approaches needed to solve societal problems. For example, in the Bachelor of Science in Industrial Engineering program, in senior design courses, students work with industry, face real problems, and have to come up with practical solutions to solve these problems or to improve existing processes and save money. In the Bachelor of Computer Science program, the Advanced Software Engineering course features a major project in which students have the opportunity to design Apps for mobile iPhone or Android devices, affording them the opportunity to adapt their applications to current industry standards.

West Virginia University Institute of Technology

Computer skills are necessary to a wide variety of professions. Programs such as Athletic Coaching Education and Public Service Administration require a computer applications course as part of the curriculum. Communication skills are also broadly useful. All programs require an advanced writing course in addition to the typical freshman English sequence. At a minimum, additional writing is required in research, seminar, design, and laboratory courses. Some programs, History and Government and Chemical Engineering for example, require a speech communication course as part of the curriculum. Additional practice of oral presentations is provided in seminar and capstone courses for a number of WVUIT programs.

Potomac State College

As noted above, the Bachelor of Applied Science with an emphasis in Business Administration senior seminar requires students to work in teams. Instructors require all students to interview to serve as team leaders. The interview process consists of preparing and submitting a professional resume and formally interviewing with a group comprised of the course instructor and two other PSC faculty or administrators. At the end of the semester, teams present their projects to a "Board of Directors" consisting of PSC faculty and administrators and members of the local business community. Through this, students develop resume building, interviewing, and presentation skills – and have the opportunity to receive feedback and suggestions for improvement not only from their instructor but from many other experienced campus leaders and area business professionals.

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

The recognition of human and cultural diversity is highlighted in Goal Three of the WVU Strategic Plan that calls for the university to "foster diversity and an inclusive culture." Goal Three objectives include becoming a model institution for the attraction and inclusion of diverse groups; the integration of diversity into the curriculum; and the establishment of an integrated administrative infrastructure to promote diversity, inclusion, equality, and intercultural and intercommunity outreach.

In support of that third objective, WVU created the Division of Diversity, Equity, and Inclusion (DDEI) – a centralized unit charged with communicating, teaching, and promoting the principles of social justice, opportunity, equality, civility, and respect for all people. The specific functions of Division of Diversity, Equity, and Inclusion are to:

- Provide leadership for a comprehensive diversity education and awareness program throughout the campus community
- Ensure that the institution complies with all relevant federal and state laws, university policies, and requirements related to civil rights and affirmative action
- Ensure that a professional mediation program effectively serves the campus community
- Advocate throughout the institution and the state the vision and values for social justice.

Other units across campus complement the work of the DDEI. The table below provides examples of these units and their roles, initiatives, and activities. See Criterion 1.C. for more information on programs, processes, and activities at WVU that promote diversity.

EXAMPLES OF UNITS SUPPORTING DIVERSITY – MORGANTOWN CAMPUS	
OFFICES AND PROGRAMS	ROLES, INITIATIVES, ACTIVITIES
The Office of Accessibility Services (a component of the DDEI)	Provides support and services to students with disabilities.
The Center for Black Culture and Research	Established in 1987. Provides critical support to WVU students, particularly African-American students and other students of color, for recruitment and retention.
Office of International Students and Scholars	Serves the needs of international students and communities within WVU. Coordinates cross-cultural programs for the WVU community.
Regents Bachelors of Arts Program	Established in 1975 as a flexible, individualized academic program for adult, non-traditional students.
Health Science and Technology Academy	A 9th through 12th grade math and science enrichment program that encourages students' aspirations, opens doors, and empowers minority and underrepresented students and communities.
Colloquium for Aspiring Minority Doctoral Candidates	Designed to recruit high-achieving, underrepresented minority students to WVU graduate programs.
WVU Military Veterans	Offers and supports a broad range of programs for veterans enrolled at WVU.
Student Support Services (TRiO)	A federally funded TRiO program designed to assist students to overcome class, social, academic, and cultural barriers to higher education.
Academic STARS Program	Designed is to help African-American students build a solid academic foundation, develop self-awareness, and enhance their leadership potential.

WVU College of Law's Black Student Association	Seeks to increase the presence of minority students at the College of Law.
McNair Scholars Program	A federally funded program that seeks to prepare first-generation and low-income college students and members of underrepresented groups for graduate school.
Intensive English Program	Established in 1977 to support international students needing to improve their English proficiency prior to entering an academic course of study.
Friends of International Students	Promotes cultural exchanges between international students or scholars and American families or individuals.

WVU encourages and supports activities as well as groups engaged in promoting diversity. These include the following:

- Office of Multicultural Programs Cecilia Rollins Brown Bag Lunch Film and Discussion Series
- Office of Multicultural Programs Cultural Attaches Program
- Model United Nations
- National Student Exchange Program
- WVU David C. Hardesty, Jr. Festival of Ideas
- WVU Office of International Programs

The Office of Graduate Education and Life offers several programs to support the academic success of underrepresented minority graduate students. For example, students may participate in writing support groups, a mentoring program, and networking events.

Additional initiatives that recognize diversity at WVU include: the Faculty Senate Inclusivity Statement; the GEC objectives; multiple majors and minors that focus on diversity-related issues; the required first-year seminar; the social justice statement in the Undergraduate Catalog; and the Graduating Senior Survey.

Faculty Senate Inclusivity Statement

In keeping with West Virginia state code §18B-1-6 and §18B-1B-5, WVHPEC §133-40-2, and the WVU 2020 Strategic Plan, the Faculty Senate adopted an inclusivity statement designed to "foster a positive philosophy of inclusion and diversity throughout campus." The Faculty Senate encourages all instructors to include this statement on each course syllabus.

General Education Curriculum Objectives

GEC curricular learning objectives seven, eight, and nine provide students with opportunities to explore American Culture, Western Culture, and Non-Western Culture thus fostering their diverse perspectives.

The American Culture curricular learning objective states that students will develop knowledge critical to the understanding of the issues that shape the culture of the United States. The rationale for including this objective in the GEC is that it is essential that students develop knowledge critical to an understanding of issues that have shaped the development of society in the United States in all its diversity. In terms of learning outcomes, after completing the requirement for this objective, students will be able to demonstrate understanding of methods of critical thought and principles of scholarly inquiry concerning issues that have shaped the development of society in the United States including but not limited to issues of age, ethnicity, gender, race, region, religion, or social class.

The Western Culture curricular learning objective states that students will analyze historical, cultural, and/or political issues of a Western nation in an international context. The rationale for including this objective in the GEC is that as much of this nation's culture and history connect it to other Western nations, it is essential that students acquaint themselves with the history, culture, and/or political experience of one or more Western nations in an international context. In terms of learning outcomes, after completing the requirement for this objective, students will be able to demonstrate understanding of methods of critical

thought and principles of scholarly inquiry concerning historical, cultural, and/or political issues concerning a western nation in an international context.

The Non-Western Culture curricular learning objective states that students will analyze historical, cultural, and/or political issues of a non-Western area or nation. The rationale for including this objective in the GEC is that as the United States engages increasingly with nations and regions other than those conventionally associated with the West, it is important for students to acquaint themselves with the history, culture, and/or political experience of non-Western peoples. In terms of learning outcomes, after completing the requirement for this objective, students will be able to demonstrate understanding of methods of critical thought and principles of scholarly inquiry concerning historical, cultural, and/or political issues concerning a non-western region or nation.

Majors and Minors Focusing on Diversity-Related Issues

WVU offers a variety of majors and minors that provide opportunities to study culture, cultural issues, history, language, art, and other diversity-related topics across a variety of disciplines. Examples of majors include the following:

- International Studies
- Religious Studies
- Slavic and East European Studies
- Special Education
- Women's and Gender Studies
- World Languages, Literatures, and Linguistics

Examples of minors that provide students opportunities to explore issues of diversity include the following:

- Aerospace Studies/Air Force ROTC and Military Science/Army ROTC
- Africana Studies
- Native American Studies
- Rural Community Development

First-Year Seminar

All WVU first-time freshmen and first-time transfer students with less than 29 credit hours must take a first-year seminar (FYS). See Criterion 4 for more information about WVU's FYS model and the process through which the FYS was implemented. One of the five course objectives is to promote diversity, inclusion, and a global perspective. The FYS student learning outcomes for this objective are as follows:

- Students will relate how diverse backgrounds and experiences provide for an optimal educational experience.
- Students will be able to participate in cross-cultural experiences, add to their body of knowledge, and develop an understanding of the relationship between those events, their lives and career interests.
- Students will be able to explain the importance of a global perspective for personal and career success in the modern world.

Undergraduate Catalog and the Graduating Senior Survey

WVU's commitment to social justice is evident in the Undergraduate Catalog. WVU reiterates in the Undergraduate Catalog that:

> Students are expected to acquire knowledge, understanding, and an appreciation of diversity in languages, cultures, ideas, and peoples, along with a desire to work so that all individuals are treated in a manner consistent with social justice. We hope that students will maintain a lifelong commitment to ethical behavior, responsible citizenship, and public service. (WVU 2013-14 Undergraduate Catalog, p.23)

On the graduating senior survey conducted in May 2013, 76% of students reported that, compared to when they first enrolled at WVU, they were more likely to develop positive relationships with individuals or colleagues from different racial, ethnic, and/or social backgrounds.

West Virginia University Institute of Technology

WVUIT Student Affairs collaborates with faculty and staff across the divisional campus to encourage students' out-of-class exposure to, and learning about diversity through a variety of intentional means. Some of the most recent examples include the following:

- Display of international flags in residence halls
- Advisement of the International Student Union (ISU)
- Support for the annual ISU International Food Fest
- Sponsorship of speakers for national commemorations such as Women's History Month and Black History Month
- Co-sponsorship of the Dr. Martin Luther King, Jr. Day of Service activity
- Hosting of the Dr. Martin Luther King, Jr. Male Chorus
- Residence Life paraprofessional and professional staff training on issues of diversity
- Campus Life programming that focuses on diversity (Examples include International Language Bingo; trips to the Asian Market; international movies and discussion; and Day of the Dead commemoration)
- SAFE ZONE program and training

Potomac State College

As discussed in 3.E.1., through theme weeks and other on-campus events, PSC provides many co-curricular educational programs that recognize the human and cultural diversity in which students live and work. In addition to these opportunities, all PSC students enroll in a first-year seminar, typically WVUe 191. One of the five primary learning objectives of this course is promote diversity, inclusion, and a global perspective. WVUe 191 instructors incorporate theme weeks and other PSC cultural diversity programming into the course by providing students opportunities to earn points by participating in these events.

3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

WVU faculty, staff, and students' dedication and contribution to scholarship, creative work, and the discovery of knowledge is demonstrated by the following:

- The emphasis on scholarship, creative work, and the discovery of knowledge in its mission and WVU 2020 Strategic Plan for the Future
- Institutional initiatives and structures that support research
- Programs that emphasize research
- Dissemination or publication of scholarly work by faculty and students

Emphasis on Scholarship, Creative Work, and the Discovery of Knowledge in WVU's Mission

WVU's research mission has been part of its fabric since its founding in 1867 as a land-grant institution. The Carnegie Foundation classifies WVU as a Research University (High Research Activity). WVU's commitment

to scholarship, creative work and the discovery of knowledge is highlighted in the 2013-14 Graduate Catalog, which emphasizes:

> "…high quality instruction at all levels; to stimulate and foster both basic and applied research and scholarship; to engage in and encourage other creative and artistic work; and to bring the resources of the University to all segments of society through continuing education, extension, and public service activities." (p. 5)

Examples of WVU's emphasis on research, creative work, and scholarship include the following achievements:

- Forest scientists at WVU have successfully cloned the American chestnut, a species that was almost eradicated by a fungus during the early 1900s.
- An international team led by a WVU astrophysicist and a Sloan Fellow has discovered a double-star system that represents a missing link stage in what they believe is the birth process of the most rapidly spinning stars in the universe—millisecond pulsars.
- "West Virginia Uncovered: Multimedia Journalism from the Mountains" is a web-based, student-centered project in the Perley Isaac Reed School of Journalism that helps rural newspapers prepare for the changing media landscape.
- The university's growing reputation as an up-and-coming research institution was emphasized in FY2011 by prestigious recognition in two national research-oriented magazines: identification as one of the top places to work in academia by The Scientist and designation of a WVU technology as the winner of an "Oscar of Innovation" from R&D Magazine.

Institutional Initiatives that Support Research

WVU has been successful in grant funding and contracts. Grants and contracts revenue represent 18% of the University's total revenue. This funding has grown to $174,248,000 from $147,043,000 since 2004.

The Office of the Vice President for Research has established units that are dedicated to supporting and promoting research at WVU. The Research Support Overview Table provides a summary of these units.

Research activity at WVU covers a wide range of expertise. The university's pool of talented researchers has varied interests as evidenced by the many WVU research centers, institutes, and initiatives. For example, the Program Evaluation Research Center of the College of Education and Human Services "(c)onducts research and evaluation to inform the work of practitioners and policymakers concerning the efficacy of existing programs and the needs of specific populations for improvement of educational and social outcomes."

WVU also has specific initiatives that provide opportunities for undergraduate students to engage in research. These include: Research Experiences for Undergraduates in Multifunctional Material, Summer Undergraduate Research Internships, Summer Undergraduate Research Experience (STEM SURE), and the Biology Summer Research Experience for Undergraduate Students.

While WVUIT is primarily focused on undergraduate education, faculty members from the Electrical Engineering, Mechanical Engineering, and Chemical Engineering departments are currently working on a research grant funded by the Department of Defense to study direct carbon fuel cells. This project has also employed a dozen students as research associates. The Chemistry department has had several faculty members and students working on processes to remove mercury and selenium from wastewater. The Biology department has been conducting ecological studies in the Morris Creek watershed that have involved many students as well as serving as an outreach activity for WVUIT. The above are also examples of projects that satisfy the institutional goal of engaging students in research activities with the faculty.

Programs that Emphasize Research

Many undergraduate programs require a research component. For example, undergraduate chemistry majors engage in research during their time at WVU. The Bachelor of Science in Biochemistry program requires students to perform undergraduate research during their junior or senior year. (See also 3.B.3).

The Honors College recruits high-achieving students and provides them with enhanced academic opportunities such as advanced honors level courses in many disciplines, experiential learning, and an optional Honors Thesis. Examples of recent undergraduate publications by students in the Honors College can be viewed at the Mountaineer Undergraduate Research Review (MURR).

The McNair Scholars Program is a federally funded TRiO program targeting high-achieving sophomore students from underrepresented groups who aspire to join graduate programs. The goal of this program is to increase the attainment of PhD degrees by underrepresented segments of society. McNair Scholars have published solo-authored articles and with their faculty mentors.

As another example, during the 2012 calendar year, 10 WVU graduate students in the School of Pharmacy received financial support through competitive, individual fellowships sponsored by the following external agencies: American Foundation for Pharmaceutical Education (AFPE), the National Institutes of Health (NIH), and National Science Foundation (NSF). Competitive travel awards were granted to 21 graduate students in the program to present their research at national and international meetings. In additional to institutional support, prestigious travel awards were granted to WVU students by the following external organizations: American Society of Pharmacology and Experimental Therapeutics (ASPET), International Narcotics Research Conference (INRC), International Society for Pharmacoeconomics and Outcomes Research (ISPOR), Society of Toxicology (SOT).

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

Faculty

WVU has the faculty and staff needed for effective, high-quality programs and student services. 83% of full-time instructional/tenure track faculty have earned doctorates or first professional degrees in their discipline. 16 WVU faculty have earned the honor of Carnegie Professor of the Year.

There has been growth in the number of faculty hired at WVU. From Fall 2007 to Fall 2012, the number of full-time faculty members increased by 348, or 16.0%. During that time, part-time instructional faculty members increased by 102, or 15.2%. Unlike IPEDs reports, these numbers do not include graduate assistants serving as instructors of record.

NUMBER OF FACULTY MEMBERS						
	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012
Full-Time Faculty	2,176	2,314	2,388	2,471	2,490	2,524
Part-Time Faculty	673	654	641	809	767	775
Total	2,849	2,968	3,029	3,280	3,257	3,299
Source: WVU Office of Institutional Research						

In Fall 2013, 82.97% of WVU's full-time instructional faculty had a doctorate, or other terminal degree. This number was 92.75% at WVU-Morgantown.

PERCENTAGE OF FULL-TIME INSTRUCTIONAL FACULTY WITH A TERMINAL DEGREE – FALL 2013						
	WVU-Morgantown	Health Sciences	Extension Service	Potomac State College	WVUIT	Total
Count of Full-Time Instructional/Tenure-Track Faculty	787	228	143	35	58	1,251
Number of Faculty with Terminal Degree	730	217	25	13	53	1,038
Percentage	92.75%	95.18%	17.48%	37.14%	91.38%	82.97%
Source: WVU Office of Institutional Research						

The Fall 2012 WVU-Morgantown student/faculty ratio was 23:1. Since 2009, WVU-Morgantown has maintained a student/faculty ratio at approximately this same level. Full implementation of WVU's plan to add 100 new faculty members is expected to result in reduction of the student/faculty ratio to 22:1. PSC's Fall 2012 student/faculty ratio was 24:1, and WVUIT's student/faculty ratio was 11:1.

Staff

In Fall 2012, WVU had 3,812 staff employees working in areas ranging from recruitment and student support services to security, information technology, maintenance, and financial services. Since Fall 2007, WVU has increased its staff by 171 FTE, or 4.7%.

3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

WVU has sufficient numbers of faculty and staff to carry out both classroom and non-classroom roles. WVU is committed to hiring and retaining high-quality faculty and research staff as illustrated by Action 2 of Goal 2 of WVU 2020 Strategic Plan which states that WVU will "(i)nvest in the hiring and retention of high-quality and research staff who are committed to research success, and mentor staff and faculty to a high level of achievement." To this end, units at WVU periodically examine and revise salary packages of faculty to be aligned with peer institutions.

The 5.A.1. Human Resources section summarizes WVU's recent investments in its faculty and staff including the ongoing process of hiring an additional 100 faculty; the creation of Teaching Assistant and Teaching Associate Professor positions; and the 4.7% increase in staff since 2007.

3.C.2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Nearly 93% of full-time instructional/tenure track faculty at WVU-Morgantown have earned doctoral or terminal degrees in their discipline. Nearly 83% of all WVU faculty have a doctoral or terminal degree in their discipline.

At WVU, a request to hire or recruit faculty contains the name of the position, required credentials and qualifications, and teaching, research, and service roles to be performed by the new hire. Also included in the request for hire is the organizational chart within the hiring unit. During faculty searches, all interviewees submit their credentials indicating their qualifications.

3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

BOG and WVHEPC Policies

Instructor evaluation is conducted in accordance with WVU BOG Policy 2, Section 9 and WVHEPC §133-9-9, 11 that address promotion and tenure requirements. These requirements stipulate that instructors shall demonstrate evidence of: excellence in teaching; accessibility to students; adherence to professional standards of conduct; effective service to the institution, college, or department; continued professional growth; publications and research; professional and scholarly activities and recognition; and service to the people of West Virginia. In keeping with these policies, every year the Provost distributes a memorandum outlining the university-wide procedures and calendar for the faculty review and evaluation process. Along with the university-wide evaluation procedures, each college, school, or department has its own manual that outlines annual evaluation procedures and expectations. In these manuals, the membership and composition of the evaluation committee is also outlined. Moreover, colleges, schools, or departments also have their own promotion and tenure guidelines. For example, see the College of Business and Economics policies for annual faculty evaluations and promotion and tenure.

Student Evaluation of Instruction

The Student Evaluation of Instruction (SEI) is administered at the end of each course in either paper or electronic format. Components of the SEI include: instructor procedures and techniques, instructor attitude towards students, student outcomes, assessment, grading, organization, and preparation. The SEI also allows faculty the opportunity to include custom questions to measure student satisfaction and to solicit additional feedback about the quality of instruction. SEI scores are also used for annual evaluation and promotion and tenure teaching evaluation.

3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

WVU ensures that instructors are current in their disciplines and adept in their teaching roles through annual faculty reviews and course evaluation feedback by students (SEI). In the annual reviews, instructors are evaluated as to whether they are engaged in scholarship and professional development activities.

Faculty Professional Development

WVU also supports faculty professional development. The university has established a unit called Academic Innovation charged with coordinating online and off-campus programming, summer sessions, continuing and professional education, and iDesign that supports WVU faculty in the development of online instructional materials. iDesign staff provide consultation and technical support to create engaging, interactive courses. The Teaching and Learning Commons is a new initiative at WVU that will include iDesign and also provide other assistance to faculty along with additional professional development opportunities.

WVU offers professional development programs designed to nurture and promote faculty growth in teaching, scholarship, and service. The following are examples of faculty professional development programs at the Robert C. Byrd Health Sciences Center: the Noon Hour Series, the Academy of Excellence, the Teaching Scholars Program, the Teaching Scholars Summer Institute, and Women in Science and Health.

Faculty Travel, Research, and Development Grants

Through WVU's Office of Sponsored Programs, the university provides internal grants that support scholarship activities of its faculty. Examples of these include: Senate Grants for Research and Scholarship, Faculty Travel Grants, Faculty Development Grants, and International Grants.

3.C.5. Instructors are accessible for student inquiry.

WVU encourages its entire instructional faculty to keep office hours and indicate these hours on the course syllabi provided to students. Section 4.2.2.2 of the Faculty Handbook states, "(e)ach semester, faculty members should provide their departmental offices with copies of their schedules of classes and office hours. Where possible, they should also post this information."

3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

WVU staff members in various colleges and programs provide student support services in academic advising, tutoring, financial aid advising, co-curricular activities, and engage in continuous professional development. At WVU-Morgantown, colleges, schools, departments, other offices in Academic Affairs, and numerous units in Student Affairs provide student support services such as academic advising, career advising, tutoring, and co-curricular programming. In addition there are designated units that offer student health, psychological counseling services, and financial aid advising to WVU students. An overview of these units can be found in 1.A.2. That section describes the units that serve all WVU students and other units formed to serve specific sub-populations based on factors including demographics, socioeconomic status, and prior academic experience and achievement.

At PSC, student support services such as tutoring, academic advising, and placement testing are offered through the Academic Success Center. Psychological counseling services and student health services at PSC are offered through Student Health. Similarly, the Office of the Dean of Students at WVUIT coordinates student support services including tutoring, advising, career services, co-operative education, and accessibility services. The following are some examples of how various units provide specific student support services.

Tutoring

WVU-Morgantown offers tutoring to all undergraduate students. The First-Year Seminar – a course required of all first-time freshmen and transfer students with less than 29 credit hours – requires that students engage in at least two hours of supervised tutoring or studying per week. Tutors are readily available to students at numerous locations across campus including the Downtown Library Academic Resource Center; the Evansdale Residential Complex (ERC) Academic Resource Center; and residence halls including Fieldcrest Hall; Pierpont Apartments; Lincoln Hall; Brooke, Braxton, Bennett, and Lyon Towers; Summit Hall; the Honors Hall, and Boreman Hall North and South. The Academic Resource Centers are certified through the College Reading and Learning Association International Tutor Training Program.

Tutoring services are also available in the Business Learning Resource Center (BLRC), the Chemistry Learning Center (CLC), the Math Learning Center, the Engineering Learning Center, and the College of Creative Arts, and through the Mountaineer Academic Program in the Office of Accessibility Services. At all locations, graduate students and upper level undergraduates provide the tutoring. Tutoring is also provided at the divisional campuses. The Academic Success Center coordinates tutoring services for PSC students. At WVUIT, tutoring services are coordinated through Student Support Services in the new Student Success Center.

Financial Aid Advising

The Office of Financial Aid provides information to students regarding financial aid requirements and procedures. The WVU Undergraduate Catalog provides general financial aid application and Satisfactory Academic Progress (SAP) information; information for graduate and undergraduate students; and information specific to students in Health Sciences. The SAP assistance WVU's Financial Aid Office provides to students is described in detail in 4.C.2. Financial aid advisors hold an annual training and professional development retreat, and when funding permits, attend the state, regional, and/or national association of financial aid administrators' conferences.

Academic Advising

All colleges and units have qualified staff and faculty who provide academic advising to their students. These academic advisors and faculty participate in professional development in developmental and prescriptive advising practices and have training opportunities to learn more about university-wide advising tools such as Banner, STAR (WVU's general users' Banner interface), and DegreeWorks (WVU's degree management system). Some are active participants in the National Academic Advising Association (NACADA).

Other Student Support Services

In addition to coordinating tutoring at the Academic Resource Centers, the Student Affairs Office of Assessment and Student Success Programs also provides Success Coaching, a Mid-Semester Help Center, and Students on the Road to Success (SORTS) workshops on time management, reading comprehension, study skills, note-taking skills, learning styles and preferences, test anxiety, exam preparation, and other metacognitive skills. The office also collaborates with Programs for Academic Advancement to provide support to students on academic probation. All these programs are designed to influence student success and persistence at WVU. Additional academic support programs are described in detail in 4.C.3. These programs include the Early Alert Program, Mid-Semester Programming, the Recruit Back Program, the Mid-Year Academy, the Preparing to Achieve Student Success Program, the Mountaineer Success Academy, the TEAM Program, and the Summer Academic Success Institute.

Co-Curricular Activities

There are various units at WVU that spearhead co-curricular activities for the university community. The following is a sample of these units:

- The Center for Service and Learning organizes service learning opportunities for student and faculty with more than 130 community partners. Due in large part to the efforts of the Center's staff, WVU has earned the Carnegie Foundation's Community Engagement Classification – the only West Virginia institution to do so and one of only 6% of universities nationwide.
- The Office of Residential Education serves approximately 5,600 students in housing yearly and provides residence hall programming.
- The Resident Faculty Leader Program (RFL), in conjunction with Residential Education, organizes co-curricular activities for students living in residence halls.
- Student Organization Services promotes student engagement in extra-curricular activities at WVU through more than 400 student organizations.
- Additional examples of Student Affairs staff training and professional development include the following:
    - The Academic Resource Centers are certified (Level I) by the College Reading and Learning Association (CRLA).
    - Student success coaches are certified peer educators through the Bacchus Network.
    - The Carruth Center for Psychological and Psychiatric Services is accredited by the International Association of Counseling Services.
    - More than 25 Student Affairs staff members are certified through the Green Dot program to reduce violence.
    - The entire staff of Adventure WV is certified in various experiential educational and technical areas through organizations including the Association for Experiential Education, the Association for Challenge Course Technology, Leave No Trace (environmental conservation), the Wilderness Education Association, and Wilderness First Aid.
    - Student Legal Services is staffed by two lawyers and two law clerks.
    - Through the WVU Veterans Programs, WVU has been named a Military Friendly School as well as a Best for Vets College by the *Military Times*.

- WVU Dining Services has received the gold level for National Excellence in Worksite Wellness.

3.D. The institution provides support for student learning and effective teaching.

3.D.1. The institution provides student support services suited to the needs of its student populations.

WVU-Morgantown Student Affairs

The core mission of WVU Student Affairs is to support student success. This is achieved by providing opportunities for students to complement their academic experiences through structured out-of-class programs and services. The following are examples:

- Commuter Student Programs helps students that commute to the university with transition programs, fun activities, academic progress, and information referral.
- Student Support Services (SSS) provides individualized services to students who are either first-generation in college, income eligible, or have a learning or physical disability. Based on their needs and goals, SSS assists students academically along with providing social and cultural enrichment opportunities.
- Student Family Resources supports students who are also parents by serving as a support system to reduce family conflict, stress, and risk factors.
- The Office of International Students and Scholars supports all members of the international community by strengthening, enriching, and advocating for that community.
- The Office of Multicultural Programs serves diverse students on campus in many ways. The office offers programs to educate the university community about multiculturalism, diversity, and tolerance. These programs focus on promoting a spirit of respect toward the world and its cultures and an enhanced understanding and appreciation of different cultures, their history, traditions, and current events.
- The Center for Black Culture and Research provides critical support to WVU students, particularly African-American students and other students of color, with educational, social, and cultural programs.
- The Sophomore/Junior Experience provides services and programs to help ensure the success of sophomores as they transition from their first to second year and beyond. Programs are designed to help sophomores and juniors get involved on campus as well as to obtain internships and jobs.
- The Office of Assessment and Student Success Programs helps students stay enrolled and graduate in a timely manner through the Academic Resource Centers, the Mid-Semester Help Center, student success coaching, and academic probation programming.
- The Student Advocacy Center houses Student Legal Services, Off-Campus Housing, Commuter Student Programs, and Non-Traditional Student Assistance. These programs are designed to help students with concerns that are not primarily academic in nature – but which may adversely impact students' academic performance if not addressed.
- Student Organization Services promotes student engagement through extra-curricular programs, mentorship, and support.
- WellWVU encompasses Student Health, Health Promotion, and Mental Health.

Potomac State College

The PSC Academic Success Center provides tutoring, placement testing, and make-up examinations. Throughout the academic year, three full-time professional tutors, two part-time professional tutors, and eight part-time student tutors provide 200 hours of tutoring per week – including both group and individual tutoring sessions. Through PSC's Early Alert System, instructors can refer students to the Academic Success Center for tutoring. During the summer, students can schedule appointments for tutoring in Math, Biology, Chemistry, Computer Science, Psychology, and Sociology. Center staff have also created a series of self-help materials for all PSC students on the following topics: academic etiquette, adult learners, class participation, common study problems, note-taking strategies, reading strategies, goal setting and motivation, calculating one's GPA, selecting a major, developing strong relationships with faculty, the benefits of study groups, testing strategies and test anxiety, and time management.

The Office of Accessibility Services supports students with documented disabilities. This office provides services including academic accommodations, assistive technology, alternative textbooks, and sign language interpreters for those who are hearing impaired, accessible housing, accessible transportation, and priority preregistration.

The PSC Honors Program provides enrichment opportunities to academically talented students. Additional benefits include honors courses, special social and cultural activities, priority pre-registration for classes, access to the Honors 199 first-year seminar, and the option to live in a designated quiet area in the University Place residential complex. After graduating from PSC, honors students can transfer to the Honors College at WVU-Morgantown.

West Virginia University Institute of Technology

Students are well supported in their educational pursuits through a range of divisional campus support services. One such program, Student Support Services, a federally funded TRiO program, has been present on the WVUIT campus since 1968. Currently, Student Support Services serves 215 students who are first-generation college students; economically disadvantaged; and/or disabled. The services provided through this program include educational counseling, academic enrichment, tutoring services, and grant aid.

WVU-Morgantown has been providing a staff member in Accessibility Services to provide services to students and faculty on the WVUIT campus since 2006. Students who require accommodations to achieve their educational goals are well served through this arrangement. Approximately 30 students each year are served through this relationship.

Established in April 2013, the Student Success Center is in its inaugural year of serving the WVUIT community. The Center's programs and services are focused primarily on increasing retention of first-year students. Through new student advising and class registration, new student orientation, academic enrichment programs, and academic intervention strategies (e.g., early alert processes and the use of the College Student Inventory) the Center is designed to assist new students in their transition from high school to college by providing a range of activities to affiliate and situate new students to life at WVUIT.

3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Math and Chemistry Placement

The WVU-Morgantown Math Department uses SAT and ACT math scores and a locally-developed math placement exam, the Quantitative Reasoning Assessment (QRA), to place students in classes at the appropriate level for their demonstrated abilities. The Math Department has developed a flowchart showing QRA-based placement and subsequent math course enrollment pathways.

Similar to the Math Department, the Chemistry Department also uses ACT and SAT math scores and the QRA for course placement. General chemistry placement into CHEM 110 (Introduction to Chemistry), CHEM 115 (Fundamentals of Chemistry), and CHEM 117 (Principles of Chemistry) is described in detail on the Chemistry Department's undergraduate courses website.

Foreign Language Placement

WVU's foreign language placement policies are explained on the New Student Orientation website under "Placement Exams." In brief, students who wish to enroll in French, German, or Spanish must take the placement exam for that language.

English Language Placement

Instead of taking ENGL 101 and ENGL 102, the two required courses for General Education Curriculum (GEC) Area One, "Communication," students who score a 27 on the ACT or a 640 on the SAT (verbal) may take ENGL 103.

Potomac State College and West Virginia University Institute of Technology Placement

Information about PSC's placement testing is posted online. At PSC all students must take a Math Placement Examination. SAT and ACT scores determine whether students take the Version-A Foundations examination or the Version-B Advanced examination. English placement is based on students' ACT or SAT scores or the Accuplacer examination. Math placement at WVUIT is based on ACT/SAT scores. Chemistry and English placement are also based on ACT/SAT scores.

3.D.3. The institution provides academic advising suited to its programs and the needs of its students.

WVU-Morgantown's 15 colleges and schools each provide academic advising to meet the needs of students in their degree programs. Given the diversity of WVU's programmatic offerings, advising in colleges, schools, and departments provides better service to students. Similarly, PSC and WVUIT provide advising for their students. Advisors across campus often share best practices with one another through

advising forums and the Blueprint for Student Success Advising and Course Scheduling working group. WVU is forming The Advising Council (TAC) in Spring 2014.

Potomac State College

All students at PSC are advised by a member of the faculty according to discipline, using advisement sheets developed for each major. The advising occurs during faculty office hours which vary. The college recently purchased AdvisorTrac software to assist faculty in tracking advising information. PSC has developed a Frequently Asked Questions (FAQ) website for current students about advising and other resources, including directions for accessing their advisor and a list of all PSC advisors with complete contact information.

West Virginia University Institute of Technology

Beginning in Spring 2013, WVUIT implemented a new advising model for all incoming students accepted for Fall 2013. These changes, designed to improve fall-to-fall retention rates, aim to accomplish the following:

- Ensure institutional and departmental placement guidelines are consistently enforced
- Place students in appropriate courses based on academic preparation and requirements of intended majors
- Initiate and develop new students' affiliation with the institution
- Provide a centralized resource for information on degree plans and the general education curriculum
- Reserve the specialized advising skills of teaching faculty for upper division students
- Build a framework of regular student-advisor contact at key points in the academic calendar to improve affiliation, inform students of available resources, and - when necessary - conduct academic interventions
- Provide guidance for undecided students and redirection for students who need to make major changes if they encounter interest shifts or academic barriers in foundational major requirements

College of Business and Economics

The College of Business and Economics houses the Office of Undergraduate Programs and Advising which employs a professional advising model for all undergraduate students. The Office of Undergraduate Programs and Advising employs eight FTE (1.0) staff members three PTE (.25) graduate students to assist in the delivery of student services including: student recruiting, admission to pre-business and economics programs, matriculation to majors, academic advising, course selection and registration, and assessment of progress towards degree completion.

College of Creative Arts

The College of Creative Arts provides in-house academic advising for all of its students including those pursuing minors as part of their courses of study. Using a "mentor/advisor" system, the College of Creative Arts academic advisors are faculty, staff, and administrators who are committed to enhancing the educational experience of the students enrolled in the college. To ensure that academic and career advising is timely and appropriate, College of Creative Arts' students are usually assigned a mentor/advisor from the student's major and area of interest. Mentor/advisors are also accomplished professional artists or scholars in the visual or performing arts.

College of Education and Human Services

The student support services center in the College of Education and Human Services is called the Center for Advising and Records. The Assistant Dean for Student Services, who supervises the Center, has a doctoral degree and also teaches in CEHS. She attends professional development sessions on supervision, staff management, software and program updates, and others. The Certification Officer, the Program

Specialist, and two of the developmental advisors hold master's degrees. They continually update their knowledge of database systems and other technology and software, and programs through training workshops. They also provide training to other professional advisors, faculty advisors, and students. The same is true of the two academic advisors. One academic advisor has helped create new links between Access and Banner, including the inclusion of Praxis scores on Banner. She is the expert on data collection for the college, which she provides for assessment and reporting. Another staff assistant to the Assistant Dean continually updates an inquiry database and monitors the college website. All staff members do update training on Banner, Degree Works, Assess and others as new functions are offered. Staff members are encouraged to take university courses and workshops.

School of Nursing

Orientation sessions for both direct admit and pre-nursing majors are held the first week of the fall semester. Freshman direct admit nursing students and sophomore nursing students are advised by a professional advisor each semester in one-to-one meetings prior to registration for the next semester. Junior and senior nursing students are advised by faculty advisors who focus on career planning as well as academic advising. All faculty advisors meet individually with their advisees each semester prior to registration for the next semester.

School of Pharmacy

Academic Advising is provided by the Office of Student Services. The Assistant Dean for Student Services and the Program Coordinator serve as academic advisors. Most advising occurs during the weeks leading up to the registration for the following semester's classes. Students are provided with lists of elective courses.

Perley Isaac Reed School of Journalism

The School of Journalism conducts advising through its Advising Center within the Office of Student Services. This centralized system of advising enables the advisor to follow students regardless of their major or a change of major. Currently, the only exception to this model is for students who declare an emphasis in television journalism. Once students enter this program they are reassigned a faculty advisor in that curricular sequence.

Benjamin M. Statler College of Engineering and Mineral Resources

In the Statler College academic advising has two foci of attention. One is in the common Freshman Program and the other is in each of the specific major disciplines. The college's Freshman Experience Program (FEP) provides extensive support to help freshman through the difficult first-year engineering curriculum. The FEP provides an Engineering Learning Center that provides academic support in the form of free tutoring in math, chemistry, physics, and engineering.

The College also has a Freshman Engineering "Study Lab" Requirement. All students taking ENGR 199, ENGR 100, ENGR 101, or ENGR 102 must spend two hours each week studying or working on homework in a "tutored environment." This requirement can be met by studying in the Engineering Learning Center, the Math Learning Center, the Chemistry Learning Center, or at one of several approved Academic Resources Centers which provide tutors for math and science courses around campus. Student attendance is tracked and the percentage to which each students meets the "Study Lab" requirement is reported to each engineering course instructor and counted toward a portion of a grade in each freshman engineering class.

Freshman engineering students are also required to participate in five (5) engineering-related "out of class experiences" (OCEs) each semester. Typical OCE opportunities include:

- EngineerFEST, an engineering student organization fair held at the beginning of the year to encourage students to learn about and become involved in one of the College's many student chapters of the professional engineering societies;
- Department Visitations, in which each department hosts freshmen in an informational seminar describing their majors, relevant research opportunities, and the types of careers their graduates obtain – and then provides a tour of their laboratory facilities; and
- Student Seminars, which cover topics such as: financial aid policies; academic policies; internship, cooperative education, and study abroad opportunities; study skills; time management; presentation of student research; and guest speakers from government and industry.

The Statler College partners with the Resident Faculty Leader program of Braxton Tower and other residence halls to arrange engineering-related programming for the residents. Braxton is the designated "engineering tower," and engineering students comprise approximately half the population of the Tower. Braxton Tower RAs facilitate weekly floor study groups and encourage peer academic support, collaboration, and tutoring. In addition, the residents also have trips to engineering-related sites, form groups to enter College-sponsored engineering competitions (such as the pumpkin drop), and host meals for students and guest lecturers invited to campus by the college. The goal is to encourage continued interest in engineering, facilitate career exploration opportunities, and provide the social support necessary to help students succeed in the engineering curriculum.

In the major programs, students are assigned to staff or faculty that generally serve as students' advisors/mentors for the duration of their studies. Advising in the academic disciplines is done on a one-to-one basis. Advisors/mentors provide students with academic, personal, and professional guidance, direction, and advice. All departments have at least one advisor that specifically works with students having academic difficulty. They also have advisors selected and approved by the WVU Honors College to serve as an Honors Student advisor.

All of these advising/mentoring efforts both in the FEP and the discipline majors work together to create a coherent advising/mentoring support structure for Statler College students designed to facilitate student success in engineering.

3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Technological Infrastructure and Resources

The WVU Office of Information Technology provides a secure, reliable, and robust information technology infrastructure that supports innovation, discovery, pedagogy, and public service, and maintains essential production services and systems. 5.A.1. provides a detailed description of WVU's technological infrastructure investments.

Scientific Laboratories

WVU has a wide range of laboratories for scientific research, instruction, and student learning. WVU's Morgantown campus has 531 laboratories with over 249,500 square feet of space designated for research

alone. 5.A.1. provides a detailed description of WVU's physical infrastructure investments under the 10-Year Campus Master Plan. Examples of research laboratories are highlighted below.

Health Sciences Center campuses offer more than 350 laboratories totaling a little under 200,000 square feet of space. These include classroom, research, and open laboratories. HSC has 42 general purpose classrooms totaling 52,699 square feet of space and 59 study rooms totaling 24,944 square feet of space.

The Eberly College of Arts and Sciences has over 100 laboratories and learning centers spread across 16 buildings on the Morgantown campus. These spaces include 65 wet and instrumentation laboratories in the natural science disciplines of geology, geography, chemistry, biology, and physics. There are 18 computer instruction laboratories supporting the areas of math, English, forensics, world languages, statistics, social sciences, psychology, biology, political science, and physics. Additional facilities include math and statistics learning centers, a writing center, a sociology computer testing center, a communications studies computer and group project room, a psychology wet instructional lab, and two world language resource centers. The forensics program offers eight wet and instrumentation laboratories, a photography laboratory, and five evidence laboratories that include three crime scene investigation houses. A planetarium and an observatory aid in astronomy teaching and learning.

While the majority of Statler College of Engineering and Mineral Resources is housed in three buildings – the Mineral Resources Building, the Engineering Sciences Building and the Engineering Research Building – learning, research, storage, and administrative spaces exist in a total of 20 buildings and encompass more than 350,000 square feet of space. These spaces include 32 classrooms, for a total of 26,531 square feet, and 240 laboratories, for a total of 169,443 square feet. Notable laboratories by department include:

- Civil and Environmental Engineering – environmental, structural, asphalt, hydro
- Chemical Engineering – diamond, cold room, particle technology, fuel cells, polymer processing
- Computer Science and Electrical Engineering – electrical device testing, robotics, digital systems, MICRO chip, sensor systems
- Mining Engineering – coal preparation, rock mechanics, washability room, froth flotation, mine design
- Industrial and Management Systems Engineering – ergonomics, wind tunnel, respirator, industrial hygiene
- Mechanical and Aerospace Engineering – vehicle and engine emissions, fluid flow, model aircraft, rapid prototyping, thermionic materials, nano imaging
- Petroleum and Natural Gas Engineering – gas measure, drilling fluids, Schlumberger software
- Shared resources – clean rooms, characterization laboratories, microscopy

The new Advanced Engineering Research Building, scheduled for completion in 2014, will provide 33,000 square feet of flexible and environmentally safe laboratory and research space, as well as an 8,000-square foot clean room, offices, classroom, computer classroom, a learning center, and a graduate student space.

The Davis College of Agriculture, Natural Resources, and Design has research and teaching facilities in five buildings: the Agricultural Sciences Building, Percival/Allen Hall, South Agricultural Sciences, the Agricultural Sciences Annex, and a new greenhouse. In early 2016, a new Agricultural Sciences Building will be completed. Percival Hall houses over 55,000 square feet of space. Laboratory types include: analytical wet laboratories, GIS computer laboratories, fish laboratories, physical properties laboratories for wood, and textiles laboratories. South Agricultural Sciences is comprised of research laboratories, class laboratories, classrooms, offices, open laboratories, and studios. Examples include two large teaching laboratories for plant pathology and microbiology classes, seven research laboratories, two landscape architecture studios, and two conference rooms. There are plans for a two-story addition of approximately 4,000 square feet for future college program needs. The Agricultural Sciences Annex has two landscape architecture studios, two design studios, and two laboratories for agriculture and extension education. There is also a large teaching kitchen for nutritional sciences classes. The Agricultural Sciences Building houses a variety of laboratories including entomology laboratories, soils laboratories, agronomy laboratories, horticulture laboratories, soil testing lab, animal and nutritional sciences laboratories, and other instrumentations support laboratories.

The new Agricultural Sciences Building will be 201,000 square feet with 8,000 square feet of unfinished space for future completion. The five-story structure will include substantial instructional space for lectures and laboratories, as well as cutting-edge research laboratories and design studios for students in landscape architecture and design. In addition to providing new wet laboratories, teaching laboratories, offices, and classrooms, the new Agricultural Sciences building will have a modern meat processing lab, sensory and testing kitchen, and 125-seat lecture hall connected to sensory laboratory. The laboratories are designed to be open concept, which will place several researchers within a given core of laboratories and supporting rooms to allow for collaboration. There will be a total of 50 wet laboratories in the new building.

The new Greenhouse has 28,250 square feet of space. The head house includes 5,950 square feet for wet and dry laboratory spaces. The new glass greenhouse structure is approximately 19,000 square feet, and will be shared by the Davis College and the Forest Service.

The WVU Experiment Station operates seven farms and two forests that support faculty research. The total acreage for the farms and forest is 11,872 acres. Four of the farms (Animal and Nutritional Sciences farms in Morgantown and Reedsville and Horticultural and Agronomy farms in Morgantown totaling 2,207 acres) and two University Forests (University Farm Woods in Morgantown and University Forest in Monongalia and Preston County totaling 7,771 acres) are sufficiently close to the University campus to be used extensively to support academic programs in addition to research. Outlying farms include the 996-acre Reymann Memorial Farm (beef, sheep, aquaculture, agronomic crops and bull testing station); the 165-acre Kearneysville Tree Fruit Research Farm (primarily apples and peaches) in northeastern West Virginia; the 238-acre Willow Bend Farm in the southeast (pasture raised and finished beef cooperative project with ARS); and the 495-acre Tygart Valley Forest (mostly oak regeneration and disease control research) in east central West Virginia. All but Tygart Valley Forest serve as extension and research centers.

The College of Education and Human Services has four laboratories. The speech and hearing laboratory supports research surrounding the mechanisms involved in both the production and perception of speech. The language and literacy laboratory explores the processes involved in language and reading and the development of improved diagnostic and treatment approaches for children with related impairments. The laboratory for fluency disorders is the home of the International Project on Attitudes Toward Human Attributes, which conducts research on the fluency disorders of stuttering and cluttering. Finally, the collaborative assistive technology education laboratory helps students select and use a wide range of mainstream and specialized devices to support individuals with disabilities in the context of educational and clinical interventions.

Scientific laboratories at PSC include two chemistry laboratories, three biology laboratories, one geology lab, and one physics laboratory. Scientific teaching laboratories at WVUIT in biology, chemistry, and physical sciences also contain instrumentation and apparatus sufficient to provide rigorous instruction in the sciences. WVUIT's engineering laboratories are scheduled for $680,000 in upgrades, including updated teaching facilities and a computer-assisted design (CAD) laboratory. The Nursing department is supplied with clinical practice laboratories, including typical therapeutic devices and anatomical simulations.

Libraries

WVU's Morgantown Campus has the Downtown Campus Library, the Evansdale Library, the Health Sciences Library, the Law Library, and the West Virginia and Regional History Center. The Charleston Division of the Health Sciences Center is also home to the Charleston Health Sciences Library.

The WVU Morgantown Campus Libraries provide access to more than 2 million books, 246 databases, over 48,000 journals, and numerous unique digital collections. In addition, the Libraries are home to Rare Books and Appalachian Collections, and serve as a Regional Depository Library. The Libraries have strong reference and research services and a substantial instruction and information literacy program. They are engaged in numerous digitization projects, and have also been involved in several initiatives to support new forms of scholarly publishing and communication.

The WVU-Morgantown Libraries have experienced a transformation in resources and services. The move from print to electronic resources has been rapid, and electronic resources, such as e-journals, databases and e-books now make up 92% of the Libraries' materials expenditures.

WVU is strongly committed to the success of its Libraries and recognizes their essential role in fulfilling its research and educational missions. In the past decade, WVU invested $37 million to build the Downtown Campus Library including the renovation of the historic Wise Library, $6.2 million to build two depositories on campus, and $17 million to construct a new library for the Health Sciences. In 2009, an $800,000 renovation of the Evansdale Library was completed. An additional $3 million has been designated for renovations to the Evansdale Library, which will be completed in summer 2014. Plans are currently being developed to renovate the Law Library. These renovations have enabled the WVU Libraries to provide media-enhanced group study rooms, classrooms, flexible study space, desktop and laptop computers, coffee shops and event spaces which are used for author readings and other academic programs.

Access to more than 164,000 books, hundreds of online periodicals, and interlibrary loan services are available to WVUIT students through Vining Library, which also contains study and meeting areas for student and faculty use. The PSC Mary F. Shipper Library has 38,000 volumes of books; 12,000 e-books; access to 18,300 electronic and print journals, newspaper and microform titles; and 28 electronic databases. Interlibrary loan, reference, and media/archival services are also available.

Performance Spaces

The Creative Arts Center (CAC) on WVU's Morgantown campus houses several performance/studio and clinical practice and applied areas, including five theatres ranging from 80 to 1,444 seats in size:

- Lyell B. Clay Concert Theatre – 1,444 seat continental style theatre
- Gladys G. Davis Theatre – 216 seat thrust style theatre
- Antoinette E. Falbo Theatre – 104 seat black box style theatre
- Bloch Learning and Performance Hall – 155 seat recital hall
- Vivian Davis Michael Laboratory Theatre – 80 seat theatre

Also at the CAC, visual art exhibits are presented in the Paul and Laura Mesaros Galleries adjacent to the Douglas O. Blaney Lobby. The facility has nine conventional classrooms, five computer laboratories, eight visual art studios, ceramics shops, sculpture shops, theatre wood and paint shops, a theatre costume shop, dark rooms, dressing rooms, an ensemble laboratory and rehearsal room, a movement lab, 35 musical practice rooms, and private offices and studios for the 125 faculty and staff of the College.

The Church-McKee Arts Center at PSC is a multi-purpose building that contains a 1000-seat theatre, three classrooms including a 75-seat stepped band room, and many faculty offices. WVUIT also has a theatre in the Leonard C. Nelson Engineering & Sciences Building.

Clinical Practice Sites

WVU provides clinical practice sites that its programs require. Many colleges and schools utilize clinical practice sites to support effective teaching and learning. The following examples illustrate the variety of clinical sites at WVU.

The College of Physical Activity and Sport Sciences supports several clinics. The Physical Education Teacher Education program has an adapted physical education practicum program with a weekly clinic that provides physical education services for children with disabilities in Monongalia County, home of the Morgantown campus. The Mylan Elementary School is a local laboratory school for the Physical Education Teacher Education program. Undergraduate and graduate Athletic Training students provide services to athletes at WVU, in area high schools, and at local colleges and universities to help prevent injury and improve the speed at which athletes can return to play after an injury. Graduate Sport and Exercise Psychology students also provide mental training to varsity and club athletes at WVU and local high schools and colleges to enhance performance.

The College of Education and Human Services also has several on-campus clinical facilities. The Speech Center conducts therapy sessions and augmentative communication evaluations in nine treatment rooms. A video monitoring system and fully-equipped laboratory is available for acoustic and physiologic study of speech disorders. The Department of Communication Sciences and Disorders operates the Hearing Center, which is equipped to provide complete diagnostic and rehabilitative services. The Speech Clinic at the WVU Health Sciences Center conducts therapy throughout the hospital in individual therapy rooms, as well as at bedside. At the University Reading Clinic, Reading Specialist candidates and elementary Education majors complete fieldwork. A Teaching and Learning Technology Center includes five instructional classrooms equipped with state-of-the-art technological infrastructure to simulate K-12 classroom environments. A recently renovated STEM laboratory offers authentic educational environment for future educators to learn to teach science and mathematics to elementary and secondary students.

In addition to audiology and speech-language pathology facilities, the Department of Communication Sciences and Disorders maintains a formal relationship with several off-campus clinical settings and externship sites in which students may obtain clinical hours working with a wide range of individuals with communication disorders. These sites include a variety of local and regional hospitals, schools, rehabilitation centers, private practices, and nursing homes. CEHS Counseling doctoral students are placed at regional college counseling centers, Veterans Affairs medical centers, hospital psychological assessment rotations, community mental health settings, and community service agencies. The clinical mental health counseling program offers more than 30 training sites for practicum and internship, including community mental health agencies, college counseling, career counseling, private practice, residential programs, hospitals, veterans programs, child and adolescent services, trauma/crisis centers, and addictions. The school counseling program offers over 25 training sites in educational settings for practicum and internship to provide K-12 and adult education experience.

Most Robert C. Byrd Health Sciences Center (HSC) professional programs require clinical experiences for graduation, such as clinical education, fieldwork, clinical placements, and internships. As a result, HSC has 71 clinical spaces and 19 simulation centers totaling just over 25,000 square feet. For example, in Exercise Physiology, students must complete six credits of clinical internships. Placements are mostly in local sport and fitness facilities, but can also be completed in agencies outside of Morgantown. Physical Therapy and Occupational Therapy students are placed in hospitals, home health agencies, and school systems, both in West Virginia and across the nation. Master of Health Science students rotate through clinical placements at hospitals and morgues in Morgantown and Pittsburgh, PA. Medical Laboratory Sciences and Histotechnology students are placed in five hospitals in West Virginia and Pennsylvania. These experiences are provided for students in various clinical and practicum settings via a contractual arrangement with WVU. Contracts are reviewed and renewed on a five-year basis, or more frequently if the site requires it.

The School of Pharmacy utilizes 283 clinical practice sites to deliver introductory and advanced pharmacy practice experiences for the Doctor of Pharmacy program. The sites are primarily within West Virginia, but also include sites across the country as well as three international sites, including hospitals such as WVU Hospitals and Charleston Area Medical Center, chain pharmacies such as Walgreens and CVS, independent pharmacies, the United States Public Health Service, and long term care facilities. Pharmacists who serve as adjunct faculty at these sites receive preceptor training, access to online drug information resources through the library, and continuing education programming.

The School of Nursing (SON) has clinical placements for students in pre-licensure undergraduate programs and in graduate practice programs (MSN, DNP). These occur in both acute care hospitals and in community settings throughout the state. The SON has over 350 active contracts with agencies for clinical placements that are renewed every one to five years depending on agency policy. Hospitals with current contracts include WVU Healthcare, Monongalia General Hospital, Charleston Area Medical Center, Montgomery General Hospital, and Thomas Memorial Hospital. Community agencies include home health agencies, health departments, clinics, long-term care facilities, and schools throughout the state.

The WVU Extension Service provides programs and services that take the community engagement and outreach mission of WVU directly to thousands of West Virginians in 55 county offices located across the state. Extension educators may involve graduate and undergraduate students in some or in all phases of their educational projects: research, design, delivery, and evaluation. Extension programs are grounded in

the academic disciplines of agriculture, business administration, child development, computer science, communications, environmental science, engineering, counseling and guidance, curriculum design, health education, home economics, journalism, and safety. Depending upon program priorities and funding, graduate and undergraduate internships, work-study appointments, and volunteer service positions may be available on the Morgantown campus and in any of the 55 counties. Program priorities and funding also determine the duration of appointments during regular semester and summer sessions. One example of the types of practicum/fieldwork/internship site for WVU students provided by Extension Service is through West Virginia 4-H camping. On an annual basis, WVU Extension Service hires and trains hundreds of 4-H Extension Camp Instructors.

PSC currently has three farms that total nearly 1,000 acres in size. Each farm is comprised of a mix of agricultural land and forest land utilized for farm enterprises and academic purposes. The PSC Agriculture Technology facility consists of a large multidisciplinary shop area and a classroom. This facility is adjacent to the PSC Greenhouse, which utilizes traditional production methods and is currently converting some space to hydroponic production.

WVUIT's nursing program has clinical practice sites at Thomas Memorial Hospital, Charleston Area Medical Center, and Montgomery General Hospital. A new nursing laboratory will be housed at Montgomery General Hospital. WVUIT's Forensic Investigation program has a Forensics Crime House that offers students simulated field experience in crime scene investigation.

Museum Collections

The construction of the Art Museum on the Morgantown campus demonstrates WVU's commitment to preserving valuable art collections. The new Art Museum of WVU is expected to open in 2014 and will feature two distinct facilities – the Art Museum and the Museum Education Center – and an outdoor sculpture garden. The Art Museum is designed to meet professional museum criteria and will include:

- Two art galleries totaling approximately 5,400 square-feet of exhibition space built to environmental standards for the safe display of works of art
- Collection research and study room for examination of works of art
- Collection storage area to securely protect and preserve works of art
- Lobby space to welcome and orient museum visitors
- Classroom with electronic technology for 25 students

The Museum Education Center designed by noted architect Michael Graves accommodates:

- Museum offices for staff
- Grand Hall for educational programs, lectures, and performances
- Future rental facility for meetings, receptions and dinners
- Future bookstore/gift shop with refreshments

The current collection of nearly 3,000 works of art, international in scope, has been created through private gifts, alumni donations, and purchases. The collection is currently stored in the Wise Library. Some of the strengths of the collection include paintings by Albert Bierstadt, William Merritt Chase, Thomas Cole, Jean Metzinger, and Rockwell Kent, as well as the largest public collection of art by American Modernist Blanche Lazzell. Within the prints and works on paper collection are works by such artists as Giovanni Battista Piranesi, Rembrandt van Rijn, Francisco Goya, Pablo Picasso, Stanley William Hayter, Robert Rauschenberg, and Jasper Johns, along with prints by contemporary artists William Kentridge, Kara Walker, Leslie Dill, Willie Cole and Ed Ruscha. The Asian collection contains significant historic works including Chinese scroll paintings, Japanese prints, Korean Silla pottery, and works from Thailand and India. The Harry Shaw Collection boasts over 160 examples of contemporary ceramics. The Leonhart Collection of African art presents a range of works that include ritual objects, textiles, and jewelry.

Additionally, the Cook-Hayman Pharmacy Museum in the School of Pharmacy includes fixtures from a roughly 150-year-old drugstore originally located in Wheeling, WV, as well as materials and artifacts from

around the state and the world. The collection includes everything from antique pharmacological encyclopedias and soda fountain clocks to apothecary tools and gourd and sheepskin packing cartons.

Housed in PSC's Mary F. Shipper Library are three collections and various other artifacts. The WVUIT Pierce Art Gallery in Conley Hall hosts coffee hours, artist exhibitions, and other events.

3.D.5. The institution provides to students guidance in the effective use of research and information resources.

WVU Libraries provides students and faculty with a wide range of tools and services that support research activities. A sample of library tools, services, and resources includes: the library catalog, databases, E-Z Borrow and Inter-Library Loan, e-Reserves and Reserves, Refworks, Research Guides, e-journals, magazines, and newspapers. WVU offers both undergraduate and graduate students guidance in the effective use of research and information resources. For example, the WVU-Morgantown Libraries provide ULIB 101: Introduction to Library Research and ULIB 301: Gender and the Research Process. The WVU Libraries also have an Information Literacy Initiative and numerous guides and tutorials, including a Plagiarism Avoidance Tutorial. The Libraries also provide research assistance and consultations.

Potomac State College

In English (ENGL) 102, students are required to utilize four to five researched sources to complete an argumentative essay. Students are taught to discern source quality and credibility through analysis of sample arguments and sources. An annotated bibliography due in advance of the final essay requires students to defend their sources' credibility. This assignment is designed to emphasize to students the importance of avoiding quick and careless research – and the value of thorough research conducted well in advance of the final due date for papers. Students are shown how to access the Mary F. Shipper Library – including navigating the library's holdings, online databases, and Inter-Library loan capabilities. The assignment's requirements stipulate limited use of Internet resources, further encouraging students to explore the vast pool of better sources that can be accessed just as quickly. Finally, students are required to demonstrate proper documentation of sources referenced according to MLA rules. As PSC wants to emphasize to students that thorough and effective research yields conviction in one's position on a given issue, research comprises 50% of the content in ENGL 102.

The first-year seminar, WVUe 191, also encourages student to explore campus resources including the Mary F. Shipper Library. During the course, librarians share a summary of research aids available and a tutorial on source access.

All PSC students have access to the library's "Doing Scholarly Research" online tutorial and Library Handbook.

West Virginia University Institute of Technology

At WVUIT students may obtain guidance in the use of research and information resources via two primary means. The staff of the Vining Library provides assistance to students who need assistance using the print and electronic resources. Staff members are available to conduct training sessions as part of regular courses, providing either generic or very specific training, such as how to search patents. Faculty may also provide instruction in specific areas of resource utilization. These resources could be specialized databases or primary literature sources for the major. Professional societies may provide research resources to faculty and students that are not available to the Vining Library. It is an institutional expectation that graduates should be able to utilize the primary sources of their profession to remain current with new developments.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

WVU provides an enriched educational environment as envisioned in its mission statement and illustrated by a wide menu of co-curricular activities and a network of offices that offer structures and support for community service and engagement. There are numerous opportunities for students to attend lectures and seminars at the college or university level. For example, the David C. Hardesty Jr. Festival of Ideas launched in 1995 as a lecture series spans the academic year and brings an eclectic group of newsmakers, public figures, academicians, and thought leaders – along with WVU's own academic stars – to campus to engage the community in important issues of the day. The Festival of Ideas is at the "heart of what a university represents—the free exchange of ideas, knowledge, and the discovery of new and exciting ideas and possibilities".

3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

WVU-Morgantown Student Affairs

Through Student Affairs, Housing and Residential Education, and many other units like the Office of Sustainability, WVU offers both undergraduate and graduate students various opportunities to participate in co-curricular and extra-curricular activities that help extend and augment their learning experiences beyond the classroom setting. These opportunities include leadership of, and membership in, WVU's more than 400 student organizations; participating in fraternity and sorority life; workshops; and internships. (See 3.C.6.).

The Career Services Center is dedicated to the development and implementation of innovative programs and services that help students and alumni identify career goals, develop professional skills, and promote lifelong career management skills.

WVU's Canopy Tour is another example of a co-curricular opportunity available to WVU students. In May 2013, WVU opened the first Canopy Tour at a college or university in the United States. This provides an additional dimension to the Adventure WV program that no other institution currently provides.

The *Daily Athenaeum* is one of the oldest college newspapers in country. Working at the DA provides students opportunities to obtain hands-on experiences in writing, editing, managing, advertising, and sales.

U92 is a non-commercial, educational radio station dedicated to serving both WVU and the Morgantown community as a teaching and training facility while at the same time providing alternative programming to listeners.

Residential Education provides services and community programming in the residence halls designed to enhance students' growth and development.

West Virginia University Institute of Technology

WVUIT provides co-operative education opportunities. The co-operative education program emphasizes professional work experience in combination with academic work via rotating work and study terms. All placements are reviewed by the co-operative education director to ensure that the work experience provides sufficient exposure to professional practice and practical application of the academic course work. Faculty members are frequently invited to co-operative education sites to assess the quality of the work

experience. Employers provide an evaluation of the students' performance as well as input concerning improvements that could be made to the educational program. While any student is eligible to enter a co-op program, the majority of the work placements are for engineering, engineering technology, and computer science students. This is in line with the STEM emphasis of the WVUIT divisional campus.

Potomac State College

PSC Student Affairs coordinates many activities and opportunities for students to use the knowledge they gain in the classroom and to explore their personal limits in many areas. Below is a listing of many of the co-curricular programs provided by various units within Student Affairs that are suited to the mission and contribute to the educational experiences PSC students. The Office of Student Affairs is responsible for coordinating functional units that provide student services including Health and Counseling Services, Residential Education, Student Organizations, Intercollegiate Athletics, Community Service, Student Activities and Recreation, Student Conduct Services, and the Student Government Association.

Health and Counseling Services provides several key programs including the Health Fair, the Family Planning Program, the West Virginia Sexually Transmitted Disease (STD) Awareness Program, Tobacco Prevention/Cessation, Mental Health Assessments, Alcohol and Other Drug Prevention and Treatment Programs, and Nutrition/Fitness.

The Office of Student Involvement promotes theme weeks and diversity programs including Civic Engagement Week, PRIDE Week, Multicultural Week, Art Appreciation Week, Safe Sex Education Week, and Peter Griffin's Neighborhood: Diversity Program. The Student Affairs Office facilitates the Faculty/Student Special Interest Series, the Community Fair, the Earth Hour recycling program, Commuter Pizza Socials, and Welcome Weekend/Campus Connections programming.

The Student Government Association promotes the Voter Awareness campaign and the USA Today College Readership Program.

3.E.2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

WVU's mission asserts its commitment to "(d)eliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the state, the nation, and the world." In addition, WVU's 2020 Strategic Plan lays out a clear set of goals that emphasize research/scholarship, community engagement, and economic development. WVU's commitment to community engagement earned the "Community Engagement Classification" by the Carnegie Foundation for the Advancement of Teaching. According to the Carnegie Foundation, WVU:

> "(d)ocumented excellent alignment among mission, culture, leadership, resources and practices that support dynamic and noteworthy community engagement, and (was) able to respond to the classification framework with both descriptions and examples of exemplary institutionalized practices of community engagement…"

In addition to WVU-Morgantown community engagement activities, WVUIT provides a variety of experiences to enhance the educational experience. In addition to the availability of co-operative education experience, the Career Services Office also assists students in locating internships that will contribute to

their academic and professional development. Programs such as Criminal Justice and Health Services Administration require practicums that permit the students to apply their education in a service learning activity. Several of the programs have community service requirements. Opportunities – paid and unpaid – exist for students to work on research projects with faculty. Students also have the opportunity to participate in technical assistance outreach to local companies or public service groups as part of a course or a student club activity. Examples include energy audits, ecology studies at the Morris Creek watershed, and facility design work for the City of Montgomery, WV.

Criterion Three Reflection

WVU has policies, processes, and criteria in place to ensure high-quality control over courses, programs, learning environments (both inside and outside the traditional classroom), and student support services. WVU has high expectations for its faculty in terms of teaching, research, and service – and high expectations for student learning and achievement. To support those high expectations, WVU has devoted – and continues to devote – significant resources to human capital development and physical and technological infrastructure investment. WVU also has well-qualified staff who provide data-informed, targeted academic and other student support services – and diverse co-curricular programming – to meet the needs and interests of the students who choose to come to WVU. The combination of these factors provides a robust teaching and learning environment for students, staff, and faculty. WVU students have access to high-quality education at affordable tuition rates.

3.A. WVU ensures that its degree programs are appropriate to higher education through a multi-phase vetting process for new program proposals described in detail in the Policy and Procedure for Creation and Approval of Degree Programs, Majors, Minors, Areas of Emphasis, Teaching Specializations, and Undergraduate and Graduate Certificate Programs document. Existing programs are all subject to BOG Program Review every five years and must demonstrate the extent to which programs align with the mission of WVU; the educational quality of the programs; program accountability; assessment practices; and program viability.

Similarly, the policies in place governing the creation of new programs and the five-year BOG Program Review also specify criteria that must be met to ensure courses and programs are current. BOG Policy 15 empowers WVU colleges and schools to establish academic performance requirements for their degree programs. Descriptions of these requirements are listed by college and school – and then by program, major, and specific degree – in the WVU Undergraduate (699), Graduate and Professional (700), and Health Sciences catalogs.

WVU articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs. The WVU Undergraduate, Graduate and Professional, and Health Sciences catalogs describe the learning goals for each program. In addition, WVU's BOG Program Reviews require departments to document their student learning goals and outcomes across all degree and certificate programs. Programs that hold specialized accreditation must do likewise for their respective accrediting bodies.

The Policy and Procedure for Creation and Approval of Degree Programs, Majors, Minors, Areas of Emphasis, Teaching Specializations, and Undergraduate and Graduate Certificate Programs and the BOG Program Review Process apply to all WVU programs – whether they are in Morgantown; at the PSC divisional campus in Keyser, WV; at the West Virginia University Institute of Technology (WVUIT) in Montgomery, WV; or off-campus, online, distance delivery. Moreover, WVU has provided additional resources through Quality Matters (QM) to ensure that program quality and learning goals are the same across all teaching modalities. Finally, the Higher Learning Commission approves all WVU off-campus sites prior to program delivery.

3.B. General Education Curriculum program requirements that every undergraduate student must fulfill; required capstone courses and writing courses for each undergraduate degree program; and graduate and professional program requirements including independent research projects, internships, clinical experiences, and the production and defense of theses and dissertations all demonstrate that WVU views the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills as integral to its educational programs.

The nine GEC curricular learning objectives are (1) communication; (2) basic mathematical skills and scientific inquiry; (3) the past and its traditions; (4) issues of contemporary society; (5) artistic expression; (6) the individual in society; (7) American culture; (8) western culture; and (9) non-western culture. They are in keeping with WVU's mission to "…deliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the state, the nation, and the world." In addition, WVU has established policies and procedures to ensure that all GEC courses support the institution's educational offerings and undergraduate degree programs. The Faculty Senate General Education Curriculum Oversight Committee (GECO) then ensures that GEC courses are relevant and appropriate to WVU's educational offerings and degree levels through an initial approval and then ongoing audit and review process.

The GEC framework document states that the purpose of the GEC is to provide students with a foundation of skills and knowledge necessary to reason clearly, communicate effectively, and contribute to society. That framework document specifies the nine GEC curricular learning objectives; the rationale for each objective; the related student learning outcomes; and the requirements students must meet to fulfill these objectives.

WVU degree programs engage students in collecting, analyzing, and communicating information through portfolios, inquiry projects, capstone experiences, and case presentations. Diverse examples include the Benedum Collaborative Five-Year Teacher Education Program in the College of Education and Human Services; the Doctor of Pharmacy program in the School of Pharmacy; the Master of Science in Nursing program in the School of Nursing; several programs in the College of Physical Activities and Sport Sciences; and several departments and degree programs at WVUIT.

Evidence that WVU engages students in mastering modes of inquiry or creative work is drawn from the Plant and Soil Sciences Division of the Davis College of Agriculture, Natural Resources, and Design and the WVUIT Engineering, Engineering Technology, History, Chemistry, Athletic Coaching Education, Criminal Justice, and Health Services Administration programs.

Examples of WVU students developing skills adaptable to changing environments are highlighted for programs in the College of Education and Human Services; the School of Dentistry; the Statler College of Engineering and Mineral Resources, and WVUIT.

WVU recognizes the human and cultural diversity of the world in which students live and work and integrates this into its curricular and co-curricular educational offerings. Goal Three of WVU's 2020 Strategic Plan for the Future is to "foster diversity and an inclusive culture." Examples of WVU's commitment to providing students with diverse and inclusive programs and services include: the work of WVU's Division of Diversity, Equity, and Inclusion; the Center for Black Culture and Research; the Office of International Students and Scholars; the Colloquium for Aspiring Minority Doctoral Candidates; WVU Military Veterans; Student Support Services (TRiO); the McNair Scholars Program, and the Intensive English Program; and numerous programs and events at WVUIT.

Examples of other WVU's initiatives and policies that recognize the need to promote diversity and inclusion in higher education include: the Faculty Senate inclusivity statement; the GEC curricular learning objectives American Culture, Western Culture and Non-Western Culture; several majors and minors focusing on diversity-related issues; the first-year seminar student learning objective "promote diversity, inclusion, and a global perspective;" the Undergraduate Catalog; and findings from the in-house Graduating Senior Survey.

WVU faculty, staff, and students' dedication and contribution to scholarship, creative work, and the discovery of knowledge is demonstrated by the emphasis these activities in its mission and the WVU 2020 Strategic Plan for the Future; institutional initiatives and structures that support research; programs that emphasize research; and the dissemination or publication of scholarly work by faculty and students.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty. Despite WVU's ten-year enrollment growth of more than 18%, the student-faculty ratio has essentially remained the same. When many other institutions were closing departments and terminating faculty, WVU embarked on a campaign to hire 100 new faculty. Since the last HLC evaluation, WVU also created a new group of full-time faculty, Teaching Assistant and Associate Professors, eligible for promotion and long-term service to the institution. These faculty members play a key role in the education and advising of first- and second-year undergraduate students. Since 2007, WVU has also increased its staff by 4.7%.

All instructors are appropriately credentialed. Nearly 93% of full-time instructional/tenure track faculty at WVU-Morgantown have earned doctoral or terminal degrees in their discipline. Nearly 83% of all WVU faculty (at WVU-Morgantown, PSC, Extension Service, and WVUIT) have a doctoral or terminal degree in their discipline. All faculty hired at WVU must meet the minimum qualifications listed and described in the position description.

Instructors are evaluated regularly in accordance with established institutional policies and procedures. Instructor evaluation is conducted in accordance with WVU BOG Policy 2, Section 9 and WVHEPC §133-9-9, 11. Evaluation criteria include evidence of excellence in teaching; accessibility to students; adherence to professional standards of conduct; effective service to the institution, college, or department; continued professional growth; publications and research; professional and scholarly activities and recognition; and service to the people of West Virginia. In addition, the Student Evaluation of Instruction (SEI) is administered at the end of each course in either paper or electronic format. SEIs are used for annual evaluation and promotion and tenure teaching evaluation.

WVU supports faculty professional development through Academic Innovation, iDesign, the Teaching and Learning Commons, college, school, and department-specific programs, Senate Grants for Research and Scholarship, Faculty Travel Grants, Faculty Development Grants, and International Grants.

The Faulty Handbook specifies that instructors should make their office hours and class schedules known to their departmental offices so thus, be available for student inquiries.

Evidence supporting the assertion that staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development includes, but is not limited to, the following. First, Academic Resource Center tutors are certified through the College Reading and Learning Association International Tutor Training Program. Second, financial aid advisors hold an annual training and professional development retreat, and when funding permits, attend the state, regional, and/or national association of financial aid administrators conferences. Third, faculty and professional staff academic advisors receive training in advising methods and WVU systems including Banner, STAR (WVU's general users' Banner interface), and DegreeWorks (WVU's degree management system). Fourth, student success coaches are certified peer educators through the Bacchus Network. Fifth, the Carruth Center for Psychological and Psychiatric Services is accredited by the International Association of Counseling Services.

3.D. WVU provides support for student learning and effective teaching by analyzing data to understand students' needs; by providing academic advising and learning support services targeted to those needs; by being attentive to course placement so that students are not 'over-' or 'under'-placed in terms of course content and rigor; by investing in technological infrastructure and appropriate classroom and learning support space; and by encouraging students to make the most of the institution's research and information resources.

WVU-Morgantown Student Affairs focuses on the needs of several sub-populations for which data suggest the transition to university life may be more challenging. Support is provided for these students through TRiO Student Support Services, Commuter Student Programs, Student Family Resources, the Office of International Students and Scholars, the Office of Multicultural Programs, the Center for Black Culture and Research, the Sophomore/Junior Experience, the Office of Assessment and Student Success Programs, Student Advocacy Center, Student Organization Services, and WellWVU.

WVUIT also provides support through TRiO Student Support Services – and also includes Accessibility Services programming and a new Student Success Center.

WVU-Morgantown uses ACT and SAT scores and an in-house placement examination, the Quantitative Reasoning Assessment (QRA) for math and chemistry placement. WVUIT uses ACT and SAT scores for math, chemistry, and English course placement. WVU-Morgantown also has a Foreign Language Placement Exam.

WVU has designed and implemented advising models suited to the needs of its students. In Fall 2013, WVUIT instituted a new advising model through its Student Success Center. Professional staff advisors will advise all incoming students; students will transition to faculty advisor after they are established in their degree program and have successfully made the transition to university life. PSC faculty serve as advisors and mentors to students in their departmental and major home. PSC also has an Academic Success Center to which faculty advisors can refer students in need of tutoring. At WVU-Morgantown, there is a mix of faculty and professional staff advisors. All advising, however, is provided through students' colleges, schools, or departments. Examples of WVU's well-developed college-based advising include, but are not limited to, the College of Business and Economics, the College of Creative Arts, the College of Education and Human Services, the School of Nursing, the School of Pharmacy, the School of Journalism, and the Statler College of Engineering and Mineral Resources.

WVU has adequate space and facilities for its current needs on all campuses; however, the ongoing revitalization of the Evansdale Campus is going to vastly increase access to top-notch classroom and research laboratory space. The opening of the Art Museum on the Evansdale Campus is also much anticipated.

The WVU-Morgantown Libraries provide guidance in the effective use of research and information resources. Evidence in support of this assertion includes two library instruction classes, ULIB 101: Introduction to Library Research and ULIB 301: Gender and the Research Process. The WVU Libraries also have an Information Literacy Initiative and numerous guides and tutorials including a Plagiarism Avoidance Tutorial. The Libraries also provide research assistance and consultations. WVUIT Vining Library staff and course instructors provide research and information resources guidance to students as well.

3.E. Goal 1 of the WVU 2020 Strategic Plan for the Future is to "engage undergraduate, graduate, and professional students in a challenging academic environment." In keeping with that goal, WVU is committed to providing an enriched – and therefore more engaging and likely more challenging – education environment.

WVU's co-curricular programs are suited to the its mission and contribute to the educational experience of its students. WVU-Morgantown's most widely known program is the David C. Hardesty Jr. Festival of Ideas – a yearlong lecture series that brings compelling speakers from around the world to Morgantown. The WVU-Morgantown Division of Student Affairs also provides important co-curricular programming through, for example, WVU's more than 400 student organizations; participation in fraternity and sorority life; Career Services Center programming; WVU's Canopy Tour; the *Daily Athenaeum* student-run newspaper, the U92 campus radio station, and residential education community programming in the residence halls. In keeping with its focus on STEM programs, WVUIT focuses on providing co-operative educational programs for its students. PSC provides programming for students through Health and Counseling Services, Residential Education, Student Organizations, Intercollegiate Athletics, Community Service, Student Activities and Recreation, and the Student Government Association. The Office of Student Involvement seeks to meet the needs of PSC's relatively heterogeneous study body through theme weeks and diversity programming.

WVU is the only institution in West Virginia – and one of only 6% of institutions nationwide – to earn the Carnegie Foundation for the Advancement of Teaching "Community Engagement Classification." WVU "(d)ocumented excellent alignment among mission, culture, leadership, resources and practices that support dynamic and noteworthy community engagement, and (was) able to respond to the classification framework with both descriptions and examples of exemplary institutionalized practices of community engagement…" WVUIT, again in keeping with its focus on STEM education, focuses on co-operative education to promote STEM workforce development, internships, and practicums for applied programs such as Criminal Justice and Health Services Administration.

CRITERION 4

Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

As the state's land-grant, flagship institution, West Virginia University (WVU) asserts its mission and responsibility to deliver high-quality education to its students. The first goal of the WVU 2020 Strategic Plan for the Future is to "engage undergraduate, graduate, and professional students in a challenging academic environment." The institution has stated objectives to support the attainment of this goal: (1) educate, retain, and graduate the leaders of tomorrow at the undergraduate, graduate, and professional levels; and (2) transform the curriculum and encourage innovation in teaching to provide students with the skills that they need in a rapidly changing society.

To meet these objectives, attain Goal 1 of the Strategic Plan, and remain true to its mission, WVU devotes significant resources, especially human capital, to providing high-quality educational programs, challenging learning environments, and strong support services to its students. WVU's confidence in its ability to make excellent use of its resources for these purposes is based on the institution's processes for monitoring and assessing its program quality, learning environments, and support services.

Most importantly of all, through these processes, WVU promotes faculty and staff members' understanding that the purpose of monitoring and assessment is not primarily to produce reports about what the institution is doing to provide educational opportunities, but rather to enable faculty and staff members, departments, schools, colleges, and other units to improve the institution's programs, learning environments, and support services. WVU encourages its faculty and staff in both curricular and co-curricular settings to take the information gleaned from assessment; make changes in programs, learning environments, and support services; and then reassess to determine if those changes improved student learning outcomes and the overall student experience at WVU.

This chapter describes these assessment processes at the course, unit, program, and institutional levels – and provides numerous and diverse examples of these processes in action. It is important to note that assessment practices at WVU are highly decentralized. WVU does not subscribe to, or mandate, one type, method, or format of student learning assessment. Even though all WVU programs undergo Board of Governors (BOG) Program Review (described below) every five years, that process allows for diverse assessment practices best suited to each program. Even though the Faculty Senate General Education Curriculum (GEC) Oversight Committee reviews all proposed GEC courses and subsequently audits all GEC courses every five years, that process also allows for diverse assessment of student learning. WVU realizes that other institutions have opted for standardized assessment formats and templates – typically with a common portal for uploading and archiving all assessment plans and reports. In contrast, WVU has chosen to follow the mandate from the 2004 HLC evaluation:

> The team strongly believes that the university should continue to implement its new assessment plan. The university should ensure that department-level assessment: a) is developed by faculty in the department; b) uses a format and approach that meets the needs of the department (therefore the university must be willing to accept variation in format and approach among departments); and c) is sustainable by the department, with resources available to the department.

In keeping with this approach, the purpose of the WVU Assessment Council is not to assess colleges', schools', or departments' courses or programs. Rather, Assessment Council members serve as resources to assist with the creation and implementation of robust assessment plans – when asked. The Assessment Council's charge consists of: (1) helping to create and sustain an institutional culture of assessment; (2) aligning institutional assessment with the WVU mission; and (3) serving as an institutional clearinghouse for assessment best practices. The Assessment Council engages in candid conversations about the need to take stock of WVU's current assessment practices and work with colleagues across the institution to improve those practices by focusing on best practice strategies; using both direct and indirect measures of student learning; and examining both quantitative and qualitative data for curriculum review and programmatic improvement.

4.A. The institution demonstrates responsibility for the quality of its educational programs.

The first section of this chapter describes how WVU demonstrates responsibility for the quality of its educational programs. The institution's BOG Program Review is described. Policies for evaluating and transferring credit toward WVU degrees are explained. The institution's approach to, and processes for, maintaining and exercising authority over course prerequisites, course rigor, expectations for student learning, access to learning resources, and faculty qualifications across all learning environments are discussed. Information is provided about WVU's specialized accreditations. WVU's processes for ensuring that departments, schools, and colleges evaluate the success of WVU graduates are detailed. Examples, although not exhaustive, are provided for each of these areas.

4.A.1. The institution maintains a practice of regular program reviews.

Board of Governors Program Review

West Virginia state codes §18B-1B-4 and §18B-2A-4; West Virginia Higher Education Policy Commission (WVHEPC) §133-10; and Board of Governors (BOG) Policy 1 establish program review policies and procedures. All WVU programs on the Morgantown campus and on the two divisional campuses, Potomac State College (PSC) and the West Virginia Institute of Technology (WVUIT), submit BOG program reviews every five years. That means every year approximately 20% of WVU's programs undergo review. The Undergraduate BOG Program Review Cycle for 2013-2018 is available on the Undergraduate Academic Affairs Program Review website; the Graduate BOG Program Review Cycle is available on the Graduate Council website. The primary purpose of these reviews is to ensure program currency and continuous program improvement. More specifically, programs are evaluated on five criteria: the extent to which programs align with the mission of WVU; the educational quality of the programs; program accountability; assessment practices; and program viability.

The program review process proceeds as follows. First, the department prepares a self-study according to one of two sets of requirements – those for non-specially accredited programs or those for specially accredited programs. There are requirements for undergraduate programs and requirements for graduate programs. Based on the findings of the self-study, the college or school dean then recommends one of the following six actions:

- Continuation of the program at the current level of activity, with or without specific action
- Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action
- Identification of the program for further development
- Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like
- Discontinuation of the program
- Nomination for the designation, "Board of Governors Program of Excellence"

Then, the Undergraduate Council undertakes the initial review of undergraduate programs, while the Graduate Council is responsible for the initial review of graduate programs. The council then recommends one of the actions listed above and forwards its recommendation to the Associate Provost for Undergraduate Academic Affairs (undergraduate programs) or the Provost (graduate programs). Those individuals then make their recommendation, again selecting one of the six options listed above. Then, the BOG reviews the process to that point and recommends one of the actions listed above. Ultimately, the

West Virginia Higher Education Policy Commission reviews the BOG's institutional recommendation. This process is clearly delineated on the Undergraduate BOG Program Review Signature Sheet and the Graduate BOG Program Review Cover Pages.

The Directions for Preparing the BOG Program Review Self-Study for non-specially accredited undergraduate programs provides an outline and a series of questions department's must address. Under "Section I: Mission," the department must address how the program is consistent with WVU's mission and strategic plan.

Under "Section II: Curriculum, Enrollment, and Students," the department must describe the program's curriculum, degree requirements, and courses; provide evidence of a continuing demand for the program based on enrollment history and enrollment projections; describe the program's student profile; and describe program procedures for supporting job placement and mechanisms for learning about actual placement.

Under "Section III: Faculty," departments must append a two-page National Science Foundation-style curriculum vitae for each faculty member listing publications, externally funded research (grants and contracts), awards and honors, and scholarship development activities for the preceding five years. Also, under this section, if adjunct faculty exceed 25% of the program's faculty, a justification is required.

Under "Section IV: Resources," departments must describe their physical space and program funding information.

Under "Section V: Assessment Information," departments provide the following information:

- A discussion of the previous BOG program review recommendations and the corrective actions implemented since that last review.
- Program strengths and weaknesses and plans for enhancing strengths and ameliorating weaknesses.
- The department's assessment plan and an explanation of findings. The plan and findings include the following:
    - A list of all program metrics, such as student learning outcomes and the processes for documenting attainment of those outcomes; senior exit surveys, graduate placement (statistics related to how many students are employed in positions related to the field of study or are pursuing advanced degrees); and employer satisfaction surveys.
    - A description of how assessment metrics are measured
    - A description about how previous assessment findings have been used to initiate change and program improvement – including a timeline.
    - For programs with specialized accreditation, a copy of the letter conferring or continuing the accreditation.

Under "Section VI: Program Viability," the department must provide a statement about program viability based on enrollment history, enrollment projections, graduate placement, and any other relevant data. Through the program review process, WVU makes an assessment of each program's current and future prospects for enrolling students and sustaining a viable, cost-effective program.

Programs of Excellence

As part of the program review process, departments can apply to be designated as "Programs of Excellence." Under "Section VII: Program of Excellence," departments must address how, compared to national benchmarks, their program is distinct; their curriculum has been improved through assessment; the success of their graduates; and the success and productivity of their faculty. Departments use the BOG Program Review Statement on Criteria for Designation of Board of Governors "Program of Excellence" when preparing their justification. In Spring 2013, the undergraduate Chemistry BA and BS programs earned the Program of Excellence designation. The Undergraduate Council's Chemistry BOG Program Review Report describes the specific reasons for this distinction.

Focus on Service Learning

Under "Section VIII: Supplemental Information," departments are required to discuss service learning curricular engagement and describe how discipline-specific service learning courses are included in the curriculum, if applicable.

With the exception of Section VIII, which is not included, the Graduate Program Review Directions for Preparing the Self-Study for non-specially accredited programs are virtually the same as the undergraduate requirements. The Graduate Council provides some additional resources for departments and reviewers including the following:

- An example review submission
- Faculty Data Form
- Unaccredited Graduate Program Review Rubric
- Unaccredited Graduate Program Review Rubric Summary
- Mathematics Sample Review Summary
- Submission Guidelines for Accredited Programs
- Accredited Graduate Program Review Rubric
- Graduate Certificate Review Rubric
- Program Review Summary Form for Graduate Council Review Meetings

4.A.2. The institution evaluates all the credit that it transcripts, including what is awarded for experiential learning or other forms of prior learning.

The Transfer Equivalency System (TES)

WVU uses the Transfer Equivalency System (TES) to evaluate the credit the institution transcripts, including courses and credits new students bring with them to WVU when they matriculate and courses and credits WVU students take elsewhere during their time at WVU (for example, summer courses taken while students are at home). WVU's TES policies and procedures are described in detail in 4.A.3. below. Prospective and current students can review all TES policies and procedures on the TES website and view all TES-participating institutions through the TES interface accessible from the WVU Office of Admissions website.

Credit for Experiential Learning and Other Forms of Prior Learning

WVU students can also earn WVU credit for experiential learning and other forms of prior learning. WVU provides experiential learning opportunities through service learning courses, fieldwork (often through the capstone courses each undergraduate degree program requires), and co-op programs. Examples of these opportunities are described in Criterion Three. Since this sub-component asks specifically about prior learning, the discussion below focuses on the Regents Bachelor of Arts (RBA) program – the primary way in which WVU students can earn credit for learning experiences that occurred prior to their enrollment at WVU. The RBA is one way that WVU seeks to provide educational opportunity for non-traditional students.

There are several types of credit that students enrolled in the Regents Bachelor of Arts program can apply toward their RBA degree. The RBA degree is primarily for non-traditional students. As noted on the RBA Frequently Asked Questions (FAQ) website, "(t)he basic principle underlying the degree is that credit is awarded for what students know regardless of how that knowledge was attained. The program differs from other bachelor's degrees in that RBA students may earn college-equivalent credit for selected work and life experiences which can be equated to college courses."

WVU has established five policies regarding the credits that can count toward the RBA degree. Students can review all these policies on the RBA Frequently Asked Questions (FAQ) website. RBA students' associate degree credits transfer to WVU. If, however, a student leaves the RBA program and transitions to another WVU degree program, those associate degree credits will not count toward that other degree. Second, RBA students must earn 120 total credit hours; no more than 72 hours of lower division credit from community or junior colleges may be used toward the RBA degree. Third, RBA students can earn credit for prior or current military service; however, there are limitations. WVU's Military Science Department will award two credits per year of military service up to a maximum of eight credits; RBA students with military service are also awarded two credits of physical education. If, however, RBA students already have Military Science course credit on their transcripts, the additional military service credit described above is not awarded. RBA students can have additional credits awarded for documented, specialized military training. The American Council on Education evaluates and approves any such credits before WVU transcripts these credits. Fourth, there are specific types of credit WVU will not accept toward the RBA degree. These credits include: remedial or developmental course work; credits earned as credit-by-exam at other institutions; college-equivalent credit completed elsewhere; and most credits earned through articulation agreements between other institutions and their local agencies and industries. Fifth, RBA students may write portfolios to earn credit in areas where course work is not transferable and for non-course based educational experiences. Students submit portfolios to the RBA program office; faculty members in the WVU department(s) from which credit is requested then review the portfolios and determine the number of credits to be awarded. Additional information about RBA portfolio policies and procedures can be found on the RBA Frequently Asked Questions (FAQ) website. Students with questions about any of the RBA policies and procedures can contact the RBA program office, and current students are encouraged to talk regularly with an RBA advisor.

4.A.3. The institution has policies that assure the quality of the credit it accepts in transfer.

The Transfer Equivalency System (TES)

As noted above in 4.A.2., WVU uses the Transfer Equivalency System (TES) to evaluate transfer credits. According to the WVU Office of Admissions, the TES contains information from the course catalogs of the approximately 126 institutions from which WVU students most frequently transfer credits. The company from which WVU purchases access to the TES regularly updates the system when institutions release new catalogs, and WVU Office of Admissions staff can also update the system when students request transfer credit from institutions – and/or for courses – not already uploaded to the TES.

Transfer Policies and Procedures

WVU has established three general policies and related procedures for the awarding of transfer credit. First, WVU accepts all "college-level courses" from "accepted accredited institutions." WVU defines college-level courses as "courses that are not developmental, remedial, or technical in nature." For example, WVU does not consider remedial writing, developmental math, and basic word processing to be college-level courses and does not award transfer credit for such courses. (As well, WVU does not give credit for such courses if they are taken at WVU). WVU defines accepted accredited institutions as "regionally and nationally accredited institutions." If students have questions about whether WVU accepts credit from certain institutions, they may contact the Office of Admissions by telephone, email, or in person.

Second, there are two ways courses can transfer to WVU – as "exact equivalents" or as "open credit." An "exact equivalent" course means a student is awarded WVU credit for the specific course in question – the same as if the student had taken the course at WVU. The TES indicates whether or not a course is considered an "exact equivalent." If the TES does not include the institution and/or the course in question, Office of Admissions staff will contact the relevant WVU department, and faculty from that department will

determine whether or not that course is an "exact equivalent." Faculty use course descriptions from the other institution's course catalog and, if available, the course syllabus to determine exact equivalency to courses offered by that department. In contrast, "open credit" is awarded for college-level courses taken elsewhere when there is no "exact equivalent" course at WVU. Each academic department then determines how it will count open credit courses toward the department's programs and degrees. Students with questions about open credit courses are directed to their respective academic departments.

Third, WVU students who want to take classes elsewhere (for example, at home during the summer) are required to meet with an academic advisor in their college, school, or department. Prior to taking the course at the other institution, the advisor and the student complete the Transient Application Form. This form is used both for institutions and courses already listed in the TES and for institutions and courses not yet included in the TES. The academic advisor, the dean of the student's college or school (or his or her designee), and the director of admissions (or his or her designee) must review and approve the Transient Application Form in order for the credit to be transferred to WVU. Students are required to follow up after taking the course by requesting that the other institution send to the WVU Office of Admissions an official transcript showing the course work, credits, and grade earned. If the student wants the course or courses in question to meet WVU General Education Curriculum (GEC) or degree program requirements, the student must also meet with his or her college or school dean (or his or her designee) and complete a Course Substitution Form. Students studying abroad are required to complete a Study Abroad Application. This process ensures that students who study abroad will know ahead of time the courses that count toward their WVU degrees.

4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

WVU faculty are responsible for determining the prerequisites for courses and for establishing and maintaining the rigor of courses. WVU faculty are also responsible for establishing expectations for student learning at both the course and program level.

Prerequisites For, and Rigor Of, Courses

There is three-step process for creating new courses; making changes to existing courses (including changes to prerequisites; and deleting courses. Below, the steps for a new course proposal are described to illustrate this process.

First, a faculty member will typically discuss the course to be proposed with his or her department chairperson, associate chairperson, or department curriculum committee chairperson. Second, the faculty member then submits the course proposal via the Course Inventory Management (CIM) system. All faculty can access the "Written Instructions for Initiator" on the Faculty Senate Curriculum Committee Curriculum Proposal Development website. Faculty can also view video instructions. Once the course is submitted, an email is sent to the chairperson of the relevant departmental, school, or college Curriculum Committee.

Second, the Curriculum Committee chairperson will then decide whether he or she wants all members of the committee to review the course of if he or she wants only specific members to review the course and will email the appropriate persons the link provided via the CIM system. Directions for reviewers are available from the Faculty Senate Curriculum Committee website. If all levels of the departmental, school, and college curriculum committees approve the course, the course then goes to the Faculty Senate Curriculum Committee.

Third, the Faculty Senate Curriculum Committee then reviews the course. If approved, the Faculty Senate Curriculum Committee forwards the course to the Faculty Senate Executive Committee for inclusion on the next Faculty Senate agenda. If approved, the course then goes before the full Faculty Senate for approval.

All WVU undergraduate students must complete 41 to 43 credit hours of the General Education Curriculum (GEC) and must also complete the university writing requirement. That typically entails taking a designated "W" writing course in their degree program. The processes for proposing new GEC or university writing requirement "W" courses – and for submitting existing GEC or writing requirement "W" courses for audit every five years – are slightly different than the process for other courses.

The faculty proposal and subsequent departmental, school, and/or college curriculum committee review are the same for new GEC or university writing requirement "W" course proposals. Then, however, instead of going before the Faculty Senate Curriculum Committee, the Faculty Senate General Education Curriculum Oversight Committee (GECO) reviews the course. If approved, the process then proceeds as described above – through the Faculty Senate Curriculum Committee, to the Faculty Senate Executive Committee, and then to the full Faculty Senate.

The faculty proposal and subsequent departmental, school, and/or college curriculum committee review are also the same for GEC or writing requirement "W" course audits. Then, the Faculty Senate General Education Curriculum Oversight Committee (GECO) reviews the course. Course audit outcomes include successful re-approval of the course; suggested changes to the course and subsequent re-approval; or failure to be re-approved. If approved, the process then proceeds as above – through the Faculty Senate Curriculum Committee, to the Faculty Senate Executive Committee, to then to the full Faculty Senate.

GEC and writing courses are audited every five years to: (1) inform faculty of current GEC goals and requirement; (2) strengthen and support the GEC; (3) ensure compliance of GEC syllabi and outcomes measures with current requirements; (4) remove courses that are no longer offered or that do not meet current requirements; and (5) support and inform the University's Assessment Council and accreditation efforts.

Expectations for Student Learning

The establishment of expectations for student learning at the course level is closely linked to the course proposal and course audit processes described above. Whenever new courses are proposed and existing courses are submitted for audit, faculty are required to delineate the student learning outcomes for the course and how students' achievement of those learning outcomes is to be measured and evaluated. Moreover, faculty are encouraged to include on their course syllabi information about their and the university's expectations about the environment in which students have the opportunity to learn. Specifically, faculty members are asked to include the Faculty Senate Academic Integrity Statement and the Faculty Senate Inclusivity Statement on their syllabi.

The Curriculum Proposal Development website provides resources for faculty proposing new courses including the following:

- Guidelines and Hints for Developing Course Learning Outcomes
- How to Write Learning Outcomes: Practical Advice for Articulating Measureable Learning Expectations
- Bloom's Taxonomy for Writing Measureable Objectives and Creating Appropriate Assessments
- Helpful Hints and the Syllabus Checklist

- Academic Integrity Statement
- Inclusivity Statement
- Sample Syllabus
- Sample Internship Syllabus

Faculty are strongly encouraged to use the following resources when developing a new GEC or writing requirement course proposal:

- New Course Checklist for GEC Courses which includes sample responses to the following course proposal elements faculty must address:
  - Explain how this course meets each of the specific GEC Objectives you have chosen.
  - Explain by annotating three to five sample test questions and/or descriptions of other assignments how these items allow you to measure your students' understanding of each of the selected objectives.
  - How do these items (or others you might wish to provide) allow you to measure your students' critical thinking skills?
- New Course Checklist for Writing Courses explains that for writing course proposals, faculty must address the following:
  - How are writing assignments made integral to the course objectives?
  - How many draft revisions to a particular assignment are permitted?
  - How do you ensure that written work does in fact reflect the student's own work?
  - Please outline particular strengths of the course as these pertain to writing.
- GEC Course Objectives
- Student Writing Evaluations – Developing Criteria to Evaluate Student Writing

Faculty are also strongly encouraged to use the following resources when submitting an existing GEC or writing requirement "W" course for audit and re-approval:

- GEC Course Audit Checklist
- Writing Course Audit Checklist

Access to Learning Resources

WVU maintains and exercises authority over access to learning resources for all its programs – including its on-campus and off-campus, online programs. These resources include, but are not limited to, the WVU Libraries, access to instructors, advising, tutoring, and success coaching. Information about these resources and many others are available to both on-campus and distance learners via WVU's Mountaineer Information Xpress (MIX). WVU has worked diligently to try to ensure that distance learners can have equivalent access to WVU resources and not be disadvantaged in terms of resource access because they are taking online courses. Examples of strategies to support both on-campus and distance learning are described below.

Libraries

In terms of access to library services, on-campus students can visit the Downtown Campus Library, the Evansdale Library, the Health Sciences Library, and the Law Library. Students can also access these libraries' numerous online resources and databases; can interact with library staff via the "Ask a Librarian" live chat online and texting services; and use the libraries' mobile web via their smart devices. The libraries have created a distance learning website for off-campus students. As noted on the website, library staff members' goal is to: "…provide students attending WVU Morgantown via Distance or Extended Learning classes access to library services that are of the same standards as library services provided to on-campus students." These services include help with finding materials, requesting materials, and a distance learning library guide.

Access to Instructors

Students taking courses on campus can meet with faculty members during office hours – which are required of all faculty teaching courses and must be included on all syllabi and provided to the college, school, or department main office. Off-campus, distance learning students can access faculty members via WVU's eCampus interface.

Advising

On-campus students can meet face-to-face with their advisors and also interact via telephone, email, and text. Distance learners can access departmental and program advisors via telephone and online and also have access to advisors focused specifically on distance learning through WVU Online and Extended Campus – a unit within WVU's Academic Innovation division.

Tutoring and Success Coaching

On-campus students have access to tutoring in many of their residence halls and, through the Student Affairs Office of Assessment and Student Success Programs, at the Academic Resource Centers in the Downtown Library, Brooke Tower, and the Mountainlair (student union). On-campus students also have access to the Engineering Learning Center, the Business Learning Resource Center, the Math Learning Center, the Chemistry Learning Center, and the Writing Center. Other academic units, for example the Biology Department, also offer tutoring. For distance learners, the Academic Resource Centers are currently piloting limited online tutoring, and the WVU Online and Extended Campus offers Smarthinking online writing assistance in a limited number of courses. The Center for Writing Excellence also offers distance learning writing support. Both on-campus and distance learning students can talk with a success coach through the Student Affairs Office of Assessment of Student Success Programs.

Faculty Qualifications for All Programs

WVU maintains and exercises authority over faculty qualifications for all programs through a process of annual faculty evaluation, promotion, and tenure. The current "Policies and Procedures for Annual Faculty Evaluation, Promotion, and Tenure" are available on the WVU Faculty website. WVU is currently in the process of revising this document and has posted a draft document on that same website. The revision rationale and schedule were disseminated to all WVU faculty in January 2014.

Programs for High School Students

WVU offers the Attaining College Credits and Experiences while in Secondary School (ACCESS) program for high school students. Students can take WVU courses on-campus, off-campus, or online – provided they have a high school cumulative GPA of 3.0 or greater; have completed their junior year; have the permission of a parent or guardian; and have the permission of their high school principal, vice principal, or guidance counselor.

ACCESS Program On-Campus

Students who want to take college classes on WVU's Morgantown campus work with the Office of Admissions to complete an Attaining College Credits and Experiences while in Secondary School ACCESS program application. WVU faculty have created a list of recommended ACCESS program courses. ACCESS program high school students must meet the same placement criteria as WVU college students – including WVU's Quantitative Reasoning Assessment (QRA) math placement and foreign language placement. Since these high school students are taking WVU courses on the Morgantown campus, the learning outcomes and levels of achievement are the same as WVU's higher education curriculum. These courses are part of WVU's higher education curriculum.

ACCESS Program Off-Campus And Online

Students who want to take WVU college classes online of off-campus in their high schools work with WVU Academic Innovation K12 to complete an ACCESS program application. Similar to the on-campus ACCESS program, there is a list of recommended courses. If a high school student takes an online WVU course, he or she is subject to the same requirements, the same learning outcomes, and the same standards for levels of achievement as any other WVU student taking that course.

The primary difference between on-campus or online ACCESS program courses and off-campus ACCESS program courses is that students in the off-campus program take mixed-mode courses with an online component provided by WVU faculty and a face-to-face component provided by their high school teachers. To ensure that the learning outcomes and the standards for levels of achievement are equivalent to WVU's higher education curriculum, WVU faculty work closely with high school teachers to provide the college-level curriculum material in the high school setting, and quizzes and tests are administered and graded online through the WVU eCampus portal.

4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

As of Fall 2013, 89 of WVU's 194 academic programs hold specialized accreditation.

Davis College of Agriculture, Natural Resources, and Design

In keeping with WVU's land-grant status and mission to serve the people of the state of West Virginia, the Davis College of Agriculture, Natural Resources, and Design holds specialized accreditation as follows:

- Agricultural and Extension Education (BS Agr) – National Council for Accreditation of Teacher Education
- Didactic Program/Dietetic Internship/Human Nutrition and Foods – American Dietetics Association
- Forest Resources Management (BSF) – Society of American Foresters
- Interior Design (BS in Design and Merchandising) – National Association for Schools of Art and Design
- Landscape Architecture (BSLA) – Landscape Architecture Accreditation Board of the American Society of Landscape Architecture
- Recreation, Parks, and Tourism Resources (BSR) – Society of American Foresters
- Wood Science and Technology (BSF) – Society of Wood Science and Technology

Eberly College of Arts and Sciences

All academic departments in the Eberly College of Arts and Sciences (ECAS) submit annual assessment plans and reports and also undergo WVU BOG Program Reviews every five years. In addition to these processes for ensuring program quality, the following programs also hold specialized accreditation:

- Chemistry (BS) – American Chemical Society (ACS Certification)
- Forensic and Investigative Science (BS) – Forensic Science Education Programs Accreditation Commission of the American Academy of Forensic Science (The MS program had its initial accreditation site visit in September 2013).
- Psychology (PhD) – American Psychological Association and the Association for Behavior Analysis
- Public Administration (MPA) – Commission on Peer Review and Accreditation, National Association of Schools of Public Affairs and Administration (NASPAA)
- Social Work (BSW and MSW) – Council on Social Work Education

College of Business and Economics

The following College of Business and Economics programs hold specialized accreditation from the Association to Advance Collegiate Schools of Business International (AACSB):

- Accounting (BSBAd)
- Business Administration (MBA)
- Business Management (BSBAd)
- Finance (BSBAd, MS)
- Industrial Relations (MS)
- Management Information Systems (BSBAd)
- Marketing (BSBAd)
- Professional Accountancy (MPA)

College of Creative Arts

In the College of Creative Arts, the Theatre program (BFA and MFA) holds specialized accreditation from the National Association of Schools of Theatre. The Visual and Performing Arts program (BFA, MFA, BA, MA) holds specialized accreditation from the National Association of Schools of Art and Design and also holds specialized accreditation for Art Education from the National Council for Accreditation of Teacher Education (NCATE) in conjunction with the WVU College of Education and Human Services. Similarly, the Music program (BM, MM, DMA, PhD) holds specialized accreditation from the National Association of Schools of Music and also holds specialized accreditation for Music Education from NCATE, again in cooperation with the WVU College of Education and Human Services.

Benjamin M. Statler Statler College of Engineering and Mineral Resources

The Statler College of Engineering and Mineral Resources holds specialized accreditation from the Accreditation Board for Engineering and Technology, Inc. (ABET) for the following programs:

- Aerospace Engineering (BSAE)
- Civil Engineering (BSCE)
- Computer Engineering (BSCpE)
- Computer Science (BSCS)
- Electrical Engineering (BSEE)
- Industrial Engineering (BSIE)
- Industrial Hygiene (MS)
- Mechanical Engineering (BSME)
- Mining Engineering (BSMinE)
- Petroleum and Natural Gas Engineering (BSPNGE)
- Safety Management (MS)

College of Education and Human Services

As the primary college for teacher education in the state of West Virginia, the College of Education and Human Services (CEHS) holds specialized accreditation from the National Council for Accreditation of Teacher Education (NCATE) for the programs listed below. In addition, the West Virginia Department of Education approves the following teacher certification programs:

- Child Development and Family Studies (BS)
- Educational Leadership (MA)
- Elementary Education (MA)
- Reading (MA)
- Secondary Education (MA) (English, Foreign Languages, Math, Science, and Social Studies)

- Special Education (MA)

In addition, the following CEHS programs also hold specialized accreditation:

- Counseling (MA) – NCATE, the West Virginia State Department of Education, and the Council for Accreditation of Counseling and Related Education Programs
- Counseling Psychology (PhD) – American Psychological Association
- Rehabilitation Counseling (MS) – Council on Rehabilitation Education
- Audiology (AuD) – Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Speech Pathology and Audiology (MS) – NCATE, the West Virginia State Department of Education, and the Council on Academic Accreditation in Audiology and Speech-Language Pathology

College of Physical Activity and Sport Sciences

Three College of Physical Activity and Sport Sciences (CPASS) programs have specialized accreditation:

- Athletic Training Program (certification option in teacher education) – Commission on Accreditation of Athletic Training Education (CAATE) and the Commission on Accreditation of Allied Health Education Programs
- Physical Education Teacher Certification (BSPEd and MS) – National Council for Accreditation of Teacher Education/National Association of Sport and Physical Education (The West Virginia State Department of Education also approves this certification program).
- Sport Management (Sports Studies BSPEd and Physical Education MS) – North American Society of Sport Management (NASSM)/National Association of Sport and Physical Education (NASPE)

College of Law

WVU's College of Law holds specialized accreditation from the Section on Legal Education of the American Bar Association and the Association of American Law Schools for the *Juris Doctor* (JD) degree.

School of Dentistry

The following School of Dentistry programs hold specialized accreditation from the Commission on Dental Accreditation of the American Dental Association:

- Dental Hygiene (BS)
- Dentistry (DDS)
- Dental Specialties (MS)
- Oral and Maxillofacial Surgery Residency (non-degree certificate)
- General Practice Residency (non-degree certificate)

Perley Isaac Reed School of Journalism

WVU's School of Journalism holds specialized accreditation from the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC).

School of Medicine

Two programs in the School of Medicine hold specialized accreditation:

- Medicine (MD) – Liaison Committee on Medical Education
- Medical Laboratory Science (BS for the Clinical Laboratory Science and Histotechnology areas of emphasis) – National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

During 2013-14, three programs are in the process of re-affirmation of their specialized accreditation:

- Physical Therapy (DPT) – Commission on Accreditation in Physical Therapy Education
- Pathologists' Assistant Program – Master of Health Science (MHS) – National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Occupational Therapy (MOT) – Accreditation Council for Occupational Therapy Education

School of Public Health

WVU's Master of Public Health (MPH) program holds Council on Education for Public Health (CEPH) accreditation. In June 2012, CEPH accepted the new School of Public Health's petition to begin the accreditation process. The school currently has affiliate status (807) and is preparing its self-study to seek full status.

School of Nursing

The School of Nursing holds specialized accreditation from the Commission on Collegiate Nursing Education for the BSN, MSN, and DNP and from the West Virginia State Board of Nurse Examiners for the BSN.

School of Pharmacy

The School of Pharmacy holds specialized accreditation from the Accreditation Council for Pharmacy Education for the PharmD.

University Hospital and the University Hospital Residency Programs

The University Hospital and the University Hospital Residency programs hold numerous specialized accreditations. For a complete list see the WVU 2013-14 Program Accreditations (808).

West Virginia Institute of Technology Leonard C. Nelson College of Engineering and Sciences

The WVUIT College of Engineering and Sciences currently holds ABET specialized accreditation for the following programs:

- Chemical Engineering (BSChE)
- Civil Engineering (BSCE)
- Computer Engineering (BSCpE)
- Electrical Engineering (BSEE)
- Mechanical Engineering (BSME)
- Bachelor of Engineering Technology (BSET), Bachelor of Engineering Technology – Civil Emphasis (BSET), and Bachelor of Engineering Technology – Mechanical Emphasis (BSET)
- Electronic Engineering Technology (BSEET)

4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to

its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

In both the self-study reports undertaken for specialized accreditation and through the WVU BOG Program Review process, WVU requires all programs to evaluate the success of their graduates.

In undergraduate program reviews, there are three specific sections where academic departments must discuss the success of their graduates. First, under Section II, "Curriculum, Enrollment, and Students," departments must describe program procedures for supporting job placement and the mechanisms used for learning about actual placement. Second, under Section V, "Assessment Information," departments must list all metrics used to assess the program including senior exit surveys (which often ask about employment, graduate education, and other post-baccalaureate outcomes); graduate placement in terms of both employment in positions related to the field of study or pursuing advanced degrees; and employer satisfaction surveys. Finally, under Section VI, "Program Viability," departments must discuss actual graduate placement as measured using the metrics described in Section V.

Similarly, for graduate program reviews, under Section 5, "Assessment Information," departments are required to discuss scores on licensure or exit examinations (if applicable); the number of students employed in positions related to the field of study or pursuing advanced degrees; graduate satisfaction data; and employer satisfaction data. Likewise, in Section VI, "Program Viability," departments are required to include information about graduate placement.

As noted in 4.A.1., if through the program review process, a program is deemed no longer viable, the faculty peer reviewers on the Undergraduate and Graduate Councils, and then the Associate Provost for Undergraduate Academic Affairs or the Provost, can recommend to the BOG that the program be discontinued.

For the Spring 2013 review cycle, the Undergraduate Council provided a Sample Accredited Program Review Report for Aerospace Engineering. It is an example of how the council examines a program's viability in terms of its students' post-baccalaureate outcomes and options:

> Enrollment in this program has grown steadily over the past six-year period. … Demand for aerospace engineers is strong and growing. The program at WVU is the only program in this field in a 50-mile radius, and is the only program in the state that offers both undergraduate and graduate training in aerospace engineering. Undergraduate majors at all WVU campuses are offered opportunities to continue on to obtain Master's and PhD degrees in aerospace engineering.

The Undergraduate Council's Public Service Administration BOG Program Review Report provides an example of a program that struggled in terms of viability and then planned and implemented significant changes to address that challenge:

> Although this major has seen a significant decline in enrollment over the past four years, the current report details a significant program improvement plan. This plan includes curriculum revision, improvement of evaluation strategies, and improved recruiting efforts. Additionally, since this is the only bachelor's degree in Public Service Administration (PSA) in the state, the faculty (at the West Virginia University Institute of Technology divisional campus) are working with the faculty at WVU (Morgantown) to develop the new curriculum to better facilitate movement to the Public Administration master's degree program. Evidence provided indicates that representatives of the Public Administration master's degree program view this as a viable option. … Letters of support from employers of (PSA) program graduates speak to the high quality of the graduates of this program and their ability to meet the needs of this growing sector of the State's economy.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

WVU articulates student learning goals and outcomes and assesses student learning at the course, program, and institutional levels. Course and program level assessment and continuous improvement take place and are documented through the following:

- Departmental, school, and/or college annual assessment plans and reports
- Units' strategic plans and reports
- WVU BOG Program Review self-study reports
- Specialized accreditation self-study reports
- Units' use of the National Survey of Student Engagement (NSSE), Student Satisfaction Inventory (SSI), Collegiate Learning Assessment (CLA), and findings from the in-house Graduating Senior Survey (GSS)

In addition to course and program level assessment and continuous improvement, WVU also engages in and documents assessment practices, findings, and continuous improvement through the following:

- The Higher Learning Commission (HLC) self-study process
- WVU 2020 Strategic Planning
- General Education Curriculum initial course approval and follow-up course audits every five years
- National, standardized instruments including the National Survey of Student Engagement (NSSE), the Student Satisfaction Inventory (SSI), and the Collegiate Learning Assessment (CLA)
- The locally developed Graduating Senior Survey (GSS)

Program and Course Level Assessment

This self-study presents evidence of WVU's focus on assessment best practice and continuous program improvement. Examples from specific college, school, divisional campus, and departmental assessment plans and reports are presented as evidence of WVU's commitment to providing high-quality educational opportunities to undergraduate, graduate, professional degree, and certificate students. Examples from units' strategic plans and reports – and the assessment embedded in those strategic plans – are also presented. Examples from WVU's BOG Program Review are also discussed – as are examples from specialized accreditation self-study reports. Finally, examples of units' use of the National Survey of Student Engagement (NSSE), Student Satisfaction Inventory (SSI), Collegiate Learning Assessment (CLA), and Graduating Senior Survey (GSS) findings to make changes to curricula and programs are also discussed.

Higher Learning Commission Self-Study

Since the last HLC evaluation in 2003-04 and WVU's interim report on assessment submitted to the HLC in 2007, the institution has taken significant steps to improve its assessment practices across campus – and has some highly successful models on which to build as the institution moves forward. The current HLC self-study has provided an additional catalyst for taking stock of current practices and working across the campus community to extend the application of assessment best practices for curriculum review and programmatic improvement.

2020 Strategic Plan for the Future

At the institutional level, Goal One of the WVU 2020 Strategic Plan for the Future, which was approved by the BOG in February 2011, is to "engage undergraduate, graduate, and professional students in a

challenging academic environment." As part of the Strategic Plan, WVU has specified objectives and actions that guide the institution's pursuit of Goal One. In particular, the first action is to "(w)eave critical and creative thinking, lifelong learning, and career skills, wellness, and sustainability into the curriculum, and align programs with the needs of society and the state." Each college, school, and divisional campus is expected to address Goal One in their unit strategic planning and subsequent reporting.

As part of the WVU 2020 Strategic Plan, an Educational Responsibility Roundtable (ERRT) was convened in Fall 2012 and charged to accomplish the following:

- Examine the data and conclusions from: (1) a detailed review of curricular change at peer institutions, expert articles related to undergraduate curricula, and studies of experiential versus conventional learning techniques; and (2) a summary of the characteristics of a graduate that contribute to employment success, career success, societal contribution, and adaptability to change.
- Consult with relevant constituencies or experts on or off campus to broaden the vision of the roundtable.
- Determine the future educational role the institution should adopt.
- Refine and define undergraduate educational objectives, delivery mechanisms, and assessment tools.
- Propose how mid-range change may be implemented.
- Identify cultural changes, structural changes, and resources needed to proceed.
- Propose a five-year path to success, in conjunction with the colleges and Faculty Senate, with a well-defined implementation plan and clear metrics to measure progress.

General Education Curriculum

The General Education Curriculum (GEC) course approval and follow-up audit also operate at the institutional level. WVU's GEC is grounded in three (3) overarching goals: "to provide students with a foundation of skills and knowledge necessary to reason clearly, communicate effectively, and contribute to society." Each of the nine GEC Area Curricular Objectives has a stated student learning goal, a rationale, related student learning outcomes, and specific credit hour requirements. Faculty members must submit a detailed explanation of how proposed GEC courses meet the specified curricular objective(s) and related student learning outcomes – and how students' understanding of each objective is to be measured. All GEC course proposals must also contain a description of how the course examinations and/or other assignments will be used to measure students' critical thinking skills. The GEC Oversight Committee (GECO) examines each proposed GEC course; reviews each course every five years (provided faculty members re-submit the course for continued inclusion in WVU's GEC offerings); and completes an Annual Report.

It is important to note that WVU's GEC has evolved significantly since 2003-04 when the HLC last re-affirmed WVU's accreditation. Shortly after that evaluation, a campus-wide task force finalized the development of a new GEC based on nine curricular objectives. The new GEC was implemented in Fall 2005. The GEC Oversight Committee was established and undertook the process of approving GEC courses and conducing follow-up audits of all courses every five years.

In Spring 2011, an ad hoc committee with representation from across campus was charged with reviewing current GEC assessment practices and making recommendations for improvement. The committee made the following recommendations and worked closely with the Faculty Senate to craft new policies and practices – and to provide the resources needed for robust and successful implementation:

- Improve the initial review of proposed GEC courses to enable faculty more clearly to link their course student learning outcomes to GEC learning objectives.
- Improve the five-year audit of GEC courses (which determines whether courses are permitted to continue as part of the GEC) by requiring faculty specifically to document the extent to which students achieve course learning outcomes that are linked to GEC learning objectives.

The five-year GEC course audit has always required that faculty document that their courses provide the *opportunity* for students to achieve course-specific student learning outcomes linked to GEC curricular learning objectives. Beginning in Fall 2013, faculty are also required to document the extent to which students *actually achieve* those learning outcomes. During the Fall 2013 semester, the GECO chairperson worked closely with the Faculty Senate Chairperson and the WVU Assessment Officer to provide guidance to faculty about this new assessment process. In collaboration with the GEC ad hoc committee, the WVU 2020 Strategic Plan Educational Responsibility Roundtable has also been examining the GEC and intends to propose options for continued GEC improvement to the Faculty Senate in Spring 2014.

While WVU is pleased with the improvements in its GEC course assessment process, the work is not done. Although the changes implemented in Fall 2013 will help WVU determine students' actual levels of achievement of student learning outcomes linked to GEC area curricular learning objectives, WVU does not yet have a way to assess how courses combine to promote students' attainment of each of the nine GEC area curricular learning objectives. Put another way, WVU will be able to know, for example, the extent to which students enrolled in a four-credit College Algebra course over a five-year period achieved the course-specific learning outcomes linked to the GEC Area Two objective under "Basic Mathematical Skills and Scientific Inquiry." WVU will not know, however, how the students' total GEC Area Two credits (13 to 14, depending on the specific courses selected) combined to enhance the students' overall understanding and ability to use quantitative and scientific knowledge effectively.

Essentially, this is a levels of analysis challenge: while WVU will have improved information about GEC course-level student learning, it does not yet have a way to aggregate across the courses students take within a GEC area. Therefore, WVU cannot yet know the extent of students' attainment of a particular GEC area curricular objective. Moreover, there is another aggregation of learning challenge to be addressed: how can WVU know, by taking courses across the nine GEC areas, the extent to which students are achieving the overall goals of the GEC: attaining the skills and knowledge necessary to reason clearly, communicate effectively, and contribute to society? At this point, the institution does not yet have a way to aggregate the impact of the GEC's nine areas on student learning. At the least, the work of the GEC ad hoc committee and the Faculty Senate has highlighted the fact that WVU has more work to do to be able more thoroughly to assess the impact of the GEC on students' learning.

The Institutional Level: National, Standardized Instruments

In addition to the Strategic Plan and the General Education Curriculum, WVU also uses national, standardized instruments such as the National Survey of Student Engagement (NSSE), the Student Satisfaction Inventory (SSI), and the Collegiate Learning Assessment (CLA) – and a locally developed Graduating Senior Survey (GSS) for institutional level assessment. While the NSSE, SSI, and GSS are all indirect measures of student learning, the CLA can be considered a direct measure.

WVU administered the NSSE in Spring 2013 and the SSI in Fall 2013. Due to delays in receiving the NSSE 2013 report, the institution has not had an opportunity fully to review and compare the results of these surveys. WVU previously administered the NSSE and the SSI in 2010 and had the opportunity to compare the results of those two surveys with that year's locally developed Graduating Senior Survey. As shown on the 2010 Survey Response Matrix, at the request of the University Assessment Council, Institutional Research analyzed the results of each of the three surveys by college/school, residence hall (when applicable), gender, and race. These results were then shared with the respective colleges/schools, Residential Education staff, and Resident Faculty Leaders.

In addition, the University Assessment Council requested that cross-over (i.e., related) questions among the three surveys be compared so that results could be triangulated. One of the key findings of this 2010 Survey Summary was that students had relatively low levels of satisfaction with their advising experiences. This finding was the primary reason that an Advising and Course Scheduling working group was formed under the auspices of the Blueprint for Student Success. This group and the other Blueprint working groups are discussed in detail in 4.C.3.

4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

As noted above in 4.A.1., WVU's Board of Governors Program Reviews require departments to document their student learning goals and outcomes; describe their assessment methods; and present their findings. Specialized accreditation self-study reports require this as well. Discussed below are examples of WVU colleges' and schools' development and articulation of student learning goals and their documentation of the processes used to assess students' achievement of those goals.

College of Business and Economics

As part of the College of Business and Economics Association to Advance Collegiate Schools of Business International (AACSB) accreditation, extensive Assurance of Learning (AOL) is required and completed each year to ensure that students are meeting specified learning goals and objectives. The Undergraduate Program Committee and the faculty of the college have developed learning goals and objectives for the Bachelor of Science of Business Administration (BSBA) program. The goals and objectives are measured in the business core courses each semester. The results are used to revamp material and courses where needed. The Summary of AOL Results from the most recent AACSB re-affirmation of accreditation shows the college's learning goals and objectives as well AOL activities and uses, that is, when and how goals and objectives were measured and the use of the information for program improvement. The 2011-12 Annual AOL Report describes the entire process on which the Summary of AOL Results is based.

College of Creative Arts

Student learning goals and assessment processes are determined by the requirements of the individual Schools (Art and Design, Music, and Theatre and Dance) within the College of Creative Arts. The college does not specifically articulate these at the college level; however, the college conceptually advances student learning and assessment by including them as integral elements in creating, maintaining, and improving its academic and creative environment. For example, the Goal One of the College of Creative Arts' Strategic Plan states: engage undergraduate, graduate and professional students in a challenging academic environment. Within the College, the assessment of learning goals and achievements occurs through course examinations, juried reviews, formal and informal evaluations by faculty, public performances and exhibitions, and the presentation of scholarly works as they specifically relate to the Arts.

College of Education and Human Services

All programs in CEHS require stated goals for student learning. All accredited programs in CEHS have cyclic assessment plans for assessment of student learning and achievement of learning goals, as well as a reporting process for preparing for review by national accreditors. These plans are implemented systematically with annual reports to the accreditors. Plans are in place to begin annual reporting to the Dean as well. All other programs in CEHS, while preparing BOG reports every five years, are now in the process of designing cyclic assessment plans for preparation of BOG reports. Plans are expected to be implemented in the 2013-14 year, with annual reporting expected to the Dean.

Davis College of Agriculture, Natural Resources, and Design

Division of Forestry and Natural Resources (DFNR) course syllabi provide clearly stated goals for student learning. DFNR programs use a variety of assessment methods. For example, Wildlife and Fisheries Resources uses a student self-assessment of 100 knowledge, skills, and abilities (KSAs) to assess student learning and achievement of learning goals. The 100 KSAs were compiled in consultation with employers,

professionals, graduates, and a survey of peer institution programs. Students take the self-test as freshmen in the required WMAN 175 first-year seminar and again in the required senior capstone class (WMAN 450). As part of the capstone experience, students also are given a written test of KSAs and participate in an oral and tactile examination of their mastery of KSAs. Other DFNR programs use exit interviews with graduating seniors, graduate surveys, and employer surveys to assess students' self-reported achievement of learning goals and employers' observations of program graduates' ability to demonstrate achievement of learning goals.

Perley Isaac Reed School of Journalism

The School of Journalism (SOJ) specifies overall student learning goals in the 2015 SOJ strategic plan (passed by faculty in 2013) with specific objectives and measurable action steps. The SOJ also includes specific learning objectives, based on Bloom's taxonomy, and required student work to demonstrate learning, the specifics of which are included in course syllabi. The SOJ also conducts regular syllabus audits to ensure students are being exposed to, and completing assignments, related to diversity, ethics, and law at all levels of the curriculum.

Benjamin M. Statler College of Engineering and Mineral Resources

Each academic program in the Statler College has a mission statement, program educational objectives (desired attainment three to five years after graduation) and student learning outcomes (skills and abilities attained as a result of completing the curriculum). The college, as prescribed by the conditions of its Accreditation Board for Engineering and Technology, Inc. (ABET) accreditation and WVU BOG Program Review, has an assessment plan in place to provide indirect and direct assessment data on program educational objectives and student learning outcomes. Program faculty evaluate assessment data on an annual basis to make continuous quality improvements.

Published program educational objectives, while slightly different by program, encompass the following characteristics for graduates of the Statler College.

- Utilize effective communication, and team and project management skills, to work productively within their professions and communities;
- Conduct themselves as responsible professionals, contributing to the greater benefit of society through technology;
- Pursue professional development and life-long learning to meet the emerging and evolving demands and increasing responsibilities of a successful career; and
- Conduct themselves as responsible professionals and in an ethical manner to promote the greater benefit of society.

Published student learning outcomes (identified as ABET a-k learning outcomes) established as a minimum for each of the college's baccalaureate program are as follows.

- An ability to apply knowledge of mathematics, science, and engineering
- An ability to design and conduct experiments, as well as to analyze and interpret data
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- An ability to function on multidisciplinary teams
- An ability to identify, formulate, and solve engineering problems
- An understanding of professional and ethical responsibility
- An ability to communicate effectively
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- A recognition of the need for, and an ability to engage in life-long learning

- A knowledge of contemporary issues
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Potomac State College

Programmatic assessment plans have been created and implemented in the following disciplines: agriculture, arts and sciences, business, forestry, computer information systems, criminal justice, journalism, and office systems technology. All assessment plans have clearly stated learning outcomes. Learning outcomes have also been developed for all GEC objectives. Those already in use as of 2010-11 have been evaluated for feasibility of direct measurement and modified to promote greater faculty participation in the culture and process of assessment.

School of Dentistry

The School of Dentistry Strategic Plan for 2016 has defined goals and objectives that it believes will move the institution toward realizing its potential in a manner consistent with WVU and the Health Sciences Center. As the school has become more mission focused and data driven, it has been possible to computerize most of its assessments. Efforts to make corrective actions in response to the data, re-evaluate, and “close the loop” are ongoing in each of the five areas of the Strategic Plan (Education, Research, Service, Patient Care and Infrastructure).

The School of Dentistry has maintained a formal outcomes assessment process since the 1990s. The School of Dentistry’s educational programs have been guided by a competency-based curriculum since 2001. By defining a curriculum-wide spectrum of competencies, the educational mission of the school is enhanced in two ways. First, the competencies guide the school’s curriculum design and increase its ability to analyze curricular content for comprehensiveness, timeliness, redundancies, omissions, and sequencing. Second, efforts can be more focused and efficient in assessing the students’ acquisition of the defined competencies. To the extent that it can be affirmed that the student acquires competency to enter the independent practice of dentistry, the curriculum has more value. The organization of the Competency/Course/Objective/Assessment (CCOA) document includes the competency statement; courses that assist in fulfilling the competency; general objectives in each course the sum total of which, when accomplished by the student, enable the acquisition of the competency; and methods of assessment utilized to quantify that the objective has been met.

School of Medicine

The WVU School of Medicine acknowledges the work of the Accreditation Council for Graduate Medical Education (ACGME) in developing the six core competencies for medical education:

1. Patient Care
2. Medical Knowledge
3. Practice-Based Learning and Improvement
4. Interpersonal and Communication Skills
5. Professionalism
6. Systems-Based Practice

Two specific examples of how these core competencies are linked to assessment of student learning include:

- Patient Care: provide patient care as a learner that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. This outcome is linked to the following assessments: observation (checklists and rating scales); record reviews (medical histories and physical examinations (H&Ps), patient notes, and student orders); the Clinical Skills Examination (CPX); standardized patient ratings; Objectively Structured Clinical Examination (OSCE)

scores; and the United States Medical Licensing Examination (USMLE) Step 2 (Clinical Knowledge and Clinical Skills).

- Interpersonal and Communication Skills: demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, peers, and health professionals. This outcome is linked to the following assessments: internally developed exams; observation; narratives; 360-degree evaluations; anatomy laboratory peer evaluations; standardized patient ratings; and Objectively Structured Clinical Examination (OSCE) scores.

School of Nursing

The PhD program goals for students are posted on the School of Nursing website. Courses are assessed throughout the program but the definitive product is the student's dissertation. The dissertation defense is assessed by a presentation rubric and the dissertation itself by a dissertation rubric being piloted.

The BSN program goals for students are posted on the School of Nursing website. The School of Nursing uses standardized tests administered by Assessment Technologies, Inc. at the conclusion of all nursing courses throughout the program. These tests provide detailed curricular information from which faculty are able to identify individual students who are struggling and those who achieve the desired benchmarks. Faculty also conduct regular assessment in each of their courses. A comprehensive standardized test is also administered at the conclusion of the program that matches the NCLEX test that nursing students are required to pass to practice.

School of Pharmacy

The School of Pharmacy has had student-learning outcomes for many years that have been periodically reviewed and updated as needed. Recently (September 2012), the school extensively revised its student learning goals (educational outcomes) in advance of the school's curriculum revision (planned to be implemented in 2015). Several articles and guidelines that discussed contemporary and future competencies and expectations for pharmacy graduates were used to develop the revised outcomes. Each current course in the curriculum has identified those educational outcomes it addresses, and a curricular map was developed for each outcome that identifies gaps or discrepancies in curricular coverage. As each course in the new curriculum is being developed, it must also identify the new outcomes it is addressing as well as the assessment methods being used to determine student learning in that area. This information will be mapped by outcome to allow the school's Educational Outcomes Assessment Committee to compile outcome-specific assessment data across courses and to identify gaps or weaknesses in meeting certain outcomes or assessing their achievement.

4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

WVU has robust processes in place for both curricular and co-curricular student learning outcomes assessment. As noted above, program and course level assessment includes: (1) unit strategic plans and reports; (2) units' use of NSSE, SSI, CLA, and GSS findings; (3) specialized accreditation; (4) BOG Program Review; and (5) college, school, and/or departmental assessment plans and reports.

Strategic Planning

Each college, school, and divisional campus is required to submit an updated strategic plan based on the WVU 2020 Strategic Plan and describe how they will assess their unit's progress. Under Goal One, units

must demonstrate how they "(e)ngage undergraduate, graduate, and professional students in a challenging academic environment." Specifically, units are asked to speak to the following:

- Educate, retain, and graduate the leaders of tomorrow at the undergraduate, graduate, and professional levels.
- Transform the curriculum and encourage innovation in teaching to provide students with the skills that they need to succeed in a rapidly changing society.
- Weave critical and creative thinking, lifelong learning and career skills, wellness, and sustainability into the curriculum, and align programs with the needs of society and the state.

As one example, the Eberly College of Arts and Sciences (ECAS) has chosen to focus on students' communication, critical thinking and analysis, and career readiness. Eberly faculty have crafted specific, college-wide student learning outcomes — and are in the process of designing strategies and measures to assess and document Eberly students' achievement of those learning outcomes. In close alignment with the University's 2020 Strategic Plan, ECAS has specified its strategic plan goals. ECAS Goal 1 focuses on enriching undergraduate learning; the Undergraduate Learning Team has been charged with leading this endeavor.

As another example, WVU's Student Affairs division is developing a strategic plan also in close alignment with the WVU 2020 Strategic Plan. Each Student Affairs unit has been charged with developing three to five goals; objectives outlining the tasks required to reach each goal; action items with persons responsible for each action; and a timeline. The Student Affairs Assessment Council has been charged with supporting each unit's strategic plan assessment.

Standardized Assessment Instruments

In addition to their use at the institutional level, some units have used survey findings and results from standardized, national assessment instruments to enhance student services and programs. For example, results from the 2010 National Survey of Student Engagement (NSSE), the 2010 Student Satisfaction Inventory (2010), and WVU's in-house 2010 Graduating Senior Surveys, suggested that students were frustrated with being sent from office to office when they had an issue to address. As described in 4.C.3., this led to the creation of the Blueprint for Student Success Service Excellence working group. It also contributed to the University's decision to create a "one-stop shop" where students will be able access the Financial Aid Office, Student Accounts, and the Office of the University Registrar. This "one-stop shop" is part of the Evansdale Campus revitalization discussed in detail in Criterion Five.

Another example is the West Virginia University Institute of Technology divisional campus English Department's use of the Collegiate Learning Assessment (CLA) results to provide more opportunities for students in freshman English courses to develop the ability to make an argument and support it with evidence. This example is discussed in detail in Appendix A-1 – Assessment Update.

Specialized Accreditation

All programs holding specialized accreditation are required to document evidence of student learning and the assessment of student learning (including strategies, measures, and outcomes data collected) for curriculum review and, as necessary, programmatic change. For example, during 2011-12, the then College of Human Resources and Education (now the College of Education and Human Services) successfully underwent an NCATE review and was re-accredited.

Board of Governors Program Review

As discussed in 4.A.1., every five years, all WVU programs submit a BOG Program Review. Depending on the program level, either the Undergraduate Council or Graduate Council conducts the first stage of the review of these self-study reports and provides structured feedback to each program based on five criteria: the extent to which programs align with the mission of WVU; the educational quality of the programs; program accountability; assessment practices; and program viability.

Also as described in 4.A.1., under the assessment practices section, all programs must meet four requirements. First, they must directly address previous BOG Program Review report recommendations and indicate what corrective actions, if any, have been implemented since the last review. Second, all programs must identify their strengths and weaknesses and describe plans for enhancing strengths and ameliorating weaknesses. Third, programs holding specialized accreditation must include a copy of the letter conferring or continuing the accreditation. Programs not holding specialized accreditation must submit an updated departmental assessment plan including student learning outcomes and the processes for documenting attainment of those outcomes. Finally, all programs must describe how previous assessment findings have been used to initiate change and program improvement.

College, School, and Departmental Assessment Plans and Reports

Eberly College of Arts and Sciences

In addition to assessment for Strategic Planning and BOG Program Review purposes, some colleges require their departments to submit assessment plans and reports to the Dean's Office. For example, since 2006, all departments in the Eberly College of Arts and Sciences (ECAS) have submitted annual assessment plans (for the current year) and reports (based on the previous year); have received detailed feedback on those plans and reports including recommendations for curriculum review and program improvement; and have then, in subsequent reports, included a detailed description of how they used that feedback to enhance their program.

ECAS departments' Fall 2012 assessment report submissions and feedback from the associate dean are available in the resource room: Biology 2012, Chemistry 2012, Communication Studies 2012, English 2012, Environmental Geoscience 2012, Forensic and Investigative Science 2012, Geography 2012, Geology 2012, History 2012, Industrial Math and Statistics 2012, Latin American Studies 2012, Mathematics 2012, Multidisciplinary Studies 2012, Philosophy 2012, Physics 2012, Political Science 2012, Psychology 2012, the Regents Bachelor of Arts (RBA) 2012, Religious Studies 2012, Slavic and East European Studies 2012, Sociology, Anthropology, and Criminology 2012, Social Work 2012, Women's and Gender Studies 2012, and World Languages, Literatures, and Linguistics 2012.

ECAS departments' Fall 2013 reports are likewise available in the resource room: Biology 2013, Chemistry 2013, Communication Studies 2013, English 2013, Environmental Geoscience 2013, Forensic and Investigative Science 2013, Geography 2013, Geology 2013, History 2013, Industrial Math and Statistics 2013, Latin American Studies 2013, Mathematics 2013, Multidisciplinary Studies 2013, Philosophy 201, Physics 2013, Political Science 2013, Psychology 2013, Religious Studies 2013, Slavic and East European Studies 2013, Sociology, Anthropology, and Criminology 2013, Social Work 2013, Women's and Gender Studies 2013, and World Languages, Literatures, and Linguistics 2013. In Fall 2013, the Regents Bachelor of Arts program moved from ECAS to the University College and is in the process of developing an assessment plan.

College of Creative Arts

To assess achievement of learning outcomes for programs within the College of Creative Arts, each School employs a combination of methods that include individual course examinations, juried reviews, formal and informal evaluations by faculty, public performances and exhibitions, and the presentation of scholarly works as they specifically relate to achievement in the Arts.

To assess its courses that are part of the University's General Education Curriculum, the College employs its own web-based course assessment tool. This tool allows the instructor to select one or more course assignments and two common course outcomes (chosen from a list of seventeen which the College has deemed particularly applicable to the Arts) to assess the effectiveness of the course's learning outcomes. Instructors must complete this assessment each time a GEC course is offered. Assessment findings are used to improve the quality of the courses and to verify continued alignment with the University's GEC objectives. Information on the College of Creative Arts' GEC Assessment can be found on the college's website.

College of Education and Human Services

In educator preparation, all program coordinators work with the Director for Assessment, Accreditation and Analysis to compile and submit Unit-wide student learning outcomes data for licensure examination, final clinical evaluation, dispositions, and survey of seniors, graduates and employers. In educator preparation, all content area leaders prepare annual reports for the Dean and seven-year cyclic reports for specialty program associations on six to eight key learning assessments based on standards for their association.

Davis College of Agriculture, Natural Resources, and Design

As a part of the West Virginia Department of Education's Curriculum Analysis Report (CAR) for the Preparation of Agricultural Education Teachers, the Agricultural and Extension Education Department assesses students' performance in curricular and co-curricular program activities.

Assessments of curricular program activities include:

- Composite grades for five key agriculture content courses.
- The PRAXIS 0700 Agriculture examination (a national assessment of students' preparation in the content area of agriculture).
- The Principles of Learning and Teaching (PLT Grades 7-12) examination (a national assessment of students' preparation in teaching and learning theory).

Assessments of co-curricular program activities include:

- Unit plans developed in AGEE 438 (the completion of a teaching curriculum for high school agricultural education classes).
- Form 5100 (an assessment of students' overall performance in student teaching)
- Work sample analysis (a pre-test/post-test analysis to determine the level of students' learning in pre-service student teaching experiences).
- Student portfolios (compilations of key elements of the student preparation program including a resume, philosophy of education statement, sample lesson plans, course of instruction, and student teacher evaluations).
- Student teacher evaluation D1 form (comprised of the student's, university supervisor's, and cooperating teacher's assessment of the student's use of appropriate evaluation of student progress during student teaching).

The combined results from these eight activities are used to evaluate individual students' achievement of learning outcomes. Aggregated over all students in a given cohort, the combined results are used to evaluate overall program efficacy.

Perley Isaac Reed School of Journalism

The School of Journalism (SOJ) embraces the 11 core learning values and competencies required by its national accrediting body, the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). The SOJ has developed two instruments to assess these national learning standards: (1) the History, Ethics, and Law examination administered bi-annually to freshman SOJ students and to graduating seniors; and (2) quantitative and qualitative SOJ capstone course assessment rubrics, which are completed by both internal faculty and external professionals.

Benjamin M. Statler College of Engineering and Mineral Resources

As a condition of maintaining ABET accreditation and WVU BOG program approvals the Statler College undertakes assessment activities to evaluate program and student attainment of stated program educational objectives and student learning outcomes. Annually faculty and staff, for all programs, review assessment data on student learning outcomes to determine:

- If outcomes are being attained;
- Whether programmatic changes need to be made so outcomes are met; or
- If, based on assessment data, outcomes need to be revised.

For example, the Industrial and Management Systems Engineering Department has developed learning outcomes and key abilities that cover the skills and knowledge needed in Industrial Engineering. One of their student learning outcome is that "students will have acquired the ability to use modern and classical Industrial Engineering methodologies such as operations research, manufacturing systems, computer programming and simulation, production systems, human factors and ergonomics, engineering statistics and quality control, and engineering economics". This outcome is assessed using three different assessment tools: (1) direct course assessments by faculty, (2) graduating student surveys, and (3) graduating students exit interviews.

As another example, the Lane Department of Computer Science and Electrical Engineering has a student educational outcome for "achieving strong written and verbal communication skills" for each of the four undergraduate degrees in the Lane Department (Electrical Engineering, Computer Engineering, Computer Science, and Biometric Systems). Student written and verbal communication skills are assessed for all students during their senior year as a part of a two-semester capstone design sequence. Students have to make oral group presentations, with all team members taking part to present their design at the end of the first semester. Students have to complete written design documents at several stages of the design project, with written feedback provided to students. Written and oral presentations are assessed by faculty mentors and by the course coordinator.

Potomac State College

Annual assessment data are collected and analyzed by faculty in each academic program. For evidentiary purposes, achievement of learning outcomes is documented through the WVU BOG Program Review self-study reports.

In addition, data collected and analyzed from courses satisfying the General Education Curriculum (GEC) Objective Two (Basic Mathematical Skills and Scientific Inquiry) has led to the revision of teaching methods in chemistry courses. These pedagogical changes have, in turn, contributed to significant improvements in student achievement of this learning outcome. Moreover, the embedded question method used to measure achievement of GEC Objective 2 has now been adopted for use in all mathematics courses taught at PSC.

The PSC Graduating Student Survey implemented in 2008-09 has been administered to December 2009, May 2010, May 2011, and May 2012 graduates. Analysis of 2011 results, which were comprised of PSC's largest number of graduates in its history, compared with the 2010 results, show that the college has improved in areas in which a few students had expressed dissatisfaction: availability of courses, flexibility of scheduling options, and most importantly, in satisfaction with academic advising.

The College participated in the 2012 Community College Survey of Student Engagement (CCSSE) and is participating in CCSSE 2013. CCSSE 2012 results indicate that the College exceeded the three-year CCSSE cohort average in all five of the benchmarks of effective educational practice employed by CCSSE: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners.

School of Dentistry

The achievement of learning outcomes designated for each course in the curriculum is assessed through written exams, oral presentations, clinical performance assessments, and self-evaluations. The achievement of learning outcomes across the curriculum is assessed via national written and clinical licensing examinations and in-house comprehensive and gateway examinations.

School of Medicine

The Medical Laboratory Sciences (MLS) program assesses program effectiveness through graduate surveys, employer surveys, program evaluation by clinical faculty, and graduates' performance on the national board examination. The assessment program for the Division of Physical Therapy is available on the program website. In terms of the MD program, Physical Diagnosis and Clinical Integration 2 (a required second-year course) has two outcome examples:

- Patient Care: Students will have the skills needed to gather information necessary in the clinical setting, i.e., history, physical examination, laboratories, etc. The Objectively Structured Clinical Examination (OSCE), a performance-based assessment that requires students to demonstrate skills in a clinical setting, is used for evaluation.
- Medical Knowledge: Students will possess the skills to apply basic science knowledge as well as clinical medicine in developing a health issues list and differential diagnoses. Students take internally-developed written examinations and the Introduction to Clinical Medicine National Board of Medical Examiners (NBME) subject examination – a national standardized examination.

School of Nursing

The BSN program concludes with a comprehensive standardized exam administered by Assessment Technologies. This provides rich data for determining the extent to which students have achieved stated goals.

The MSN program receives results of Nurse Practitioner Certification results for each of their NP programs – Family, Pediatric, Neonatal, Women's Health and Gerontology. Pass results are nationally normed, and areas of strength and weakness are available from the certification agencies.

School of Pharmacy

The ability to self-assess is an important quality that health professionals must possess and is one of the School's outcomes. To develop this skill, the school has a portfolio requirement in which each student, during each semester, must self-assess their learning on three different completed and graded course-related assignments. The self-assessments include identifying areas of weakness and outlining a brief plan for improvement. Assigned mentors use a rubric is to evaluate the quality of the student self-assessments, and students are asked to resubmit any unacceptable responses. All the rubric scores are electronically compiled so faculty can determine student performance on the self-assessments. Another example of a method used by the school to assess student learning involves reviewing the portfolio descriptions of perceived weaknesses to determine if there are common learning deficiencies across students. In addition, a comprehensive rubric for grading therapeutic (patient) case studies has been in use for a few years. This rubric addresses important learning outcomes related to reviewing and optimizing a patient's drug therapy.

Co-Curricular Program Assessment

The Student Affairs Office of Assessment and Student Success Programs and Academic Affairs' Programs for Academic Advancement work together to assess co-curricular programming. Many of the co-curricular collaborations between Student Affairs and Academic Affairs have occurred under the auspices of the Blueprint for Student Success. These programs are discussed in detail in 4.C.3.

In addition, the Student Affairs Assessment Council has focused on enhancing the assessment of the division's co-curricular programming. In terms of professional development in assessment, several Student Affairs staff members attended a "Building a Culture of Evidence" workshop in Charleston, WV, in 2013. Two members of the Student Affairs Assessment Council serve on the University-wide HLC accreditation team and have provided documentation of Student Affairs' contributions to Criteria One, Three, and Four.

Student Affairs uses CampusLabs, an online platform, to collect survey and other data; track assessment activities; and assess students' co-curricular learning. Student Affairs Assessment Council members review assessment requests via email. Once approved, staff members work with CampusLabs to administer assessment projects. During 2012-13, nearly 60 assessment projects were completed in Student Affairs. A wide range of departments conducted these assessments including Careers Services, *The Daily Athenaeum*, Experience WVU, the Mountainlair (Student Union), the Office of Assessment and Student Success Programs, the Office of the Vice President, Residential Education, Student Family Resources, Student Life, Student Organization Services, the Student Recreation Center, Upward Bound, and WellWVU.

Throughout 2012-13, the Student Affairs Assessment Council continued to work on increasing assessment of student learning outcomes in units across the division. Of the nearly 60 assessment projects conducted,

there were 44 assessments focused on learning outcomes and program review. Approximately 15 projects focused on student satisfaction and basic information gathering.

4.B.3. The institution uses the information gained from assessment to improve student learning.

Eberly College of Arts and Sciences

Across all colleges, schools, and divisional campuses, WVU employs assessment results to improve students' opportunity to achieve program and course learning outcomes. As one example, a team of teaching assistant professors in the Eberly College of Arts and Sciences Chemistry Department has documented the impact of multiple, different teaching and learning strategies on students' performance in introductory chemistry courses. Most recently, a subset of this team has determined that students performing poorly in Introduction to Chemistry (CHEM 110) do so, not because they cannot grasp the fundamental concepts presented in this course, but rather because they lack the math skills necessary to demonstrate their application of these concepts. The Chemistry faculty successfully designed, pilot-tested, and implemented a new version of CHEM 110. Rather than one, 16-week course, they teach two eight-week courses (for the same number of credit hours as the one-course version). If students are not successful in the first eight-week course, they have the option to enroll in a Chemistry Basic Skills course designed specifically to address their skills shortcomings and prepare them for subsequent enrollment in the second eight-week course. Thus, rather than spending 16 weeks and winding up unsuccessful, the timeline is cut in half, and students are provided a more immediate opportunity to develop the necessary skills. This new course was pilot-tested in Spring 2013 and fully implemented in Fall 2013.

College of Creative Arts

The College of Creative Arts uses both formal and informal assessment information (i.e., data and evidence gleaned from sources that range from individual course evaluation to program review for national accreditation) as part of its review of programs for revisions and improvements. Assessment is inherent in the College of Creative Arts' new Strategic Plan. During the 2011/2012 academic year, the College of Creative Arts completed an internal planning process to create its new Strategic Plan. Drawing on information learned through the assessment of its mission and goals (and aligned and organized within the structure of the WVU 2020 Plan), the college's Strategic Plan serves as a guiding document that articulates new and revised outcomes, assumptions, and insights intended to ensure its future effectiveness. Based on this information, the college will continue to:

- Offer professional, nationally accredited arts education.
- Update curricula to meet current disciplines' needs, demands, and trends.
- Excel in creative research, scholarship and performance.
- Prepare and train future arts educators for public schools and higher education.
- Enhance recognition of excellence in research, scholarship, and performance.
- Pursue and enhance study abroad programming.
- Provide faculty, staff, and students needed support to achieve their goals.
- Offer opportunities for enrichment through training, performances, and exhibitions and serve as a catalyst in the cultural life of the state, the region and beyond.

Another example of improving student learning opportunities occurred in the School of Music. Through the School of Music's Strategic Planning Committee, the school maintains ongoing discussions intended to improve and/or create new opportunities for student learning (i.e., in the areas of instruction, performance, research, service, and/or support). Using assessment data that indicated a need for additional areas of instruction, the school proposed and created new specialized courses of study (minors) in Music Recording Technology, World Music, and Jazz Studies.

College of Education and Human Services

Licensure exam data, total scores, and more importantly, categorical data, provide a look at content knowledge at the point in the program when students are entering their final clinical placement. Pass rates are reported annually in several external and internal reports, reviewed by external organizations and in-house programs. Total and categorical data is compiled, by exam, by the college assessment staff, and distributed to the content area leaders. Those faculty then use this information to revise program courses, assessments, and assignments. In addition, key assessment data compiled in LiveText by program faculty are analyzed and reported to content area faculty groups. Program changes are made based on data reviewed in these sessions.

Davis College of Agriculture, Natural Resources, and Design

Faculty in the Division of Plant and Soil Sciences learned from employers that students needed more skills in identification and care of ornamental plants in public settings. A new course focused on this skillset was developed and is offered to students studying arboriculture and related fields. Interactions with employers and surveys of program graduates indicated there was a desire for students to have a degree that combined agriculture production and sustainable practices. As a result, a degree in Agroecology was established and has attracted 20 transfer students in the past two years.

In Agricultural and Resource Economics in the Division of Resource Management, most students complete an internship for the senior capstone requirement. Supervisor evaluations of internship students are used to assess student coursework preparation for internships. Based on that supervisor feedback, course content has been adjusted better to prepare students for their internship experience.

Perley Isaac Reed School of Journalism

Based on a previous assessment, the School of Journalism (SOJ) determined that students were not demonstrating the strength of writing the SOJ wanted and expected them to demonstrate as seniors in their capstone projects. Therefore, the SOJ developed, piloted, and implemented an online grammar component to the JRL 215 courses that all students must take; engaged instructors of the course to reinforce concepts with which students struggle; and devoted part of a faculty member's time to serving as the school's writing coach.

Owing to lower than desired scores on the school's History, Ethics, and Law exam, faculty were provided information about those concepts that were not being learned adequately and asked to reiterate them across the curriculum where possible and applicable.

Benjamin M. Statler College of Engineering and Mineral Resources

The Statler College program faculty routinely uses data from various assessment activities to make continuing quality improvement to academic programs, including its freshman experience program.

For example, feedback to the freshman experience program received from department faculty regarding student report writing resulted in increasing the emphasis and teaching activity in ENGR 101 on technical report writing. To improve student learning of report writing, a professional skill required by all engineering disciplines, the freshman engineering faculty partnered with the university librarians to redesign a portion of the content delivery and increase the grading emphasis on the quality of technical reports for each project.

As another example, ongoing feedback from students, as well as analysis of grade data, continues to encourage discussion regarding changes in the engineering sections of calculus 1 as well as changes in the ENGR 101 curriculum. In recent years, ENGR 101 has increased its use of algebra, trigonometry, and calculus in its projects and has collaborated with math faculty to coordinate the timing of projects that use calculus topics to occur shortly after those topics are taught in calculus. The goal of this change is to show the students the usefulness/application of the math they are learning to their engineering courses which

should motivate them to persist in learning and provide a means for concept reinforcement which will aid their understanding and retention of the concepts.

Examples of other improvements or new initiatives that were made in the freshman experience program as a result of this assessment process include the following:

- Development of ENGR 129 (in response to the observation that students were dropping calculus 1 mid-semester because they were failing, resulting in math avoidance for the remaining months and a failed second attempt at calculus 1 the next semester); and
- Change of ENGR 101 projects to focus on societal issues resulted from the analysis of data indicating low enrollment and retention of women and minorities in engineering and the engineering education research literature that shows these populations are more motivated to become engineers (and enroll and retain in engineering) if they see engineering's usefulness to society, not just as a field that plays with cool technology.

In the Mechanical and Aerospace Department information gathered from multiple assessment tools revealed that several student learning outcomes could be substantially improved by expanding the practical design experience and weaving it throughout the curriculum. As a result, two capstone student projects and competitions the Human Powered Vehicle and the Formula Race Car were added to the BSME curriculum.

In the Lane Department of Computer Science and Electrical Engineering, EE 329 Signals and Systems II is a course that includes some applications of probability and statistics as a course objective. It was determined through faculty review of assessment data that student understanding of probability and statistics was not meeting faculty standards. As a result there has been effort to insert additional examples which make use of probability and statistics into the course.

In the Industrial and Management Systems Engineering Department the assessment process showed that there was a redundancy in the subject matter covered in two different courses, IENG 302 and IENG 304. That same assessment also showed a lack of coverage of Systems Engineering. As a result, the three-credit IENG 304 course on Materials and Costing was dropped, and replaced by a new one credit hour course (IENG 301) and another new two-credit hour course (IENG 305). IENG 301 focuses more on the materials characterization aspects and less on cost aspects. IENG 305 is an introduction to Systems Engineering.

Potomac State College

The Graduating Student Survey was administered to December 2009 and May 2010 graduates. While graduates continued to be largely 'very satisfied' or 'satisfied' with their experience of the College, the Assessment Council did note relatively lower ratings of a number of areas, including development of mathematical skills, course availability, physical plant, multicultural and global issue, instructor availability, and academic advising. As an outcome of this indirect assessment, the College established a new, 12-month position, Coordinator of Academic Services, to improve access to advising services on a year-round basis and to assist in the further development of retention programming.

Due to success in employing the embedded question method for assessment of General Education Curriculum (GEC) Area Two (Basic Mathematical Skills and Scientific Inquiry) learning outcomes in affecting improvement in student attainment of the GEC Area Two objective, the PSC Assessment Council decided to encourage the use of this technique in most other GEC categories. To this end, the council has revised all GEC learning outcomes to simplify adoption of this assessment technique. The council's goal is to have all full-time faculty involved in collecting data through the embedded question method.

After successfully implementing a focus on improving outcomes in University 101 (a one-credit course required of all first-time, full-time freshmen students), the College continued this initiative to carry over positive outcomes in UNIV 101 to WVUe 191, which replaced UNIV 101 in the university curriculum. Thus, having reduced the percentage of students who failed or withdrew from UNIV 101 from 41.6% in Fall 2008 to 24.7% in Fall 2010, faculty were able to implement a new approach to the freshman experience without increased attrition. In Fall 2011, the percentage of students failing or withdrawing from WVUe 191 was 23.6%. The college continues revising WVUe 191, and all sections used a custom textbook during Fall 2013

with common assignments and grading. As a result of faculty feedback, all Fall 2013 sections were scheduled for 16 weeks rather than for a portion of the semester.

School of Dentistry

Through the analysis of the pre-doctoral curriculum content, responses to surveys of curriculum by alumni and graduating seniors and evaluations by rural site faculty particularly in areas such as prosthodontics and endodontics, it became evident that students were not being exposed to advances in clinical technology consistent with current dental practice. Alumni and seniors surveyed from the graduating classes of 2002, 2006, 2007, and 2008 reported a high satisfaction rate with all phases of the pre-doctoral curriculum, with the exception of exposure to clinical technology. Measures were taken to address this deficiency by establishing a committee on technology responsible for reviewing proposals for evidenced-based clinical and academic technologies, facilities and materials that support the exchange of knowledge and ideas and are conducive to the provision of optimum evidence-based oral health care practices. The objective to promote the education of students in state-of-the-art clinical technology is measured by outcomes in the areas of curriculum and facilities. The introduction of digital radiology, electronic health records, and laser technology resulted in satisfaction with technology among students for the first time in 2010.

Through analysis of course evaluations and curriculum surveys of graduating seniors and alumni, the relevance of biomedical science course content to clinical science application was less than satisfactory. Clinical correlations were added to all biomedical science courses. Conversely, oral health science courses, such as Introduction to Patient Care 703, also strive to incorporate biomedical science concepts into the course content. Freshman dental students in the 703 course are given a drug case history of an active patient in the student pool and are required to report the drug category, mechanism of action, side effects, and contraindications for dental care for all of the prescribed and over the counter medications the patient in the case is taking.

School of Medicine

In Medical Laboratory Science student performance on the national board exams resulted in an expanded review of the clinical courses during the first semester of the program. In Physical Therapy students were below national averages on performance on board exam in integumentary (skin) conditions. This resulted in movement of this content into a different course at a different time in the curriculum sequence. A new faculty member was tasked with improving the content. Subsequently, class of 2012 students performed above the national average. As another example, students were reporting from their clinical field experiences they were seeing patients with amputations prior to the curricular sequence in which this course was offered. This led to a unit on acute management and wrapping being placed in an earlier course in the curriculum sequence.

In the MD program, an example includes Pharmacology, a required second-year course. Students were not performing well on a set of examination items for particular content. The course director responded by using the simulation laboratory to demonstrate the content more explicitly, resulting in future improved performance on the items. Another example includes student performance on a clinical exam. Areas of content weaknesses were noted and resulted in a targeted focus on content throughout the curriculum.

School of Nursing

The BSN program uses data from the results of Assessment Technologies Institute (ATI) standardized testing together with data from teacher designed tests and assignments after each course to identify strengths and weaknesses in student learning. Course coordinators summarize the information and present this to the BSN Curriculum Committee who reviews the course data and makes recommendations for changes. These are then incorporated in to the next year's course. The Committee evaluated those changes the following year.

In addition to formal and more traditional teacher derived assessment, the MSN program uses the results of an extensive exit study of its graduating students to pinpoint areas of weakness in student learning from the

point of view of students. These data are presented to the MSN Curriculum Committee and changes made accordingly. For example, this year student ratings of the content concerning the role of genetics in patient care was below the recommended benchmark, and consequently, the MSN Curriculum Committee is making course and curricular upgrades in this area.

School of Pharmacy

Analysis of the therapeutic rubric grades indicated that there were some inconsistencies among case evaluators as well as certain topic areas in which students tended to score lower. This analysis resulted in evaluators working more closely to address inconsistencies and to reinforce with students the importance of those topics they were performing less well on. Portfolio comments by students also indicated that working in groups on the cases allowed some students to get by without doing their share of the work. This resulted in greater use of individually completed case studies in courses that require students to think independently. Comparison of the rubric scores of the individual and group-completed cases confirmed that some students had apparently been relying on others in their group to perform some of the work, which they can no longer do. As a further example of curricular change resulting from assessment data, assessment of students' abilities to perform needed drug dosing calculations revealed that students did not perform as well as expected in this area. To improve learning and reinforce skills in this area, additional calculation exercises were incorporated in other parts of the curriculum.

4.B.4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

WVU's assessment of student learning is grounded in nationally recognized best practices. In WVU's decentralized assessment process, faculty members and other instructional staff members initiate and lead the vast majority of WVU's assessment efforts. A primary example of this is the work of the Eberly College of Arts and Sciences faculty and instructional staff. ECAS 2012 and 2013 annual assessment plans, reports, and feedback are available for review in the resource room in 4.B.2.

College of Creative Arts

As one example, the College of Creative Arts provides an example of college-specific assessment that was completely designed, implemented, pilot-tested, and approved by classroom faculty. In Spring 2011, the Dean asked three faculty members (one from the School of Art and Design; one from the School of Music; one from the School of Theatre and Dance) to develop a process for assessing all General Education Curriculum (GEC) courses taught in the college. The committee collected all syllabi for all sections of all GEC courses taught for the past five years. The committee reviewed all student learning objectives and outcomes from all these syllabi and distilled 17 broad learning goals that speak to all schools, departments, and programs in the college. The committee then designed a web-based tool to capture the extent to which specific assignments in GEC classes provide opportunities for students to achieve these learning goals. For each GEC course they teach, the course instructor selects two of the 17 goals to assess. The web-based tool also enables faculty to document the extent to which their students actually achieve these goals. One committee member pilot-tested the tool during summer 2012. After a college-wide meeting and acceptance of the 17 learning goals, the entire college pilot-tested this strategy during Fall 2012 and Spring 2013 for all GEC courses taught in the college. At present, the entire College of Creative Arts engages in this assessment process for all of their GEC courses.

Another example is the assessment of student learning in the Bachelor of Fine Arts (BFA) degree program in Theatre-Acting. To show progress toward their degree, students must demonstrate a command of knowledge and skills articulated by the full performance (acting) faculty and identified as learning objectives by the National Association of Schools of Theatre (NAST). (The National Association of Schools of Theatre (NAST) is the national accrediting agency for theatre and theatre-related disciplines). These include:

- Audition for entry into the Studio Acting program (sophomore year).
- Audition for credit-bearing, staged performance opportunities (THET 200/400).
- Evaluation of students through regular, in-class activities and critiques.
    - To assess the learning process, student coursework and class participation is regularly evaluated in each course and jointly through the presentation of "Friday Scenes" where students demonstrate knowledge and skills in a series of ongoing, informal performances.
- End-of-semester reviews for continuation in the program:
    - Each student takes part in a review that consists of a discussion of the student's progress in the areas of talent, trainability, professional discipline and potential.
    - Reviews are administered and attended by the full performance (acting) faculty.

Another example is that all music majors, music minors, and non-majors on music scholarship enrolled in MUSC 106-127, MUSC 500, or MUSC 700 must complete a jury review. The complete School of Music jury policy for all areas of study is posted on the school's website.

College of Business and Economics

College of Business and Economics faculty are involved in the formation of goals and objectives; the development of specific direct and indirect measures; and the administration of the measures. For example, faculty developed the Bachelor of Science in Business Administration (BSBA) Revised Learning Goals with Learning Objectives and Sample Rubrics.

College of Education and Human Services

Some processes are dictated by the external accrediting agencies and content area association, thus they are assumed to be best practice in the professions and require the participation of faculty and students in student learning assessment. Other processes are designed by the assessment staff and faculty to provide a systematic, high-quality process to work with student learning data. Having a director and staff devoted to these tasks facilitates the work of faculty. Faculty prepare the content area association reports. CEHS students are involved in communicating their own student learning information in capstone portfolios, as well as involved in their own learning about assessment in their own teaching and assessment of P-12 students.

Davis College of Agriculture, Natural Resources, and Design

Faculty in the division of Animal and Nutritional Sciences have been involved in a multi-year process to assess the division's curricula. After gathering initial input from the entire faculty, a taskforce has focused on developing specific suggestions for curricular change for all faculty then to consider.

Division of Forestry and National Resources faculty and instructional staff members are actively involved in determining the methods and practices associated with assessing student learning in the DFNR. Faculty members meet at the program and division level to evaluate assessment results and to implement changes to course content and curriculum to improve curriculum and learning. Faculty members also provide questions used in written knowledge, skills, and abilities (KSA) assessments of student learning and in the professional accreditation efforts of its discipline-based programs.

Division of Plant and Soil Sciences faculty collect assessment information throughout the academic year. Then, at the end of the year, faculty who advise students meet to review all assessment data and students' progress. An assessment report is written and shared with the entire division.

Agricultural and Extension Education program faculty in the Division of Resource Management participate in assessment activities with other teacher certification programs in the College of Education and Human Services. This includes National Council of Accreditation of Teacher Education (NCATE) and West Virginia Department of Education assessment and accreditation. All faculty members participate in the NCATE (formally changing to the Council for the Accreditation of Educator Preparation) assessment activity every seven years. In addition to the seven-year accreditation, annual program assessment is also conducted. Faculty use results from both to improve program quality.

Perley Isaac Reed School of Journalism

Accrediting body evaluators often cite SOJ assessment practices as examples for other schools that seek to meet national Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) standards. SOJ faculty and instructors assess specific course mastery based on exams, assignments, projects, and papers. In addition, SOJ faculty across Journalism (TV, Print, Visual Journalism) and across Strategic Communications (Advertising, Public Relations) participate in capstone project assessments with professionals.

Benjamin M. Statler College of Engineering and Mineral Resources

The academic programs of Statler College use a number of different direct and indirect processes and methodologies to assess program educational objectives and student learning outcomes. Direct processes and methodologies include performance tasks (laboratory exercises, projects, and presentations) evaluated using performance rubrics, course portfolios, and graded materials. Indirect processes and methodologies include exit interviews, surveys, Visiting Committee feedback, and Academy meeting feedback. Examples of faculty and staff participation include the following:

In the Chemical Engineering Department, all faculty participate in the assessment meeting at their annual retreat. The chair also meets individually with selected faculty to go over assessment and student feedback.

The Petroleum and Natural Gas Engineering Department has adopted a course-embedded assessment procedure. This procedure requires the PNGE faculty to evaluate students' level of achievement on various outcomes relevant to each PNGE course. Each PNGE faculty member uses different metrics to measure the level of outcome achievement.

Over the past three years, the faculty in the Lane Department of Computer Science and Electrical Engineering has used feedback from assessment instruments and accreditation processes to substantially revise and modernize the Computer Science curriculum. The process has resulted in the inclusion of a required course in computer architecture, and a required course in compilers, as well as making available a number of different emphasis areas to students.

In the Mechanical and Aerospace Engineering Department all members of the faculty take active part in the self-assessment process by serving on at least one of the 11 "Assessment Teams" that have been formed every calendar year to assess each of the 11 learning outcomes defined for their undergraduate programs.

In the Industrial and Management Systems Department all faculty members participate actively and substantially in the assessment process. Key assessment tools are the course assessment rubrics faculty design and complete. In addition to completing these rubrics, the faculty members discuss in their meetings the results of these rubrics and of the assessment results in general, and make decisions about improvement of the program.

Potomac State College

The PSC Assessment Council, composed of 12 faculty representing each division, is active in assisting faculty and division chairpersons to document their assessment plans and outcomes. For example, the Council provided all faculty with a copy of *A Faculty and Staff Guide to Creating Learning Outcomes*, published by the National Resource Center for The First-Year Experience and Students in Transition.

The Assessment Council encourages use of its syllabus evaluation tool by division chairs to review all WVU General Education Curriculum (GEC) approved syllabi. Faculty who teach courses included in this curriculum are required to revise and resubmit any syllabi which do not include the GEC objectives fulfilled by the course, and/or do not comply with the WVU Faculty Senate Curriculum Committee's required syllabus elements.

School of Dentistry

Course directors are asked annually to identify and re-evaluate the competencies that their course(s) assist in fulfilling, because competencies are subject to change as the practice of dentistry evolves. More specifically, these faculty members are required to cite those objectives and learning outcomes from their course(s) that help meet the specified competency and to identify the assessment method(s) used to ensure that each objective has been met.

Each course syllabus must also include the program competencies that the particular course assists the student in fulfilling. In addition to receiving a course syllabus at the onset of each course in the curriculum, these competencies are also included in the Clinic Performance Manual. The competencies are distributed to the freshman at fall orientation each year and are posted on the intranet site. Competencies are also reviewed during various class meetings dependent upon the subject matter. Faculty members are keenly involved in all of these activities.

In the clinical environment, students must demonstrate competency in a variety of clinical procedures. Two faculty members evaluate each procedure for consensus, and the student is also required to critique or self-assess their performance.

School of Medicine

Most professional programs (Physical Therapy, Occupational Therapy, and Medical Laboratory Sciences) present assessment data at an annual faculty retreat, providing an opportunity for faculty discussion about process and results.

In the MD program, student assessment requires faculty involvement. For example, students must demonstrate and log specific procedures and patient encounters throughout the third-year of the curriculum. Faculty are charged to provide constructive feedback to maximize student learning and development. Also, students must submit several "history and physical" reports. Faculty, again, are charged to provide feedback to students to address weaknesses or concerns.

School of Nursing

The School of Nursing has a written evaluation plan that outlines assessment activities. The SON receives data from the NCLEX reports issued by Mountain Measurement, Inc., concerning the performance of its BSN graduates on the NCLEX test. These are analyzed and summarized by the Director of Evaluation for faculty and in particular for the Outcomes Assessment Committee and the BSN Curriculum Committee. Faculty members on these committees use the longitudinal as well as class data to make recommendations about the program to the larger faculty group.

The DNP program recently developed a tool for evaluating the capstone project required of its graduating students. The Director of Evaluation assisted a task force to design an instrument. This involved members of the DNP Curriculum Committee. The product was presented to the committee for approval for pilot testing and is being used by faculty as an alternate assessment during the pilot phase.

School of Pharmacy

All faculty are responsible for aligning their course goals and objectives with the school's educational outcomes. The student learning outcomes developed for the school and the assessment approaches used represent solid, recommended practices. Most faculty serve as mentors in the portfolio process described

previously, and many faculty members participate in the therapeutic case rubric grading or use other standardized rubrics to assess student learning in a variety of subject areas. Further, each standing committee in the school, including the Educational Outcomes Assessment committee, must identify two outcomes (student-learning or programmatic) that they are assessing during the year. The Director of Programmatic Assessment, responsible for overseeing the School's assessment efforts, chairs both the Educational Outcomes and Programmatic Assessment Committees. This helps to ensure consistency of current efforts and to make certain that the new curriculum will be developed on a solid assessment-oriented foundation. The Programmatic Assessment Committee is currently compiling the results from the yearly outcome assessments into a concise report to be shared with all faculty that will be updated in an ongoing manner. Further, the faculty recently voted to include a comprehensive examination in the new curriculum to assess integrated student learning across courses. In preparation for this examination, the faculty agreed beginning Fall 2012 to require in all pharmacy courses the use of comprehensive final examinations that include some material from throughout the semester. This is being done to facilitate greater student retention of important concepts across time.

West Virginia University Institute of Technology

At WVUIT, all departments use standard Program Objectives and Program Outcomes templates to craft annual assessment plans. Departments then use Program Objectives Assessment and Program Outcomes Assessment templates to write their annual assessment reports. These templates require that the student learning objectives and outcomes to be assessed during a given cycle be identified. Objectives are defined as the department's aspirations for graduates of the program; outcomes are the knowledge, skills, and abilities students should be able to demonstrate upon completion of the program. Faculty members, instructional staff, and department chairs meet annually to discuss the student learning outcomes to be assessed during that cycle. For example, for 2012-13 the Accounting Department identified three outcomes:

- Use generally accepted accounting principles in preparing financial statements
- Use principles of financial management, accounting information systems, and taxation for solving accounting/financial problems
- Apply technology to prepare financial statements, tax returns, and other accounting and finance challenges.

In its Objectives Assessment Report and Outcomes Assessment Report submitted in September 2013, the Accounting Department identified the methods of assessment for each student learning objective and outcome – and the results. All WVUIT departmental assessment plans and reports are included in Appendix 1-A – Assessment Update.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

WVU is very attentive to its retention, persistence, and degree completion rates. WVU uses information gleaned from analyses of these data to create student success programs to try to enhance students' learning opportunities and outcomes. This section describes WVU's student retention, persistence, and degree completion goals in the context of the institution's mission, student populations, and educational

offerings. Data collection and analysis protocols are also described. The ways in which WVU uses these data and analyses to design programs and services to enhance students' experiences at WVU are discussed in detail.

4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

As part of the 2020 Strategic Plan for the Future, WVU established new student retention, persistence, and completion goals. Specifically, the first-time, full-time freshmen first-year, fall-to-fall retention goal for the incoming Fall 2019 cohort is 85% – or an eight percentage point increase from WVU's current rate of 77.1% (for the Fall 2012 cohort). The first-time, full-time freshmen six-year graduation rate goal is 60% for the cohort that will enter WVU in Fall 2014 – a nearly four percentage point increase compared to the cohort that entered WVU in Fall 2006 (with achieved a 56.2% six-year graduation rate). The first-time, full-time freshmen comprehensive graduation rate goal is 70%. This comprehensive rate includes first-time, full-time freshmen who started at, and graduated from, WVU in six years and the first-time, full-time freshmen who started college at WVU but graduated from another institution within six years. This is a slightly more than three percentage point increase from the 66.9% rate for the Fall 2006 cohort. WVU also provides targets for several different retention, persistence, and degree completion metrics in its Institutional Compact with the West Virginia Higher Education Policy Commission (WVHEPC) as part of WVHEPC's five-year master plan for higher education across the state. In December 2013, WVU's BOG reviewed the West Virginia University 2013-2018 Institutional Compact: Rationale for Targets on Metrics. During Spring 2014, WVU and HEPC will continue to discuss these targets.

In comparison to the first-year retention and six-year graduation rates of WVU's peer institutions, current retention and graduation rates may appear relatively lower and its goals may not seem all that aggressive. When one considers, however, WVU's freshmen profile as shown in the self-study Institutional Snapshot (with a mean first-time, full-time freshmen Fall 2012 ACT composite score of 23.6 and a mean SAT combined score of 1045) and WVU's mission to provide access to higher education, WVU's current rates appear realistic, and its goals are aggressive.

It is important to remember that a key component of WVU's mission is to provide access to educational opportunities. That means, compared to many other land-grant, flagship universities, WVU admits students who have demonstrated lower levels of achievement in high school and on standardized tests such as the ACT and the SAT. One of the primary reasons for the creation of the University College (UC) in July 2013 was to address the needs of students who, on paper, may not appear to have strong academic abilities but who, if they avail themselves of academic and other support services such as those the UC provides, have the potential to be academically successful.

The Mountaineer Success Academy (now housed in the University College) was designed to help students with these characteristics. The TEAM Program (also now housed in the University College) was designed to enable students who did not meet WVU's minimum admissions requirements to be conditionally admitted pending their first semester academic performance. Through analyses of TEAM students' first semester course completion data and fall-to-spring and fall-to-fall retention data, WVU has decided to revamp this program for 2014-15. Note that WVU is not going to stop admitting students who do not meet minimum admissions requirements; rather, the institution is going to continue to provide these students access to post-secondary education in a university setting – while providing more appropriate types and levels of support.

4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

WVU collects and analyzes extensive retention, persistence, and degree completion data. The resource room contains first-time, full-time freshmen (FTFTF) first-year retention reports for WVU-Morgantown, PSC, and WVUIT for the past five incoming freshmen cohorts. The WVU-Morgantown report shows first-year retention by college/school; West Virginia county; domestic state and international; primary and non-primary market area; residency (West Virginia in-state versus out-of-state); West Virginia Promise Scholarship status; race/ethnicity and citizenship; gender; high school GPA and SAT/ACT scores; residence hall; major; internal Institutional Rating level; and gender combined with residency.

The PSC report shows first-year retention by West Virginia county of residence; geographic residence (domestic state and international); residency (West Virginia in-state versus out-of-state); West Virginia Promise Scholarship status; race/ethnicity and citizenship; gender; high school GPA, SAT/ACT test scores, and gender; campus residence (on-campus residence halls versus off-campus commuters); and major. WVUIT's report includes the same categories as the PSC report.

Retention information is disseminated across the entire campus community including colleges, schools, divisional campuses, Academic Affairs (including Enrollment Management), and Student Affairs. In addition, WVU-Morgantown is a member of Consortium for Student Retention Data Exchange (CSRDE) and, as such, completes the CSRDE FTFTF persistence and degree completion reports every year. Those reports are broken down by gender and race/ethnicity and present 10 years of persistence and degree completion headcounts and percentages. WVU faculty and staff have access to those reports upon request from the Office of Institutional Research. A summary CSRDE report is available publicly on the Office of Institutional Research website. WVU is also a member of the Voluntary System of Accountability (VSA), and as such, updates the institutional College Portrait as per VSA requirements.

While the WVU-Morgantown first- to second-year retention rate had been fairly consistent for several years at approximately 80%, the Fall 2010 first-time, full-time freshmen (FTFTF) cohort had a first-year retention rate of 77.8%. The Fall 2011 FTFTF rate was 77.2% and the Fall 2012 rate was 77.1%.

These declines in FTFTF first-year retention, in part, could be attributed to the continued poor performance of the economy and the ongoing financial strain on WVU students and their families. It should also be noted that, during 2010-11, WVU began fully enforcing the federal financial aid Satisfactory Academic Progress (SAP) requirements. If students failed to achieve certain GPA cut-offs (linked to credit hours attempted) and/or failed to achieve a completion rate of 67% of credit hours attempted, they were placed on a one-semester warning for potential loss of their financial aid. This included all financial aid – PELL and other grants, loans, federal work study, etc. If students subsequently failed to achieve the necessary GPA and/or completion rate during the warning semester, their financial aid was then terminated at the end of that semester. This additional adverse impact on our students' ability to pay for college contributed to the decrease in WVU's retention rates for the Fall 2010, Fall 2011, and Fall 2012 cohorts.

WVU did take two steps to try to provide students opportunities to maintain their financial aid. First, institutions had the choice to check SAP once per semester or once per year. If an institution elected to review SAP only once per year, a warning semester was not permitted. WVU created procedures to check students' SAP every semester. Students receive a warning and an opportunity to achieve the SAP requirements during the subsequent semester and can also appeal the termination of their financial aid after that semester if extenuating circumstances exist. Second, WVU also created the Mid-Year Academy, the Preparing to Achieve Student Success (PASS) program, and the Summer Academic Success Institute (all described below) to provide additional academic and other support to these students.

It is also important to note that in Spring 2013, WVU imposed a new university-wide suspension policy that resulted in more than 300 FTFTF being suspended. Similarly to the implementation of the SAP policy, WVU enforced more rigorous standards while taking steps to try to provide students opportunities for redress if

their circumstances warranted. Specifically, suspended students had the option to appeal (by early June 2013) if they had experienced extenuating circumstances. Once final Fall 2013 numbers are available, WVU will determine the impact of the new suspension policy on first-year retention. Similarly to the imposition of the SAP policy, WVU anticipates that the suspension policy negatively impacted FTFTF first-year retention.

4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

The Blueprint for Student Success and Programs for Academic Advancement

In Fall 2010, the WVU Blueprint for Student Success was established and charged with devising and implementing a suite of targeted programs to enhance student learning, engagement, persistence, and ultimately, degree completion. In conjunction with WVU's Noel-Levitz retention consultant, and after a careful review the institution's retention, persistence, and degree completion data and survey results from the National Survey of Student Engagement, the Student Satisfaction Inventory, and WVU's in-house Graduating Senior Survey, five working groups were formed:

- Advising and Course Scheduling
- First-Year Experience/Living Learning Communities
- At-Risk Student Interventions/Student Success Initiatives
- Differentiated Programming for Students of Color, First Generation in College Students, and Low Income Students
- Service Excellence.

A Core Retention group was also formed – comprised of the chairs of these five working groups and representatives from many of WVU's colleges and schools and Student Affairs division.

Advising and Course Scheduling

The goals of the Advising and Course Scheduling (A&CS) working group are to provide enhanced advising for all WVU students – with an initial focus on incoming first-time, full-time freshmen **(**FTF) in general, and on the least academically prepared FTF, in particular. To that end, this group recommended that the least prepared FTF be capped at 16 credit hours per semester during their first year; this policy was enacted for the Fall 2011 FTF cohort. A provision was in place to allow advisors to override this policy, after consultation with the student, if deemed appropriate by the advisor. This policy recommendation was based on a review of historical first-semester credit hour enrollment by level of previously demonstrated academic performance (i.e., a combination of high school GPA and SAT/ACT scores). WVU observed that, by and large, the least academically prepared students tended to take approximately the same number of credit hours in their first college semester as the best academically prepared students. WVU decided to change this.

The A&CS group also provided guidelines for the college, school, and departmental General Advising Sessions with all incoming FTF and their parents/guardians at New Student Orientation (NSO – conducted April through August). A&CS also provided enhanced professional development and information for NSO advisors. Based on a review of the structure and content of previous training and a survey of all NSO advisors, A&CS created an advising manual that was disseminated across campus and also held multiple advisor training sessions throughout Spring 2012 in the run-up to NSO.

Based on feedback from those workshops and a subsequent survey, the A&CS group continues to support advising training and professional development. The A&CS group has also undertaken a review of the information and materials provided to incoming students and their parents/guardians prior to and during

NSO and is working to enhance and clarify information about, for example, the selection of General Education Courses (GEC); recommended courses for first-semester students in each major; the use of STAR and DegreeWorks; and WVU's academic standards and expectations of student performance and behavior. In Fall 2013, the A&CS group moved forward with the creation of the Advising Council (TAC) detailing the purpose and role of TAC, additional functions, membership, leadership, and staff support.

First-Year Experience

The First-Year Experience group promotes both academic integration and social engagement and has moved forward in creating a more robust First-Year Experience – including assisting with the revisions to New Student Orientation (NSO) described above, a new first-year seminar (devised during 2010-11 and fully implemented in Fall 2011), the First-Year Academy (first implemented in Fall 2011), theme living learning communities in each residence hall (also implemented in Fall 2011), and the eventual complete roll-out of Online Orientation (available June through August) to serve as a bridge from NSO to the First-Year Academy.

First-Year Seminar

In Fall 2010, about 90 representatives from across campus convened to revise the first-year seminar, University 101, required of all first-time freshmen and first-time transfers with less than 29 earned credit hours. In Fall 2011, a completely new first-year seminar (FYS), based on five objectives devised by the campus-wide group convened the previous fall, was implemented. Those objectives are: (1) set and communicate expectations about higher education; (2) provide opportunities for students to develop critical thinking and analysis skills; (3) promote metacognition; (4) engage in major and career exploration and planning; and (5) promote diversity, inclusion, and a global perspective. Each objective has a set of related student learning outcomes.

In the new FYS model, students have three options. If their college, school, or department has an FYS, they enroll in that course. Examples include BCOR 199 for students in the College of Business and Economics, ENGR 199 for students in the Statler College of Engineering and Mineral Resources, and JRL 115 for students in the Perley Isaac Reed School of Journalism. Several other colleges and schools have their own FYS, and all colleges, schools, and departments have been encouraged to investigate whether an FYS located in their unit would best serve their students. WVU has observed an increase in these unit-specific FYS this past year, and expect this trend to continue. If their college, school, or department does not yet have an FYS, on-campus students select a section of WVUe 191 based on (and often in) their residence hall's theme living learning community. Off-campus, commuting students may choose a residence hall-based section of WVUe 191 or a general section not linked to a themed community. All FYS courses must include the five common course objectives listed above and the related student learning outcomes. A committee reviews all new and continuing FYS courses to ensure they provide students the opportunity to achieve these objectives and learning outcomes. In addition, all FYS courses use a common textbook, and most FYS also use an online set of resources, MyStudentSuccessLab.

Assessment of this FYS model is based on both direct and indirect measures. Specifically, students complete an online, direct-measures, content-based, pre-assessment and post-assessment each semester. Generally speaking, in both Fall 2011 and Fall 2012, students demonstrated improved content knowledge on the post-assessment. In Fall 2011 and Fall 2012, WVU also conducted an in-class, indirect measures, post-assessment – and several end-of-semester focus groups. Results from these assessments indicate that students thought the course had positively impacted their ability to:

- Identify the differences between high school and college
- Determine what faculty members expect of college students like them
- Learn more about how to be successful here at WVU
- Develop their critical thinking skills
- Better understand their learning style(s)
- Develop their time management skills
- Improve their study skills
- Improve their test-taking skills
- Explore different majors and degree programs
- Explore different career options

- Explain the importance of diversity and inclusion in society
- Develop a more global perspective
- Identify the campus resources that will meet their needs
- Actively monitor their performance in all classes
- Seek help with their classes when needed

Nearly across the board, when taking this assessment at the end of Fall 2011 and Fall 2012, students reported higher levels of 'predicted performance ability' for the prompts listed above for their Spring 2012 and Spring 2013 classes. WVU thinks this can be explained by a consistent set of comments gleaned from the focus groups. Students frequently told the faculty conducting focus groups that they knew all the items listed above were important to their academic success (and that they had known this at least since high school). When asked, however, if they actually did these things during the fall semester – and how consistently they engaged in these practices, they often admitted to not engaging in these behaviors at all – or, at least, not to a sufficient degree. Some students also indicated they realized the need more diligently to engage in these behaviors during the next semester. To try to obtain a better understanding of this phenomenon, in Fall 2012 WVU piloted an in-class, indirect measures, assessment to try to gauge attitudinal change over the course of the semester. The instrument was refined and distributed to all first-year seminar students in Fall 2013. Ideally, in the future WVU would add an assessment of the extent to which students actually engaged in these behaviors in subsequent semesters.

First-Year Academy

Initiated in the Fall 2011, the First-Year Academy (FYA) is designed to help students transition to an academic setting in each academic unit. The event takes place on the Saturday before classes begin and is embedded in Welcome Week programming. Through participation in the FYA, students have the opportunity to:

- Meet with college, school, and departmental faculty and administrators – and learn about faculty members' and administrators' roles in undergraduate education.
- Gain knowledge about how the university is structured – i.e., how their department and college/school 'fit' and work together.
- Learn more about the major(s) and degree program(s) in which they have expressed interest. (General Studies students have the opportunity to learn more about their major/degree and career interests and related opportunities here at WVU).

The FYA also provides opportunities for college, school, and departmental faculty and administrators to:

- Discuss the differences between high school education and university learning and personal/professional development.
- Share with their new students expectations for students' performance in their majors and degree programs.
- Identify major-specific baccalaureate, post-baccalaureate, and career opportunities available to their students.

Feedback from the 2011 FYA led to a more streamlined programs in 2012 and 2013 – focused first, on student Saturday afternoon programs with their respective colleges, schools, or departments; and second, on a subsequent exploration of one of WVU's three libraries. Both events are mandatory for first-time freshmen and first-time transfers with less than 29 earned credit hours; in Fall 2012, students earned points in their first-year seminars for their academic visit and their library exploration (and correspondingly, lost points if they failed to participate). There was marked increase in participation compared to Fall 2011 when the FYA was not included in the first-year seminar grades. Whereas feedback on the 2011 program was generally good, feedback on the 2012 program was overwhelming positive – from faculty facilitators of the college, school, and department programs; from the WVU librarians, and, most importantly, from the student participants.

Feedback on the 2013 program was likewise very positive. The launching of the new University College on July 1, 2013, about six weeks before the FYA, did present some logistical challenges, however. For the 2011 and 2012 FYAs, students not directed admitted to certain programs (for example, nursing, engineering, several majors in the Eberly College of Arts and Sciences) were encouraged to participate in the FYAs of the

programs they aspired to enter. This was because while the Undergraduate Academic Services Center (UASC) advised these "pre-major" students, they did not have an official college or school home, and the institution wanted these students to be exposed to, and learn about, the programs they wanted to enter. In addition, UASC had the capacity to provide a FYA for undecided, exploratory students – but not the capacity to provide FYA programming for all "pre-majors" and all exploratory students.

With the advent of the University College, these "pre-majors" had a college home, and it was decided that WVU wanted them to learn about the faculty, staff, programming, and resources available in the University College. This presented two challenges: (1) where to hold a program for the 1700 first-time freshmen in the University College (exploratory students plus "pre-majors"); and (2) how to ensure that students knew they were enrolled in the new University College. Thanks to University Events, the University College was able to use the Coliseum – the only indoor venue large enough. A messaging campaign was launched; however, not all University College students attended the University College FYA. This meant that some departments, particularly in the Eberly College of Arts and Sciences (ECAS), had many more participants than expected. On the other hand, many ECAS departments had far fewer participants than in 2011 and 2012 when pre-majors attended their sessions. ECAS faculty were very disappointed by that. For the 2014 FYA, the University College Leadership Team is working with other colleges and schools to see if pre-majors can experience both a University College FYA and a FYA with the colleges, schools, or departments to which they aspire.

In terms of specific assessment instruments, both the 2011 and 2012 library assessments indicated high levels of satisfaction, enjoyment, and learning about library resources. WVU expects to observe these same high levels for the Fall 2013 library exploration assessment data when analyses are completed.

While the FYA has become a key component of WVU's on-boarding and orientation of new students, the institution does not have any direct measures of student learning from the FYA. As part of the FYA 2014 planning process, the FYA organizers are working with involved parties to determine how WVU might move forward to measure and assess student learning from the FYA experience. At the moment, WVU anticipates linking FYA assessment to students' first-year seminars since the FYA is a required component of those FYSs.

Theme Living Learning Communities

Beginning in Fall 2011, each residence hall leadership team (consisting of a Resident Faculty Leader, a Residence Hall Coordinator, and a Live/Learn Community Specialist) created a theme specific to their hall and began implementing hall-wide programming based on that theme. For example, the theme of Arnold Hall and Apartments is service learning. The primary vehicle for students' on-site, real-world, experiential learning is SRVL 199 – the first-year seminar for all Arnold residents. While students often choose their residence hall on a series of factors such as location, amenities, and roommate preferences, WVU hopes that students will come to choose their living learning community based on a theme that resonates with them. Having focused on the implementation of the theme living learning communities in 2011-12 and the development of theme-specific programming in 2012-13, Residence Hall Leadership Teams are working in 2013-14 to assess the impact of their programming.

Online Orientation

In an effort to connect students to campus between New Student Orientation (which can occur as early as late April) and the First-Year Academy the Saturday before classes begin in the fall, the FYE group has created an Online Orientation website to provide information to students throughout the summer. Students can learn about eCampus – the system used to complete classroom assignments and communicate with faculty; increase their cyber-security awareness – to protect their identity; and view the "At Your Service" video – a summary of important resources and services on campus. Students can also learn more about WVU's mandatory AlcoholEDU program, diversity at WVU, WVU's Resident Faculty Leaders, and take WVU-Morgantown Libraries and campus virtual tours. Online Orientation also promotes student health and general wellbeing by providing web access to WELLWVU's health promotion and safety programs including the liveWELL challenge, the leadWELL mentors initiative, eatWELL, moveWELL, chillWELL, violence prevention, roommate etiquette, and healthy sleep habits. The group also hopes to be able to create a

much more interactive site using virtual reality tools and scenarios. While WVU has monitored usage rates, the institution has not yet assessed the impact of this tool on students.

At-Risk Student Interventions/Student Success Initiatives

The goals of this working group are to provide academic interventions for students at risk for non-persistence. A series of programs have been implemented including: an Early Alert Program, Mid-Semester Programming, a Recruit Back Program, the Mid-Year Academy and the Preparing to Achieve Student Success (PASS) program, the Summer Academic Success Institute, and the Mountaineer Success Academy. These programs are all collaborations between the Student Affairs Office of Assessment and Student Success Programs and the Academic Affairs unit, Programs for Academic Advancement.

Early Alert Program

WVU-Morgantown has conducted an Early Alert every semester since Fall 2010. The Early Alert is designed to let students know they are underperforming in specific courses at the third, fourth, or fifth week of the semester rather than waiting until mid-semester D/F grade reports are issued. The program focuses on high D/F/W rate courses (although instructors from any courses can participate). Faculty establish the criteria for students performing poorly in their courses and in need of additional support and then work with program staff to determine the timing of the Early Alert. Some faculty have opted for Week Three; others have chosen Week Four or Week Five. The faculty also specify their preferred resource referrals – including tutoring in Departmental Learning Centers, Extra Lecture Support Instruction, Peer-Led Team Learning, tutoring at Academic Resource Centers, faculty or graduate teaching assistant office hour visits, review sessions, as examples.

WVU first contacts all early-alerted students via email and provides specific resource referrals. Then, Resident Faculty Leaders and Resident Hall Coordinators reach out to early-alerted students in residence halls, and student success coaches discuss Early Alerts with their assigned students. WVU has conducted focus groups with early-alerted students to determine their subsequent resource usage, and initially tracked total usage of many of the resources listed above prior to and after early alerts are issued. WVU experiences a significant increase in resource usage after the alerts are issued – and then again after midterm D/F grades are posted. (See below for Mid-Semester Programming).

WVU has been exploring structural-functional refinements (for example, purchasing an early alert system or using an early alert module linked to our new Learning Management System) to make the process easier for our faculty members and to employ different messaging strategies to increase student response rates and resource usage. In Fall 2013, WVU implemented significant improvements to the tracking of student resource use. This enhanced tracking will enable WVU to link students' resource use to subsequent in-class performance and to better evaluate the impact of the Early Alert on students' behavior and academic performance.

Mid-Semester Programming

Faculty report grades of D and F for students during the eighth week of the semester, and students receive an e-mail indicating a midterm grade. (Faculty are not required to report grades for students earning grades higher than D). A Mid-Semester Help Center is held on both the Downtown and Evansdale Campuses every semester right after midterm grades are posted. These Help Centers are 'one-stop shops' which provide access to advisors, financial aid staff members, and representatives from multiple support services – and, as needed, assistance with withdrawing from classes and adding mid-semester courses.

In addition to the Mid-Semester Help Centers, Resident Faculty Leaders and Resident Hall Coordinators reach out to students with D/F midterm grades in their residence halls; first-year seminar instructors meet with their students with D/F grades; and success coaches discuss mid-semester grades with their assigned students. Colleges and schools are also encouraged to connect with their students with D/F midterm grades via email, in-person meetings, or other strategies as necessary.

WVU has observed a decline in students' participation in the Mid-Semester Help Centers, and so is planning to try a different strategy in Spring 2014. Specifically, WVU is going to link the Early Alert to advisor and success coach programming in the residence halls in an attempt to be more proactive before the mid-semester point.

Recruit Back Program

WVU has also instituted a Recruit Back Program – designed to encourage and enable students who are eligible to enroll in the subsequent semester (but who have not yet done so) to register for next semester classes. Rather than waiting for the next semester to begin and then trying to bring students back, WVU reaches out to students while they are still on campus. For example, after all priority registration dates have passed in the fall semester, WVU contacts students not yet registered for the spring semester and tries to determine why they are not yet registered and what, if anything, WVU can do to help. First, email messages are sent to all students in this situation – regardless of rank. Then, Resident Faculty Leaders and Resident Hall Coordinators reach out to on-campus residents (typically first-time freshmen), and each college and school is encouraged to connect with their upperclassmen and off-campus, commuter first-time freshmen. WVU typically observes an uptick in registrations for the subsequent semester after the Recruit Back messages are issued – with some additional increases after living learning community-specific and college/school-based outreaches occur.

Mid-Year Academy and the Preparing to Achieve Student Success (PASS) Program

Approximately 20% of first-time freshmen (FTF) earn less than a 2.0 GPA their first semester at WVU. Historically, 50% of FTF on probation are not retained at WVU the following year. To address this, in 2011-12, WVU implemented the Mid-Year Academy (MYA) and the Preparing to Achieve Student Success (PASS) program for FTF on academic probation after their first fall semester at WVU. During the break between the fall and spring semesters, students on academic probation were required to complete a self-reflection about their fall semester performance. They were then required to participate in the Mid-Year Academy, the Sunday before spring classes began. The initial MYA had three (3) components: advising, workshops, and an information fair about campus resources. The advising sessions focused on course re-scheduling, appropriate D/F course repeats, changes of major, and the use of DegreeWorks to check degree requirements and progression. The workshops provided information about Career Services, Housing, the Carruth Center for Psychological and Psychiatric Services, and Disability Services. The Information Fair provided access to representatives from Academic Resource Centers, Departmental Learning Centers, various other academic support services, Financial Aid, the WVU Libraries, WellWVU (health and wellness), and student organizations. Students had to demonstrate completion of the entire MYA including the advising session; participation in three workshops; and visits with at least 50% of the Information Fair representatives.

Then, during the Spring 2012 semester, students were supposed to meet with their assigned success coach at the beginning of the semester in January; during the Early Alert in February; at mid-semester in March; and for an end-of-semester, pre-summer session exit interview in April. At their first meeting, students worked with their success coaches to create student success plans based on a reflection on their past performance and specific strategies and action items to be completed prior to their next meeting. Students then reflected on and added to those plans at each subsequent meeting. Based on success coach tracking and institutional data, 31% of the potential PASS participants met with their success coaches one (1) or two (2) times, and another 31% met with their success coaches three (3) or more times. 22% were enrolled in classes in Spring 2012, but did not meet with their success coaches. Based on a survey of PASS participants and a separate survey of success coaches:

- 55% of the students who participated in the PASS program felt the program assisted with an increase in their GPA.
- 76% of the students indicated a better understanding of what they needed to do to be successful academically.
- 62% reported having an increased awareness level of campus support services.
- 65% of coaches felt they had a rewarding experience and positively impacted their students.

While Mid-Year Academy participation and completion rates were quite satisfactory, student participation in PASS success coaching appointments decreased over the course of the spring semester. In Spring 2013, WVU piloted a more streamlined MYA using videos for content delivery; reducing the number of activities in favor of enabling students to spend more time with advisors; and having students schedule their first appointment with their success coaches. WVU also piloted a new scheduling and tracking system for

success coaching appointments. At the time of writing, WVU had not yet completed the analyses of the Spring 2013 MYA and PASS program.

Summer Academic Success Institute

Under the auspices of an internal grant, the Summer Academic Success Institute was implemented in Summer 2012 as an umbrella student success initiative to provide multiple academic support services to first- and second-year students concerned about losing their financial aid due to failing to meet Satisfactory Academic Progress (SAP); possibly being suspended from WVU; or potentially losing their scholarships. Other students concerned about their academic performance during compressed summer sessions (typically six weeks) were also encouraged to participate in the Summer Institute. The program was made available to students from all majors with no more than 59 attempted credit hours who wanted to take classes in the summer in an enhanced, supportive learning environment. The following courses were part of the Summer Institute:

- CHEM 110: Introduction to Chemistry
- CHEM 115: Fundamentals of Chemistry I
- HIST 152: Growth of the American Nation to 1865
- HUM 101: Introduction to Western Civilization I
- SOCA 101: Introduction to Sociology
- STAT 111: Understanding Statistics

Tutoring, success coaching, advising, and workshops were available to students interested in the program benefits but enrolled in other courses (e.g., BIOL 101, BIOL 115, MATH 126) during the first six-week session ("Summer A"). Based on highly positive feedback from the Summer A CHEM 110 and CHEM 115 faculty and numerous student requests, tutoring was also offered to students enrolled in CHEM 116 (Fundamentals of Chemistry II) during Summer Session B. Thus, while the program was initially funded only for Summer A, WVU was able to provide significant support throughout both Summer Session A and B. The following outcomes were expected for participants:

Goal 1: Be connected with faculty, advisors, program staff and tutors, and success coaches dedicated to their success.

Faculty: The Summer Institute created a very supportive environment for its participants as it provided, in addition to contact with course instructors, benefits from the support of other program staff (tutors, success coaches, advisors, and workshop facilitators). Course instructors became familiar with ways to share information about the program in blended course settings (since not all students in their classes decided to participate). They were also familiar with the program and its resources and were able to integrate those resources with their courses, and make appropriate referrals as necessary. They participated in an "Early Alert" (around Week Three – based on the instructor's preferred criteria) and in a Week Five "check in" (also based on the instructor's preferred criteria).

Advisors: In addition, advising was available to those who expressed the need. Summer Institute staff provided help and also referred some students to their program area or major academic advisors.

Program Staff: Tutoring was available Monday through Friday throughout Summer Session A and B. Tutoring was by far the most utilized service during the Summer Institute – and may have had the most impact. Two (2) colleagues in the Chemistry Department have shared that they definitely want to provide this type of tutoring next summer; they view it as invaluable. Moreover, tutors have shared the impact their students said the tutoring had on them.

Success Coaches: Each participant was assigned a success coach, and one-on-one, highly personalized and specific to the students' needs meetings were held weekly and as the students requested. Some participants took great advantage of these opportunities, while others relied more on tutoring sessions. WVU has compiled multiple, student-specific success stories from coaches.

Goal 2: Improve their grade point average to acceptable levels for financial aid and /or for the university. While, program participants, tutors, success coaches, and faculty shared their success stories, WVU needs to analyze course performance data.

Goal 3: Benefit from multifaceted workshops tailored to meet their needs. All workshops were based on students' availability and needs expressed in a survey administered on the first day of class. The workshops, however, had much lower levels of participation than the other program services (tutoring, coaching, and advising).

Goal 4: Maintain a link with academic life in the summer to facilitate academic integration and preparedness for future semesters. The Summer Institute did serve as a way to stay connected to academic life and to prepare for future semesters. Advising and coaching were useful in helping the staff check students' progress and refer them to resources. Tutoring was also exceedingly helpful. As noted above, WVU decided to extend tutoring to Summer Session B to continue to support students who were enrolled in Chemistry 115 in Session A and decided to take Chemistry 116 in Session B. One of the Chemistry instructors shared that: "…this represents the highest success rate (% A, B, C) of any CHEM 115 section I have ever taught at WVU." When asked why this might be the case, the instructor attributed this to the tutoring and success coaching.

Goal 5: Persist at WVU and make progress toward graduation. At the time of writing, analyses of the persistence rates of Summer Institute participants have not been finalized. Anecdotally, the success coaches reported that many program participants were able to return to WVU during the fall semester; however, that is insufficient information and will soon be addressed through data analyses of program participants' subsequent fall and spring enrollment.

In 2013, the Summer Academic Success Institute was funded through Programs for Academic Advancement and expanded to provide tutoring for 16 high D/F/W rate courses in Accounting, Chemistry, Economics, Mathematics, and Sociology. Embedded tutors were provided for Chemistry 116. The instructor was so pleased with the results of having those tutors attend class with the students and then hold tutoring sessions directly afterward that, in Spring 2014, WVU is piloting embedded tutors in all the full-semester, 16-week Chemistry 116 courses.

In Summer 2013, students also had the option to enroll in a special topics service learning course where they engaged in projects to help community partners; wrote a series of reflection papers about how the service learning provided information about possible majors and careers; and met with a student success coach weekly.

Mountaineer Success Academy

The Mountaineer Success Academy (MSA) is designed for incoming Undergraduate Studies (undeclared) students from the two lowest levels of previous academic preparation and achievement (measured in terms of high school GPA and SAT/ACT scores). These students are known as IR4 and IR5 level students. (IR stands for Institutional Rating). These students are in Undergraduate Studies either because they are not sure about their major and career interests or because they applied to a WVU college, school, or program and were not accepted because they failed to meet program admission requirements. WVU piloted this program with 155 participants in Fall 2012. In Fall 2013, there were 251 program participants.

The MSA program has four primary components. First, at New Student Orientation, MSA scholars choose classes from a structured curriculum developed in conjunction with the Eberly College of Arts and Sciences and based on a review of previous IR4 and IR5 student performance in General Education Curriculum courses.

Second, in August, MSA scholars move to campus one week earlier than other FTF for a pre-teaching and learning experience. They begin their English 101 course and an enhanced, two-credit version of the first-year seminar, WVUe 293A. During Week One, they write their first English 101 paper; write their first WVUe 293A team paper; and prepare a team presentation for the first day of class in WVUe 293A. They also meet with numerous faculty from diverse colleges, schools, and departments to learn about faculty expectations of college students. In addition, they participate in a series of workshops about multiple different campus resources and services; participate in a service learning project in Monongalia or Preston County; and travel to Coopers Rock State Forest.

Third, an MSA Living and Learning Community was established in Brooke Tower. Although not all MSA scholars choose to live in this community, they all have access to the programming provided by the Brooke

Tower Leadership Team (the Resident Faculty Leader, Residence Hall Coordinator, and Live/Learn Community Specialist).

Finally, all MSA scholars participate in specialized, one-on-one academic advising and student success coaching. During the fall semester, scholars are required to meet with their assigned success coach at least once but preferably twice per month to promote metacognition and enhance academic performance and healthy social engagement.

Generally speaking, Fall 2012 MSA scholars completed more credit hours than comparison groups and had significantly lower probation rates than comparison groups. Preliminary analyses of the Fall 2013 MSA cohort show similar findings. 5.C.2. also discusses the MSA program.

Differentiated Programming for Students of Color, First-Generation in College Students, and Low Income Students

The goals of this group are to promote diversity and inclusion – and enhance engagement in WVU's campus community for all students. During 2011-12, a set of initiatives was created around a theme called "Our WVU Communities." This group facilitated a half-day program during the inaugural First-Year Academy in August 2011 and then followed up with academic integration and social engagement programming on both the Downtown and Evansdale Campuses in multiple living learning communities. The group also worked with students to host a campus-wide program in December 2011 – bringing Jay Harris, a prominent ESPN commentator, to campus to discuss the importance and value of a college education. In Fall 2012, a series of "Conversations with Faculty and Staff" were begun – providing opportunities for students to meet and talk with faculty members from diverse backgrounds. In 2013-14, this programming has continued. In Spring 2014, an academic outreach program coordinator will join Programs for Academic Advancement and provide more focused programming for students of color, first-generation in college students, and low income students – including summer programming opportunities.

Service Excellence

The goals of the Service Excellence working group are to assess and address institutional inefficiencies and barriers to student success. Specifically, this group seeks to reduce the 'campus run-around' reported on WVU's 2010 Student Satisfaction Inventory and encourage strong, positive, working relationships between students and front line professionals in offices across WVU's campus. To this end, a new Front Line Professionals group was formed and began monthly meetings in August 2011. These hour-long meetings provide opportunities to share information about WVU students and programs across campus – with any campus community members who wish to attend. At a large, geographically decentralized institution, these meetings have proven invaluable for information dissemination about the student success activities of the Blueprint for Student Success working groups and numerous other campus entities. In addition to the Front Line Professionals group, the Service Excellence group also conducted an audit of university holds during 2011-12 in an attempt to learn more about potential barriers to registration for classes and is also in the process of developing an interface to communicate with students contemplating withdrawing from the university to determine if assistance can be provided to help the students remain at WVU.

4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose

measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

WVU uses IPEDS definitions of persistence and completion rates. Specifically, the first-year retention rate is the percentage of first-time, full-time bachelor's degree-seeking cohort who are enrolled on either a full-time or a part-time basis in the same institution (WVU) in the fall of the following year. WVU measures retention for the Morgantown campus, PSC, and WVUIT. The retention measure for the Morgantown campus includes Health Sciences and is unaffected by students who change colleges, schools, or majors within the campus. The "first-time" and "following year" numbers follow the IPEDS calendar and are determined in mid-October.

Similarly, the six-year graduation rate is the percentage of the first-time, full-time bachelor's degree-seeking cohort who earn a bachelor's degree within 150% of 'normal completion time' (commonly four years) from the initial institution (WVU). All students remain in the cohort unless deployed for military service or excluded through rare exception. Students who first enroll on the Morgantown campus but complete degrees at other institutions are not counted in the rate. The rate is determined in the spring semester of the seventh year.

As noted above under 4.C.1., WVU has also established an 'Undergraduate Comprehensive Graduation Rate' similar to the Voluntary System of Accountability's (VSA) 'success rate' in that it is the percentage of WVU's first-time, full-time freshmen bachelor's degree-seeking cohort who earn a bachelor's degree within 150% of 'normal completion time' (commonly four years) from any institution. All students remain in the cohort unless deployed for military service or excluded through rare exception. The rate reflects degree completion by the 72nd month from matriculation. Students need not be continuously enrolled. Graduation data is collected by the National Student Clearinghouse from participating institutions and provided per request in the seventh year.

Criterion Four Reflection

This self-study has provided an opportunity for WVU to take stock of its evaluation and improvement of teaching and learning across the institution. WVU has learned – and documented – that the decentralized system of assessment the HLC evaluators advocated in WVU's 2004 reaffirmation of accreditation report has worked well. Many of the units, programs, and initiatives discussed in WVU's May 2007 Progress Report on Assessment to the HLC have made significant progress since then.

The University Assessment Council continues to provide assessment support to the campus community; WVU now has a Student Affairs Assessment Council promoting the assessment of that division's strategic plan and co-curricular and extra-curricular programming for WVU students. Although the 2007 Progress Report indicated that a Director of Assessment would not be hired, WVU did hire a person to serve as both Director of Assessment and Retention in Fall 2010.

The revised General Education Curriculum (GEC) launched in Fall 2005 has experienced several assessment iterations and recently, a quite significant improvement in the assessment of course-level student learning outcomes linked to GEC Area curricular objectives. As noted above, however, WVU has not yet determined how to assess each of the GEC Areas as a whole – nor how to assess across the institution the overall GEC student learning goals of reasoning clearly, communicating effectively, and contributing to society. As part of the WVU 2020 Strategic Plan for the Future, the Educational Responsibility Roundtable (ERRT) is examining WVU's current GEC structure and, in Spring 2014, will recommend changes for Faculty Senate consideration.

There have been significant additional resources and information about assessment best practices provided to the members of the Undergraduate and Graduate Councils who conduct the initial phase of BOG

Program Review. Several programs have achieved the distinction of BOG "Programs of Excellence." WVU's colleges, schools, and departments have continued to obtain important specialized accreditations, and some, for example the College of Education and Human Services and the School of Journalism, have been praised by their accrediting bodies for being exemplars. Since 2006, Eberly College of Arts and Sciences departments have submitted annual assessment plans and reports; received feedback on their work; and have made significant changes to their programs that have resulted in enhanced student learning achievement.

WVU has focused on its students' retention, persistence, and degree completion. Under the auspices of the campus-wide Blueprint for Student Success Core Group and five working groups, WVU has made significant changes to academic and other support services and programs provided to WVU students. WVU colleges and schools have been strong partners in these endeavors – and have also undertaken numerous college-, school-, and department-based initiatives to promote the learning, engagement, persistence, and degree completion of their students. The faculty and staff involved in the Blueprint and these unit-led endeavors realize that additional, more data-informed assessment of these programs and services will enable the institution better to discern the programs and services most likely to have the largest impact on WVU's students' academic performance.

4.A. WVU is responsible for the quality of its educational programs and has policies and procedures in place to review all its programs; to review, evaluate, and transcript credit; and to review and then accept or reject transfer credit. The institution also maintains and exercises control over course prerequisites, course rigor, expectations for student learning, access to learning resources, and faculty qualifications for all its programs – whether they are on-campus or online. WVU also has policies and procedures in place to ensure that programs for high school students are equivalent in learning outcomes and levels of achievement to undergraduate student program offerings. The institution also evaluates the success of its graduates.

WVU uses the BOG Program Review process to evaluate each academic program every five years to monitor program currency and promote continuous program improvement. Departments submit self-study reports that address: (1) the extent to which programs align with the mission of WVU; (2) the educational quality of the programs; (3) program accountability; (4) assessment practices; and (5) program viability. Faculty peers on the Undergraduate and Graduate Councils serve as program reviewers and provide structured feedback and suggestions for improvement. It is important to note that in subsequent self-study reports, each department must specifically address how that feedback and those suggestions for improvement were incorporated over the preceding five years. Programs are not expected to be 'perfect;' they are, however, required to address identified areas of weakness; take advantage of opportunities for improvement; document the changes made; and, at the next program review, discuss the impact of those changes on student learning.

WVU has well-established and thoroughly documented policies and procedures to review, evaluate, and transcript (or not) all credit students seek to have included toward their WVU degrees – including credit from experiential or other forms of prior learning. These policies and procedures are publicly accessible to both prospective and current WVU students, and students can contact the WVU Office of Admissions or program advisors regarding any additional questions or concerns they may have.

WVU also has well-established and thoroughly documented policies and procedures to review, evaluate, and accept or reject transfer credits from coursework WVU students complete at other institutions. These policies and procedures are also publicly accessible to both prospective and current WVU students, and students can, again, contact the WVU Office of Admissions or program advisors regarding any additional questions or concerns they may have. Whenever there is a question about another institution's courses and credits being transferrable to WVU, faculty from WVU colleges, schools, and academic departments review the course(s) in question and make the final determination regarding transferability. The Office of the University Registrar ensures that this policy is enforced.

WVU has policies and procedures in place to ensure that course rigor and prerequisites are clearly specified during the course approval and audit processes. Course approvals and audits are vetted at the departmental, school, and/or college level; then through the university-wide Faculty Senate Curriculum

Committee and, if appropriate, the Faculty Senate General Education Curriculum Oversight Committee; then through the Faculty Senate Executive Committee and the full Faculty Senate. During the course approval and audit processes, faculty are required clearly to delineate the expectations for student learning and are provided many resources to support curriculum development. WVU provides access to learning resources for both on-campus and distance learners through the combined use of physical space, staff, and technologies that enable learners to connect with these resources online. WVU has faculty evaluation policies and procedures in place to ensure that its faculty are qualified to provide opportunities for student learning through individual courses and degree programs. WVU ensures that its high school ACCESS program for both on-campus and distance learners maintains the same learning outcomes and standards for achievement as its higher education curriculum.

WVU maintains specialized accreditation for its programs as appropriate to its educational purposes. Moreover, colleges, schools, and departments are expected to post information about their specialized accreditations on their websites and are required to include information about their specialized accreditations in their WVU BOG Program Review submissions – including copies of their self-study reports and accrediting agencies' letters of initial or reaffirmation of accreditation. WVU's master list of specially accredited programs is updated annually and is publicly available on the WVU Institutional Research reports, resources, and forms website. The program accreditations report includes the following information: the accrediting organization; the year each program received its most recent re-affirmation of accreditation; the year of the next review; and notes about programs currently undergoing the self-study process for initial accreditation or re-affirmation of specialized accreditation.

The BOG Program Review process ensures that every five years all WVU programs must present their findings about graduates' success including such measures as employment rates and admission to advanced degree programs. The University has realized that having every program do this separately may be less efficient than a collaborative effort. To that end, to improve WVU's ability to obtain post-baccalaureate job placement and graduate school enrollment information, Student Affairs Career Services and Academic Affairs have partnered to conduct a survey of WVU undergraduate students at commencement, six months after graduation, and one year after graduation. This process began with the director of Career Services meeting with every college and school to discuss the survey tool (Cvent) and the bank of available questions. WVU then established a common set of questions – with colleges, schools, and departments able to include customized questions they create. This survey was piloted at both the May and December 2013 commencements. Twenty-six percent of May 2013 graduates completed the survey (692 of 2632). The responses to: "Select the statement that best describes your current (at graduation) career-related status," were as follows:

- 37.4% were employed (or had received an offer) prior to graduation
- 30.1% had been accepted (or were waiting to be accepted) to graduate or professional school, a humanitarian program, or the military
- 26.0% continued to seek employment
- 6.5% planned to start their job search at a later date

4.B. WVU demonstrates its commitment to educational achievement and improvement through ongoing assessment of student learning in many, diverse ways:

- The Higher Learning Commission (HLC) self-study process
- WVU 2020 Strategic Planning
- WVU BOG Program Review self-study reports
- Specialized accreditation self-study reports
- Departmental, school, and/or college annual assessment plans and reports
- General Education Curriculum initial course approval and follow-up course audits
- National, standardized instruments including the National Survey of Student Engagement (NSSE), the Student Satisfaction Inventory (SSI), and the Collegiate Learning Assessment (CLA)
- The locally developed Graduating Senior Survey (GSS)

WVU's BOG Program Review self-studies require departments to specify their student learning goals and outcomes; describe their assessment methods; and present their findings about students' achievement of

the learning goals and outcomes. Specialized accreditation self-study reports require all this as well. Numerous examples of WVU colleges', schools', and departments' development and articulation of student learning goals and their documentation of the processes used to assess students' learning and achievement of those goals are presented in this self-study. Almost all academic units at WVU have learning goals and outcomes and are engaged in active assessment of student learning and achievement. The University College (UC) is the only exception to this – and that will not be the case after the UC completes its college-wide assessment plan in Spring 2014 and begins assessing student learning and achievement during Summer 2014. At present various UC units are assessing operational outcomes; however, and faculty and staff know they are required to assess student learning and will embrace the opportunity to do so.

WVU assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. This self-study describes numerous examples of curricular assessment across the institution. There are admittedly, fewer examples of co-curricular program assessment. To some extent, this gap is addressed in 4.C.3. It is also important to note that WVU's Student Affairs division has a clear focus on assessment with an active Assessment Council and Assessment Guiding Principles, and is working to develop an Assessment Plan encompassing the division's co-curricular and extra-curricular activities that take place under the auspices of the division's recently developed 2020 Strategic Plan. In October 2013, the Student Affairs Assessment Council met to determine how best to support the division in the assessment of the strategic plan. Then, at the division-wide Student Affairs Staff Meeting in December 2013, the co-chairs of the Student Affairs Assessment Council presented the template and timeline for specifying goals and outcomes and assessing student learning experiences.

WVU uses the information gained from assessment to improve student learning. Evidence of this includes the development and successful implementation of the new Chemistry 110A and 110B course sequence in the Eberly College of Arts and Sciences; the College of Creative Arts' creation of new minors in Music Recording Technology, World Music, and Jazz Studies; and the College of Education and Human Services' use of multiple data sources to revise program courses, assessments, and assignments. Evidence was also provided from the Davis College of Agriculture, Natural Resources, and Design; the Statler College of Engineering and Mineral Resources; the PSC divisional campus; and the Schools of Journalism, Dentistry, Medicine, Nursing, and Pharmacy.

WVU's assessment processes and methods are grounded in good practice. They are data-informed – using both direct and indirect measures of student learning and employing both quantitative and qualitative data collection and analyses. Moreover, WVU's highly decentralized assessment processes and methods are almost entirely faculty-driven. As shown in the examples detailed in this self-study, faculty are primarily responsible for stating student learning goals and outcomes and for developing the processes for assessment of student learning and the achievement of learning goals. Faculty are also primarily responsible for the documentation of these processes, findings, and changes made for continuous improvement in this 2014 Higher Learning Commission self-study; BOG Program Review self-studies; specialized accreditation self-studies; and college, school, and department annual assessment plans and reports.

4.C. WVU pays close attention to its retention, persistence, and degree completion rates. Student success programming is based on student performance data and analyses. WVU has a track record of piloting numerous student success programs as collaborative endeavors between Student Affairs and Academic Affairs – including the participation of all WVU's colleges and schools with undergraduate programs.

WVU's Strategic Plan for the Future (from 2011 to 2020) and Institutional Compact with the West Virginia Higher Education Policy Commission (from 2013 to 2018) set goals for student retention, persistence, and degree completion. Based on analyses of historical data and enhanced academic and other support programming, WVU views these goals as ambitious but attainable – and appropriate for WVU's mission, student populations, and educational offerings. Specifically, WVU wants to promote access to higher education for student populations who have traditionally, although certainly not always, underperformed in

high school and on standardized examinations such as the SAT and ACT. WVU also wants to enroll higher-performing students and provide them with a sufficiently challenging academic environment.

WVU collects and analyses retention, persistence, and degree completion data by college, West Virginia county, state, primary market area, residency, West Virginia Promise Scholarship status, ethnicity, gender, high school GPA, residence halls, major, institutional rating (IR) level, and various combinations of these factors. Findings from these analyses are used to create academic support units and programming to try to increase students' learning, engagement, and persistence. Examples of these units and programs are presented in this self-study, including the University College, the Mountaineer Success Academy, and the TEAM program.

WVU analyzed its retention, persistence, and degree completion data and survey results from the National Survey of Student Engagement, the Student Satisfaction Inventory, and the in-house Graduating Senior Survey and created the Blueprint for Student Success working groups: Advising and Course Scheduling; the First-Year Experience/Living Learning Communities; At-Risk Student Interventions/Student Success Initiatives; Differentiated Programming for Students of Color, First Generation in College Students, and Low Income Students; and Service Excellence. These working groups, the Academic Affairs unit, Programs for Academic Advancement, and the Student Affairs Office of Assessment and Student Success Programs will continue to implement the Early Alert, Mid-Semester, Recruit Back, Mid-Year Academy, Preparing to Achieve Student Success, the Mountaineer Success Academy, and the Summer Academic Success Institute programs described above. These groups, however, need to devote far more time and attention to assessing these programs' and initiatives' impact on students' learning, engagement, academic performance, and persistence – and determine the most efficacious use of WVU's resources. Specifically, WVU needs to discern which components of these programs are most effective across different student groups; keep those components; target those student groups; get rid of program components that have little impact; and pilot new components – or even programs – as the data and analyses suggest.

WVU uses IPEDS definitions to determine retention, persistence, and degree completion rates. Therefore, WVU's processes and methodologies for collecting and analyzing these data are consistent and comparable across time. In addition to standard reporting, the Office of Institutional Research, the Office of the University Registrar, Admissions, the Financial Aid Office, and Student Systems Management all provide supplementary data that staff members in the Student Affairs Office of Assessment and Student Success Programs and Academic Affairs Programs for Academic Advancement use to plan programs and analyze students' experiences with those programs.

CRITERION **5**

Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

WVU has worked diligently to ensure that it has sufficient resources to meet its responsibilities and goals. WVU's success in increasing enrollment and research activity have increased the University's reliance on these associated revenues streams and have required the University to develop additional capacity to plan, monitor and respond to variances from the plans.

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

West Virginia University's (WVU's) plans to maintain and strengthen the quality of its programs are expressed through its 2020 Strategic Plan, facilities master plan, and its financial plans. Both the Facilities Master Plan and the Five-Year Financial Plan were designed to support the 2020 Strategic Plan.

WVU's bond ratings of A+ from Standard and Poor's Ratings Services and Aa3 from Moody's Investors Service have been reaffirmed in the past year. Furthermore, both ratings were given a stable outlook.

The operations of WVU include those of Potomac State College (PSC), and the West Virginia University Institute of Technology (WVUIT).

5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal Resources

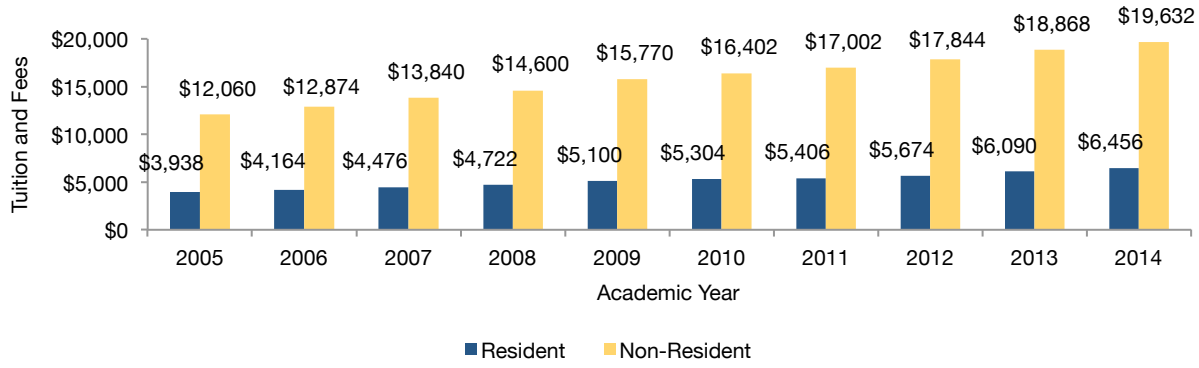
The level of state support to higher education in West Virginia has been relatively stable over the past 10 years. During fiscal years 2004 and 2005, the University saw a decline in state support of a total of 11.6%. By fiscal year 2008 these lost funds had been restored and state appropriations continued to grow through 2013. When the global economic downturn began in 2008, the state of West Virginia fared better than most states due to its energy-related industries. However, the state reduced its appropriation to WVU in fiscal years 2010 and 2011. Monies from the federal American Reinvestment and Recovery Act were used to replace those lost funds and restore funding to the previous level. While WVU did not experience a decline in overall state support during those years, it was not immune to the impacts of the decline in financial markets during this period. WVU's endowment returns for fiscal year 2009 were –29.1% and spending was 4%.

The state support environment became more challenging in fiscal year 2014. WVU's state appropriation for the current year was reduced by $13 million, which represents approximately a 7.9% cut in state appropriations supported by the general fund. WVU receives approximately $3.6 million of its appropriations from state funds other than the general fund. Also reflected as state appropriations on the financial statements are approximately $34 million of Medicaid funding and $15 million of soft drink tax revenue, which is tax dedicated to support the WVU School of Medicine). These other sources have not been reduced. WVU's strategy to address the shortfall of state funding is detailed in 5.C.4.

State funding is provided to WVU in quarterly allotments as spending authority. State funding can be used for any legitimate state expense unless it has been earmarked through the State Budget Bill. Approximately $12.7 million of WVU's FY2014 state appropriation, 6.6%, is directed toward a specific purpose through the State Budget Bill.

Tuition increases at WVU have been substantial over the 10-year period since the last HLC reaccreditation visit (approximately 64% between 2004-05 and 2013-14). However, WVU's undergraduate tuition rates remain affordable. Annual undergraduate tuition for 2013-14 at WVU's Morgantown campus is $6,456. For students enrolled in associate degree programs at PSC, tuition is $3,336. Tuition at WVUIT is $5,808.

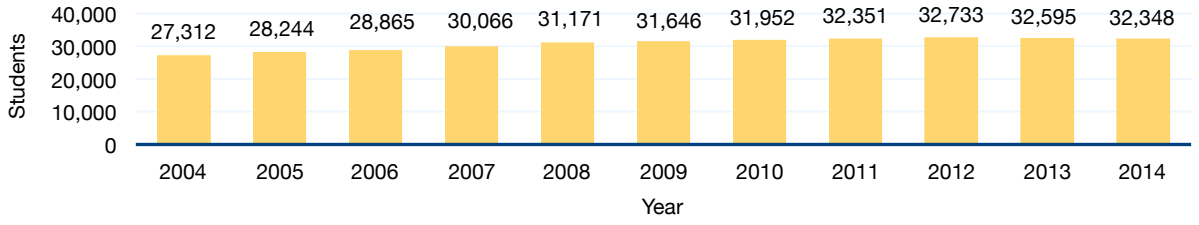
UNDERGRADUATE TUITION AND FEES – MORGANTOWN CAMPUS



Source: WVU Institutional Research

Over the past 10 years, WVU has also experienced significant growth in student enrollment. Between Fall 2003 and Fall 2013, WVU's total enrollment increased by 5,036 students, an increase of more than 18%. It is important to note that almost all of this growth occurred at WVU's Morgantown campus, and that almost all of the growth was in non-resident students. The combination of growth in tuition and enrollment resulted in a 142% increase in tuition and fee revenue over the 10-year period.

STUDENT HEADCOUNT ENROLLMENT



Source: WVU Institutional Research

While enrollment gains were made at WVU – Morgantown and at PSC over the past 10 years, enrollment losses occurred at WVUIT as described in the Appendix.

While enrollment gains were made at WVU – Morgantown and at PSC over the past 10 years, enrollment losses occurred at WVUIT as described in the Appendix. As a result of WVUIT's initiatives to increase enrollment as described in the appendix, enrollment of that institution increased by 10% from Fall 2012 to Fall 2013.

Grants and contracts revenue represent 18% of the University's total revenue. This funding has grown to $174,248,000 from $147,043,000 since 2004.

WVU is in the midst of its largest fundraising effort ever. The goal of "A State of Minds: The Campaign for West Virginia University" is to raise $750 million by December 31, 2015. With more than two years remaining, the WVU Foundation had already raised $683.4 million (91% of its goal) by September 30, 2013. It is important to note that WVU's endowment accounts have fully recovered from the downturn in 2008 discussed above. Returns for FY2010, FY2011, and FY2012 were 9.5%, 18.4%, and -0.1%, respectively.

Human Resources

Faculty members are central to WVU's ability to fulfill its responsibilities to serve the citizens of West Virginia and the nation. Between Fall 2007 and Fall 2012, the number of full-time faculty members who were not non-graduate assistant increased by 348, or 16.0%. During this same time period, part-time, non-graduate assistant instructional faculty members increased by 102, or 15.2%.

NUMBER OF FACULTY MEMBERS

	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012
Full-Time Faculty	2,176	2,314	2,388	2,471	2,490	2,524
Part-Time Faculty	673	654	641	809	767	775
Total	2,849	2,968	3,029	3,280	3,257	3,299
Source: WVU Office of Institutional Research						

Since the last accreditation visit, WVU has created a new category of faculty to address its instructional needs due to enrollment growth. At that time, non-tenure track faculty whose primary assignment was teaching held the title of instructor, many with a .8 full-time equivalency (FTE), which made them benefits-eligible but not 1.0 full-time employees. Through the modification of WVHEPC and WVU policies WVU now employs such faculty members as teaching assistant professors and teaching associate professors (TAPS) at 1.0 FTE. In addition to their full-time status, TAPS may enjoy renewable term appointments of up to three years, are eligible for promotion, and may participation in the Faculty Senate (both the current chair and the chair-elect are members of this group of faculty). These faculty members play a key role in the education and advising of first- and second-year undergraduate students and thus provide opportunities for tenure-earning and tenured faculty to devote more time and energy to their research and to teaching and mentoring graduate students.

During Fall 2013, 82.97% of WVU's full-time instructional faculty possessed a doctorate or other terminal degree.

PERCENTAGE OF FULL-TIME INSTRUCTIONAL FACULTY WITH A TERMINAL DEGREE – FALL 2013

	WVU-Morgantown	Health Sciences	Extension Service	Potomac State College	WVUIT	Total
Count of Full-Time Instructional/ Tenure-Track Faculty	787	228	143	35	58	1,251
Number of Faculty with Terminal Degree	730	217	25	13	53	1,038
Percentage	92.75%	95.18%	17.48%	37.14%	91.38%	82.97%
Source: WVU Office of Institutional Research						

The WVU-Morgantown student-to-faculty ratio was 23:1 in Fall 2012. Since 2009, WVU-Morgantown has maintained a student-to-faculty ratio of approximately this same level. Full implementation of WVU's plan to add 100 new faculty members is expected to result in a reduction of the student-to-faculty ratio to 22:1.

In Fall 2012, PSC's student-to-faculty ratio was 24:1 and WVUIT's student-to-faculty ratio was 11:1.

WVU faculty members are supported in a multitude of ways by the staff of the University. In Fall 2012, WVU had 3,812 staff employees working in areas ranging from recruitment and student support services to security, information technology, maintenance, and financial services. Since Fall 2007, WVU has increased its staff by 171 FTE, or 4.7%.

WVU, like most other institutions in the United States, is facing a significant human resources issue due to the impending retirements of the "baby-boom" generation. In 2011, WVU determined that 29.6% of its faculty (46.4% of tenured and tenure-track faculty) and 39.8% of its staff would be eligible to retire by 2016. WVU designed a program, the Mountaineer Leadership Academy, to build organizational capacity as a result of its concerns over the impact that such massive turnover will have on the institution. This program is designed to prepare mid-level administrators (both academic and non-academic) to take on more significant institutional roles by building their knowledge of University-wide initiatives, familiarizing them with University policies and procedures, and by developing professional networks of colleagues across organizational lines.

NUMBER OF STAFF						
	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012
Full-Time Staff	3,445	3,459	3,596	3,589	3,571	3,616
Part-Time Staff	196	199	201	194	192	196
Total	3,641	3,658	3,797	3,783	3,763	3,812
Source: WVU Office of Institutional Research						

Physical Infrastructure

Since its last accreditation visit, WVU concluded its 2006 10-Year Master Plan (facilities master plan) and has embarked upon the 2012 10-Year Campus Master Plan. The 2012 10-Year Campus Master Plan was developed before the 10-year life of the previous plan had expired to adopt a comprehensive plan for WVU and its divisional campuses. The previous plan focused only on the Morgantown campus.

During the six years that the 2006 10-Year Campus Master Plan was in place, WVU completed nine of the 31 completed projects at a cost of $114 million. In addition to those projects, WVU completed an additional $378 million in capital construction projects from 2007 to 2012.

Seven projects contained in the 2006 10-Year Campus Master Plan were carried over to the 2012 10-Year Campus Master Plan and are underway at an estimated cost of $221 million. Five of those projects are part of WVU's plan to revitalize the Evansdale campus. The new buildings will feature state-of-the-art facilities, including larger classrooms to enable more general education classes to be offered on the Evansdale campus and expanded research space to support learning and discovery.

The 2012 10-Year Campus Master Plan demonstrates the connection of each planned major project to the 2020 Strategic Plan for the Future.

In addition to developing new facilities to meet the changing needs of students and faculty, the University has a responsibility to maintain the building assets that exist currently. Since the 2006 10-Year Campus Master Plan, $30.6 million has been spent to address deferred maintenance on WVU's Morgantown campus.

In addition to the 2012 10-Year Campus Master Plan, the University adopted a new Student Housing Master Plan in 2012. This plan calls for WVU to eliminate 1,094 current beds and to construct 2,625 new

beds utilizing public/private partnerships, resulting in a net increase of 1,555 beds. Implementation of this plan will allow WVU to house 25% of its full-time students.

Since 2005, WVU has spent over $10 million on classroom technology improvements. Ninety-one technology classrooms that contain a PC with a DVD drive, a document camera, a touch panel control system, a projector and input panel have been created across campus. These classrooms are a mix of new spaces and renovated spaces and represent 56% of the general classroom stock.

Technological Infrastructure

Information technology at WVU is led by the Associate Provost for Information Technology and Chief Information Officer (CIO). The CIO influences distributed groups to work together to provide coordinated and integrated services while reducing replication across the WVU system. The CIO is also responsible for process improvement efforts and establishing information technology (IT) standards to improve efficiency and overall service delivery.

In addition to strategic planning and coordination, the CIO is responsible for developing and maintaining formalized governance structures to effectively identify, guide, and prioritize future IT investments. The CIO also sits on the WVNET Computer Advisory Board. WVNET provides statewide networking and software licensing to educational institutions within the state.

Governance

WVU's IT environment includes a combination of centralized and decentralized IT units and departments across the institution. As a result, a key area of focus for the CIO is to effectively manage and align decentralized IT resources across institutional units. To accomplish this, the CIO has three primary governing bodies – the IT Oversight Committee, the Executive IT Leadership Team, and the Academic IT Leadership Team.

Recent Projects

In Fall 2012, Google.edu was put into production to replace the previous student email system. This move not only addressed approaching challenges such as mailbox quotas and student email for life, but added functionality and expanded services. One such expanded service is Google Docs, which allows students to collaborate in real time on team projects and see changes as they occur regardless of their location, while avoiding the delays and hassle of waiting for versions to be sent by email.

In 2013, Office 365 was adopted as the faculty and staff email solution. Office 365 was selected over Google in part because the system had already been implemented at the Robert C. Byrd Health Sciences Center. The migration from GroupWise was completed in December 2013. To provide further aid in this area, OIT replaced WVU's office collaboration system, GroupWise, with Microsoft's Office 365 solution. This new offering integrates more seamlessly with mobile devices, increased mail quotas, and cloud storage, along with online chat and one-to-one video conferencing for both on- and off-campus users.

WVU is in the process of rolling out its second major upgrade to its Blackboard learning management system (LMS) since the last accreditation visit. Decisions about when to increase capacity or roll out major upgrades are based upon server performance analysis, usage statistics, and product support. For example, in Fall 2005, WVU had 22,000 accounts and 1,400 sections associated with its LMS. By Fall 2008, usage had grown significantly to roughly 30,000 accounts and 4,800 sections. OIT monitored usage and added infrastructure capacity as needed to avoid disruption of service and degraded performance. Fall 2013 usage statistics show over 32,000 accounts and 5,000 sections.

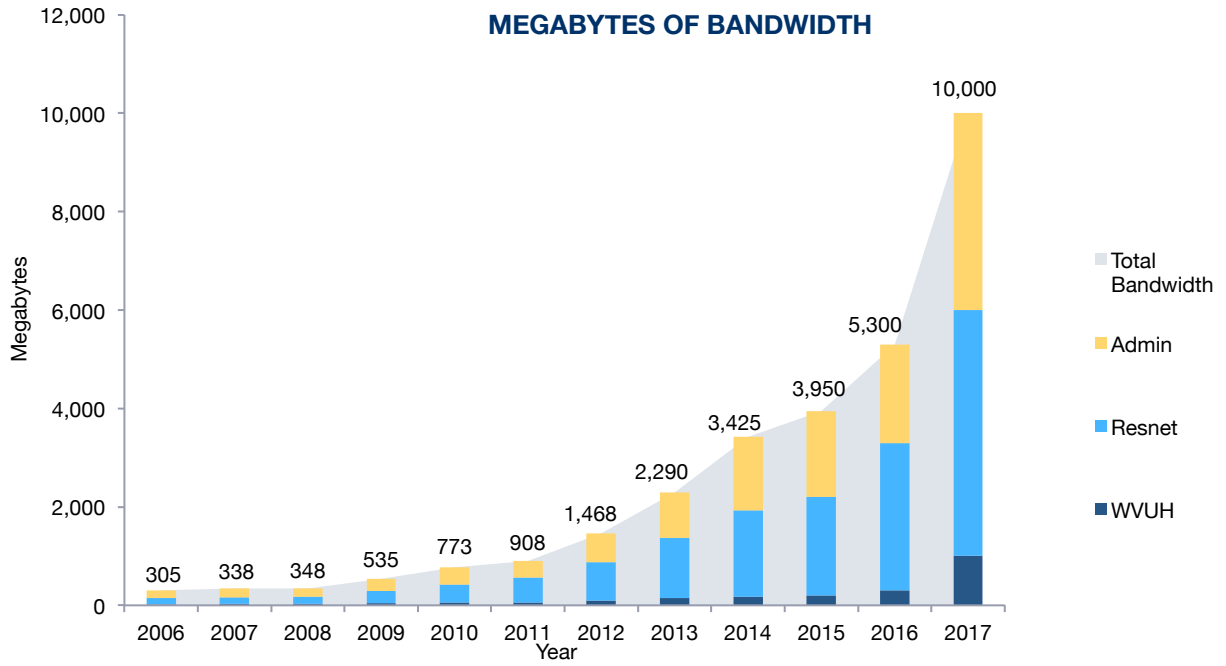
Major investments in classroom technology have been made on WVU's Morgantown campus. Since 2005, the University has spent over $10 million on classroom technology improvements. Ninety-one technology classrooms have been created that contain a PC with a DVD drive, a document camera, a touch panel control system, a projector, and an input panel. These classrooms are a mix of new and renovated spaces and represent 56% of the general classroom stock.

In addition to usage and performance history, WVU uses Google Analytics to guide the strategic direction regarding the LMS. This tool allows WVU to determine how the system is being accessed and from where. While the majority of the users connect from within the United States, the United Kingdom and Canada take second and third place. Knowing the user community in this manner identifies what compatibility testing must occur to ensure users have a positive experience with service delivery.

One important requirement for administrative users of information technology systems is the ability to coordinate and access critical data remotely. OIT offers multiple solutions to facilitate this requirement, depending on the user's particular needs. Most remote users access the University's Citrix portal, which provides access to secure onsite storage and applications that would otherwise be restricted to on-campus use. In addition, VPN options are in place for users who routinely work remotely and require access that more closely resembles working from their campus office.

To ensure the computational needs of research faculty are met while maximizing resources, WVU developed a plan to build a shared computational research facility in 2010. The initial model allowed for research faculty to purchase pools of computer hours that could be shared within their team. After monitoring the adoption rate and seeing less than expected results, OIT engaged directly with key research faculty to revisit their needs. As a result of these efforts, the usage model was modified to more closely align with faculty expectations. The new model allows WVU to consolidate the procurement of computer nodes to one major purchase a year to maximize economies of scale. Further, researchers are guaranteed full use of resources they fund while unused cycles are available to the community for use. WVU is currently in the first procurement cycle of this new model, but projections put this year's purchase at a minimum of 125 compute nodes. Adoption rates will continue to be monitored so additional changes can be implemented as needed.

OIT also recognizes that it must monitor internet usage to successfully meet the demand on its infrastructure and project future bandwidth needs. Both inbound and outbound traffic is measured and recorded every five minutes. This information is then compiled to facilitate the prediction of future demand. The chart below shows WVU's historic bandwidth requirements and its projection regarding bandwidth needs. As a result of this data analysis, WVU increased its total bandwidth to 2.2 gigabytes in August 2013 in preparation for the beginning of the fall semester. The bandwidth at the divisional campuses, WVUIT and PSC, has been increased to 100 megabytes.



Source: WVU Office of Information Technology

Finally, to ensure that OIT remains poised to meet the demands and changing needs of technology, Gartner was engaged in early 2012 to conduct a review of the current IT environment across the all campuses and to develop an IT strategic roadmap.

As part of the process, nearly 50 one-on-one interviews and more than 10 focus group meetings were conducted with key individuals representing students, faculty, and staff. Data gathered from these meetings allowed Gartner to form a baseline of the current environment and to conduct a gap analysis comparing WVU to similar institutions. Draft results from the gap analysis were then shared with the user community for comment and corrections, after which the final report and IT strategic roadmap were delivered. One key area identified as a priority through this process was improvement of IT governance processes. OIT, along with the IT Executive Leadership Team and procurement, are actively working to improve this area.

WVUIT makes use of the computing resources of the WVU Office of Information Technology. These include internet/network support, E-mail, learning management system (Learn9), student records management, and financial systems. WVUIT also provides campus-wide Wi-Fi, computers for faculty, and computer laboratories for student use. Computer laboratories in Vining Library and the Student Success Center have been upgraded, Laboratories in the College of Business, Humanities and Social Sciences and the Engineering computer-aided design (CAD) are in the process of being updated. Academic departments also provide specialized software for their programs on student laboratory computers. This software includes packages such as accounting, financial analysis, computer-aided drafting, finite element analysis, process simulation, and mathematical modeling.

WVUIT has adequate classroom space for its needs. Instructional areas have both wireless and wired network access, and the majority of them have audio/visual projection equipment. Several of the student computer laboratories can also be used for instructional purposes.

Potomac State College

At PSC, the entire campus has a 100mbs connection, seven buildings have wireless capability available for staff and students, and students living in the dormitories have their own internet jacks. PSC has 15 smart classrooms and four instructional computer laboratories available to students in the Student Union, the University Place dormitory, the Mary F. Shipper Library, and the Academic Success Center.

In January 2014, the Academic Success Center was moved into the ground floor of Mary F. Shipper Library after $200,000 renovation. Facilities include a computer laboratory with 18 desktop computers, 10 laptops, a projector, a copier, and a printer. A common study area in the Academic Success Center has seating for 30, including round tables for group study and private study cubicles. Private offices for professional tutors and peer tutors are also available. The Center provides the following services to students: professional and peer tutoring (individual and group), computer use, group study area, make up testing and academic skills training.

5.A.2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to any superordinate entity.

Auxiliary Operations

WVU's auxiliary operations are self-supporting when dedicated student fees are included in this determination, including the Department of Intercollegiate Athletics. Multi-year budget plans for auxiliary units on the Morgantown campus are reviewed by the UPC. This review ensures that the auxiliary units are operating within their means while providing funds to support routine maintenance costs and capital

investments.

On occasion, auxiliary units borrow from the University to fund capital projects. All such borrowings are documented, including the amount borrowed, the interest rate applicable, and a full amortization schedule for repayment of the full amount. Based on these agreements, WVU moves money out of the auxiliary accounts on the debt repayment dates specified in the agreement. This internal loan program is not unique to the auxiliary units and is used by various units across campus to fund capital purchases.

Amounts Owed to the Commission

Annually, WVU transfers approximately $13.5 million to the West Virginia Higher Education Policy Commission (WVHEPC). About $10.8 million of the transfer is related to debt issued by the WVHEPC from which the University received a portion of proceeds. Of that amount, $4.9 million of the amount transferred in FY2012 was related to principal payments and $5.9 million was related to interest. The remaining $2.7 million is used to fund programs administered by the WVHEPC. The total amount transferred represents 1.3% of WVU's total revenues.

5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Attainment of goals identified within the institution's previous strategic plan is the best evidence that the institution sets realistic goals.

WVU's 2010 Strategic Plan, Building the Foundation for Academic Excellence, adopted in 2005, had five goals: (1) attracting high-quality students; (2) recruiting and retaining high caliber faculty; (3) enhancing the educational environment; (4) promoting discovery; and (5) improving the health, quality of life, and economy of West Virginia. The cornerstone of the plan was student enrollment. Over the past decade, WVU has taken a very precise and strategic direction with the enrollment of students on the Morgantown campus, in particular with respect to undergraduate students. Utilizing data on enrollment projections for high school students, such as that from the Western Interstate Commission of Higher Education (WICHE) report "Knocking at the College Door," University officials determined that the lack of growth in the number of West Virginia high school graduates in the span of the next five to six years presented challenges for WVU. An internal analysis of space and faculty lines revealed the University had the capacity to continue enrollment growth. The 2010 Strategic Plan laid the groundwork for that growth in Goal One: "Attract and Graduate High-Quality Students." This plan called for an increase in the freshman class to an annual enrollment of 4,600 beginning in Fall 2006, while raising the first-year retention rate to at least 81%.

FIRST-YEAR STUDENT ENROLLMENT AND RETENTION – MORGANTOWN CAMPUS

	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013
In-State	2,391	2,453	2,311	2431	2,334	2,365	2,200	2,271	2,244	2,140	2,200
Out-of-State	2,024	1,906	2,263	2397	2,397	2,770	2,389	2,763	2,778	2,995	2,713
Total	4,415	4,359	4,574	4828	4,731	5,135	4,589	5,034	5,022	5,135	4,913
First-Year Retention	80.8%	80.7%	80.5%	79.4	80.5%	79.8%	80.0%	77.8%	77.2%	77.1%	n/a

Source: WVU Office of Institutional Research

WVU exceeded that enrollment goal with the Fall 2006 class. After making some adjustments in course and housing availability, WVU decided to raise its goal to 4,800 new freshmen per year beginning in Fall 2007. While 52% of the freshman class came from West Virginia, the primary growth of new freshmen occurred in out-of-state students. Six states represent approximately 48% of the most recent freshman class: Pennsylvania, Virginia, Maryland, New Jersey, New York and Ohio. WVU has yielded 20% of West Virginia residents since 2002.

WEST VIRGINIA HIGH SCHOOL GRADUATES AND COLLEGE-GOING RATES										
	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012
Graduates	17,971	18,027	17,819	17,441	17,914	18,222	18,418	18,290	18,001	18,335
Graduates Enrolling in College	10,415	10,690	10,568	10,169	10,292	10,708	11,328	10,753	10,423	10,342
Graduates Enrolling at WVU	2,152	2,169	2,099	2,168	2,105	2,244	2,043	2,105	2,097	2,003
% of Graduates Enrolling at WVU	20.66%	20.29%	19.86%	21.32%	20.45%	20.96%	18.03%	19.58%	20.12%	19.37%
Source: WVHEPC Annual Report, "West Virginia College Going Rates by County and High School"										

Strategic Planning Process

The process for developing the current strategic plan, the 2020 Strategic Plan for the Future and the structures that have been put into place to increase coordination and focus during the implementation process demonstrate WVU's commitment to realizing the outcomes envisioned within the strategic plan. In Spring 2010, a Strategic Planning Council (SPC) with over 40 members was formed and charged with guiding the process of developing a vision for WVU through 2020. A large membership on the SPC was sought to accurately represent the breadth of WVU's operations. Nominations for faculty, staff, and student representation on the SPC were taken from the WVU Faculty Senate, the Staff Council, and the Student Government Association respectively. Deans and administrators also nominated individuals who were selected to reflect an array of perspectives important to a large university community. Members included students, faculty, staff, alumni, the Morgantown community, divisional campuses, and WVU's health sciences operations throughout the state. Expertise in the areas of diversity, global engagement, outreach, technology, liberal arts, teaching, research and innovation, student success, and other key parts of WVU's mission were prioritized in membership selection, as well as forming a council that represented a wide spectrum of WVU employees and students at the undergraduate and graduate levels. The membership of the SPC was publicized via a WVUToday article and on the strategic plan's website, which had a prominent link on WVU's homepage link during the process.

The SPC functioned as a steering committee for WVU's strategic plan under the co-leadership of the Provost and the Chancellor for Health Sciences, and was asked to collect input from the WVU community and use that input to set goals across all campuses and disciplines. To develop a baseline of information, a survey was sent out to the University community, including on-campus constituencies, alumni, and parents. The results of the survey were provided to members of the SPC early in the deliberative process and highlighted in that year's State of the University Address by the President. A Professor of Mechanical and Aerospace Engineering and former Faculty Senate Chair was chosen to chair the Strategic Planning Council.

Once the SPC determined the goals of the strategic plan, four workgroups were formed around areas of key importance to increase participation in the process and seek a specialized set of recommendations for progress. The workgroups examined systems and structures at WVU related to discovery and innovation, diversity and inclusivity, international activity and global engagement, and faculty retention. An additional 68 members of the WVU community were involved in the workgroups. The membership of the workgroups, the

charges issued to each workgroup, and the reports that were returned to the SPC are available on the strategic plan's website.

In August 2010, a preliminary report was presented to the WVU Board of Governors (BOG) and to the President during a planning retreat. Their feedback and comments were used by the SPC to create a first draft of the strategic plan, which the President shared in his October 2010 State of the University address at WVU's annual Faculty Assembly. Constituents on all WVU campuses, alumni, and the media were notified that the speech would be webcast and was available to WVU's divisional campuses via teleconference. The draft strategic plan was also available online and print copies were widely distributed.

A final draft of the strategic plan and mission statement was submitted to the President by SPC, the Chancellor for Health Sciences, and the Provost in December 2010, and the plan was unanimously endorsed by the BOG in February 2011.

Strategic Planning Implementation

The five goals of WVU's 2020 Strategic Plan for the Future align with its mission and are as follows:

1. Engage undergraduate, graduate, and professional students in a challenging academic environment.
2. Excel in research, creative activity, and innovation in all disciplines.
3. Foster diversity and an inclusive culture.
4. Advance international activity and global engagement.
5. Enhance the well-being and the quality of life of the people of West Virginia.

Each goal has a set of more specific objectives that focus on the achievement of that goal, as well as a set of specifically recommended actions. In addition to the five goals, the strategic plan includes a set of "realizations," which are best practices on how to achieve those goals, as well as three early-identified aspirations that mark points on the horizon towards which the institution should endeavor.

The strategic plan was initially implemented, in part, through a series of roundtables, which are small groups tasked to advance aspects of the strategic plan. While many groups and individuals at WVU were engaged in activities that aligned with the goals of the strategic plan, these efforts were coordinated only partially. The SPC concluded that increased communication, cooperation, and structure would offer substantial institutional benefit. Roundtables were formed around the goals as a way to fulfill the need for increased coordination and focus during the implementation process.

Roundtable participants have authority and experience in the relevant area, and are guided by the goals of the strategic plan and the roundtable charge. Roundtables were established to furnish immediate action items and identify the most appropriate coordination or management structure for long-term implementation. As the work of each roundtable was completed, final reports were submitted to the President. The membership of each roundtable, the charge to each roundtable, and the report or other outcomes generated at the conclusion of each roundtable are accessible on the strategic plan's website.

Roundtables were formed in the areas of research (Goal Two), global engagement (Goal Four), economic opportunity and policy development (Goal 5), lifelong learning (Goals One and Five), and educational responsibility (Goal One). Another roundtable to address quality of life is underway (Goal Five). In addition to the roundtables that address Goal Five directly, the WVU Health Sciences Center as well as WVU Healthcare (teaching hospital and physician practice plan) have developed strategic plans that directly support this goal. Both have formal implementation plans that are updated annually and over 50 indicators are tracked to ensure success. The Diversity and Inclusivity workgroup, which was convened to inform the content of the strategic plan, provided a comprehensive set of recommendations regarding structure and immediate action. The President met with the Diversity and Inclusivity workgroup to gather direct input and then implemented the structural changes recommended in the workgroup's report. The existing structure of the Blueprint for Student Success Working Group is being used to advance Goal One initiatives of academic advising and course scheduling, addressing at-risk students and students of color, enhancing the first-year experience, and improving student services – with the ultimate goal of increasing student retention and improving six-year graduation rates. See 4.C.3. for a discussion of the Blueprint group's work to date.

Furthermore, WVU's Five-Year Financial Plan has identified $15.7 million in base budget support to fund strategic planning initiatives by 2016. Much of this funding has been or will be dedicated to the 100 new faculty lines discussed in 1.A.3. and 5.C.4. and related start-up funding associated with those positions. In addition, this amount includes $2.1 million in base support for the School of Public Health launched in Fall 2012.

5.A.4. The institution's staff in all areas are appropriately qualified and trained.

WVU ensures that staff members in all areas are appropriately qualified by establishing minimum qualifications for each regular position at WVU prior to recruitment or appointment of an employee to that position. Before a formal offer is made, the prospective employee's resume and credentials are compared to that list of minimum qualifications to ensure they are met. This review is typically performed by the following office for the various employee types:

- Faculty – Provost's Office or Chancellor for Health Sciences, depending on discipline
- Classified and non-classified staff – Division of Human Resources

After hire, WVU requires all employees to maintain the qualifications required for the position as well as to attend all training associated with the position which may include but is not limited to:

- Harassment and hostile work environment prevention
- Supervisor training
- Ethics training
- Drivers' training
- Information security (including FERPA and HIPAA compliance)
- Human subjects research training

WVU offers many opportunities for continuing professional development and skill attainment to its employees. Faculty development activities are ongoing and include a Faculty Academy offered annually in May. Human Resources delivers workshops designed to offer professional education on topics such as leadership development, conflict management training, and performance evaluation. Some of the other units on campus that provide training to employees include the Office of Information Technology, the Office of Environmental Health and Safety, the University Police Department, and the Division of Diversity, Equity and Inclusion.

A review of institutional human resources practices commissioned by the WVHEPC and conducted in 2012 by ModernThink, LLC, recognized the training programs of the WVU human resources department as 'best-in-class'. They found the Mountaineer Leadership Academy, the online supervisory training modules produced by WVU, the performance management training, and the facilities apprenticeship programs to be of particular note.

In addition to on-campus programs, WVU also provides its employees with opportunities to participate in national, regional, and local conferences on topics relevant to their job duties to enhance their professional knowledge. WVU is a member of over 938 associations ranging from the American Association of Colleges of Pharmacy to the National Student Exchange to the Risk and Insurance Management Society. These associations typically provide their individual members with professional educational content such as newsletters, journals, member only website content, and magazines.

Finally, through its undergraduate tuition assistance and graduate tuition waiver programs, WVU provides employees with opportunities to further their education by taking University courses. To assist its employees pursuing additional education, WVU permits work release time for up to three clock hours per week, not to exceed 90 clock hours per academic year, with supervisory approval to any employee pursuing a General Equivalency Diploma, additional job-related training (vocational/technical), undergraduate, or graduate level study.

5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Institutional-Level Budget Management

The annual budget is developed in Statement of Revenues, Expenses and Changes in Net Assets format. It represents financial activity under the authority of WVU, including PSC, WVUIT, and the WVU Research Corporation, and is adopted by the BOG at its June meeting each year. WVU compiles and presents quarterly sources and uses reports to the BOG that compare actual performance to budget for the current year and further compares that performance to the prior year for both revenues and expenses. These reports report numbers, but also include a comments section used to explain differences in revenue or expense trends from the prior year.

Annual financial statements audited by an external auditor are presented to the BOG each year, typically at the November meeting. The BOG Audit Committee also receives the statements and discusses them with the audit partner annually. As a supplement to the financial statement process, WVU also produces mid-year financial statements based on activity through December 31 of each year. These statements undergo an agreed-upon procedures assessment of certain material financial statement components by the University's external auditor, and are presented to the BOG each year typically at the April meeting.

The University also employs cash management strategies including cash forecasting and monitoring. Through these processes, WVU is able to deploy a portion of its accumulated cash in investments managed by the WVU Foundation.

Unit-Level Budget Management

WVU separates its funding into two broad categories for unit-level financial management purposes. Central funds are comprised primarily of revenues from WVU's state appropriation and the University tuition charges assessed to on-campus students during the fall and spring semesters. These funds are allocated to units across campus, including colleges and schools, through an annual budget allocation process. The budget allocation process used for central funds at WVU is an incremental process.

Each unit is informed of its budget allocation from central funds for the upcoming year early in the spring semester. The units then develop detailed budgets that are submitted to the Budget Planning Office.

Most other unrestricted revenues are non-central funds, which are owned by the assessing unit and are available to meet that unit's needs. In the spring, units submit detailed budgets based on expected revenues and expenses for the upcoming year. Modifications to the budgeted revenues and expenses of non-central funds are subject to the approval of the Budget Planning Office. For most academic units, college tuition collected on an entrepreneurial model from summer session courses and online instruction represents the largest source of non-central revenues. Within each of the entrepreneurial revenue distribution models, the colleges receive a significant portion of the tuition revenues generated by these activities. The college tuition is a defined amount per college assessed to students majoring in disciplines offered by the college.

Budgets and financial activities are monitored and managed through Data Miner, which is WVU's implementation of Oracle Business Intelligence Enterprise Edition (OBIEE), a flexible reporting tool supporting the retrieval of administrative data. Data Miner enables campus business professionals to mine financial and human resources data in support of decisions at the local level. Data gathered through the Data Miner tool can be exported easily to Excel and other file formats for further analysis and formatting for presentation to decision-makers.

WVU has robust systems and processes in place to develop and monitor its budget at the institutional and unit levels. Institution-level financial monitoring is routinely shared with the BOG members to make them aware of the University's financial position in relation to the budget forecast.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

WVU's leadership structure promotes effective leadership by clearly communicating the University's mission and 2020 Strategic Plan goals. In support of these goals, the WVU BOG, the President, the Provost, and other University leaders routinely collaborate with each other, with constituency leaders, and with other key stakeholders. Through this collaboration, or shared governance, critical decisions are made against the backdrop of the University's mission and goals.

To provide a clear and concise description of shared governance and the structures that support collaboration in academic matters, the discussion of sub-components one and three of component 5.B. has been combined.

5.B.1. The institution has and employs policies and procedures to engage its internal constituencies - including its governing board, administration, faculty, staff, and students – in the institution's governance.

5.B.3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Governing Board

In 2.C. it was explained that the composition of the WVU BOG includes members from the faculty, staff, and student ranks and that these constituency representatives aid the governing board in being sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity. Each of the constituency representatives is selected by their respective peer groups to act as that group's representative on the BOG. Accordingly, participation by these constituency representatives ensures that these groups are engaged in the institution's governance and its day-to-day administration.

Administration

The WVU administration is led by its President. The President meets regularly with the President's cabinet,

presently identified as the Executive Leadership Team, the Faculty Senate, the Classified Staff Council and the Student Government Association.

Academic leadership is shared by the Provost and the Chancellor for Health Sciences. The Provost is responsible for the administration of all academic policies, programs, facilities, and budgetary matters except for programs reporting through the Chancellor for Health Sciences. The Chancellor for Health Sciences has those responsibilities for all components of the Health Sciences Center. The Provost and the Chancellor for Health Sciences both arrived at WVU near the beginning of calendar year 2010. Shortly after their arrivals on campus, they served as co-chairs of the 2020 strategic planning process, which directly engaged more than 100 members of the campus community.

WVU's Vice President for Student Affairs oversees more than 30 wide-ranging departments and programs to support a student-centered education. From Adventure WV to WWVU-FM radio, the Mountaineer Parents Club to the Student Recreation Center, WVU Student Affairs serves students and parents 24 hours a day, seven days a week.

The Vice President for Administration and Finance's responsibilities include all finance and treasury functions, facilities operations, institutional research, human resources, real estate, environmental health and safety, police and financial systems support.

The President and the Executive Leadership Team routinely interact with faculty, staff, and students at all levels within the institution. Feedback is received in committee meetings, at open forums, and in face-to-face interactions that occur regularly across the institution.

Faculty

The faculty communicates its recommendations on academic and scholarly matters to the West Virginia Legislature, the West Virginia Higher Education Policy Commission (WVHEPC), and the President or President's designees through procedures specified in the Faculty Constitution. Subject to certain limits, the Faculty Senate, a body of elected representatives, develops, monitors, and recommends to the WVU BOG, the President, and members of the Executive Leadership Team general policies on academic standards, objectives, and other matters that affect more than one college or school.

Staff

Non-faculty employees at WVU are generally categorized into two distinct groups: classified staff and non-classified staff. Regardless of this classification, all staff members are given reasonable opportunities to be involved and collaborate with WVU's leadership.

Classified staff, in addition to their representation through the classified staff representative on the WVU BOG, may participate in, or be represented by, an institutional classified employee advisory council, or staff council. A Staff Council has been created at each campus as required by law. Representatives to the staff councils are elected. These groups were created to provide classified staff employees a means of conveying their concerns on employee-employer relations. The WVU-Morgantown Staff Council meets monthly with the President or his designees. The WVUIT Staff Council and the PSC Classified Employees' Council both routinely meet with their campus leaders or his or her designee.

Students

The WVU Student Government Association (SGA), elected representatives of the student body, serves as the student's direct connection to the WVU administration. Members of the SGA meet regularly with representatives from Student Affairs and with the President or members of the Executive Leadership Team to voice the opinions of the student body.

WVU's commitment to shared governance is also demonstrated by the membership of several Faculty Senate committees. Staff representation is provided in the membership of the Service Committee. Student representation is provided in the membership of the following committees:

- Student Evaluation of Instruction;
- Student Instruction;
- Student Rights and Responsibilities; and
- General Education Curriculum Oversight.

Student government associations exist on each of the divisional campuses as well and work with administrators at those campuses on student issues and participate on various divisional campus committees.

5.B.2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Board Education

State law requires that each board member shall complete at least three hours of training and development within six months of beginning service on the board. Training shall address: state goals, objectives and priorities for higher education; the accountability system for higher education; the general powers and duties of members; and ethical considerations arising from board membership.

With the exception of the student member of the governing board, each member is required to complete at least six hours of training and development related to his or her duties within two years of beginning service and within every two years of service thereafter. Such training and development is certified to the WVHEPC annually by the board chairman.

In addition to board training offered by WVU, members may also avail themselves of the training provided by the WVHEPC at its annual BOG summit, which is open to all members of the Boards of Governors of the various public institutions within the state.

Board Business

The BOG meets a minimum of six times per year. Additional special or emergency meetings may be held to deal with items of an urgent or timely nature. At each regular meeting, the board receives reports on relevant topics related to academic and non-academic matters.

In addition, presentations related to such things as updates to facilities, progress with the establishment of new academic programs or units, or other annual reports, the board receives reports on the financial position of the university, key indicators of financial health, and the progress of the facilities capital plan.

Additional business of the board as required and evidenced through its meeting minutes includes:

- Review of academic programs on a five-year cycle;
- Approval of new academic programs;
- Evaluation of the performance of the President;
- Approval of certain capital projects;
- Approval of tuition and fee increases; and
- Approval of the annual budget.

A review of board agenda items and minutes will demonstrate appropriate engagement of the board in meeting its responsibility to provide oversight of the university as well as satisfaction of its legal and fiduciary responsibilities. All business of the WVU BOG is reflected in the meeting minutes.

Board Committees

To be knowledgeable about the many facets of the institution, the BOG has established a committee structure that includes the following eight committees:

- Strategic Plans and Initiatives Committee
- Accreditation and Academic Affairs Committee
- Finance Committee
- Facilities and Revitalization Committee
- Divisional Campus Committee
- Health Sciences Committee
- Audit Committee
- Executive Committee

The membership and purpose of each committee has been defined.

5.C. The institution engages in systematic and integrated planning.

WVU continuously plans, acts, monitors and responds, incorporating changes into its plans and actions to meet its goals. The integration of WVU's 2020 Strategic Plan, its Five-Year Financial Plan and its 2012 10-Year Campus Master Plan, demonstrates the University's comprehensive approach to institutional planning.

5.C.1. The institution allocates its resources in alignment with its mission and priorities.

WVU's Five-Year Financial Plan demonstrates that the institution engages in systematic and integrated planning. WVU updates its Five-Year Financial Plan annually to reflect the most current information available and the most reasonable assumptions at that point in time. This planning tool allows the University to assess the impact of various decisions on the University's medium-term financial health. The Five-Year Financial Plan incorporates assumptions about enrollment, student residency mix, tuition and fee rate increases, state appropriation amounts, changes in grants and contracts funding and projected auxiliary revenues. On the expense side, it incorporates assumptions about planned salary increase programs, changes in employment levels, inflationary expectations and planned expense increases. The model upon which the plan is based on allows management to change any of these assumptions and evaluate the financial impact of that change.

Central resources are allocated by the University Planning Committee (UPC), which is comprised of all vice presidents and the Chancellor for Health Sciences, among others. This membership represents all of the programs and units within the University and ensures that decisions made by the group are in full alignment with the 2020 Strategic Plan for the Future. The responsibilities of the UPC include but are not limited to:

- Development of strategies for long-term planning
- Recommendation of investment and financial policies to the President
- Recommendation of annual budget priorities to the President
- Review and assessment of financial performance
- Recommendation to the President of campus-wide plans that have significant financial ramifications such as salary plans and tuition increases

- Approval of capital projects in excess of $25,000
- Development of various financial analyses, and planning scenarios, etc.
- Investment management oversight
- Review of investment and debt management performance and polices

The Institution Allocates its Resources in Alignment with its Mission

WVU's largest functional expenditure category is instruction and its second largest is research, clearly demonstrating substantial commitment to these critical elements of its mission. Public service is the University's sixth largest functional expenditure category behind auxiliary enterprises, general institutional support and operation, and plant maintenance.

In FY2012, over 49% of the University's expenditures related to one of these three direct functional categories.

DIRECT EXPENDITURES IN PRIMARY MISSION AREAS
in thousands of dollars

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Instruction	$234,930	$257,419	$267,413	$276,029	$275,639
Research	$129,224	$138,176	$147,170	$143,695	$132,413
Public Service	$56,941	$62,123	$61,392	$61,921	$58,386
Total	$421,095	$457,718	$475,975	$481,645	$466,438

Source: WVU Combined Audited Financial Statements

Note: Dollar amounts are in thousands.

The Institution Allocates its Resources in Alignment with its Priorities

As part of its Five-Year Financial Plan, WVU has identified base budget support to fund strategic planning initiatives by 2016. While much of this funding is dedicated to support the 100 new faculty lines discussed in Criteria 1.A.3. and 5.C.4. and related start-up packages, the UPC also entertains requests for funding that may be supported from these resources such as University College, which was discussed in Criterion 5.C.2. Each funding request must be supported by a vice president to be brought before the UPC.

To address a $13 million reduction in funding from the state in the current fiscal year, academic units are reducing spending by 1.75% and all other units are taking a reduction of 2.5%. In this way, WVU has ensured that the core mission of the University is protected. WVU's strategy to address this funding shortfall in alignment with its strategic planning goals is addressed in detail in Criterion 5.C.4.

5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

WVU's new central revenues primarily support institution-wide cost increases, such as salary increase programs, employee benefits costs, and utilities. A significant amount of revenues flow directly to colleges and units due to WVU's decentralized budget philosophy. As a result, central investments are limited and therefore requests for funding must demonstrate significant benefit to garner support for funding from this source.

WVU's implementation and funding of the Mountaineer Success Academy (MSA) demonstrates the ways in which its processes for assessment of student learning are linked to planning and budgeting. WVU observed that first-time freshmen who had not yet selected a major had significantly higher academic probation rates and lower retention rates than students who had declared a course of study upon entrance. In an effort to improve the academic success rates of undecided students, WVU developed and implemented the MSA, a voluntary program.

MSA welcomed its inaugural class of 155 students the week before the Fall 2012 term began. During that week, MSA scholars participated in intense academic programming that addressed the expectations of college students and information about campus resources for student success. In addition to the required academic programs, this weeklong immersion program allowed MSA students to adjust to living away from home before the academic term started. Academic support to these students continued throughout their first year at WVU; the majority were co-located in a living learning community and participated in a specialized first-year seminar, one-on-one academic advising, and student success coaching.

This program was offered at no additional charge to student participants in its first year. While the University believed this program would provide significant benefit to the participants, it could not demonstrate that benefit to students and parents before piloting the program. Additionally, WVU did not want to create financial barriers to student participation in the program since it was voluntary. As a result, WVU absorbed all costs for the initial year of the program including costs for housing and meals during the week prior to the beginning of classes.

The success of the MSA was demonstrated by the academic performance of these students during the Fall 2012 term. At the end of the fall semester, only 18.7% of the program participants were on academic probation. As points of comparison, the academic probation rate for other undecided first-time freshmen was 26.4%, and the academic probation rate for first-time freshmen with a similar academic profile who had elected not to participate in the MSA was 34.5%.

Based on the results of the MSA program, WVU offered the program to a larger group of students in the 2013-14 academic year. To continue the program, a sustainable funding model was required. To support the MSA as well as other student success programs, $300,000 in base budget support was requested and approved by the UPC in February 2013 to launch the University College, which would administer the MSA and other student success programs. The University College opened in July 2013.

As result of this planning and funding, WVU welcomed its second class of 251 MSA Scholars in Fall 2013. WVU continues not to charge fees related to program costs, but does collect a small fee to cover the housing and dining costs associated with accommodating these students on campus for an additional week.

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups

As previously described, the UPC includes each vice president and the Chancellor for Health Sciences, among others. Internal groups are engaged in planning activities, such as the development of WVU's strategic plan, discussions regarding design of salary increase programs, and discussions regarding WVU's approach to the FY2014 budget reduction, including a solicitation of ideas by the WVU community via online anonymous suggestion.

As noted in Criterion 5.B.1., all non-emergency policies of the BOG are open to public comment for 30 days prior to passage by the Board.

Perhaps the best example of engagement of internal and external constituent groups is the process used to develop and implement the 2020 Strategic Plan for the Future. Several methods were used to formally

solicit feedback on the draft strategic plan from the WVU community and stakeholders. A web form was created on the strategic plan website for interested parties to submit their feedback or questions, anonymously if desired. The chair of the Strategic Planning Council responded to all non-anonymous feedback received. All comments received from the web form were posted on the strategic planning website. As part of the strategic plan's commitment to transparency and feedback, the web form remains available for the submission of strategic planning inquiries or comments. Seven campus forums and several constituency meetings with WVU supporters and stakeholders were also held in October and November 2010 to gather valuable feedback from staff, faculty, and alumni. Forums were held at the annual Extension Service meeting in Jackson's Mill, WV, at the divisional campuses of PSC in Keyser, WV and WVUIT in Montgomery, WV, on the downtown campus in Morgantown, WV, on the Evansdale campus in Morgantown, WV, at the Health Sciences Center in Morgantown, WV, and one forum was hosted for the greater Morgantown area community in Morgantown, WV. Feedback summaries and webcasts (when possible) of the campus forums are available on the strategic plan's website.

Furthermore, WVU's commitment to maintaining a complete and transparent record of the strategic planning process is exhibited by the strategic plan website, a link to which is featured on the main page of WVU's website. The website was created to publicly archive the strategic planning process and the implementation of the plan. The website is home to the strategic plan itself, the implementation of the plan, and measurements of progress towards the achievement of the strategic plan's goals.

5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

WVU has a history of making data-driven decisions. Due to increased student enrollment when WVU began its 2020 strategic planning process in 2009, the President announced that 100 new faculty lines would be added to the general University. The Office of the Provost used information from the National Study of Instructional Costs & Productivity, "the Delaware Study," to determine how many of the 100 lines should be dedicated to instruction and how many lines should be focused on research. Based on studies of comparable institutions, it was determined that 30 of the 100 faculty lines should be allocated to teaching and the remaining 70 to research.

Round One: Faculty Lines to Support Instruction

The Delaware Study was also used to determine how the 25 faculty lines to support instruction should be distributed among the colleges. The additional teaching faculty and tenure-track faculty lines were allocated primarily in areas with high student-to-faculty ratios. The number of student credit hours per faculty member at WVU was compared to the peer average at the discipline level. Based on this data, the number of faculty members per discipline necessary to achieve 90% of the peer average was determined. The lines available to support instruction were then distributed proportionately among the colleges based on need. This process resulted in the following allocation of the instructional faculty lines:

- Eberly College of Arts and Sciences – 14
- Statler College of Engineering and Mineral Resources – 4
- College of Education and Human Services – 3
- Davis College of Agriculture, Natural Resources, and Design – 2
- College of Business and Economics – 2

- College of Physical Activity and Sports Science – 1
- College of Creative Arts – 1
- College of Law – 1
- P.I. Reed School of Journalism – 1
- Extension Service – 1

Round Two: Faculty Lines to Support Research

After committing faculty lines to support instruction in 2010, the Office of the Provost turned its attention to identifying lines to support WVU's research mission, specifically WVU's research trust fund initiative. Through a process involving leaders in each of the initiative's areas, 30 positions were allocated based on need. It is important to note that the tenure-track faculty hired in these positions are expected to teach and conduct research in these areas of emphasis, which include energy and environmental sciences; nanotechnology and material science; biological, biotechnological, and biomedical sciences; and biometrics, security, sensing and related identification technologies. This process resulted in the following allocation of research faculty lines:

- Eberly College of Arts and Sciences – 9
- Statler College of Engineering and Mineral Resources – 11
- College of Education and Human Services – 1
- Davis College of Agriculture, Natural Resources, and Design – 4
- College of Business and Economics – 3
- College of Physical Activity and Sports Sciences – 1
- College of Law – 1

Round Three: Faculty Lines to Support Research

The remaining faculty lines are being distributed to develop strong, visible areas of research excellence. Termed "Mountains of Excellence," these areas were identified based on the following criteria:

- Present existence of a successful, focused, core research group (demonstrated by publication, funding, recognition, doctoral production) which might benefit from further growth
- Present existence of a fledgling research group which needs investment (either in leadership or entry-level researchers) to reach critical mass
- Unusual potential in terms of external need, funding or visibility, with assurance that the area of interest is focused but will not be short-lived
- Need to sustain an existing area of success which may be damaged, or has been damaged, by the departure of a key player

Based on these criteria, the following areas of investment were identified:

- Achieving international leadership in radio astronomy
- Utilizing shale gas
- Promoting stewardship of water resources
- Improving STEM education and scientific literacy
- Eliminating health disparities in Appalachia

WVU has identified a dean to lead the hiring process in each of these areas of investment. Each dean has been given an allocation of funding for the salary and start-up for a minimum number of positions. Deans have discretion over how to allocate the resources dedicated to their area. Deans are encouraged to attract more faculty by leveraging the resources provided to them with monies from other sources that they can direct to support the hiring of additional faculty such as gifts, college tuition revenues, and revenues from partnerships. A minimum of 24 positions are part of this allocation from the 100 faculty lines.

Round Four: To Be Determined

The allocation of the final faculty positions from the announced 100 has not yet been determined. The faculty hiring process is lengthy due to the constraints of the academic year. WVU plans to fill the positions that have been allocated thus far and to assess its position after those hires have been made. Based on that assessment, an approach to allocate the remaining lines will be developed.

Financial Planning

WVU makes every effort to ensure that its financial plans are grounded and realistic. The institution recognizes that plans may have to be adjusted if the economic environment changes. The decline in state appropriations for FY2014 is an excellent example of the University's ability to address such changes.

Immediately after the appropriation reduction was enacted in April 2013, WVU adjusted its Five-Year Financial Plan to reflect the $13 million shortfall. The Five-Year Financial Plan includes a projected statement of revenues, expenses, and changes in net assets, and a statement of cash flows. This planning tool allows WVU to assess the impact of various decisions on the University's medium-term financial health.

The UPC engaged in discussions about strategies to address the shortfall. The UPC concluded that there was limited ability to increase tuition above the 6% increase planned for residents and the 4% increase planned for non-residents due to the competitive student recruitment environment. Early on, the UPC decided that it must continue its commitment to financially support of the 2020 Strategic Plan and the 2012 10-Year Campus Master Plan. Given these constraints, the UPC recognized that it would be financially unsound to implement the salary increase program planned for FY2014. Cancellation of the salary increase program saved $8.6 million. An additional $1.7 million in central cost savings was identified through anticipated reductions in workers' compensation premiums and credit card convenience charges. This left approximately $8.2 million to be recovered for FY2014. One-time budget reductions of 1.75% for academic units and 2.50% for all other units have been imposed in the current fiscal year. Each unit must determine how to right-size its budget to address the reduced level of support.

To identify the permanent budget reductions to be made, all WVU units undertook a budget planning exercise to determine how they would reduce their budgets by 10% (grant funds were excluded from these amounts). While this amount is significantly higher than any anticipated actual reduction, the exercise identified opportunities for strategic reallocation to meet WVU's budget priorities. This process differs from the way that WVU has handled budget reductions in the past. Previously, across-the-board reductions were applied to all units, with academic units bearing a reduced portion of the overall cut. Under the current process, the UPC determines the budget reallocation strategy, which will be implemented in FY2015 as a permanent budget change. As the UPC membership is comprised of all of the vice presidents and led by the Provost, all permanent budget changes will be aligned with the goals of the 2020 Strategic Plan.

Divisional campuses are not subject to the above process. Each of these campuses has the latitude to identify its budget solutions utilizing processes that work effectively at their campuses. Their budget plans are reported to the Provost's Office and incorporated with the plans of the Morgantown campus for reporting and monitoring purposes.

By making one-time budget decisions for FY2014 and allowing almost one year of planning for permanent reductions, WVU gains the ability to strategically prepare for the permanent budget reductions or revenue increases that must be made to bring the University's expenses back in line with its revenues.

5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

WVU's enrollment planning process anticipates factors such as technology improvements and the adoption of those changes, and demographic changes like globalization. The institution built its enrollment plan on a

sound understanding of its current capacity. A major change in WVU's approach to enrollment planning under its current Enrollment Strategic Plan was the inclusion of enrollment goals for various populations. The plan enumerates enrollment goals for undergraduate, graduate, and online students. It also includes diversity enrollment goals and addresses student quality by incorporating goals for students' high school GPA and ACT scores.

WVU also realizes that future college students will increasingly be first-generation in college (or first in the family in college); from lower socioeconomic status groups; older than 24; and members of other groups traditionally underrepresented in higher education. WVU's enrollment planning involves diversifying the student body through outreach to, and recruitment of, such students.

The on-campus enrollment goal is informed by institutional capacity as reflected by classroom utilization data and instructional faculty productivity measures. WVU's student recruitment goals are based on past success in recruiting students from primary markets, information about demographic changes in the areas from which WVU draws most of its students, and the University's strategic goals.

The overall enrollment goal for online and off-campus delivery is driven by course offerings. Determinations about programs and courses to offer online and off-campus are informed by market research, assessment of program resources, and alignment with colleges' strategic plans. A financial planning template and comparison data support the decision making process in regard to whether sufficient market demand exists for a given program or course.

WVU's goals for international student enrollment reflect the institution's past success in recruiting international students, its development of relationships in key countries, and its identification of key disciplines that are attractive to international markets. WVU has used its successful relationships with governments in the Middle East as a model for developing similar relationships with other governments, leadership academies, schools, and industries. In addition to these strategies and more traditional recruitment efforts, WVU leverages its proximity to Washington, D.C., to build relationships with international governments and learn how to address the needs of their citizens. In 2013, WVU appointed a Chief Global Officer who serves on the Enrollment Management Council and provides additional leadership and expertise in international student recruitment.

5.D. The institution works systematically to improve its performance.

WVU utilizes systematic information to evaluate operations, identify improvements and build the case for change. By routinely evaluating operations, WVU faculty and staff build their knowledge about the systematic nature of the University environment. Small changes in one area of operations may have a significant impact on operations further downstream in the process. By constantly monitoring systems and providing clear avenues for communication, the University identifies opportunities for continuous improvements in all facets of operations.

5.D.1. The institution develops and documents evidence of performance in its operations.

WVU's ongoing review and analysis of its facility maintenance program demonstrates its ability to document operations and utilize that information to support operational decision-making. By gathering data and comparing it to similar higher education facilities operations data using a consistent methodology, WVU has identified areas where it is performing at a high level, as well as opportunities for improvement in its facilities operations.

Through analysis of data gathered in WVU's computerized maintenance management system (CMMS). WVU determines the annual investment needed to ensure buildings will perform properly and reach their useful life, the accumulated backlog of repair and modernization needs, and the effectiveness of the facilities operating budget, staffing, supervision, and energy management. In addition, customer surveys are routinely conducted and analyzed to measure the quality of the service process and customers' opinions of service delivery.

For example, WVU's daily service operating costs are below its peers, energy consumption is below regional peer averages, building condition inspection scores are above peers, and service process is above peers. Based on this evidence, WVU is confident that its custodial and maintenance staffing levels are appropriate to ensure the quality and effectiveness of its facilities.

Based on information provided through the review process, WVU determined that it was not adequately maintaining and investing in its facilities to preserve their long-term value and continue to meet their intended purposes. As a result, WVU increased its funding for annual stewardship, the investment needed to ensure buildings reach their useful life, to 31% of the annual funding target in 2012. In 2004, WVU's annual stewardship investment was only 17% of the annual funding target. WVU's comparison institutions have annual stewardship levels of approximately 32%.

Categorization of WVU's buildings by both construction vintage and age are useful lenses for planning related to future maintenance costs, renovation decisions, and overall facilities utilization planning, as well as an understanding of overall facilities-related risk.

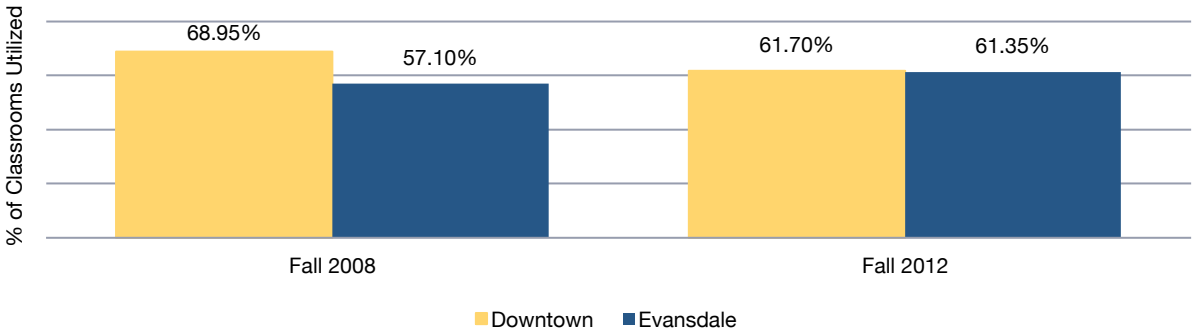
All of WVU's deferred maintenance has been catalogued and categorized by investment criteria, including reliability, safety and code, asset preservation, economic opportunity, and program improvement. Each of WVU's buildings has been assigned a priority value. These factors and others, such as impact on daily service costs, guide development of WVU's annual deferred maintenance project list.

5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

WVU uses operational data and experiences to improve its institutional effectiveness. Implementation of the CollegeNET Series 25 software for classroom scheduling is an excellent example of how operational experience informs WVU's institutional effectiveness. Prior to implementation of the system in 2009, classroom scheduling was largely driven by what had been done in the past rather than being based on current needs. The classroom scheduling process was a paper-based system with handwritten forms that had to be signed and then faxed to a single individual. This practice led to many inefficiencies in the utilization of WVU's classrooms.

At that time, WVU also wished to expand its general education course (GEC) offerings on the Evansdale campus, located 1.7 miles from the downtown campus. Historically these courses had been offered almost exclusively on the downtown campus because many of the departments offering the courses are located downtown. Many students, including over 2,000 first-time freshmen and others living on the Evansdale campus and those majoring in disciplines located on the Evansdale campus, to travel between campuses sometimes several times per day. The additional travel time of approximately 20 minutes one-way made it more difficult for those students to develop efficient schedules. Administrators were concerned that the extended travel time to switch campuses discouraged students from attending class and were an inefficient use of students' time. The practice of offering the GEC primarily on the downtown campus also had significant impact on the WVU's transportation resources by placing unnecessary burden on the Personal Rapid Transit (PRT) system, the city bus system, and the city's roadways.

DAYTIME UTILIZATION OF CLASSROOMS, MONDAY THROUGH FRIDAY, 7 AM TO 5 PM - MORGANTOWN CAMPUS



Source: WVU Facilities Planning and Scheduling

The system that was implemented allows instructors to identify the number of seats offered for each course, the campus where the instruction will take place, and the technology required for instruction. Based on the information provided for every course, the software optimizes classroom assignments. As a result, WVU has improved its classroom utilization on the Evansdale campus. The system has also allowed WVU to expand its general education course offerings on the Evansdale campus. In Spring 2009, eight sections of general education courses were offered on the Evansdale campus with a total enrollment of 601 students. In Fall 2012, 90 sections of general education courses were offered on the Evansdale campus with a total enrollment of 4,076 students. The project has also resulted in better usage of the Evansdale classrooms and reduced load on the downtown classrooms.

WVU observed the impact that course scheduling was having on its operational efficiency, faculty, and students and developed a strategy to improve these experiences. Faculty are now able to communicate their specific classroom requirements. In Fall 2013, 70% of the courses were placed in the room that was the faculty member's first choice and 14% were placed in the second choice room. Students are able to build better schedules that use their time more effectively. Facilities are more fully utilized. Transportation resource loads have been reduced. The University estimated that in Fall 2010, 8,609 miles of transportation had been avoided, resulting in a CO^2 emissions reduction of 8,790 pounds.

Assessment and improvement activities such as those discussed above routinely occur throughout the campus at all levels. The University's enterprise-wide systems capture significant amounts of data to evaluate operations and inform decision-making.

Criterion Five Reflection

WVU has made significant investments in its infrastructure in terms of personnel, facilities, and technology to ensure its ability to fulfill its mission and meet its responsibilities. The University has robust planning and monitoring systems in place to identify emergent issues and develop plans to address these subjects. Senior management and constituent groups work effectively to implement data driven strategies that progress the institution in its endeavors. WVU has met the requirements of Criterion 5 and is well positioned to move forward in support of its Strategic Plan.

5.A. WVU's current educational program offerings and ability to maintain and strengthen those programs' future quality are firmly grounded in the WVU 2020 Strategic Plan, the facilities master plan, and annual budget planning. WVU is well situated to continue providing high-quality educational opportunities to current undergraduate, graduate, professional, and certificate students. Astute use of current resources; close monitoring of campus community needs and resource usage over time; and long-range planning to

meet future needs will ensure that WVU continues to fulfill its mission to provide high-quality educational opportunities to future students.

As WVU's resource base has increased significantly over the past 10 years, the institution has made investments in its human capital, facilities, and IT infrastructure to position itself for continued success in attracting students, providing a high-quality academic experience, and meeting the needs of the state.

WVU's sound stewardship of its fiscal resources is demonstrated by: (1) the institution's plans to deal with current and anticipated future state appropriation reductions; (2) the exceeding of Strategic Plan 2010 enrollment targets and the consequent 142% increase in tuition and fee revenue since the University's last accreditation visit in April 2004; (3) the University's growth in grants and contract revenue; (4) the successful "A State of Minds" fundraising campaign; and (5) the healthy recovery of the institution's endowment accounts after the 2008 recession.

Since April 2004, WVU has also strengthened its human resources. Five factors support this assertion. First, WVU created a new group of full-time faculty, teaching assistant and associate professors, who are eligible for promotion and provide long-term service to the institution. Second, despite WVU's 10-year enrollment growth of more than 18%, the student-to-faculty ratio has remained the same. Third, when many other institutions were closing departments and terminating faculty, WVU embarked on a campaign to hire 100 new faculty and has successfully brought additional talented educators and researchers to campus. Fourth, in the past seven years, WVU has increased its staff by 4.7%. Fifth, three years ago WVU examined its human capital base and found that 39.8% of its staff and 29.6% of its faculty were eligible to retire by 2016. The University instituted internal human capital development programs such as the Mountaineer Leadership Academy and has also provided resources for faculty and staff to seek external professional development opportunities through professional associations' conferences and related activities.

WVU has also devoted significant attention to its physical and technological infrastructure since 2004. The 2006 and 2012 campus master plans and the 2012 Student Housing Master Plan delineate the institution's physical infrastructure priorities, in particular, the ongoing revitalization of the Evansdale campus and an anticipated net increase of 1,555 campus housing beds. New construction was not undertaken at the expense of existing building upkeep; rather, $30.6 million has been devoted to deferred maintenance on WVU's Morgantown campus.

In terms of technological infrastructure, the University has focused on six key areas: (1) the development of an IT strategic roadmap grounded in campus-wide input about current and future needs; (2) the onboarding of new student (Google.edu) and faculty/staff (Office 365) email systems; (3) data-informed upgrades to WVU's Learning Management System (LMS); (4) more than $10 million in classroom technology upgrades; (5) the consolidation of computer procurement for cost-savings; and (6) data-informed bandwidth increases on the Morgantown campus and on the two divisional campuses.

Elective resource allocations and disbursement of revenue to superordinate entities do not adversely impact WVU's ability to fulfill its mission to provide high-quality educational opportunities to its students. WVU's auxiliary operations are almost entirely self-supporting. Any borrowing of University funds for capital projects is closely documented, monitored, and repaid with appropriate interest in a timely fashion. The only superordinate entity to which WVU transfers funds is the West Virginia Higher Education Policy Commission (WVHEPC) for debt service and the provision of WVHEPC programs.

WVU's mission, vision, and 2020 Strategic Plan goals are realistic based on the institution's organization, resources, and opportunities. After WVU's last reaccreditation visit, the HLC evaluation team recommended that the executive leadership team involve faculty, administrators, the BOG, and other stakeholders in the strategic planning process; create a comprehensive strategic plan; and broadly disseminate the plan. The WVU 2020 Strategic Plan for the Future was developed through a campuswide Strategic Planning Council, specialized workgroups with broad membership, and BOG involvement. Roundtables focused on the plan's five goals have been implementing the plan. Three factors support WVU's ability to meet these goals. First, these goals are grounded in a soundly developed, thoroughly vetted, and broadly endorsed strategic plan with strong campuswide buy-in. Second, the implementation of the plan is measured through closely monitored metrics. Periodic strategic plan reports are publicly provided to both internal and external stakeholders. Third, substantial funding has been allocated for strategic planning initiatives.

WVU's staff and faculty are appropriately qualified and trained. Documented policies and procedures are in place to ensure that all persons hired at WVU meet, at least, minimum qualifications delineated in all position postings. All employees are required to undergo training and professional development. External third parties have recognized the high caliber of WVU Human Resources training opportunities, and WVU provides faculty and staff opportunities to participate in regional, national, and international professional associations and attend related conferences. Employees are also able to use WVU-sponsored tuition assistance and work release time to further their education.

WVU has robust systems and processes in place to routinely develop and monitor its budget at both the institutional and unit levels. WVU relies on annual budgets; BOG quarterly sources and uses reports; third-party audited annual financial statements; mid-year financial statements; cash management strategies; and cash forecasting and monitoring. The Budget Planning Office has oversight of both central (institutional) and non-central (unit) fund management and use; robust reporting tools at both the central and unit level such as Data Miner are used to monitor all financial activity. Institution-level financial monitoring is routinely shared with the Board so that its members are aware of the University's financial position in relation to the budget forecast.

5.B. Shared governance is a tenet that WVU embraces. Planning activities and policy development involve representatives of all constituent groups. Transparency and open discussion provide the basis for effective communication and engagement among administrators, faculty, staff and students to effect solutions that best serve the needs of the institution.

WVU's system of shared governance and institutional collective responsibility is based on a BOG comprised of gubernatorial appointees and faculty, staff, and student members; the President and his Executive Leadership Team; the Provost and the Chancellor for Health Sciences; the Faculty Senate; staff councils on the Morgantown and divisional campuses; and the Student Government Association. West Virginia state law and university policies and procedures clearly delineate each entity's governance responsibilities.

WVU's BOG is knowledgeable about the institution and the opportunities and challenges facing higher education in West Virginia.

The BOG provides oversight for WVU's financial and academic policies and practices and meets its legal and fiduciary responsibilities during the required six meetings per year and additional meetings as necessary. The BOG exercises approval over the continuation of existing academic programs and the onboarding of new academic programs. WVU's overall financial position, financial health, and facilities capital plan are all reported to the BOG on a regular schedule. The BOG exercises approval over the institution's annual budget and related financial activities.

The WVU BOG, members of the President's Executive Leadership Team, the Provost and the Chancellor of the Health Sciences Center, the Faculty Senate, staff councils on the Morgantown and divisional campuses, and the Student Government Association all have a say in the development of academic requirements, policy, and processes.

5.C. WVU has embraced systematic and integrated planning encompassing all of its campuses since the last HLC accreditation visit. The 2020 Strategic Plan for the Future guides development of all institutional plans and activities. Transparency and accountability are incorporated into all major planning activities.

Through the implementation of the WVU 2020 Strategic Plan, the Five-Year Financial Plan, and the 10-Year Campus Master Plan, the University Planning Council ensures that WVU allocates its resources in alignment with its mission and priorities. WVU's largest functional expenditure category is instruction, and its second largest is research. This is clearly in keeping with the first two components of the University's mission: (1) deliver high-quality education; and (2) excel in discovery and innovation. These resource allocations are also closely aligned with the first and second goals of the WVU 2020 Strategic Plan: (1) engage undergraduate, graduate, and professional students in a challenging academic environment; and (2) excel in research, creativity, and innovation in all disciplines. WVU's budget support of 100 new faculty lines demonstrates the institution's commitment to its priorities – teaching and research.

The creation of the University College and the Mountaineer Success Academy demonstrate WVU's ability to connect assessment of student learning, program design, planning, budgeting, funding, and operational evaluation to promote student success.

The University Planning Council's membership includes every vice president, the health sciences, and other constituencies. Internal groups are solicited for feedback regarding important planning activities, such a salary increases and budget reductions. All non-emergency policies of the BOG must undergo a 30-day public comment period prior to passage. The development of the WVU 2020 Strategic Plan demonstrates the involvement of the institution as a whole in the planning process and the consideration of internal and external constituents' perspectives.

WVU planning demonstrates a solid understanding of institutional capacity and the anticipation of changes in revenue streams due to fluctuations in enrollment, the economy, and state support. The process used to address the $13 million shortfall in state appropriations for FY2014 is one example of WVU's ability to handle such fluctuations by identifying one-time cost savings opportunities and engaging in campus-wide longer term budget reduction strategizing.

WVU's enrollment planning and management demonstrates the institution's attentiveness to technological advancements and opportunities, demographic shifts, and globalization. WVU continues to capitalize on its ability to offer online courses and programs. In a more globalized environment, WVU's enrollment planning is building upon successful relationships with key regions and countries to expand the institution's recruitment of international students.

5.D. WVU engages in data-informed improvement, both in terms of its operations and institutional effectiveness. The institution has well-developed policies and processes in place to monitor, evaluate, and enhance its performance – both overall and in its component parts.

WVU's use of a computerized maintenance management system (CMMS) to document and analyze its facility maintenance program illustrates the institution's process to improve operational performance. Compared to peer institutions, WVU has been successful in keeping operating costs and energy consumption down and achieving higher facilities' inspection scores and customer satisfaction with service. Through the CMMS, WVU also recognized the need to increase funding for annual facilities stewardship and adjusted allocations in keeping with the review's findings.

WVU's implementation of the CollegeNET Series 25 software for classroom scheduling enabled the institution to allocate classroom space more efficiently and address students' educational needs and instructors' classroom environment preferences. WVU's expansion of its general education curriculum course offerings on the Evansdale campus reduced the travel time of students and faculty between campuses and the transportation burden on the University's Personal Rapid Transit (PRT) system, the Morgantown city bus system, and the city's streets, which should generate cost savings for WVU due to reduced maintenance expenditures. These two examples demonstrate WVU's ability to analyze its operations and apply what the institution learns from those analyses to improve institutional effectiveness, capabilities, and sustainability.

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Planning Team

The Planning Team oversaw WVU's self-study process and was responsible for producing the final version of the self-study report.

Michele Wheatly, *Provost and Vice President for Academic Affairs*

Fred Butcher, *Vice President for Planning and Operations, Robert C. Byrd Health Sciences Center*

Sue Day-Perroots, *Associate Vice President, Academic Innovation*

Elizabeth Dooley, *Associate Provost, Undergraduate Academic Affairs*

Elizabeth Hamilton, *Accreditation and Planning Officer, Academic Affairs*

Bernadette Jungblut, *Director, Assessment and Retention, Academic Affairs*

Katherine Karraker, *Associate Provost, Graduate Academic Affairs*

Liz Reynolds, *Associate Vice President, Planning and Treasury Operations*

Past team members include Jonathan Cumming, Roberta Dean, and Cameron Hackney.

Points of Contact

The points of contact were responsible for providing data from their units and served as members of the criterion workgroups.

Marcia Bastian, *Instructional Designer, Academic Affairs, WVU Institute of Technology*

Ann Bailey Berry, *Associate Director for Advancement, WVU Extension Service*

Tracey Beckley, *Director, iDesign, Academic Innovation*

Gregory Bowman, *Associate Dean for Academic Affairs, College of Law*

Regan Bruni, *Director, Student Affairs Assessment and Retention, Student Affairs*

Karen Campbell, *Professor, Office Systems Technology, Potomac State College*

Patricia Chase, *Dean, School of Pharmacy*

Nigel Clark, *Associate Vice President for Academic Strategic Planning, Academic Affairs*

Barbara Copenhaver-Bailey, *Assistant Vice President for Student Success, Student Affairs*

Lesley Cottrell, *Associate Professor of Pediatrics, School of Medicine*

Scott Cottrell, *Associate Dean for Student Services and Curriculum, School of Medicine*

Christina DeBiase, *Associate Dean for Academic and Postdoctoral Affairs, School of Dentistry*

Sally Digman, *Program Director, Assessment, Accreditation and Analysis, College of Education and Human Services*

Karen Donovan, *Associate Dean for Academic Affairs, College of Business and Economics*

Phillip Douthitt, *Interim Assistant Dean for Curriculum and Instruction, Potomac State College*

Victoria Fergus, *Associate Professor of Art Education, College of Creative Arts*

Lisa Ferrara, *Professor and Biology Program Chair, WVU Institute of Technology*

Jennifer Fisher, *Executive Officer for Policy Development, Office of the President*

Keith Garbutt, *Dean, Honors College*

Joan Gorham, *Associate Dean for Academic Affairs, Eberly College of Arts and Sciences*

Anjali Halabe, *Assistant Vice President for Finance, Administration and Finance*

Cindy Hart, *Director, WVU Online and Extended Campus Programs, Academic Innovation*

Randy Hudak, *Associate Vice President, Facilities and Services*

Harry Langley, *Associate Campus Provost, Potomac State College*

Marie Leichliter-Krause, *Director of Programming, Honors College*

Valerie Lopez, *Special Assistant to the Governing Board, Office of the President*

MaryBeth Mandich, *Associate Dean and Physical Therapy Chair, School of Medicine*

Carol Markstrom, *Professor, Department of Technology, Learning, and Culture, College of Education and Human Services*

Alan Martin, *Director, Assistant Vice President for Research Administration, Research Corporation*

Diana Martinelli, *Interim Associate Dean and Public Relations Program Chair, Perley Isaac Reed School of Journalism*

Marjorie McDiarmid, *Steptoe and Johnson Professor of Law, College of Law*

Leslie Miele, *Associate Vice President, Institutional Planning and Program Development, Robert C. Byrd Health Sciences Center*

LuAnn Moore, *Director of Operations, Human Resources*

Alvin Moss, *Director, Health Sciences Center for Health Ethics and Law, School of Medicine*

Warren Myers, *Associate Dean for Academic Affairs, Statler College of Engineering and Mineral Resources*

Kerry Odell, *Senior Advisor to the Provost for Divisional Campuses, Academic Affairs*

Tricia Petty, *Associate Vice President for Operations, University Relations*

Margaret Phillips, *Vice President, Human Resources*

William Quigley, *Director, Internal Audit*

W. Clarke Ridgway, *Assistant Dean of Student Services, School of Pharmacy*

Stephen Robinson, *University Registrar, Academic Affairs*

Joseph Seiaman, *Assistant Dean and Director, Undergraduate Advising Center, College of Business and Economics*

Elisabeth Shelton, *Associate Dean for Undergraduate Academic Affairs, School of Nursing*

Mark Six, *Director, Enterprise Infrastructure and Technical Services, Office of Information Technology*

Dennis Smith, *Associate Dean for Academic Affairs, Davis College of Agriculture, Natural Resources, and Design*

M. Cecil Smith, *Associate Dean for Research, College of Education and Human Services*

Mary Stamatakis, *Associate Dean for Academic Affairs and Educational Innovation, School of Pharmacy*

Garth Thomas, *Associate Provost, WVU Institute of Technology*

Brenda Thompson, *Associate Vice President, Enrollment Management*

Daniel Vasgird, *Director, Office of Research Integrity and Compliance*

Jack Watson, *Acting Assistant Dean, College of Physical Activity and Sport Sciences*

Valerie Wayda, *Associate Professor and Chair, College of Physical Activity and Sport Sciences*

Carroll Wilkinson, *Director, Instruction and Information Literacy, WVU Libraries*

C.B. Wilson, *Associate Provost for Academic Personnel, Academic Affairs*

William "Jaime" Winsor, *Associate Dean, College of Creative Arts*

Kristi Wood-Turner, *Program Director, Center for Service and Learning*

Past points of contact include Paul Chapman, Mridul Gautam, Lynn Housner, Jimmy Stemple, Chaun Stores, John Taylor, John Temple, and Douglas Wilmes

Communications Team

The Communications Team developed an outreach campaign to engage the WVU community regarding the purpose of accreditation and coordinated the dissemination of information for the third-party comment period.

Joel Brown, *Senior Special Events Coordinator, University Events, Office of the President*

Lesley Cottrell, *Associate Professor of Pediatrics, School of Medicine*

Sarah Gould, *Communications Specialist Senior, University Relations*

Elizabeth Hamilton, *Accreditation and Planning Officer, Academic Affairs*

Katie Heller, *Student Government Association Representative*

Angela Jones-Knopf, *News Service Coordinator, Robert C. Byrd Health Sciences Center*

Adrienne King, *Director of Relations and Communications, WVU Institute of Technology, past committee team member*

Becky Lofstead, *Assistant Vice President for University Communications, University Relations*

Lisa Martin, *Project Coordinator Senior, University Events, Office of the President*

Cathy Orndorff, *Director, University Relations-Web*

Christine Pill, *Program Coordinator, Academic Affairs*

Jake Stump, *Communications Specialist Senior, University Relations-News*

Rene Trezise, *Marketing and Communications Director, Potomac State College*

Scott Wilkinson, *Executive Creative Director, University Relations*

Additional Expertise and Support

Jay Allen, *Professional Technologist, University Relations-Web*

Amy Baker, *Director, Application Support and Training, Office of Information Technology*

Adam Glenn, *Professional Technologist, University Relations-Web*

Robert Haring-Smith, *Senior Application Administrator, Office of Information Technology*

David Olsen, *Professional Technologist, University Relations-Web*

Lee Silverman, *Professional Technologist, Office of Information Technology*

University Administration

EXECUTIVE LEADERSHIP

E. Gordon Gee, *President*

Jay Cole, *Chief of Staff, Office of the President*

Christopher C. Colenda, *President and CEO, West Virginia United Health System and Chancellor, Robert C. Byrd Health Sciences Center*

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Oliver Luck, *Director, Department of Intercollegiate Athletics*

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Margaret Phillips, *Vice President, Human Resources*

Michele Wheatly, *Provost and Vice President for Academic Affairs*

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ACADEMIC AFFAIRS

Michele Wheatly, *Provost and Vice President for Academic Affairs*

John Campbell, *Associate Provost for Information Technology and Chief Information Officer, Office of Information Technology*

Nigel Clark, *Associate Vice President, Academic Strategic Planning*

Sue Day-Perroots, *Associate Vice President, Academic Innovation*

Russell Dean, *Senior Associate Provost, Academic Affairs*

Gypsy Denzine, *Associate Provost for Engagement and Outreach*

Elizabeth Dooley, *Associate Provost, Undergraduate Academic Affairs*

Corey Farris, *Dean of Students*

Katherine Karraker, *Associate Provost, Graduate Academic Affairs Academic Affairs*

Fred King, *Vice President, Research*

Michael Lastinger, *Associate Provost, International Academic Affairs*

Myra Lowe, *Interim Dean, WVU Libraries*

Stephen Robinson, *University Registrar, Academic Affairs*

Jose "Zito" Sartarelli, *Chief Global Officer*

Brenda Thompson, *Associate Vice President, Enrollment Management*

C.B. Wilson, *Associate Provost for Academic Personnel, Academic Affairs*

DIVISIONAL CAMPUSES, COLLEGES, AND SCHOOLS

Dana Brooks, *Dean, College of Physical Activity and Sport Sciences*

Eugene Cilento, *Dean, Benjamin M. Statler College of Engineering and Mineral Resources*

Patricia Chase*, Dean, School of Pharmacy*

Jeffrey Coben*, Interim Dean, School of Public Health*

Leonard Colelli, *Campus Provost, Potomac State College*

David Felton, *Dean, School of Dentistry*

Keith Garbutt, *Dean, Honors College*

Robert Jones, *Dean, Eberly College of Arts and Sciences*

Paul Kreider, *Dean, College of Creative Arts*

Carolyn Long, *Transitional Executive Officer, WVU Institute of Technology*

Joyce McConnell, *Dean, School of Law*

Maryanne Reed, *Dean, School of Journalism*

Daniel Robison, *Dean, Davis College of Agriculture, Natural Resources and Design*

Arthur Ross, *Dean, School of Medicine*

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Lisa DiBartolomeo

Ellen Cappellanti

Thomas Flaherty

Robert Griffith

William Nutting

Ryan Campione, *Student Representative*

Michele Wheatly *(Provost), WVU Administrative Liaison*

Additional Thanks

Mary Jane Buckland, *Interim Director of Sponsored Programs, Office of Research and Economic Development*

Grace Boyles, *Senior Executive Assistant, Robert C. Byrd Health Sciences Center*

Karen Brock, *Office Administrator, Administration and Finance*

Neil Bucklew, *Professor of Management and Industrial Relations, College of Business and Economics and Past President, West Virginia University*

Kim Cameon, *Program Coordinator, Fundraising and Development, College of Physical Activity and Sport Sciences*

William Case, *Director of Communications and Institutional Relations, Robert C. Byrd Health Sciences Center*

Angela Caudill, *Director, Creative Services, University Relations*

Sabrina Cave, *Assistant Vice President for Communications, Student Affairs*

Constinia Charbonnette, *Program Director, Graduate Academic Affairs*

Ann Chester, *Assistant Vice President, Robert C. Byrd Health Sciences Center*

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Ryan Claycomb, *Assistant Dean, Honors College*

James Clements, *President, Clemson University and Past President, West Virginia University*

Devon Copeland, *Interim Director of Marketing and Communications, Eberly College of Arts and Sciences*

Gregory Corio, *Director, Adventure West Virginia*

Tara Curtis, *Director of Communications, WVU Alumni Association*

Amy Cyphert, *Director, ASPIRE Office*

Kathy Deweese, *University Editor, University Relations*

Liz Dickinson, *Writer-Editor, University Events, Office of the President*

Stephen Douglas, *President and Chief Executive Officer, WVU Alumni Association*

Daniel Durbin, *Senior Associate Vice President for Finance and Treasurer, WVU Research Corporation*

David Durham, *Director, WVU Career Services Center*

Marjorie Fuller, *Director, Center for Black Culture and Research*

Gary Furbee, *Senior Associate General Counsel, Legal Affairs*

Katie Gallagher, *Interim Director for Graduate Enrollment, Graduate Academic Affairs*

Amy Garbrick, *Executive Assistant to the Chief of Staff, Office of the President*

Patricia Gyurke, *Director of Diversity Initiatives, Division of Diversity, Equity, and Inclusion*

David Hardesty, *Professor, College of Law and Past President, West Virginia University*

Robin Hensel, *Assistant Dean for Freshman Experience, Benjamin M. Statler College of Engineering and Mineral Resources*

Wayne King, *Past President, WVU Foundation*

Wendy King, *Chief Financial Officer, Robert C. Byrd Health Sciences Center*

Melissa Latimer, *Director, WVU ADVANCE Center, Professor, Sociology and Adjunct Professor, Women's Studies*

Erica Lindsay, *Graphic Designer and Web Developer, College of Business and Economics*

Sara Master, *Special Assistant to the President, Office of the President*

Donielle Maust, *Institutional Research and Reporting Specialist, Planning and Treasury Operations*

Dustin Mazon, *Professional Technologist, University Relations*

Betty Mei, *Director, McNair Scholars Program, University College*

April Min, *Associate Vice President for Legal Affairs and Executive Deputy General Counsel, Legal Affairs*

Allison Nichols, *Evaluation Specialist, WVU Extension Service*

Lory Osborn, *Office Administrator, Office of the Provost*

Tim Povenski, *Strategic Management Analyst, Robert C. Byrd Health Sciences Center*

William Quigley, *Director, Internal Audit*

Gilbert Ramirez, *Senior Associate Dean for Academic Affairs and Educational Effectiveness, School of Public Health*

Shirley Robinson, *Administrative Assistant, Undergraduate Academic Affairs*

Jerry Ross, *Associate Registrar, Office of the University Registrar*

Renee Seitz, *Assistant Director-Graduate Education, School of Medicine*

Mark Six, *Director, Enterprise and Technical Services, Office of Information Technology*

Tammy Smith, *Administrative Assistant, Graduate Academic Affairs*

Melanie Stimeling, *Assistant Registrar, Office of the University Registrar*

Nicolas Valcik, *Director of Institutional Research, Planning and Treasury Operations*

James Van Nostrand, *Director, Center for Energy and Sustainable Development and Associate Professor of Law, College of Law*

Trina Wafle, *Associate Director, National Research Center for Coal and Energy*

Robin Yorty, *Executive Director, University Events, Office of the President*

Frequently Used Abbreviations

in alphabetical order by chapter

CRITERION 1

AA/EO	Affirmative action and equal opportunity
ADA	Americans with Disabilities Act
ADVANCE	ADVANCE is not an acronym; rather it is an NSF program to increase the participation and advancement of women in academic science and engineering careers.
ARIES	Appalachian Research Initiative for Environmental Sciences
ASPIRE	Advanced Academic Scholarship Preparation and Intellectual Resources Exposure
BOG	Board of Governors
CAMC	Charleston Area Medical Center
CARDIAC	Coronary Artery Risk Detection in Appalachian Communities
CBC&R	Center for Black Culture and Research
CDT	Community Design Team
CEWP	Community, Economic and Workforce Development
CSL	Center for Service and Learning
CSL	Center for Service Learning
DDEI	Division of Diversity, Equity, and Inclusion
EM	Enrollment Management
GHA	Governor's Honors Academy
GIS	Geographic Information Systems
HACU	Hispanic Association of Colleges and Universities
HSC	Robert C. Byrd Health Sciences Center
HSTA	Health Sciences and Technology Academy
HYPE	Help You Pursue Excellence
IDeACTR	Institutional Development Award Program for Clinical and Translational Research
LGBTQ	Lesbian, Gay, Bisexual, Transgender, and Queer
MARS	Mountaineer Area Robotics
MBRCC	Mary Babb Randolph Cancer Center
MUSHROOM	Multidisciplinary Unsheltered Homeless Relief Outreach of Morgantown
NARN	National Alumni Recruitment Network
NIH	National Institutes of Health
NRCCE	National Research Center for Coal and Energy
OAS	Office of Accessibility Services
OIP	Office of International Programs
OISS	Office of Students and Scholars
OLLI	Osher Lifelong Learning Institute
PROMISE	Providing Real Opportunities for Maximizing In-state Student Excellence.
PSC	Potomac State College of West Virginia University

SHOP	Students Helping Other People
SOD	School of Dentistry
SOM	School of Medicine
SOS	Student Organizations Services
SPC	Strategic Planning Council
SREB	Southern Regional Education Board
STARS	Students Achieving and Reaching for Success
STEM	Science, Technology, Engineering and Mathematics
SURE	Summer Undergraduate Research Experience
TRiO	TRiO is not an acronym; rather it is the word for outreach and student service programs administered, funded, and implemented by the United States Department of Education. There are currently eight Federal TRiO programs; they were given the name when it started as a group of three programs.
UPC	University Planning Committee
VA	Veterans Affairs
WLI	Women's Leadership Initiative
WVCTSI	West Virginia Clinical and Translational Science Institute
WVHEPC	West Virginia Higher Education Policy Commission
WVRHEP	West Virginia Rural Health Education Partnership
WVU	West Virginia University
WVUES	West Virginia University Extension Service
WVUIT	West Virginia University Institute of Technology

CRITERION 2

AAALAC	Association for Assessment and Accreditation of Laboratory Animal Care International
AACRAO	American Association of Collegiate Registrars and Admission Officers
AAHRPP	Association for the Accreditation of Human Research Protection Programs, Inc.
AFA	Animal facility annex
AGB	Association of Governing Boards
BANNER	BANNER is not an acronym; rather it is a student information system administrative database that houses all student-related data.
BOG	Board of Governors
BP	Biosafety Committee
BSO	Biological Safety Officer
CIRC	Conflict of Interest in Research Committees
CITI	Collaborative Institutional Training Initiative
COIR	Conflict of Interest in Research Guidelines
FERPA	Family Educational Rights and Privacy Act
GEC	General Education Curriculum
HIPAA	Health Insurance Portability and Affordability Act
HR	Human Resources
HRPP	Human Research Protection Program
IACUC	Institutional Animal Care and Use Committee
IAO	Internal Audit Office
IBC	Institutional Biosafety Committee
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IRB	Institutional Review Board
LIINC	Linking Innovation Industry and Commercialization
LOCEA	West Virginia Legislative Oversight Committee on Education Accountability
ORIC	Office of Research Integrity and Compliance
OUR	Office of the University Registrar
PSC	Potomac State College of West Virginia University
QIP	Quality Improvement Program
RCR	Responsible Conduct of Research
SGA	Student Government Association
SOX	Sarbanes-Oxley Act
UF	Unforgivable Failure
UPC	University Planning Council
WVHEPC	West Virginia Higher Education Policy Commission
WVU	West Virginia University
WVU-P	West Virginia University at Parkersburg
WVUF	West Virginia University Foundation
WVUIT	West Virginia University Institute of Technology
WVURC	West Virginia University Research Corporation

CRITERION 3

AFPE	American Foundation of Pharmaceutical Education
ASPET	American Society of Pharmacology and Experimental Therapeutics
BCRC	Business and Learning Resource Center
BOG	Board of Governors
BSBA	Bachelor of Science in Business Administration
CBR	Curriculum Based Rationale
CEHS	College of Education and Human Services
CLC	Chemistry Learning Center
CNT	Characteristics of the Novice Teacher
CPASS	College of Physical Activity and Sport Sciences
DDEI	Division of Diversity, Equity, and Inclusion
ERC	Evansdale Residential Complex
FAFE	Forensic Accounting and Fraud Examination
FYS	First-Year Seminar
GEC	General Education Curriculum
GECO	General Education Curriculum Oversight Committee
GPA	Grade Point Average

IELTS	International English Language Testing System
INRC	International Narcotics Research Conference
INTASC	Interstate New Teachers Assessment and Support Consortium Principles
ISPOR	International Society for Pharmacoeconomics and Outcomes Research
ISU	International Student Union
LGBTQ	Lesbian, Gay, Bisexual, Transgender and Queer
MPA	Master of Professional Accountancy
MSN	Master of Science in Nursing
MURR	Mountaineer Undergraduate Research Review
NACADA	National Academic Advising Association
NCATE	National Council for Accreditation of Teacher Education
NIH	National Institutes of Health
NSEE	Nanoscale Science, Engineering and Education
NSF	National Science Foundation
PLANET	Professional Landcare Network
PNGE	Petroleum and Natural Gas Engineering
PSC	Potomac State College of West Virginia University
QM	Quality Matters
REU	Research Experience Undergraduate Students
RFL	Resident Faculty Leader Program
ROTC	Reserve Officer Training Corps
SEI	Student Evaluation of Instruction
SORTS	Students on the Road to Success
SOT	Society of Toxicology
SSC	Student Success Center
STEM SURE	Summer Undergraduate Research Experience
TLTC	Teaching and Learning Technologies Center
TOEFL	Test of English as a Foreign Language
TRiO	TRiO is not an acronym; rather it is the word for outreach and student service programs administered, funded, and implemented by the United States Department of Education. There are currently eight Federal TRiO Programs; they were given the name when it started as a group of three programs.
UC	University College
WVHEPC	West Virginia Higher Education Policy Commission
WVU	West Virginia University
WVU-Morgantown	West Virginia University Morgantown Campus
WVUIT	West Virginia University Institute of Technology

CRITERION 4

A&CS	Advising and Course Scheduling
BOG	Board of Governors
CCA	College of Creative Arts
CLA	Collegiate Learning Assessment
ERRT	Educational Responsibility Roundtable
FTFTF	First-Time, Full-Time Freshman
FYA	First-Year Academy
FYS	First-Year Seminar
GEC	General Education Curriculum
GECO	General Education Curriculum Oversight Committee
GSS	Graduating Senior Survey
HLC	Higher Learning Commission
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Rating
MSA	Mountaineer Success Academy
MYA	Mid-Year Academy
NSO	New Student Orientation
NSSE	National Survey of Student Engagement
PASS	Preparing to Achieve Student Success
SAP	Satisfactory Academic Progress
SSI	Student Satisfaction Inventory

CRITERION 5

ACT	American College Testing
AP	Academic Professionals
BOG	Board of Governors
CIO	Chief Information Officer
CMMS	Computerized Maintenance Management System
FERPA	Family Educational Rights and Privacy Act
FTE	Full-Time Equivalency
GEC	General Education Course
GPA	Grade Point Average
HIPAA	Health Insurance Portability and Accountability Act
HLC	Higher Learning Commission
LMS	Learning Management System
MSA	Mountaineer Success Academy
OBIEE	Oracle Business Intelligence Enterprise Edition
OIT	Office of Information Technology
PRT	Personal Rapid Transit
PSC	Potomac State College of West Virginia University
SGA	Student Government Association
SPC	Strategic Planning Council
STEM	Science, Technology, Engineering and Mathematics
UPC	University Planning Committee
WICHE	Western Interstate Commission of Higher Education
WVHEPC	West Virginia Higher Education Policy Commission
WVUIT	West Virginia University Institute of Technology
WVUNET	West Virginia University Network

List of Tables and Figures

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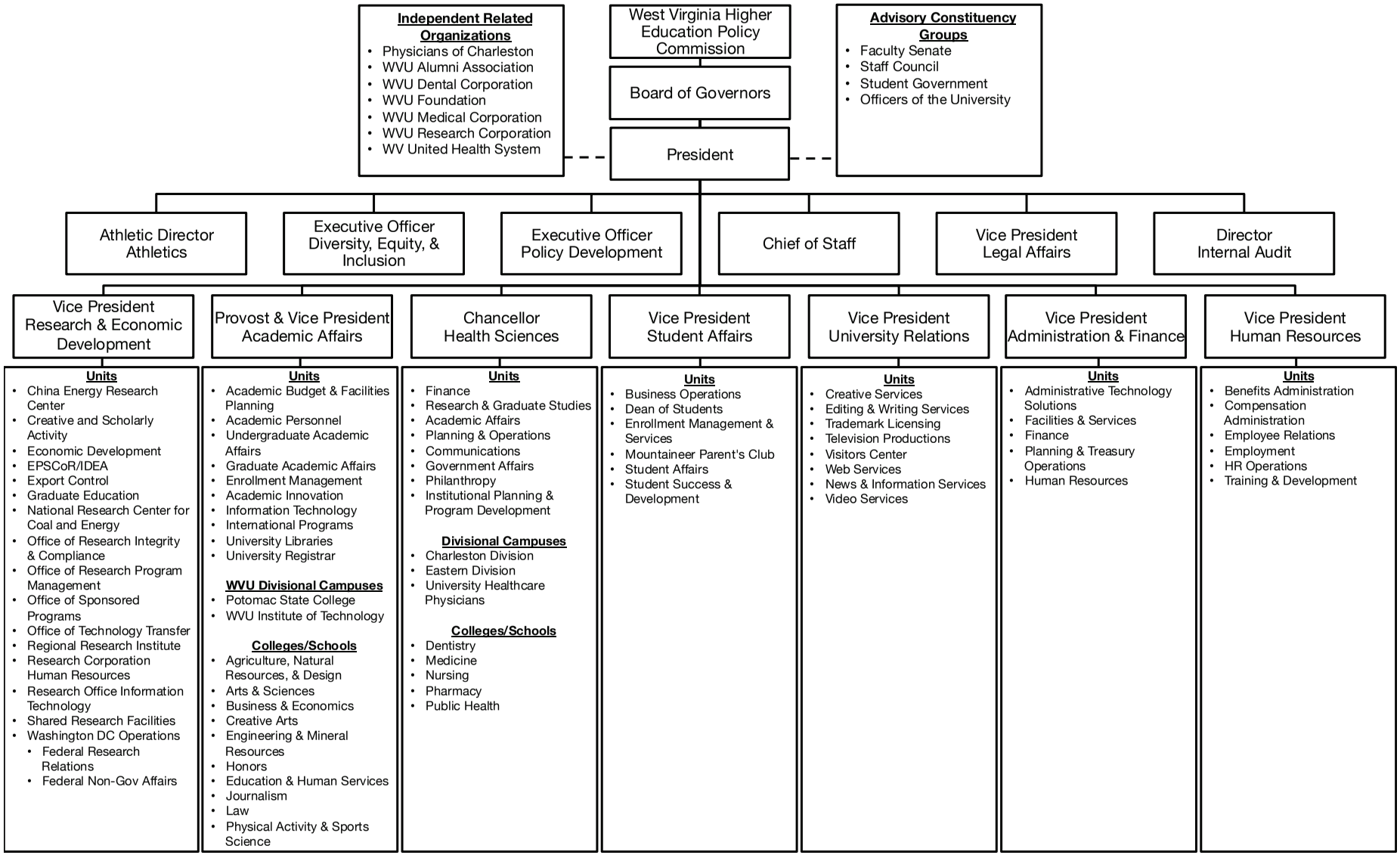
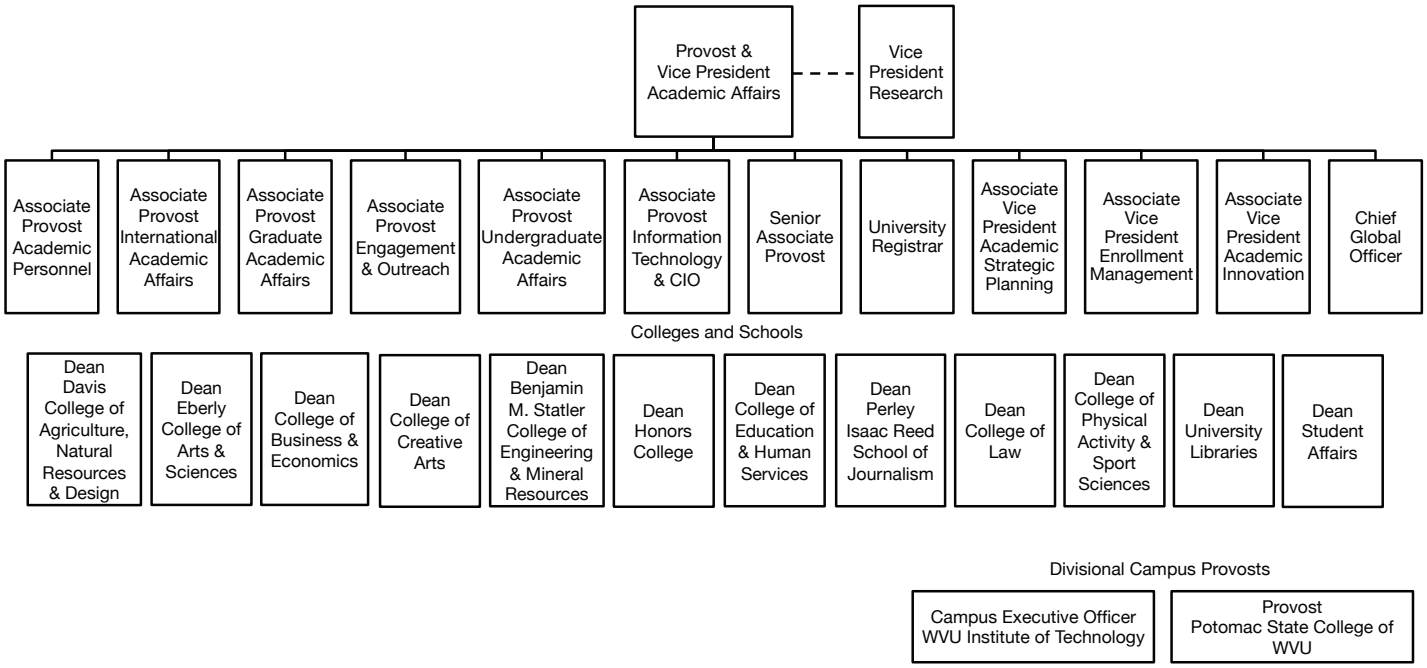
Daytime Utilization of Classrooms, Monday through Friday, 7 a.m. to 5 p.m. – Morgantown Campus

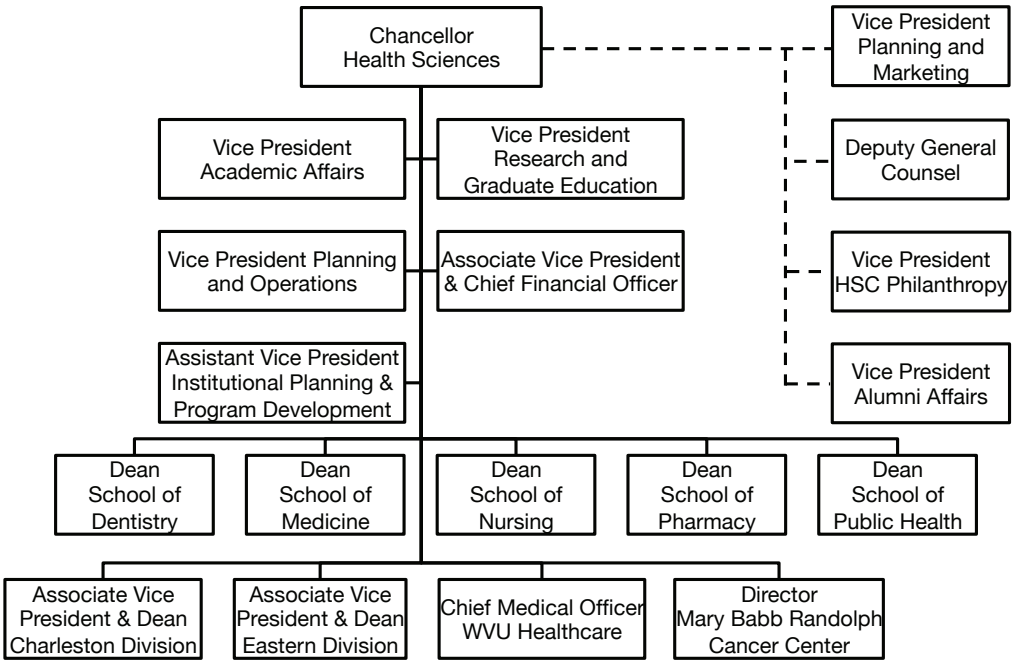
West Virginia University Organizational Chart



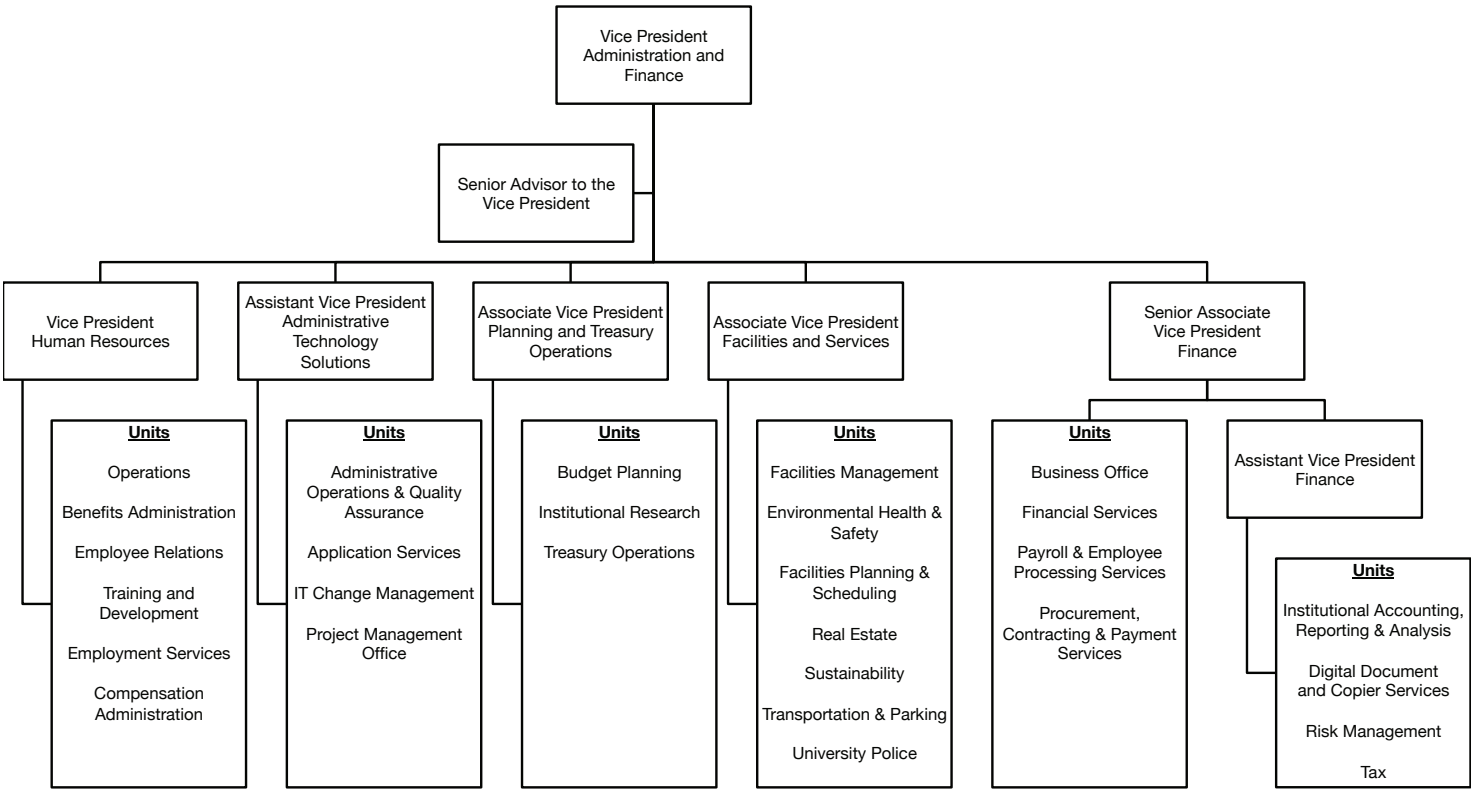
Academic Affairs Organizational Chart



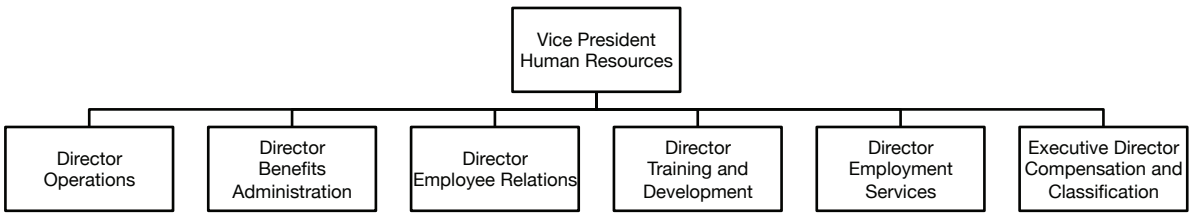
Health Sciences Center Organizational Chart



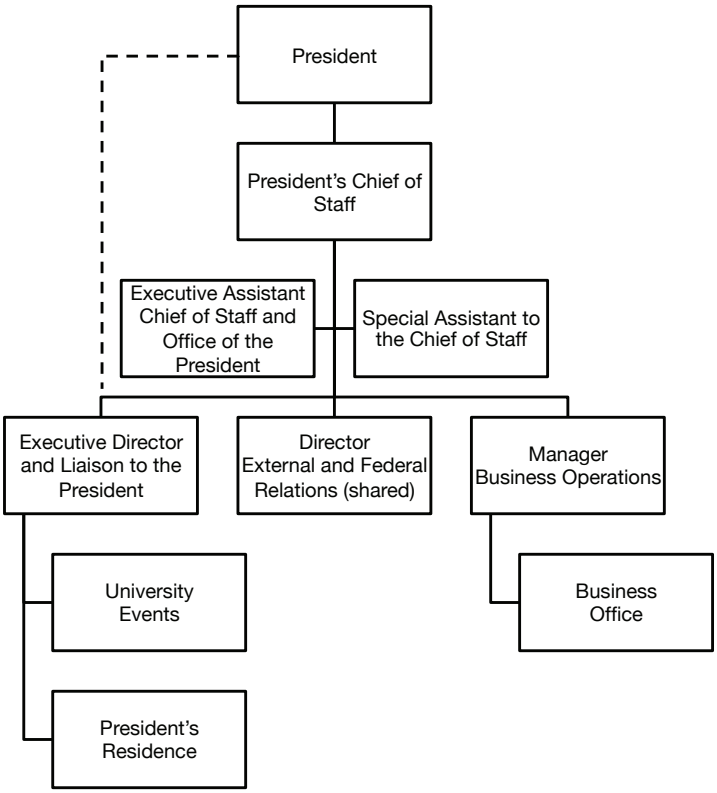
Administration and Finance Organizational Chart



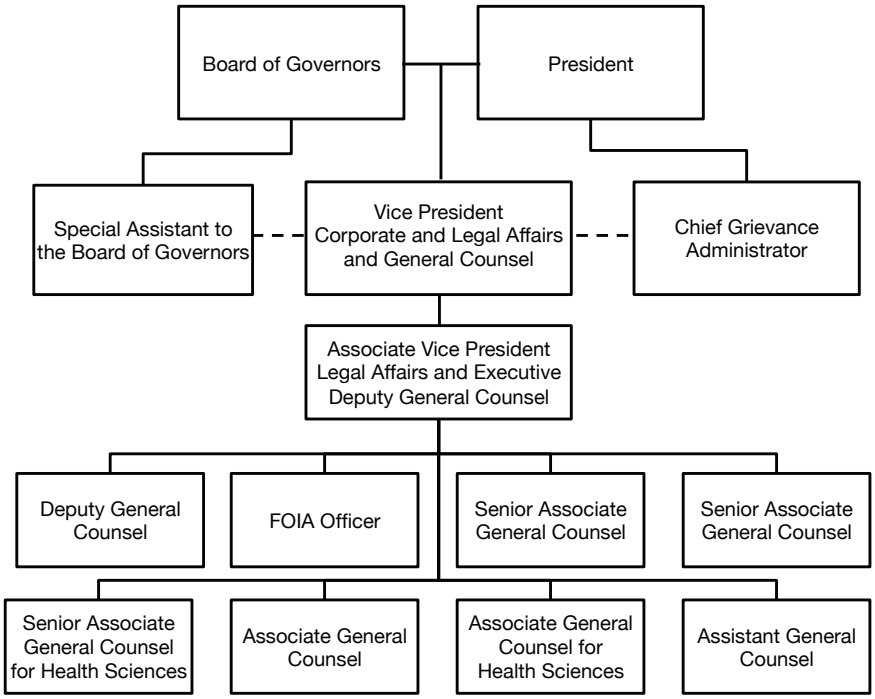
Human Resources Organizational Chart



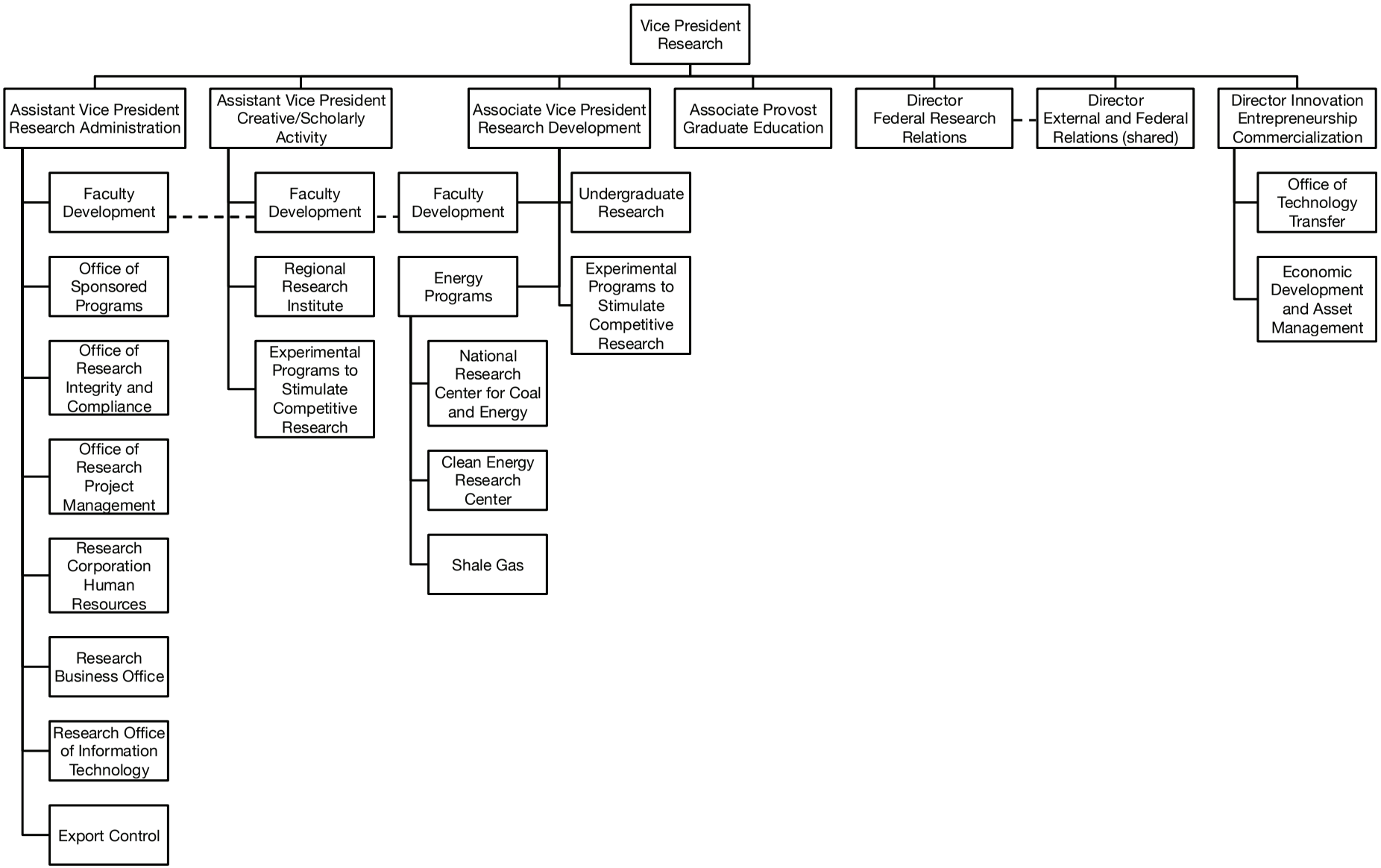
Chief of Staff Organizational Chart



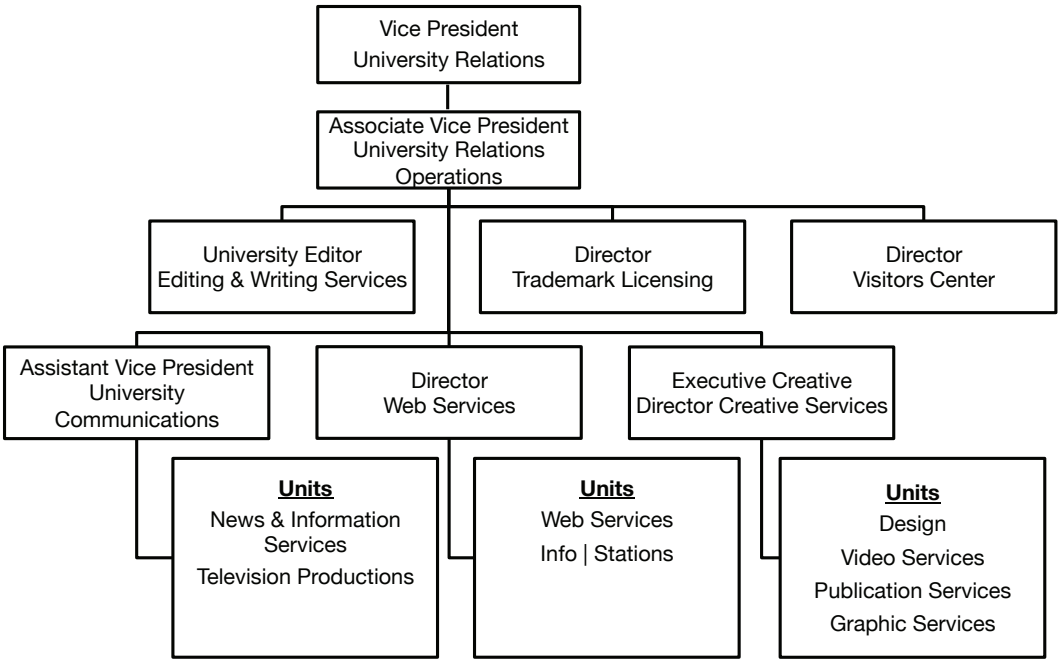
Legal Affairs Organizational Chart



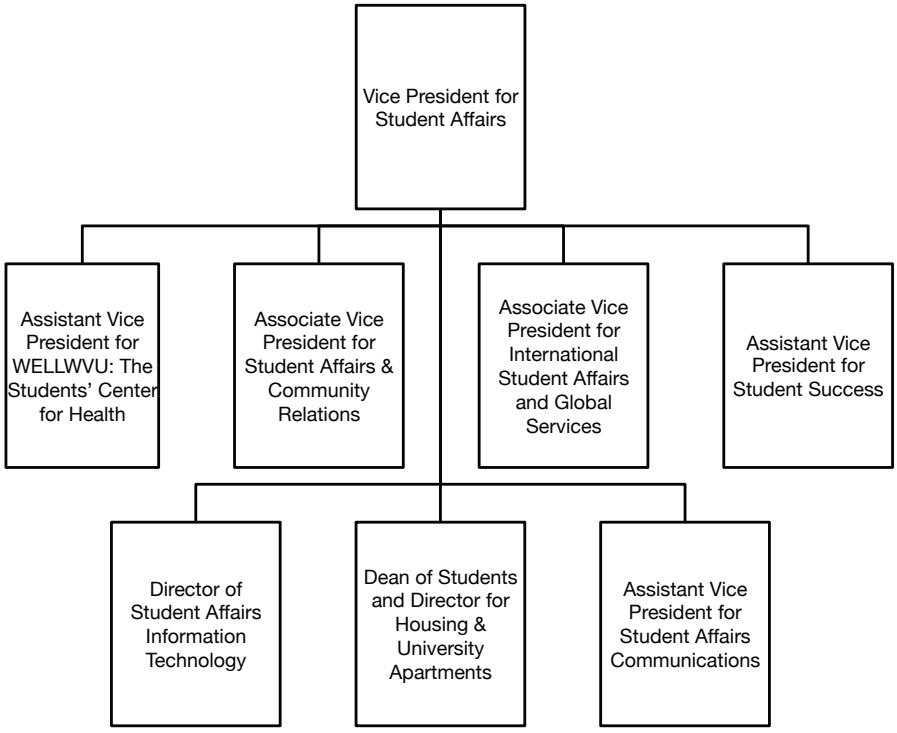
Research Office Organizational Chart



University Relations Organizational Chart

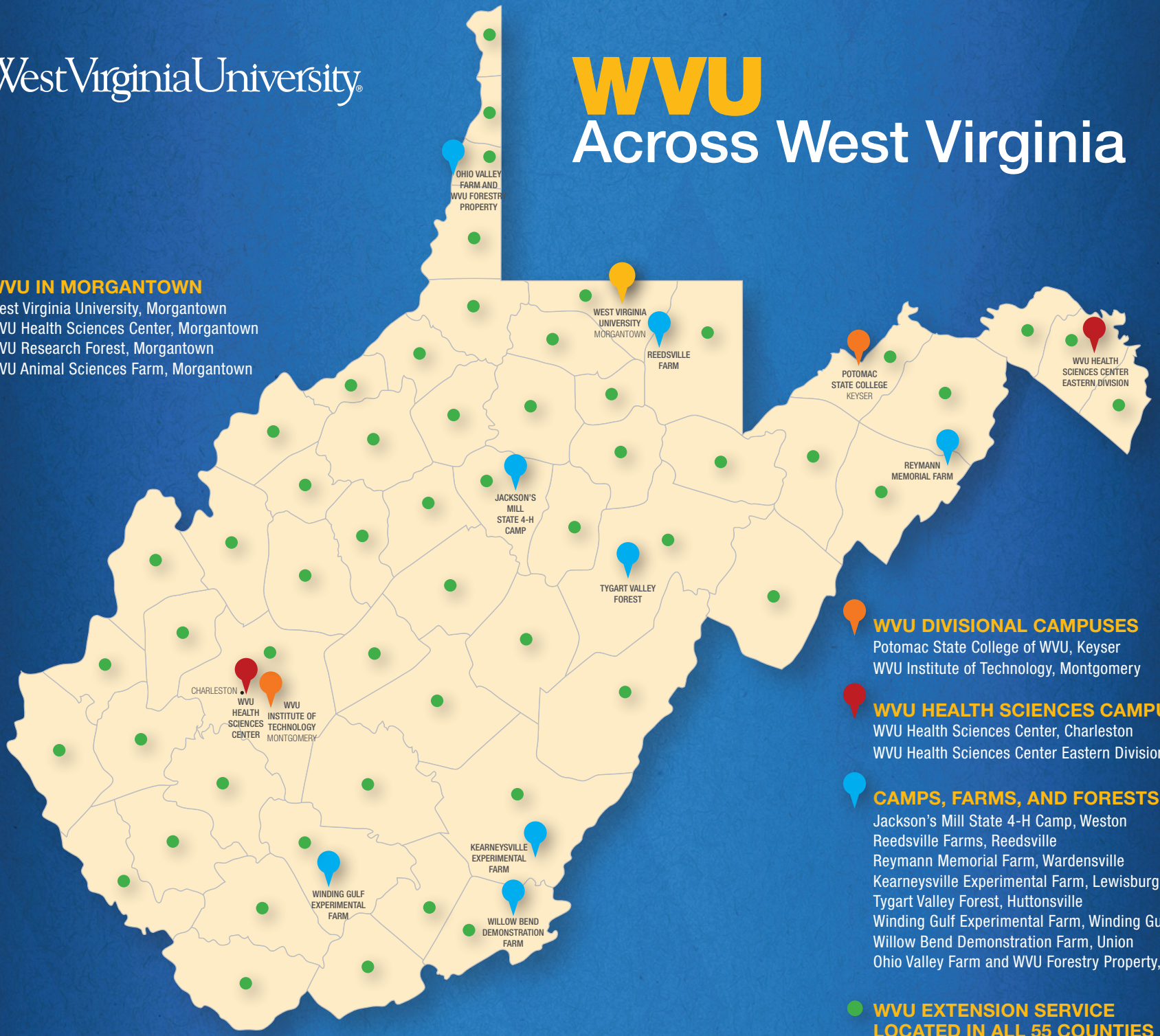


Student Affairs Organizational Chart



West Virginia University

WVU Across West Virginia



WVU IN MORGANTOWN

West Virginia University, Morgantown
WVU Health Sciences Center, Morgantown
WVU Research Forest, Morgantown
WVU Animal Sciences Farm, Morgantown

WVU DIVISIONAL CAMPUSES

Potomac State College of WVU, Keyser
WVU Institute of Technology, Montgomery

WVU HEALTH SCIENCES CAMPUSES

WVU Health Sciences Center, Charleston
WVU Health Sciences Center Eastern Division, Martinsburg

CAMPS, FARMS, AND FORESTS

Jackson's Mill State 4-H Camp, Weston
Reedsville Farms, Reedsville
Reymann Memorial Farm, Wardensville
Kearneysville Experimental Farm, Lewisburg
Tygart Valley Forest, Huttonsville
Winding Gulf Experimental Farm, Winding Gulf
Willow Bend Demonstration Farm, Union
Ohio Valley Farm and WVU Forestry Property, Wheeling

WVU EXTENSION SERVICE LOCATED IN ALL 55 COUNTIES

REAFFIRM