Assurance Argument

Fairmont State University - WV

9/13/2016

1 - Mission

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

1.A - Core Component 1.A

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

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
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.)

Argument

FSU's mission statement was revised in 2016 as part of a Strategic Planning Retreat in which leaders representing every area on campus participated. The mission reflects FSU's core values and our responsibility toward the students we serve. The mission guides planning and resource allocation.

1.A.1. FSU's strategic focus has long been to foster a learner-centered environment that promotes teaching excellence and supports student success. Institutional pressures and uncertainty surrounding state funding, however, have shifted the focus to more urgent and immediate issues, resulting in FSU having to deal with contingencies and tempering the pursuit of strategic initiatives.

As a public, regional, baccalaureate institution accountable to the State of West Virginia Higher Education Policy Commission (HEPC), FSU is entering its fourth year of a five-year "Leading the Way" master plan for higher education in the state. The plan, first presented in early 2013, established targets for enrollment, retention, and graduation with each public institution confirming mutually agreed upon target metrics toward achieving the overall goals set forth in the state-wide effort. As a result of budget rescissions and reductions (elaborated in Criterion 5), FSU has strategically focused its resources on the following key priorities: improving recruitment and retention; enhancing teaching and learning (primarily through improving program and course assessment); and fulfilling state-mandated expectations. In the early phase of the statewide initiative and the institutional response to the expectations in achieving established targets, intentional decisions were made to map the existing FSU Strategic Planning goals to the main goals of the "Leading the Way" plan. Since year one, various initiatives and activities have been focused on achieving targets established for FSU while also fulfilling institutional objectives set forth in its existing strategic plan.

In an effort to achieve progress toward meeting the targets set by HEPC and to address a weakness in the institutional planning process as identified in the Focused Visit Report in 2014-2015, we began a process to implement a broad-based, university-wide planning initiative that encompasses all institutional programming, stakeholders and constituencies. The strategic planning process was managed by the Strategic Planning Oversight Committee; however, goal setting and identification of

strategic initiatives were developed through an Institutional Planning Leadership Council (IPLC), which was formed in January 2016. The IPLC represents leadership from all areas of the institution, including the Board of Governors, senior administration, deans, chairs, directors and budget managers from all units within the institution, thus ensuring diverse perspectives and input to the planning process.

An initial Strategic Planning Retreat was held on January 12, 2016, for the purpose of refocusing the mission, goals and strategies over the next two years. At the retreat, the IPLC priority-ranked identified strategies and reviewed and simplified FSU's mission statement to read as follows: "The Fairmont State University family educates, enriches, and engages students to achieve personal and professional success." Though the Board of Governors has not officially approved the newly revised mission statement, Board representation was involved in the process to simplify and rephrase the previous mission statement.

After the IPLC was given time to reflect on the retreat activities and consider its results, it was asked to review, rank again, and comment on the priorities identified during the retreat. As a result, a set of goals, strategies, and priority foci were developed, and FSU's new strategic plan, "*Reaffirming Our Future: Resetting our Strategic Compass,*" was established. A process is now being pursued to identify the tactical initiatives in which FSU can engage to achieve prioritized strategic goals; however, the implementation of this process has been postponed until the 2017-2018 academic term at which time the University will develop a strategic plan on a five-year horizon.   The decision to postpone the full implementation of the strategic planning process until the 2017-2018 academic term was based on the factors that contribute to too many contingencies and uncertainties with which to proceed. By postponing, for a year, it is hoped that the following events and/or culminating activities will provide better posture from which to engage in strategic planning:

- HLC 4-Year Comprehensive Evaluation Report
- Title III Strengthening Institutions Final Year and Post-grant Final Report
- HEPC Compact Initiatives Update for Year 4
- Second year of Program Review Process completed
- 2017 Gubernatorial Inauguration & Legislative Session completed

Evidence files:

2012 Self-Study Report Higher Learning Commission, pp. 17-19

Board of Governors Program Review Webpage

Process Chart: FSU Strategic Planning

Institutional Planning Leadership Council (IPLC)

Goals to Strategy Priority Foci

Reaffirming Our Future: Resetting our Strategic Compass. Fairmont State University Strategic Plan AY 2016-2017 through 2017-2018.

Survey Monkey strategic priorities

1.A.2. FSU's updated mission statement underscores its established priority of shaping academic

programs and support services to create a student-centered learning environment. Implementation of the Autism Individualized Mentoring and Support Services (AIMSS) Program, launch of the Summit Courses initiative to embed critical materials and activities from the first-year seminar into academic courses, the expansion of the Appreciative Advising strategy to faculty, continued development of the Title III grant's peer mentoring project, and the addition of dedicated academic advisors for the College of Liberal Arts, College of Science and Technology, and the School of Business illustrate the faculty and staff's depth of understanding and commitment to providing the knowledge and tools students need to succeed academically and personally.

FSU's academic programs are designed to educate, enrich, and engage to help students achieve professional success. Students are informed of potential career pathways for specific programs by guide sheets and on the website. FSU is committed to preparing students to be competitive in an ever-changing career landscape. To that end, FSU offers several programs that are unique among public institutions in West Virginia. Three Associate's programs (Architectural Engineering Technology, Electronics Engineering Technology, and Safety Engineering Technology), twelve Bachelor's programs (Allied Health Administration, Architecture, Aviation Technology, Civil Engineering Technology, Communication Arts, Community Health Education, Electronics Engineering Technology, Forensics, Graphics Technology, Information Systems Management, National Security and Intelligence, and Studio Art), and one Master's program (Architecture) are unique among public institutions in West Virginia (WV HigherEd Programs). Additionally, academic programs undergo a five-year review (mandated by HEPC) to assess their "viability, adequacy, necessity," in other words, currency.

While the majority (57% of Fall 2015 enrollment) of FSU students continue to come from our five contiguous counties, the mix of students is more diverse than the region in which we are situated and provides our students the opportunity to engage with others from 31 states and 24 countries. The Office of International Student Services provides assistance, advising, and a number of special events to acclimate international students to campus life (FSU Website International Students). The significant number of older and non-traditional students (22% of Fall 2015 undergraduate enrollment were over the age of 24) in our classes enhances the dialogue and broadens the perspective of our students, enriching their education and augmenting their skills; which enhances their abilities to seize opportunities, both professional and personal. Also providing diverse perspective, nearly 4% of FSU students are veterans. FSU is designated as a Military Friendly School and a Yellow Ribbon Participant. The Office of Veteran Services, staffed with a full-time Veterans Certifying Official and Financial Aid Counselor, offers assistance and provides opportunities for camaraderie to help veterans feel a part of the FSU family. The Regents Bachelor of Arts (RBA) Degree Program is a flexible nontraditional academic degree program tailored specifically for adult learners, especially those who have previously completed some college work but did not obtain a degree. FSU's participation in the West Virginia Remote Online Collaborative Knowledge System (WVROCKS), enables even more flexibility and accessibility for adult learners. Our commitment to the success of those nontraditional students also reflects our commitment to raising degree attainment for our state and our region.

Evidence Files:

2012 Self-Study Report Higher Learning Commission, pp. 97-116

FSU Undergraduate Catalog, pp. 32-37 and 46-129

FSU Focused Visit Report, pp 6-7

FSU Undergraduate Catalog

AIMSS Autism Individualized Mentoring and Support Services webpage

Summit Series 2016

Cobb Wins Advising Award Webpage

HEPC Strategy or Activity Report of B-School Peer Mentoring 2015

HEPC Strategy or Activity Report of SciTech Peer Mentoring 2015

2012 Self-Study Report Higher Learning Commission, p. 18

FSU Demographic Data Fall 2015

1.A.3. FSU strives to make effective use of its available resources to support its mission. Historically, we have used strategic planning grants for campus initiatives, demonstrating a strong commitment to utilizing resources to ensure a student-centered and flexible learning environment that promotes student success. In the current period of shrinking state funding, we are vigilant to ensure that planning and budgeting decisions are made strategically and in alignment with the stated mission. Each program on campus is periodically reviewed to reassess whether, among other priorities, each program is consistent with FSU's mission. Allocation of funding and resources toward developing peer mentoring, collaborative study spaces, Tech Commons and faculty development illustrates FSU's continuing strategic focus on teaching excellence and developing a supportive learner-centered institution. A more complete analysis of FSU's alignment of its resources with its mission and planning can be found in Section 5-C-1. Over the last several years, FSU complied with state-mandated budget cuts by implementing pro rata across-the-board budget cuts; but, it recognizes that the updated strategic plan and campus priorities identified in *Reaffirming Our Future: Resetting our Strategic Compass* (Fairmont State University Strategic Plan AY 2016-2017 through 2017-2018) must be the seminal light that guides future budget decisions to safeguard FSU's ability to achieve its strategic goals.

Evidence Files:

List of Strategic Planning Grant Recipients

2012 Self-Study Report Higher Learning Commission, pp. 17-19

Board of Governors Program Review Webpage

Process Chart: FSU Strategic Planning

Institutional Planning Leadership Council (IPLC)

Goals to Strategy Priority Foci

Examples of Strategic Facilities Improvements

HEPC Strategy or Activity Report of B-School Peer Mentoring 2015

HEPC Strategy or Activity Report of SciTech Peer Mentoring 2015

Reaffirming Our Future: Resetting our Strategic Compass. Fairmont State University Strategic Plan

AY 2016-2017 through 2017-2018.

[Survey Monkey strategic priorities](#)

[Tech-Commons Webpage](#)

Sources

- 1A- AIMSS Autism Individualized Mentoring and Support Services webpage
- 1A- Board of Governors Program Reviews
- 1A- Cobb Wins Advising Award Webpage
- 1A- FSU Demographic Data Fall 2015
- 1A- FSU Strategic Planning Process Chart
- 1A- HEPC Strategy or Activity Report of B-School Peer Mentoring 2015
- 1A- HEPC Strategy or Activity Report of SciTech Peer Mentoring 2015
- 1A- Institutional Planning Leadership Council
- 1A- Strategic-Funding webpage
- 1A- Summit Series 2016
- 1A- Tech-Commons webpage
- 1A-Goals to Strategies Priority Foci Survey
- 2012 HLC Self Study Report
- 2012 HLC Self Study Report (page number 17)
- 2012 HLC Self Study Report (page number 18)
- 2012 HLC Self Study Report (page number 97)
- 5-A Additions Renovations Upgrades
- FSU Academic Catalog 2015-16
- FSU Academic Catalog 2015-16 (page number 32)
- FSU Academic Catalog 2015-16 (page number 46)
- FSU Strategic Plan -- REAFFIRMING WITH PRIORITY FOCI
- HLC Focused Visit Report 2015-04
- HLC Focused Visit Report 2015-04 (page number 6)
- Program Guide Sheet-Allied Health Admin
- Program Guide Sheet-Forensic Science
- Program Guide Sheet-Mechanical Engineering Technology
- Program Guide Sheet-Psychology
- Program Reviews - Website Screenshot
- Survey Monkey Priorities
- WV HigherEd Programs
- WVROCKS Flyer

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

FSU strives to keep its mission at the forefront to guide organizational attitudes, behaviors, and decisions. To do this, the mission statement is visible and easily accessible. A new tagline—"Your goal. Our mission."—is part of a communication plan to keep the mission top-of-mind.

1.B.1. FSU communicates its mission, vision, and core values statements on its website, in faculty and staff handbooks, in brochures, and on graphics posted on campus, making it accessible to stakeholders. FSU involves campus stakeholders in the process of updating its strategic plan and revising the mission statement. Web, print, and graphic materials are being developed to communicate the updated mission statement and strategic priorities once those are finalized. One challenge we face is to embed into the institutional culture a top-of-mind awareness that routinely steers choices and decisions in alignment with the identified strategic priorities. In an effort to keep our mission in focus, many faculty and staff recently have added a graphic ("Your goal. Our mission.") to their email signature line.

Evidence Files:

[Mission-Vision Outlined on Website](#)

[Mission-Vision on Webpages](#)

[Mission Statement in Staff Handbook Page 7](#)

[Mission Statement in Faculty Handbook](#)

[Maroon & White Strategic Plan Update Letter](#)

[SOAR posters series portrait](#)

[Vision Posters 12](#)

[Web site Strategic Plan Update statement](#)

[Web site Strategic Plan Update statement2](#)

Strategic Plan report-web

Strategic Planning brochure

Goals to Strategies Priority Foci Survey

Institutional Planning Leadership Council

FSU Strategic Planning Process Chart

Reaffirming Our Future: Resetting our Strategic Compass. Fairmont State University Strategic Plan AY 2016-2017 through 2017-2018

Example of Mission Statement email signature block

1.B.2. FSU's longstanding strategic focus on teaching and learning is accurately reflected in both previous documents and newly revised mission documents. While much work was accomplished in early 2016 reviewing and updating our mission statement and strategic priorities, the overarching focus has remained teaching excellence in a learner-centered environment.

Evidence Files:

Reaffirming Our Future: Resetting our Strategic Compass. Fairmont State University Strategic Plan AY 2016-2017 through 2017-2018

Strategic Planning brochure

Goals to Strategies Priority Foci Survey

FSU Undergraduate Catalogue, pp. 4-5

Mission-Vision Outlined on Website

Mission-Vision on Webpages

Mission Statement in Staff Handbook Page 7

Mission Statement in Faculty Handbook

Institutional Planning Leadership Council

Web site Strategic Plan Update statement

Web site Strategic Plan Update statement2

Strategic Plan report-web

1.B.3. FSU's catalogue, website and publications, communicate very clearly our focus on serving our students, our community, and our region by providing high-quality, learner-centered education enabling our students to acquire the knowledge and skills essential for fulfilling, responsible citizenship and employability in a rapidly changing, global environment. The supporting documents provide examples.

Evidence Files:

[FSU Undergraduate Catalogue, pp. 4-5](#), [27-37](#).

[Reaffirming Our Future: Resetting our Strategic Compass](#). Fairmont State University Strategic Plan AY 2016-2017 through 2017-2018

[Strategic Planning brochure](#)

[Mission-Vision Outlined on Website](#)

[Mission-Vision on Webpages](#)

[Mission Statement in Staff Handbook Page 7](#)

[Mission Statement in Faculty Handbook](#)

[Maroon & White Strategic Plan Update Letter](#)

[SOAR posters series portrait](#)

[Vision Posters 12](#)

[Web site Strategic Plan Update statement](#)

[Web site Strategic Plan Update statement2](#)

[Strategic Plan report-web](#)

[Institutional Planning Leadership Council](#)

[FSU Strategic Planning Process Chart](#)

Sources

- 1A- Institutional Planning Leadership Council
- 1B- Example of Mission Statement email signature block
- 1B- FSU Demographic Data Fall 2015
- 1B- FSU Strategic Planning Process Chart
- 1B- Maroon & White Strategic Plan Update Letter
- 1B- Mission-Vision on Webpages
- 1B- Mission-Vision Outlined on Website
- 1B- SOAR posters series portrait
- 1B- Tech-Commons webpage
- 1B- Vision Posters 12
- 1B- Web site Strategic Plan Update statement
- 1B- Web site Strategic Plan Update statement2
- 1B- World Education Group Contract
- 1B- Y3 Faculty Development Presenters
- 1B-Goals to Strategies Priority Foci Survey
- 1B-Strategic Plan report-web

- 1B-Strategic Planning brochure
- 1B-www.worldeducationgroup
- employeehandbook
- employeehandbook (page number 8)
- faculty-handbook-15-16
- faculty-handbook-15-16 (page number 8)
- FSU Academic Catalog 2015-16
- FSU Academic Catalog 2015-16 (page number 4)
- FSU Academic Catalog 2015-16 (page number 27)
- FSU Strategic Plan -- REAFFIRMING WITH PRIORITY FOCI

1.C - Core Component 1.C

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

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

FSU's mission to educate, enrich, and engage occurs with an acknowledgement of cultural diversity. From international students to non-traditional students and veterans, to students with disabilities, FSU seeks to provide the support and opportunities for all members of the FSU family to thrive.

1.C.1. FSU's commitment to ensuring students are prepared to succeed in a globalized world is a thread that runs through the warp and weft of the mission documents as well as our programs, services and campus activities. Although the campus sits in a region that is not especially diverse demographically, FSU's active efforts to ensure diversity mean that our students have the opportunity to engage with others from 31 states and 24 countries. The Office of Admissions and Recruiting actively recruits in areas with high diversity, such as Washington, D.C., Baltimore, Maryland, and southeastern Pennsylvania, for example. Among the ongoing activities that strengthen the weave of our multicultural tapestry are participation in the WV Consortium on Internationalizing Higher Education, increasing study abroad, global topics in coursework, hosting visiting international scholars on campus and attention to diversity and multicultural activities in student services and co-curricular activities. Additionally, FSU's Frank and Jane Gabor West Virginia Folklife Center pays tribute to the diversity of the immigrants who settled this region. Permanent exhibits on the Center's second floor provide a historical context for settlement patterns and various cultures that have impacted this region.

Evidence Files:

Reaffirming Our Future: Resetting our Strategic Compass. Fairmont State University Strategic Plan AY 2016-2017 through 2017-2018

FSU Undergraduate Catalogue, pp. 4-5, 142, 167

www.worldeducationgroup and World Education Group Contract

Where our International Students Come From

Persepolis 2015 Common Read webpage

International Students by Country Major spring 2016

Study-abroad

WV Consortium on Internationalizing Higher Education http___www.studywv

About Global WV http___www.studywv

Visiting Chinese Scholar

Strategic Planning brochure

www.worldeducationgroup

World Education Group Contract

Office of International Students Services webpage

International Friends Program

Annual International Programs

2012 Self-Study Report Higher Learning Commission, pp. 22-29

1.C.2. FSU's planning processes and strategic decisions (more completely addressed in sections 1A and 5) have focused on utilizing its resources to ensure a supportive, learner-centered environment for all of our students. Resources such as the Offices of Veteran Services, Disability Services, Counseling, and Career Services provide a network of support for students with varied backgrounds and needs as they navigate their academic careers. A wide range of student organizations provides supportive affinity groups reflecting the diversity of our students and their interests. The Office of International Student Services, with its International Friends Program, International Festival and International Education Week illustrates FSU's efforts to create an institutional structure that fosters understanding and awareness of the globalized world our graduates must navigate. Similarly, through careful use of limited resources, collaborative spaces are being developed on campus to provide room for work, study and camaraderie, which is especially important to the commuter and non-traditional students we serve. These collaborative spaces are planned to create a sense of place and community for all of our students. Additionally, two stations were recently constructed in convenient locations on campus to accommodate breastfeeding mothers. These initiatives demonstrate FSU's ongoing commitment, despite uncertainties in funding, to serving effectively the varied constituencies that comprise our campus family.

Evidence Files:

FSU Undergraduate Catalogue, pp. 25-37

Veteran-services webpage

Disability-services webpage

Counseling-services webpage

Career-services webpage

Student-organizations

Office of International Students Services webpage

International Friends Program

Annual International Programs

Examples of Collaborative Spaces being created

2012 Self-Study Report Higher Learning Commission, pp. 22-29

Sources

- 1C - International Students Welcome Reception 2015
- 1C- WV Consortium on Internationalizing Higher Education http___www.studywv
- 1C- About Global WV http___www.studywv
- 1C- Annual International Programs
- 1C- Career-services
- 1C- Counseling-services webpage
- 1C- Disability-services webpage
- 1C- Examples of Collaborative Spaces being created
- 1C- International Friends Program
- 1C- International Students by Country Major spring 2016
- 1C- Office of International Students Services webpage
- 1C- Persepolis 2015 Common Read webpage
- 1C- Student-organizations
- 1C- Study-abroad
- 1C- Veteran-services webpage
- 1C- Visiting Chinese Scholar
- 1C- Where our International Students Come From
- 1C- World Education Group Contract
- 1C-Strategic Planning brochure
- 1C-www.worldeducationgroup
- FSU Academic Catalog 2015-16
- FSU Academic Catalog 2015-16 (page number 4)
- FSU Academic Catalog 2015-16 (page number 25)
- FSU Academic Catalog 2015-16 (page number 142)
- FSU Academic Catalog 2015-16 (page number 167)
- FSU Strategic Plan -- REAFFIRMING WITH PRIORITY FOCI
- Self Study Report 2012
- Self Study Report 2012 (page number 22)

1.D - Core Component 1.D

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

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

Argument

FSU is committed to bettering our campus community, our region, and our world. As a cultural and educational center for the region, FSU provides a number of outreach opportunities to the general public. Service learning opportunities provide valuable experiences for our students and address specific needs within the community. While keeping teaching and learning central to all we do, FSU seeks out opportunities to engage and support external constituencies.

1.D.1. FSU honors our obligation to serve the public good, and strives to support our community, our region, and our world by regularly contributing resources—including time and talent of faculty, staff, and students—to activities that serve the public good. FSU develops and supports regional enrichment activities such as the STEM Innovation Center, the NASA-Educator Resource Center, the Professional Development Schools Partnership, the Academy for the Arts, robotics camps and competitions, math field days, Science After School, and the Solar Energy Art and Science Workshop. FSU also offers the community opportunities for cultural engagement by providing Town & Gown theatre productions, hosting the West Virginia Symphony Orchestra, and preserving regional tradition and history through the Gabor West Virginia Folklife Center, for example.

FSU's curricular and co-curricular endeavors also are intended to serve the public good. We strive to produce graduates who are prepared to contribute to the regional economy. Advisory boards provide insight on how academic programs can be aligned to workforce and professional needs within the region. We work to instill in our students an appreciation of the importance of good citizenship and serving the public good. Recent examples of service learning initiatives have involved students in providing free tax return preparation, conducting economic impact studies for proposed nonprofit projects, partnering with regional entities on a community health needs assessment and an alcohol and sexual violence study, and creating a domestic violence support group. The Office of Civic Engagement and Community Service Learning assists faculty with incorporating service learning into courses and connects students, faculty, and staff with community service opportunities.

Evidence Files:

Academy for the arts webpage

STEM Innovation Center webpage

Educator Resource Center

2016 Space Day Flyer

Accounting students – Volunteer Income Tax Assistance

Economic Impact of the Revitalization of the Monroe Street Fire House

Hosting FLL competition academics-falcons-give-back

FSU Host WV VEX Robotics State Tournament

FSU Host Mathematics Field Day

School of Educations Professional Development Schools-partnership

FSU Professional Development Schools Showcase Best Practices webpage

FSU Students Implement Community Health Needs Assessment Projects

Solar Energy Art and Science Workshop

Academy for the arts webpage

1.D.2. As a teaching institution, FSU's mission and strategic priorities illustrate a strong commitment to fostering a learner-centered environment to ensure student success. Our priorities are reflected in recent campus improvement and the allocation of resources to support assessment, retention, peer mentoring, collaborative study spaces, Tech Commons, and faculty development. However, we must be certain to address ongoing state-budgetary pressures from a strategic perspective to ensure we maintain the integrity, relevance, and sustainability of our educational programs and services.

Evidence Files:

2012 Self-Study Report Higher Learning Commission, pp. 97-116

Reaffirming Our Future: Resetting our Strategic Compass. Fairmont State University Strategic Plan AY 2016-2017 through 2017-2018

FSU Focused Visit Report, pp. 5-7, 12, 16-36, and 38-68

FSU Undergraduate Catalogue, pp. 32-37 and 46-129

Examples of Strategic Facilities Improvements

First Year Experience-Passport Program

Y3 Faculty Development Presenters

HEPC Strategy or Activity Report of B-School Peer Mentoring 2015

HEPC Strategy or Activity Reportof SciTech Peer Mentoring 2015

Tech-Commons Webpage

1.D.3. FSU is committed to effective engagement with the business community, nonprofit organizations, and regional governmental entities, which is demonstrated by the foundation and infrastructure of interaction described in 1D- 2012 Self-Study Report Higher Learning Commission, pp. 173-186. In addition to the activities described in that 2012 Self-Study Report and 1.D.1, FSU's commitment to engagement is demonstrated by providing critical expertise and resources to projects such as the following: developing a master plan concept for the Dark Sky Park; providing economic studies for the proposed Monroe Street Fire House redevelopment and of I-79 Technology Corridor; partnering on the Fairmont Community Garden; and providing marketing, planning, analysis and advocacy for the America's Best Communities/4Fairmont revitalization initiative. A vital constituency is K-12 schools, and we seek to engage and support K-12 students, faculty and administration in a variety of ways, including the Professional Development Schools program, outreach opportunities for students, and building strong relationships with between our recruitment, admissions, and advising staff and high school guidance counselors. Although budgetary constraints have slowed the expansion of some of the efforts outlined in the 2012 Self-Study Report, such as having dedicated outreach staff in the School of Business and the College of Science and Technology, FSU effectively leverages available resources to continue to provide expertise, assistance, and volunteers in support of projects and initiatives to meet the needs of external constituents, while providing valuable experiential learning for students and opportunities where faculty can hone professional skills to better serve our students.

Evidence files:

2012 Self-Study Report Higher Learning Commission, pp. 173-186

Academy for the arts webpage

STEM Innovation Center webpage

2016 Space Day Flyer

Accounting students - academics-falcons-give-back

Hosting FLL competition academics-falcons-give-back

FSU Host WV VEX Robotics State Tournament

FSU Host Mathematics Field Day

School of Educations Professional Development Schools-partnership

FSU Professional Development Schools Showcase Best Practices webpage

FSU Students Implement Community Health Needs Assessment Projects

Solar Energy Art and Science Workshop

Architecture Community Design Assistance Dark Sky Park academics-falcons-give-back

Fairmont revitalization project http___www.4fairmont

Economic Impact of Technology - FINAL

[Economic Impact of the Revitalization of the Monroe Street Fire House](#)

Sources

- 1A- HEPC Strategy or Activity Report of B-School Peer Mentoring 2015
- 1D- School of Education Professional Development Schools-partnership
- 1D- 2016 Space Day flyer
- 1D- 2016_bs_alliedhealth program review
- 1D- 2016_bs_alliedhealth program review, p. 9
- 1D- 4Fairmont revitalization project http___www.4fairmont
- 1D- Academy for the arts webpage
- 1D- Accounting students - Volunteer Income Tax Assistance
- 1D- AIMSS Autism Individualized Mentoring and Support Services webpage
- 1D- Architecture Community Design Assistance Dark Sky Park academics-falcons-give-back
- 1D- Autism Individualized Mentoring and Support Services -aimss
- 1D- B-School Advisory Council
- 1D- B-School HEPC Peer Mentoring Report
- 1D- Educator Resource Center
- 1D- Examples of strategic facilities improvements
- 1D- First Year Experience-Passport Program
- 1D- Free Reading and Math Tutoringfsu-reads-counts
- 1D- FSU Host Mathmatics Field Day
- 1D- FSU Host WV VEX Robotics State Tournament
- 1D- FSU Professional Development Schools Showcase Best Practices webpage
- 1D- FSU Students Implement Community Health Needs Assessment Projects
- 1D- FSU-Community Garden Project
- 1D- FSU-HOPE Alcohol and Sexual Violence Study Particpation
- 1D- FSU-HOPE Domestice Violence Survivor Group
- 1D- HEPC Strategy or Activity Report of SciTech Peer Mentoring 2015
- 1D- Hosting FLL competition academics-falcons-give-back
- 1D- Servicevolunteer-opportunities
- 1D- Solar Energy Art and Science Workshop
- 1D- STEM Innovation Center webpage
- 1D- Tech-Commons webpage
- 1D- Y3 Faculty Development Presenters
- 1D.1.CivicEngagementCommunityServiceTable

- 1D-Economic Impact of Technology - FINAL
- 1D-Economic Impact of the Revitalization of the Monroe Street Fire House
- 2015-2016-student-handbook
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- 2015-2016-student-handbook (page number 46)
- FSU Academic Catalog 2015-16
- FSU Academic Catalog 2015-16 (page number 32)
- FSU Academic Catalog 2015-16 (page number 46)
- FSU Focused Visit Report to HLC April 2015
- FSU Focused Visit Report to HLC April 2015 (page number 5)
- FSU Focused Visit Report to HLC April 2015 (page number 12)
- FSU Focused Visit Report to HLC April 2015 (page number 16)
- FSU Focused Visit Report to HLC April 2015 (page number 38)
- FSU Program Advisory Boards
- FSU Strategic Plan -- REAFFIRMING WITH PRIORITY FOCI
- Self Study Report 2012
- Self Study Report 2012 (page number 97)
- Self Study Report 2012 (page number 173)

1.S - Criterion 1 - Summary

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

Summary

FSU's mission is rooted deeply in effective teaching and learning, and, in an effort to refocus the mission and set strategic priorities, a Strategic Planning Retreat was held in January 2016. The newly created Institutional Planning Leadership Council, comprising representatives from every unit on campus, participated in this retreat and produced a revised mission statement and priority-ranked strategies. Broad-based involvement and investment in this process is yielding a campus community that is strategically mission-driven. The mission is communicated both internally and externally in a variety of ways. A new campaign—"Your goal. Our mission."—is geared to assure students that we are on a mission to help them reach their goals, while reminding faculty and staff of the same. Our mission encompasses the diversity of our student population, ensuring that all our students have the resources and support they need to be successful, whether they are international, first-generation, non-traditional, veterans, or have a disability. FSU fulfills a commitment to the greater community we serve. While providing a high-quality, relevant education to our students is our utmost priority, we also engage various community constituents through educational, cultural, and service outreach.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

The Board of Governor's February 18, 2016 Agenda Book contains much evidence of the diligence applied to fiscal matters. As noted on page 18, Suttle & Stalnaker, PLLC, Certified Public Accountants, provided an unqualified opinion on FSU's 2015 financial statements stating that they present fairly FSU's financial position.

The University's 2014 & 2013 audited Financial Statements paint a similar picture, as both received unqualified audit opinions. Moreover, the Unrestricted Fund Net Position has shown consistent growth over the years 2012 – 2016 depicted in these financial reports.

To help ensure continued financial propriety, and in compliance with the Sarbanes-Oxley Act and the West Virginia Whistleblower Law, the Board of Governors has established procedures in Board of Governors Policy #47 for reporting financial malfeasance directly (and anonymously, if desired) to the Audit Committee.

FSU also acts with integrity in its interviewing and hiring practices and in the awarding of promotion and tenure. The Hiring Managers Toolkit enables uniform and consistent processes. Staff interview and hiring procedures are detailed in the Staff Handbook, pages 8-11. Of particular note is the table on page 11 which details permissible and impermissible questions in the interview process. Promotion and tenure policies are detailed in the Faculty Handbook, pages 24-41. Basic requirements for promotion to the various academic ranks, and for tenure, are listed. In addition, detailed procedures are described for the decision process.

All employees and students are required to report events and behaviors that are perceived as or can be construed as gender or sexual discrimination, harassment, misconduct, or assault. The Board of Governors Policy #9 on Sexual Harassment, the Title IX page on the FSU website, and the Student Handbook (pages 42-43) detail policies relating to the reporting, investigation, sources of victim support, and remedies of discrimination of this type. Also included is a list of the Title IX deputies. In the 2015-16 academic year, there were 7 deputies working with the Title IX Coordinator. In June 2016, the West Virginia Higher Education Policy Commission (HEPC) sponsored training of additional deputies (see document 2A.1). Faculty, staff, and students are required to go through SafeColleges training related to Title IX.

Many other forms of discrimination, covered under Title VI, Title VII, and the West Virginia Human Rights Act and other legislation are also addressed in the Student Handbook.

As demonstrated above, FSU is governed in a transparent manner, and treats faculty, staff, students, and the community in an ethical and responsible manner.

Sources

- 2015-2016-student-handbook
- 2015-2016-student-handbook (page number 43)
- 2A.1 Title IX Training 2A.1
- BOG Agenda Book 2-18-2016
- BOG Agenda Book 2-18-2016 (page number 18)
- BOG Policy 47
- BOG Policy 9
- employeehandbook
- employeehandbook (page number 8)
- faculty-handbook-15-16
- faculty-handbook-15-16 (page number 24)
- FSU Audited Financial Statements 2013 and 2014
- Hiring Managers Toolkit _ Administrativ
- Title IX FSU webpage

2.B - Core Component 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.

Argument

As a public institution, Fairmont State University is conscientious about its responsibility to make information about its programs, faculty and staff, admissions procedures, costs to students, accreditation relationships, and other aspects of its structures, functions, and governance available and easily accessible to the public. FSU presents, most importantly, its mission and vision statements publicly and prominently, making sure that anyone researching the institution can quickly see them in brief on its About page, only one click from its main web page.

For prospective and current students

To support the mission and vision, the institution presents information about itself and its campus constituencies clearly and concisely, attempting to make that information as accessible as possible to the public and prospective students. While most resources are linked in a logical, organized fashion on the institution's website, common search terms should also quickly lead users to appropriate resources on the site using the built-in search feature.

First and foremost, FSU ensures that its visitors see that the school is regionally accredited by the Higher Learning Commission. The Office of Planning and Assessment, led by Dr. Timothy Oxley, prominently advertises this key accreditation for prospective students.

As prospective students and the public explore available programs at the institution, they can also quickly see the program affiliations and accreditations on each program's page. Examples of pages documenting program accreditation are:

- Business
- Nursing and Allied Health Administration
- Education, Health and Human Performance
- Various Science and Technology programs accredited under ABET; examples are identified individually under individual program webpages (Civil Engineering Technology, Occupational Safety, Electronics Engineering Technology, Mechanical Engineering Technology).

Policies and procedures that affect students and student life can be found relatively easily by using search features on the institutional website. Generally, these are found in the academic catalogs and/or in policies established by the Board of Governors. Also, the West Virginia Higher Education Policy Commission establishes rules and policies that affect students as well.

For prospective and current students, the requirements for undergraduate, graduate, and non-degree admissions are quickly accessed at the Admissions and Recruitment website, linked from the front page. From here, admissions information for different populations of prospective students is quickly accessible, addressing everything from admissions requirement facts, how to apply, additional resources for special groups like adult learners and international students, orientation resources for

both prospective students and parents, costs of attendance, resources for affording those costs, and an ability to request more information.

Links to the academic programs, as organized under their individual schools, are quickly accessible from the Academics menu on the institution's main website.

Individual academic programs clearly list their requirements. Some examples, among many, are:

- General Studies
- Honors
- Accounting
- Business Administration
- National Security and Intelligence Program
- Criminal Justice

Again, each of these are easily reached by clicking links under the Academics menu on the institution's main website.

To support timely enrollment and course registration for current students, the institution provides online student self-service registration tools, academic history review, a degree progress/evaluation tool in the form of DegreeWorks, and publicly accessible course availability. All of these tools are available to students from a unified portal, myFairmontState. The institution's current and previous academic catalogs also provide comprehensive information on all programs, courses, etc. Model schedules also help guide students to the recommended pathway through programs (for example, Allied Health Administration, Forensic Science, Mechanical Engineering Technology, and Psychology). For transferring students and students with potential incoming credit, the institution provides transfer equivalency availability for credit equivalency from multiple institutions, and for advanced placement test scores.

For graduate students, a graduate catalog provides a "general source of information about course offerings, academic programs and requirements, expenses, rules, and policies."

For the General Public:

Fairmont State University publishes its committees and their composition, including:

- Board of Governors committees
- Faculty Senate committees

Campus directories are available for public access, allowing the general public to contact and engage representatives of the University.

Standardized data on the institution are reported periodically to the West Virginia Higher Education Policy Commission (HEPC). The HEPC data portal allows the public to see these data in aggregate for each state institution governed by the HEPC. Other data about the institution as reported via institutional research can also be found in the Institutional Data & Reports section of the University website.

Policies and procedures for faculty and staff are also available to the public, and can be found in various locations on the institution's website, including:

- The Faculty Handbook can be found at the Faculty Senate website,
- The Employee Handbook, policies, procedures, and other resources can be found on the Administrative and Fiscal Affairs page.
- Other general faculty and staff resources can be found on the website.
- Established Board of Governors policies may be found in the BOG Section of the Website.

In this Information Age, with increasingly web-savvy students, the locus of information delivery is clearly the University website. As the many examples of information given above demonstrate, FSU is transparent, providing easy access to relevant information for its students and the public, in keeping with its obligations as a public institution.

Sources

- 13-14_fsu_catalog
- 14-15_fsu_catalog
- ABET FSU
- BOG Committees
- BOG Policies
- BSN Program Requirements
- employeehandbook
- Faculty Senate Committees
- faculty-handbook-15-16
- FSU Academic Catalog 2015-16
- FSU Transfer Equivalency
- -FSU Undergraduate Catalog 16_17web
- FSU website About
- FSU website Accounting Requirements
- FSU website Administrative and Fiscal Affairs
- FSU website Admissions and Recruitment
- FSU website Adult Learners
- FSu website AP credit
- FSU website Applying for Admission
- FSU website Business Core Requirements
- FSU website Campus Directories
- FSU website Civil Engineering Technology
- FSU website CJ Grad Program Requirements
- FSU website Class Schedules
- FSU website Cost of Attendance
- FSU website EHHP Accreditation
- FSU website Electronics Engineering Technology
- FSU website Faculty Staff Resources
- FSU website Financial Aid
- FSU website General Studies
- FSU website Honors Program Course Requirements
- FSU website IAE
- FSU website Institutional Data and Reports
- FSU website International Students

- FSU website Key Accreditation
- FSU website Main Page
- FSU website Mechcanical Engineering Technology
- FSU website Mission and Vision
- FSU website myFairmontState
- FSU website Nursing Accreditation
- FSU website Occupational Safety
- FSU website Orientation
- FSU website Parent and Family Programs
- FSU website Request for More Information
- FSU website School of Business Accreditation
- FSU website Student Orientation FAQ
- FSU website Undergraduate Admissions
- Graduate Catalog 2015-16
- HEPC
- HEPC Data Portal
- HEPC Rules and Policies
- NSI Program Sheet 7_16
- Program Guide Sheet-Allied Health Admin
- Program Guide Sheet-Forensic Science
- Program Guide Sheet-Mechanical Engineering Technology
- Program Guide Sheet-Psychology

2.C - Core Component 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.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
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.
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.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

FSU is governed by a twelve-member board known as the Fairmont State University Board of Governors (BOG). Its membership, terms of office, responsibilities, powers, and electoral procedures are further governed by West Virginia Code, Chapter 18B. The twelve-member board meets on campus bi-monthly. The BOG "determines, controls, supervises, and manages the financial, business, and education policies and affairs" of FSU (§18B-2A-4(a) WV Code Chapter 18b Article 2A).

The West Virginia Higher Education Policy Commission (HEPC) defines the powers, duties and responsibilities of the governing boards. HEPC also provides training for Board members to inform them of their duties, responsibilities, and to ensure that they behave in a manner consistent with the West Virginia Ethics Act. The BOG is structured to provide the board with the autonomy to make decisions in the best interest of FSU and to insure its integrity. Of the twelve members of the BOG, nine are appointed by the Governor of West Virginia. Of these nine, no more than five may be of a single political party, and terms are staggered. Board members may not be removed by the Governor except for official misconduct, incompetence, neglect of duty, or gross immorality and then only in the manner prescribed by law for the removal of the state elective officers by the Governor (WV Code Chapter 18b Article 2A). The Board cannot, therefore, be dominated by a single political party and cannot be turned over at once, nor at the will of the Governor.

2.C.1. In addition to its Executive and By-laws Committees, priorities of the Board of Governors are reflected in additional standing committees: Academic Affairs, Athletic Affairs, Student Housing, Enrollment, and Finance. The Board of Governors' Policies address governance and administration, facilities, business management, personnel, student affairs, and auxiliary operations, clearly all necessary functions to preserve and enhance the institution.

The Board reviews each academic program at least every five years to address the viability, adequacy, necessity, and consistency with the mission of FSU. Program reviews conducted from 2006 to the present are available on the Board webpage.

2.C.2. Three internal constituent groups are represented on the Board by representatives elected by the FSU Students, Faculty, and Classified Staff. External constituents are represented on the board with an insurance agent, an orthopedic surgeon, an attorney, two bankers, a retired school superintendent, a health care consultant, a management consultant, and a corporate director of global sales training

among the membership (See Board of Governors Membership).

All Board meetings, including full board meetings and committee meetings, are held in accordance with the State of West Virginia's Sunshine Act. Any individual who wishes to speak may do so by request prior to 10 minutes before the meeting. A schedule of future meetings is available on the webpage, as are minutes of past meetings, and the upcoming agenda. The media are welcome to attend all meetings. Board Policy #29 on "Open Meetings" details policy on public input, media access, and transparency.

2.C.3. As stated previously, nine of the 12 board members are appointed by the governor of West Virginia; however, terms are staggered and no more than five may be from the same political party. As a state institution, we are bound to the West Virginia Ethics Act. In addition, Board of Governor's Policy #56 in §1-12 and 1-13 sets out a code of conduct and guidelines to follow in cases of conflict of interest or potential conflict of interest. The Board is enjoined to fulfill their responsibilities in a manner which fosters the public's respect, trust, and confidence. Moreover, it imposes a personal fiduciary responsibility for protecting and advancing the integrity, interests, and assets of FSU. Donor relations are handled through the Fairmont State Foundation, Inc., a separate 501(c)3 organization whose mission is to "support, through ethical stewardship, the mission of Fairmont State University." FSU's President sits as an ex-officio member of the Foundation Board of Directors.

2.C.4. West Virginia Code §18B-2A-4(s) authorizes the Board to delegate certain power and control over FSU's affairs to the President of the University. In a Board of Governors' resolution revised and adopted on September 17, 2009, the Board enumerated 21 specific powers delegated to the President, imposed 6 duties of the President related to those powers, and explicitly retained 14 powers and Duties for the Board. In addition, the Resolution authorizes the President to make further delegations of authority. Among the duties delegated are: The authority to supervise and manage financial, business, and educational policies and affairs; the authority to administer personnel; the ability to communicate with the Governor, and other state, local, and federal officials; and the authority to develop a strategic plan. This information is prominently displayed on the Board of Governors' webpage, making it clear that the Board intends day-to-day management of the Institution to reside in the hands of the President and his or her designees.

Oversight of academic matters is delegated, as noted above, to the principal officer of the faculty, the President of the University. Providing counsel and direction to the President in these matters are the Provost and Vice President for Academic Affairs, the Associate Provost, the Deans' Council, the Faculty Senate, and relevant Faculty Senate Committees on such concerns as Curriculum, General Studies, Admissions and Credits, International Education, and the Library. Article VI of the Faculty Senate Constitution details the roles played by faculty committees in shaping FSU's academic policies, procedures, and curriculum. The Deans' Council and its members work closely with relevant faculty senate committees in planning, developing and coordinating academic policies and programs.

Although there does not appear to be a direct mandate from the Board of Governors to the faculty on academic matters, the structure and procedures followed at Fairmont State clearly place governance of academic matters in the hands of faculty.

Sources

- BOG Delegation of Powers
- BOG Meetings Sunshine Act

- BOG Members
- BOG Policies
- BOG Policy 29
- BOG Policy 56
- BOG Program Reviews
- FSU Faculty Senate Constitution
- FSU website Fairmont State Foundation
- HEPC Powers Duties Responsibilities Governing Boards
- HEPC training for BOG
- WV Code Chapter 18b Article 2A
- WV Ethics Act

2.D - Core Component 2.D

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

Argument

FSU strives to act in accordance with state codes of ethics and, within that framework and ethical frameworks established at an institutional level, provide forums in which faculty and students can freely express ideas, pursue research, and provide an atmosphere of excellence in teaching and learning. Those forums can take the form of governance bodies, committees, student publications, and research programs.

The Student Handbook provides guidelines on the exercise of free speech (page 37) and also outlines the student code of conduct (page 57). Academic integrity is promoted through a standard syllabus statement.

The Faculty Handbook includes policies on academic freedom, as defined by the HEPC (page 76); delineates the difference between academic freedom of expression and harassment, as institutional policy (page 116); explains tenure as a guarantee of and defense for academic freedom (pages 28, 33); and promotes freedom from censorship (pages 76-77), stating "[W]hen faculty members speak or write as citizens outside the institution, they shall be free from institutional censorship or discipline."

Student Government expresses the will of the student body, and as noted in Article V Section 1 of the Student Government Constitution, student government has two elected representatives on the Faculty Senate, and one elected representative to the Board of Governors. These provide avenues for freedom of expression by students in the governance of the institution.

Student publications provide an outlet for creative and intellectual expression. *The Columns*, the student newspaper published six times a semester, is written, edited, and designed by students and financed by student fees. *The Mound,* the FSU yearbook, is created by a student staff. *Whetstone* is an annual publication featuring student art and writing. *Tracts* is a student-produced journal of student scholarship. *Kestrel* is a journal of professional literature and art produced by the Department of Language and Literature and uses a number of student interns to produce the publication. One of the highlights of the academic year is the annual Celebration of Student Scholarship, a one-day event in whichstudents in any program can present the results of their independent scholarship. This year's Celebration included 30 student presentations and six posters, showcasing student scholarship in several disciplines. The Undergraduate Research Program provides students with opportunities to collaborate with faculty mentors on research projects. This program is designed to promote critical thinking and creative expression.

As noted above, there are numerous opportunities for students and faculty to express their opinions on important issues facing them. In addition, there are protections and guidelines for speech to be exercised in a community that seeks the truth.

Sources

- 2015-2016-student-handbook
- 2015-2016-student-handbook (page number 38)
- 2015-2016-student-handbook (page number 58)
- BOG Committees
- BOG Policy 7 Eithics
- Celebration of Student Scholarship schedule
- Faculty Senate Committees
- faculty-handbook-15-16
- faculty-handbook-15-16 (page number 36)
- faculty-handbook-15-16 (page number 41)
- faculty-handbook-15-16 (page number 84)
- faculty-handbook-15-16 (page number 124)
- FSU Student Government
- FSU Student Government Constitution
- FSU Syllabus Statements
- FSU Undergraduate Research Program
- General Studies Course List from 15-16 Catalog

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

While FSU is primarily a teaching institution, there are policies and procedures in place to ensure research is conducted in an ethical manner. Students receive information and guidance in the ethical use of information resources. Academic honesty and integrity are promoted in the student handbook and on course syllabi.

2.E.1. Although FSU is primarily a teaching institution, we have appropriate structures in place to ensure the integrity of research. For example, the Institutional Review Board functions as the official institutional agency for insuring the ethical and legal use of humans and animals in the normal course of research conducted by any individuals affiliated with FSU (Faculty Handbook, p. 21). The Institutional Review Board consists of interested faculty from the Academic Units. (Document 2E.1 provides the University's policy on research involving human subjects). The Institutional Review Board 2014-15 Year End Report extensively lays out the safeguards employed and the research projects engaged in during the most recently compiled period.

2.E.2. In addition to a number of services provided by the Ruth Ann Musick Library (Pg. 62 of faculty handbook), all students must take a two-course sequence in freshman English, a course in Communication, and a course in Information Systems. These courses of instruction serve as a foundation for the ethical use of information resources. Beginning in August 2016, FSU's newly revised and revived freshman seminar (a best practice nation-wide) will serve to educate incoming students more broadly and consistently on research methods and the effective and ethical use of resources. The courses will feature this and other preparatory information that will be useful in a number of classes and student experiences. A function of the Office of Retention, Welcome Weekend occurs the weekend prior to the start of term each August. During Welcome Weekend entering students receive initial guidance in the effective and ethical use of research and information resources. A portion of the program is dedicated to the Ruth A. Musick Library. During what is deemed the "Library Palooza", students are enticed to visit each floor of the Library and to learn in interactive and enjoyable ways about the Library's on-site and electronic offerings.

Information on the effective use of research and information resources is also offered through the library's "LibGuides" (LibGuide Citation, LibGuide Library and Research Overview).

2.E.3. As stated on page 48 of the student handbook: "All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination;

the removal of faculty examination materials; the alteration of documents or records or actions identifiable as occurring with the intent to defraud or use under false pretense. Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit."

Sources

- 2015-2016-student-handbook
- 2015-2016-student-handbook (page number 49)
- 2E.1 Fairmont State policy on research involving human subjects
- 2E.10 IRB Training-student
- 2E.2 Institutional Review Board 2014-15 Year End Report
- 2E.3 IORG_64562-2016 submission
- 2E.4 FWA-2016approval
- 2E.5 IRBformblank
- 2E.6 IRB checklist
- 2E.7 JLeary- Approval Letter- Dunn and Viltrakis
- 2E.8 IRB amendment form
- 2E.9 citiCompletionReport-IRB Member
- Courses of Instruction from 15-16 Catalog
- faculty-handbook-15-16
- faculty-handbook-15-16 (page number 29)
- faculty-handbook-15-16 (page number 70)
- FSU website LibGuide Citation
- FSU website LibGuide Library and Research Overview

2.S - Criterion 2 - Summary

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

Summary

FSU operates with integrity and follows fair and ethical policies and procedures. Financially, the institution maintains a strong liquidity position, and all recent audits have resulted in an unqualified opinion. Interviewing and hiring practices, as well as other personnel matters, are handled according to specified policies and procedures to ensure fairness and consistency. Policies and resources are in place to handle gender or sexual discrimination, harassment, misconduct, or assault.

FSU is conscientious about its responsibility to make information about its programs, faculty and staff, admissions procedures, costs to students, accreditation relationships, and other aspects of its structures, functions, and governance available and easily accessible to the public. While printed information is available to prospective and current students as well as the general public, the FSU website is the primary means of making information available.

The Board of Governors (BOG) has sufficient independence to carry out the mission of FSU free of undue influence by special interests. The West Virginia Higher Education Policy Commission provides training for Board members to inform them of their duties and responsibilities and to ensure they follow the West Virginia Ethics Act. The BOG is structured in a way to provide autonomy to ensure that decisions can be made in the best interest of FSU. The BOG delegates appropriate responsibilities and powers to the President, her designees, and faculty, thereby enabling effective day-to-day management of the affairs of the institution.

Students and faculty are provided a variety of opportunities for expression and pursuit of truth through publications, involvement in governance and committee work, and research, for example. Policies and procedures promote a culture of academic integrity and ethical use of information and research.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

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

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
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).

Argument

Program reviews, admission standards, and other mandates help to ensure that all academic programs are current and require appropriate levels of student performance. A number of programs at FSU have been granted specialized accreditation. Additionally, course and program currency and appropriate levels of student performance are achieved, monitored, and maintained through staffing and curricular processes. All academic programs are required to articulate and differentiate student learning goals. Academic leadership helps to ensure consistent program quality across all modes of delivery. Campus-wide policies and procedures related to use of the learning management system, standard syllabi statements, evaluations, and hiring of faculty are intended to maintain consistency in program quality and learning goals.

3.A.1. A list of all current academic programs offered at FSU is attached (Academic Programs List 2016-2017). Three Associate's programs (Architectural Engineering Technology, Electronics Engineering Technology, and Safety Engineering Technology), twelve Bachelor's programs (Allied Health Administration, Architecture, Aviation Technology, Civil Engineering Technology, Communication Arts, Community Health Education, Electronics Engineering Technology, Forensics, Graphics Technology, Information Systems Management, National Security and Intelligence, and Studio Art), and one Master's program (Architecture) are unique among public institutions in West Virginia (WV HigherEd Programs). These programs demonstrate FSU's commitment to preparing students to be competitive in an ever-changing career landscape. Career pathways are described in program guide sheets (for these and other programs) provided to incoming students (for example, Program Guide Sheet-Allied Health Admin, Program Guide Sheet-Forensic Science, Program Guide Sheet-Mechanical Engineering Technology, Program Guide Sheet-Psychology) and on program web sites.

Monitoring and maintaining currency and appropriate standards for student performance of courses and programs is achieved by several means, some of which are mandated by the West Virginia Higher Education Policy Commission (HEPC). For example, the HEPC sets admissions standards and procedures for all public institutions in West Virginia (HEPC-Series-23-2015-01-13). Admission

policies and requirements, including those for competitive admission for some Nursing and Education programs, are described in the FSU Undergraduate Catalog. Each academic program is required by the HEPC to undergo a review every five years (five-year reviews are not required for the Education programs, at both the undergraduate and graduate levels, that are teacher-certifying programs and undergo national review; the national reviews serve as the five-year reviews). Among review criteria are "viability, adequacy, necessity," in other words, currency. Program reviews are made public through the FSU Board of Governors web site (Program Reviews - Website Screenshot) once approved. Programs failing to meet HEPC requirements or determined to be inconsistent with FSU's mission are placed on probation or terminated. Probationary programs are given deadline for demonstrating improvement. Programs recommended for continuation with further development or corrective action are required to address recommendations in the next program review.

Several academic programs have been granted accreditation through specialized accreditation bodies, including ABET (Engineering Technology programs), ACBSP (Business programs), NCATE/CAEP (Education programs), and ACEN and CCNE (Nursing programs); Education and Nursing programs are also approved (Education) or accredited (Nursing) by West Virginia state boards. Additional programs (Architecture and Criminal Justice) are in the process of completing requirements for specialized accreditation, while others (e.g., Chemistry) are approved or endorsed by a professional association. Students Nursing, Chemistry, Education, Forensics, and Biology, take standardized exams constructed by national organizations. Several academic programs have external advisory boards that help them monitor and maintain program currency, relevance, and quality.

Other external sources of input on course and program currency and appropriate levels of student performance include alumni surveys and the "First Destination Survey" given to graduating seniors to gauge their post-graduation plans and what progress they have made towards those plans. FSU administered the First Destination Survey for the first time in 2016, and plans to administer a follow-up survey 15 months later.

Another important external source of input on courses, programs, and student performance are the advisory boards formed for the following academic programs:

- Architecture Professional Advisory Committee
- Department of Behavioral Sciences Advisory Board
- Computer Science/Computer Security Advisory Committee
- Criminal Justice Advisory Council
- History/Social Studies Advisory Board
- Engineering Technology Industrial Advisory Committees
- Mathematics Advisory Committee
- School of Business Advisory Board
- School of Education Executive Committee
- Nursing Advisory Committee

Each has been constituted to serve program-specific needs, and meets on a schedule suitable to that program.

Course and program currency and appropriate levels of student performance are achieved, monitored, and maintained through staffing and curricular processes. Recruitment of new faculty is done in consultation with program faculty, who are best informed about disciplinary trends and regional post-graduation career opportunities. Faculty are encouraged to participate in professional organizations and attend disciplinary conferences and workshops, with funding through the Dean of the appropriate academic unit (School or College) and the Academic Affairs Office. Faculty are required to submit

an annual report, including current vitae. Annual faculty reports are reviewed by the Dean of each academic unit, one of the means available to Deans for monitoring and maintaining currency and standards for student performance. As with funds for travel for professional development, funds for course and program development (through stipends and/or course release) are available from Deans and the Academic Affairs Office. Funding for course development in the School of Business and the College of Science and Technology is also available currently through a Title III ("Strengthening Institutions") grant from the U.S. Department of Education (2012-2017).

Several curricular processes also contribute to ensuring course and program currency and appropriate levels of student performance. The Faculty Senate Curriculum Committee has a key role in these processes (Faculty Senate Committees). All curriculum proposals go through review by the full Senate; approved proposals are posted to the FSU web site (Curriculum Proposals - Approved). Staffing, admission, and curriculum for graduate programs is overseen by the Director of the Office for Graduate Studies. Graduate programs are under the Associate Provost, who also serves as the Director of Graduate Studies (DGS). The DGS has the responsibility for institution-level oversight and administration of all graduate programs, policies, procedures, regulations and certification of students for graduation, provides strategic direction, planning and guidance to assure the integrity of graduate studies. The Graduate Studies Council is a standing committee within the DGS's office and its recommendations are advisory to the DGS (GraduateStudies-Plan-of-Governance).

Other curricular processes contributing to ensuring that the required levels of student performance are appropriate to the degree awarded include placement into initial Math and English courses based on standardized test scores or placement exam scores; acceptance of Advanced Placement credit, College Level Examination Program credit, and transfer credit policies, all as mandated by the HEPC (HEPC Rules and Policies); and articulation agreements. The only articulation agreement currently in effect for FSU is between the School of Business and Pierpont Community and Technical College.

3.A.2. All academic programs at FSU, including Bachelor's, Master's, and Associate's, are required to articulate and differentiate student learning goals (outcomes). Program-level learning outcomes are recorded in Taskstream, where they are available for review by all program faculty. Program-level learning outcomes (and other components of program assessment) are reviewed annually by at least one member of the Institutional Assessment Council who has been trained to do so. Faculty in each academic program are in the process of mapping course-level learning outcomes to program outcomes, with the expectation that this next step will be completed for all courses within two years.

3.A.3. FSU currently has two locations, besides the main campus in Fairmont, where face-to-face courses are offered, the Gaston Caperton Center, in Clarksburg, WV, and the Robert C. Byrd National Aerospace Education Center, in Bridgeport, WV (Caperton and Byrd Centers). Currently, very few undergraduate courses are offered online. Online courses are taught by members of the program faculty who also teach courses on campus. No undergraduate programs are offered entirely online. Three graduate programs, the M.S. in Criminal Justice, the M.A.T. (Master of Arts in Teaching), and the M.Ed., are offered entirely online. FSU ensures consistency of academic program quality and learning goals through several means.

Many of the policies governing course and program offerings, assignment of credit and credit hour requirements, undergraduate admission standards, and program review are governed by the HEPC, in "Procedural Rules" and "Legislative Rules" (HEPC Rules and Policies. See, for example, Series 10: Policy Regarding Program Review (HEPC-Series-10-9-10-08); Series 11: Submission of Proposals for Academic Programs and Monitoring and Discontinuance of Existing Programs (HEPC-Series-11-6-24-11); Series 17: Transferability of Credits (HEPC-Series17-2015-11-24); Series 18: Assignment of Academic Credit (HEPC-Series-18); Series 19: Guidelines for College Courses for High School

Students (HEPC-Series-19-2016-01-29); Series 23: Standards and Procedures for Undergraduate Admission (HEPC-Series-23-2015-01-13); and Series 59: Awarding Undergraduate College Credit for Prior Learning (HEPC-Series-59-2015-10-05), with which FSU is required to comply, at both the institutional level and the level of individual academic programs. HEPC policies ensure consistency of program quality among institutions of higher education across the state and also within an individual institution.

Another means for ensuring consistency of program quality and learning goals is by maintaining all academic programs under the Dean of the academic unit (School or College) in which the program resides. The Dean works with program faculty (and in some cases department chairs and designated program coordinators) to make sure that courses offered at the Caperton Center or online are consistent with those taught face to face on the Fairmont campus. Examples of consistency within academic programs include such things as all sections of multi-section courses using the same textbook and having common syllabus elements (even when taught by different instructors), or even master syllabi in some subject areas (e.g., Math and English); establishing and adhering to course prerequisites so that students entering a course have similar levels of preparation for that course; applying program learning goals and other components of the program assessment plan (as recorded in Taskstream) to all sections of a course, even those offered online or at the Caperton Center; and maintaining faculty performance standards.

Campus-wide course and program policies also ensure consistency in program quality and learning goals. Every course, regardless of location or mode of delivery, is expected to have (at minimum) the syllabus and grades posted in the learning management system (Blackboard or Moodle). Faculty are encouraged to use standardized syllabus statements on, for example, academic integrity, course evaluations, and disability services, available from the Academic Affairs web site (Syllabus Statements). Another campus-wide means for ensuring consistency of program quality and learning goals is in the course evaluation system. Students are surveyed in every course, every semester, using student ratings of instruction (long form) from the IDEA Center (IDEA Diagnostic Form-Online; IDEA Diagnostic Form-Paper). For each course being evaluated, the IDEA evaluation requires identification of "essential" and "important" learning objectives (from 12 possible choices), and the selection of objectives provides another means of ensuring consistency in learning goals.

Campus-wide policies regarding hiring of faculty (part-time and full-time) and review of probationary faculty provide another means of ensuring consistency in program quality and learning goals. All instructional staff, whether teaching face-to-face (at the Fairmont campus or the Caperton Center) or online courses, are under the direct supervision of the Dean of their respective academic unit. Faculty are required to submit an annual report, including current vitae. Annual faculty reports are reviewed by the Dean of each academic unit, one of the means available to Deans for monitoring and maintaining quality within and across academic program.

FSU takes steps to ensure consistency of online courses with face-to-face courses (no undergraduate programs are offered entirely online). We are an approved "SARA" (State Authorization Reciprocity Agreement) institution, committed to comparable national standards for interstate offering of postsecondary distance education courses and programs (HEPC-SARA). Face-to-face and online courses use the same learning management system (currently Blackboard, transitioning to Moodle). Online access to library resources, technology support (through the Information Technology Commons), and student services are available equally to students in online and face-to-face courses.

Sources

- 4-A FSU Accredited Programs (002)
- Academic Programs List 2016-2017
- Caperton and Byrd Centers
- Curriculum Proposals - Approved
- Faculty Senate Committees
- GraduateStudies-Plan-of-Governance
- HEPC Rules and Policies
- HEPC-SARA
- HEPC-Series-10-9-10-08
- HEPC-Series-11-6-24-11
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- HEPC-Series-18
- HEPC-Series-19-2016-01-29
- HEPC-Series-23-2015-01-13
- HEPC-Series-59-2015-10-05
- IDEA Diagnostic Form-Online
- IDEA Diagnostic Form-Paper
- Program Guide Sheet-Allied Health Admin
- Program Guide Sheet-Forensic Science
- Program Guide Sheet-Mechanical Engineering Technology
- Program Guide Sheet-Psychology
- Program Reviews - Website Screenshot
- Syllabus Statements
- WV HigherEd Programs
- WV HigherEd Programs (page number 14)

3.B - Core Component 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.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
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.
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.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
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.

Argument

The General Studies program seeks to broadly educate individuals to become well-rounded, productive members of society, thus upholding the mission, vision, and philosophy of FSU. Degree programs are designed to engage students in the intellectual work of gathering, interpreting, and disseminating information, while learning flexibility as information expands and technology changes. Human and cultural diversity awareness is built into the General Studies Program as well as other initiatives such as the Common Book, study-travel courses, international exchange agreements, and programs through the Office of Counseling and Disability Services. Students, in collaboration with faculty, have numerous opportunities to engage in a variety of research, scholarship, and creative work.

3.B.1. The General Studies program reflects the mission of FSU: "The Fairmont State University family educates, enriches, and engages students to achieve personal and professional success." Toward that end, FSU's General Studies program builds an array of skills and a base of knowledge that that are categorized in 16 outcomes (General Studies outcomes with mapping). Every undergraduate degree program at FSU includes the same General Studies requirements, and those requirements conform to WV state policy (Series 11, section 6).

3.B.2. FSU's General Studies program was adopted at the beginning of the 2013-2014 academic year after a number of years of discussions among the faculty about the knowledge, concepts, and skills that our students need to be successful. Throughout its discussions, faculty carefully attuned the General Studies Program to FSU's mission, vision, and philosophy (FSU Academic Catalog 2015-16, p. 120).

Among the skills that the General Studies Program develops are those of critical thinking and quantitative reasoning. General Studies also strengthens the rhetorical skills, both written and oral. Acknowledging the changes that have become a hallmark of the world, general studies seeks to

develop students' familiarity with technology, the increasing information it produces, and their adaptability in the face of multifarious, sometimes difficult, change.

General Studies calls for students to develop these skills and literacies beyond a single major; General Studies obliges students to take at least a quarter of the courses (thirty hours of course work) that they need for graduation outside their majors. Students must also complete six hours of composition and take a writing-intensive course within their majors.

In this way, the General Studies Program is consistent with FSU's vision of itself as an institution that produces graduates who "have the knowledge, skills, and habits of mind necessary for intellectual growth, full and participatory citizenship, employability, and entrepreneurship in a changing environment" (FSU website, Strategic Plan – Mission, Vision, Philosophy and Objectives). General Studies courses that meet one or more of the 16 outcomes engage students in the development of skills that prepare them to pursue their goals in the twenty-first century. The General Studies offerings also deepen students' understanding of the liberal arts and sciences, by making use of courses from across the disciplines at FSU, including the liberal and fine arts, sciences, business, education, and nursing.

In equipping our students with twenty-first century skills and cultivating in them a traditional appreciation of the liberal arts and sciences, these courses also equip FSU's undergraduate students to live fully and well, all through their lives. They also enable them to be at home in the world and in themselves, and to deepen their engagement with the civic traditions of our country and their understanding of the mutual ties and obligations that bind us together as a society.

As part of its philosophy, "the University fully supports the ideal of a well-educated society and upholds the academic freedom of its faculty and students, confident that the best interests of the community are served when the search for truth is imaginative and vigorous" (FSU website, Strategic Plan – Mission, Vision, Philosophy and Objectives). General Studies, with its purpose of helping students become well-rounded individuals who are capable of and energized by learning, supports this objective by providing a structure through which students can prepare to be educated citizens who form a dynamic society in which they can live fully and well, and further articulates the institution's goal (FSU website, General Studies).

3.B.3. Every undergraduate degree program includes the same General Studies requirements, and the student learning outcomes for the General Studies program (General Studies outcomes with mapping) include collecting, analyzing, and communicating information (both orally and in writing); mastering modes of inquiry or creative work, and developing skills adaptable to changing environments. Student perceptions of gains in some of these areas can be seen in the NSSE "Snapshot" (p. 4). FSU places particular emphasis on preparing students to become adaptable citizens in a world marked by complexity, technology, and change. "Education prepares a student for changes that are inevitable in the twenty-first century workplace… More than ever, graduates must be able to make connections, think broadly and critically about their ideas, utilize flexibility in decision-making and acquisition of knowledge, appreciate qualities of justice and altruism, and be able to look at the natural world and the works of human beings with a sense of wonder" (FSU website, General Studies). Acknowledging that changes that have become a hallmark of the world, the General Studies program at FSU seeks to develop students' familiarity with technology, the increasing information it produces, and their adaptability in the face of multifarious, sometimes difficult, change.

The mission statement of each academic unit of FSU articulates the priority of taking students into the intellectual work of gathering, interpreting, and disseminating data as they master the academic disciplines of their majors and learn flexibility as information expands and technology changes. For

example, the College of Liberal Arts states that "its mission [is] to engage students in pursuit of intellectual excellence and global awareness, bringing them to join with faculty mentors in the discoveries, both personal and professional, to be realized through scholarship,…" (FSU website College of Liberal Arts). FSU's Colleges and Schools afford students an array of opportunities to engage in the scholarly pursuits of research and creativity. These pursuits vary by discipline, but all are focused on students' active involvement in the discipline's methods and their commitment to the pursuit of knowledge, as the examples given below illustrate.

Psychology majors take a capstone course, which takes students through the ethical treatment of human subjects and the Institutional Review Board application process in order to conduct research. These students design, conduct, analyze, and report on their research findings. The Behavioral Science Research Lab contains biometric, EEG, Video recording, and Eye Tracking equipment that is used by faculty and students in research. A hallmark of the School of Business' engagement of students in gathering, assessing, and sharing information is its LearnLab, a technology-rich learning environment, which promotes collaborative and experiential learning through the use of Mediascape tables with built-in technology. This arrangement encourages small team co-creation, where students co-create content together in small teams, and Mediascape technology enables each student to share their digital content with their team, as well as group sharing and discussion, where each team can share content with the other teams in class discussion. The School of Education, Health & Human Performance engages students in gathering information and in acquiring the habits and methods of effective teachers. The School seeks to help students develop the flexibility that they need to make informed, critical, and thoughtful decisions concerning the interactions among student, context, curriculum, and teacher preparation. These aims are articulated in the School's mission (FSU website School of Education HHP). An emphasis on performance defines the School of Fine Arts' approach to helping students to master the modes of creative work in art, music, theatre, and communications. Fine Arts highlights a triadic process for students:

1. Research - collecting and analyzing information

2. Design - creative endeavor

3. Delivery - communicating information to multiple audiences/changing environments

This three-part process is reflected in the Art Department's development of students' understanding of skills, imagery, processes, techniques, and contextual information for the development of visual forms. The Department draws students into the application of this understanding in their own creative work and into an appreciation of how their work in both Studio Art and Art Education contribute to the cultural life of the community. Similarly, the Department of Music emphasizes scholarship and performance as it prepares students for careers in music and education. The Theatre Program incorporates theory and practice in the context of the liberal arts with course work in acting, directing, theatre history, theatrical design, and educational theatre. In Communication Arts, students focus on group communication, argumentation, debate, participatory journalism and social media, and contemporary storytelling.

Finally, Nursing education inculcates in its students the analytical habits that they will need to be effective in the field. The simulation lab in the School of Nursing replicates some or nearly all of the essential aspects of a clinical situation so that students may more readily understand and manage the situation when it occurs in real life. It provides opportunities for students to practice low-frequency, high-risk clinical experiences.

3.B.4. Fairmont State acknowledges that knowledge of the human and cultural diversity of the world

is an indisputable mark of the educated person. FSU also recognizes that its students live and will work in a world defined by this diversity; further, FSU is committed to the belief that understanding the rich variety of the world will help its students to live full and rewarding lives. To that end, FSU has Cultural Awareness and Human Dignity as an outcome of its General Studies Program. The learning outcomes under this outcome ask students to

- Demonstrate a fundamental knowledge of world geography within specific global issues.
- Demonstrate knowledge of major historical and contemporary events affecting one's culture and other cultures.
- Compare beliefs, belief systems, and ideologies that may be different from their own.
- Analyze global and cultural arguments, identifying the underlying premises.

A list of courses that satisfy this General Studies outcome and enhance students' understanding of the diverse cultural, belief, and sociological systems of the world can be found in the Undergraduate Catalog.

Another avenue for educating the campus community on the human and cultural diversity of the world is through the choice of a Common Book. Each year, faculty and students on Fairmont State's Common Book Committee choose a text and encourage all general studies courses to adopt it. Originally a project of Fairmont State's Honors Program, the Common Book was expanded to all General Studies classes. Examples of recent Common Book choices are Persepolis (by Marjane Satrapi), an autobiographical graphic novel that is a coming-of-age story tracing Satrapi's struggles as a girl in Iran, and *My Beloved World*, U.S. Supreme Court Justice Sonia Sotomayor's autobiography.

As part of its effort to promote awareness of diversity on its campus, FSU's Office of Counseling and Disability Services recognizes the importance of people of a wide variety of backgrounds, including people with disabilities and their invaluable contribution to our community, and strives to ensure equal access and participation in all curricular, co-curricular, and extra-curricular activities offered by FSU for students with disabilities. Through collaboration with students, faculty, and staff, Disability Services works to remove barriers to full participation. Disability Services not only advocates for people with disability; it also fosters the development of a campus culture that values both the diversity of disability and disability as a core component of diversity.

The Office of Counseling and Disability Services also provides Safe Zone trainings annually for students, staff, and faculty; these trainings promote awareness of gay, lesbian, bisexual, transgender and queer issues, and to equip the 120 people trained so far to be understanding, supportive, and caring toward all students. Those who undertake this training agree to identify themselves as people who will be responsive to and help students regardless of their orientation. Safe zone markers on offices signal all students, staff, and faculty that sexual diversity is part of our rich and compassionate community. Additionally, all-gender restrooms are now available on campus.

Recognizing that experiencing human and cultural diversity can help students live productive lives, FSU encourages international study and, in 2014, expanded the role of the Study Abroad Advisor that of International Study Coordinator. The International Study Coordinator not only assists students with study abroad but is also responsible for developing an internationalized curriculum, hosting visiting scholars through the HEPC J-1 Visa Consortium, and helping to organize events to encourage international dialogue and learning on campus and in the larger community.

Several academic programs arrange study-travel courses that include either domestic or international travel. The Honors Program takes students to one of the world's important cities each spring break, exposing students to the interconnections of art, language, literature, theatre, history, geography,

geology, music, and economics that have contributed to the life and culture of the city. In spring, 2016, students traveled to Greece, spending most of their time in Athens, with side trips to Delphi and Corinth. In recent years, the Honors study-travel class has taken students to London, Paris, Rome, Brussels, Istanbul, and Barcelona; on average, ten to fifteen students participate in each of these trips.

The School of Business also offers a study-travel course, designed to give students direct exposure to how business is conducted in another area of the world. Most recently the Business study-travel course took an average of ten students to Rome, Sorrento, Pompeii, Assisi, Florence and Venice. Learning outcomes for the course include:

- Explain what it means to be a global citizen.
- Discuss the importance of culture in international business settings.
- Analyze international markets and marketing practices.
- Assess and compare the financial environment.
- Analyze the travel experience as a learning event.

The study-travel course offered by the Architecture Program also seek to increase students' awareness of and experience of the different cultures. The course goals are:

- To introduce students to the global diversity of architecture, art, and history through travel.
- To make students aware of the ecological, technological, social, and cultural global condition.
- To experience, first hand, the significant architecture and urban fabric of world cities.

In 2016, the Architecture study-travel course took students to three cities from central to northern Italy: Rome, Florence and Venice. The main objective of the course is to facilitate students' interconnections with architecture, art, and history that have contributed to the life and culture of these cities. This course seeks to develop skills that students will need in order to explore cultures and civilizations outside their own.

Faculty also travel with students domestically to help them experience this diversity. Faculty in Political Science have taken students to participate in the National Model United Nations and the Model Arab League. The Model United Nations (MUN) in New York gives students the ability to interact with, and compete against, students from across the globe. Our students have most recently represented Guinea-Bissau and worked on committees that are roughly correspond to those of the United Nations. An additional benefit of participating in MUN is experiencing the large and multi-cultural environment of New York City.

In the past academic year our students have also participated in two Model Arab Leagues. Although including a larger percentage of delegations from the United States, Model Arab League is similar to the MUN; it replicates the structure and work of the Arab League, an international organization of Arabic countries. Students learn a great deal about Arabic culture as they deal with others. Representing Iraq in both Model Arab Leagues, our students were able to deepen their awareness and appreciation of Iraqi cultures and politics.

As part of its commitment to helping students recognize the human and cultural diversity of the world, FSU has established exchange agreements with the University of Calabria in Italy; the University of Babylon in Iraq; and Woosong University, in South Korea. Since Fall 2010, a total of 65 students from the University of Calabria have attended FSU. On average, six students from Woosong University attend FSU each semester. To date, no students from the University of Babylon have participated in the exchange program. These exchange agreements promote:

- Exchange of academic and administrative staff;
- Student exchange for research and study;
- Joint educational training and/or research activities;
- Exchange of information in fields of interest to both parties;
- Practical training in pre-identified or otherwise selected field sites;
- Cooperation on academic, administrative or curriculum matters;
- Collaborative research projects, lectures, symposia, seminars, conferences, etc.;
- Exchange of academic materials and other information;
- Special short-term academic programs; and
- Joint ventures.

FSU has also taken advantage of the work of the Chinese Scholarship Council, a non-profit organization seeking to provide financial assistance to Chinese citizens who want to study abroad and international students who want to study in China. This spring, the campus welcomed Han Xiaohau from Beijing's University of Posts and Telecommunications; Han will be at FSU, studying American short stories and teaching methods with the English faculty; she also provided a course in Spring, 2016 on Chinese culture and history; in fall, 2016, she will teach a courses on Mandarin.

3.B.5. One of the highlights of the academic year is the annual Celebration of Student Scholarship, a one-day event in which students in any program can present the results of their independent scholarship. This year's Celebration included 30 student presentations and six posters, showcasing student scholarship in several disciplines (Celebration of Student Scholarship schedule).

Many academic programs require or encourage students to be engaged in scholarship or creative work, in collaboration with FSU faculty. Examples from a few academic units are described below.

In the College of Liberal Arts, English majors participate each year in the West Virginia Undergraduate Literary Symposium where they present their research into literary figures, works, and periods. Members of Sigma Tau Delta, the national English honorary, present their scholarly and creative work at the honorary's annual meeting. History majors present their original research papers at the biennial national conference of Phi Alpha Theta, the national history honor society. Three FSU seniors presented their work at Phi Alpha Theta last January.

In the College of Science and Technology, Biology and Forensics senior seminar courses require students to conduct independent research and present their results at the annual meeting of the West Virginia Academy of Science. Animal Physiology (BIOL 3348) students must write a mock grant proposal and carry out the project they have proposed. Several students and faculty are engaged in externally funded research, such as the projects funded by the WV NASA Space Grant Consortium. Currently 11 student projects supervised by four faculty members are in progress at FSU with NASA funding. Other student research has been funded by NIH (WV-INBRE) and NSF. Allison Moore and Kevin Dudley presented with Dr. Erica Harvey at the National Science Foundation Center for Chemical Innovation in Solar Fuels annual conference in Newport Beach, CA Feb 5-7, 2016 (Solar Army website), as part of their work on the "Solar Army" project. Twenty-eight students at FSU have been engaged in the Solar Army project since Fall 2013.

Students and faculty in the School of Fine Arts contribute to scholarship and creative work in a variety of ways. Students in the Art Department regularly exhibit their work in the Brooks Gallery on campus; seniors mount individual shows as part of their capstone projects. Music majors are required to present a senior recital open to the public as part of their degree program. Students in the Theatre Program participate in the Kennedy Center American College Theatre Festival and the Southeastern Theatre Conference. Through Town & Gown Players and the Masquers, they share their creative

work with local, regional, and national audiences. Professor Daniel Eichenbaum premiered one of his compositions in Spring, 2016 (FSU website Eichenbaum premier). Also, Professor Eichenbaum has established the West Fork New Music Festival, which features composers and performers from West Virginia, Ohio, and Pennsylvania (West Fork Press Release 2016, West Fork Poster 2016).

The Honors Program asks its students to complete a senior project of six hours, in which the student follows an independent line of inquiry, which may entail creative work, an internship, or study abroad. While there are no prescribed models, recent examples have included a study of the novels of Clive Cussler, an investigation of the effect of pastoral care on nursing care, a laboratory experiment on the healing properties of plants, a dramaturgy of campus theatre productions, a business internship at Main Street Fairmont, and a writing internship at the Marion County Convention and Visitors Bureau. During the last academic year, students have studied the history of women in mathematics, the development of the graphic novel, and the effect of the Monroe Doctrine on European Colonization; they have served internships at Duke Energy, the West Virginia Folklife Center, and a number of graphics firms. Students typically present their research at Fairmont State's annual Celebration of Student Scholarship (Celebration of Student Scholarship schedule).

Sources

- 1C- Persepolis 2015 Common Read webpage
- 1C- Visiting Chinese Scholar
- 2E.1 Fairmont State policy on research involving human subjects
- 2E.10 IRB Training-student
- 2E.5 IRBformblank
- 2E.6 IRB checklist
- Celebration of Student Scholarship schedule
- FSU Academic Catalog 2015-16
- FSU Academic Catalog 2015-16 (page number 120)
- FSU Academic Catalog 2015-16 (page number 129)
- FSU website College of Liberal Arts
- FSU website Eichenbaum premier
- FSU website General Studies
- FSU website School of Education HHP
- General Studies outcomes with mapping for new courses
- NSSE16 Snapshot (Fairmont State) p4
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- Solar Army website
- Strategic Plan - Mission, Vision, Philo
- West Fork Press Release 2016 - Copy
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3.C - Core Component 3.C

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

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.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
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.
5. Instructors are accessible for student inquiry.
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.

Argument

The faculty and staff of FSU are two vital groups that make it their mission to supply high quality educational opportunities to enable their students achieve their goals. In addition to teaching, faculty are responsible for curriculum oversight, governance, advising, and assessment. Faculty are appropriately qualified and credentialed for their assignments. Faculty complete a yearly evaluation through an annual report and an electronic portfolio. Additionally, students evaluate courses and how the faculty member taught by using IDEA evaluations. FSU encourages professional development through formal programming during Professional Development Week, preceding each semester. Additionally, book discussion groups and a semester-long course redesign workshop provide opportunities for faculty development. Staff members who provide direct student support services are also appropriately qualified for their various roles.

3.C.1. FSU has a sufficient number of faculty to carry out both classroom and non-classroom roles (such as advising and committee work) expected of faculty. As of the Fall 2015 – Spring 2016 Academic year the number of full-time faculty members is 169, which allows FSU to attain a faculty-to-student ratio of 17:1. Part-time faculty and "Faculty Equivalent Academic Professional" (FEAP) staff also contribute to providing effective, high-quality academic programs. Faculty are active in the governance of the university directly through Faculty Senate proceedings and also by being active in any of the 16 standing committees of the Senate. Oversight of the curriculum and assessment of student learning occur within the structure of Faculty Senate committees (especially the Curriculum Committee and General Studies Committee) and the Institutional Assessment Council (predominantly faculty and FEAP membership).

Through the Faculty Senate, the faculty have oversight for the overall curriculum including "General Studies" requirements and also "Major" curriculum requirements. FSU offers 80 baccalaureate degrees and five Master's degrees. The oversight of undergraduate degrees falls under the realm of

the Curriculum Committee. Any changes in a major are initiated by faculty at the department level within their realm of professional knowledge. A curriculum proposal must be made and approved by the Curriculum Committee, which is made up of 10 faculty members. Upon approval of this committee the proposal must then be approved by Faculty Senate prior to implementation.

Any graduate program changes or development of new programs must go through a curriculum approval process. This process consists of being initiated at the school level by the appropriate faculty who would be implementing and teaching within the proposed graduate program. Curricula are presented and approved by the Graduate Council, which is a 16-member council with all members holding Graduate Faculty status or serving as Deans of Schools that house a graduate program.

General Studies development and oversight is performed by the General Studies Committee, which has 10 members from across the university.

The typical teaching load is 12 hours per semester (Faculty Handbook, p. 41). Additionally, most faculty are assigned student advisees. Professional advising staff, both in individual academic units and in the Center for Educational Support Programs ensure that faculty do not devote a disproportionate amount of time to advising relative to their other responsibilities.

An important part of any student's progression through college is based in a large part on the assessment of their learning. Fairmont State holds all faculty and students to a high level of academic integrity. Faculty are expected to perform an adequate number and appropriate level of assessments for their classes and also to utilize academic freedom in an appropriate manner. The Faculty Handbook (pages 71-72) addresses the usage of grades and retaining student records for potential future needs (e.g., student grade appeal). In addition, faculty are responsible for assessment of the academic programs in which they participate.

3.C.2. Full time faculty normally hold either a terminal degree or one degree above the level at which they are teaching or they have the professional experience/qualifications to teach within the applicable field. This determination of professional experience is determined by the responsible Dean and the Provost. Additionally, the Faculty Handbook defines and describes the qualifications and requirements for academic ranks (pages 29-33). There are currently five academic ranks available for faculty at FSU: Instructor, Assistant Professor, Associate Professor Full Professor, and Full Professor/Senior Level.

Faculty are also appropriately qualified/credentialed for their assignments. Of the full time faculty, 66% (111 of 169) hold terminal degrees, 7 of the 58 non-terminal degreed faculty members are currently enrolled in a doctoral program. All 169 personnel who hold faculty status are academically or professionally qualified for their positions, based on either the Master's or doctoral degree held or acceptable professional certifications according to field-specific accrediting bodies (Faculty Qualifications table).

During the last three years, Fall 2013 to Spring 2016, 65 full-time faculty members and Faculty Equivalent Academic Professionals (FEAP) have been hired. Of the 65 faculty hired, 28 (43%) held a doctorate at the time of hire, and 61 (94%) held a Master's or above and are therefore, considered academically qualified for their positions.

Adjunct faculty are held to the same standards, whenever possible, of full-time faculty for meeting minimum academic or professional qualifications. FSU employed approximately 147 adjunct faculty members during the 2015-2016 academic year (Faculty Qualifications table). Of these, 34 (23%) hold a terminal degree, 123 (84%) meet the minimum academic qualifications, and 18 (12%) meet

professional qualifications as set forth by the college or school in which they hold an appointment.   A total of 141 (96%) of adjunct faculty meet the minimum academic or professional qualifications to hold faculty status at FSU.

Advancement in rank is based on a pattern of achievement throughout the faculty member's career in the areas of teaching, scholarship, and service. Promotion is determined after review of a faculty member's portfolio by the Faculty Personnel Committee, the Provost, and the President. A terminal degree in the faculty member's area of expertise is usually required for advancement to Associate or Full Professor rank. However certain conditions may exist where professional experience or expertise may be accepted as appropriate qualifications for either rank upon approval by the Dean, Provost, and President.

3.C.3. According to Series 9 of the Higher Education Policy Commission, all faculty are to participate in a yearly evaluation (FSU Faculty Handbook, p. 85). Faculty at FSU participate in a yearly evaluation through an annual faculty report. This annual report requires faculty members to develop an electronic portfolio that includes items concerning their teaching, service and scholarship. Currently, Taskstream is used to house faculty members' annual report portfolios. The annual review portfolio is reviewed by the appropriate administrator for that faculty member.

Faculty also have their teaching and courses reviewed by students at the conclusion of every semester. FSU currently utilizes the IDEA Student Ratings of Instruction system (IDEA online and paper forms). The results of the IDEA surveys are returned to faculty during the following semester. The IDEA surveys provide faculty with results that can be used in instituting changes in either their approach to their courses or their teaching. Additionally, faculty are expected to address the IDEA results of the previous academic year in their annual review portfolio. These results are also utilized as a part of a faculty member's promotion and tenure portfolio.

When students were administered the End of Semester survey and questioned whether they felt "faculty provided helpful instruction," 73% of respondents in the Fall 2014, 70% in the Spring 2015, and 77% of respondents in the Fall of 2015 responded that they were "Satisfied" or "Strongly Satisfied" (End of Semester Survey results).

Graduate Faculty Status - Faculty who have attained Graduate Faculty Status undergo an additional review to attain and maintain their graduate faculty status. The Graduate Studies Council has instituted a review process (Graduate Faculty Membership) in which faculty must not only meet initial scholarship and degree expectations to attain full graduate faculty status but must also reapply every five years to maintain that status and show that they have stayed active in the field of scholarship and teaching to attain reappointment to graduate faculty status.

3.C.4. FSU supports faculty in various methods in their professional development and supporting their continuous improvement of teaching and staying current of the knowledge base of their chosen fields. Every semester during the week before classes start faculty participate in "Professional Development Week," during which faculty prepare for the upcoming semester. There is also time set aside during this week for faculty to update their course and program assessment data. Multiple professional development opportunities are offered during this week by the Provost's Office. Examples from past Professional Development Weeks include workshops on Appreciative Advising and Development of Online Courses. FSU currently offers professional development opportunities through a U.S. Department of Education Title III grant as well. An example of this type of opportunity was "Practical and Effective Strategies to Get Your Students Engaged," by Elizabeth Barkley (January 13, 2015), with 83 participants.

Additional professional development opportunities for faculty available on campus include book discussion groups, a semester-long course design workshop, and individual consultations with Title III project staff who have been trained to provide assistance with course and syllabus development. Book discussion groups and the course design workshop are supported by the Academic Affairs Office.

Development opportunities are offered through travel to regional, national and international conferences for faculty. Monies are available for travel through School Deans, specific grant-funded opportunities, and the Provost's office. FSU also has a sabbatical leave policy (as budget allows), according to the FSU Board of Governors Policy #3 (FSU Faculty Handbook, p. 96). As stated in this policy, "Sabbatical leave may be granted to a faculty member so that he/she may engage in research, writing, study, or other activities designed to improve teaching and usefulness to the University."

When students were asked to respond to the statement on the End of Semester Survey "I feel like faculty who teach are knowledgeable about the subject areas" the responses "Satisfied" and "Strongly Satisfied" were 84% Fall 2014, 82% Spring 2015, 88% Fall 2015, respectively (End of Semester Survey Results).

The FSU administration values the commitment of faculty to our students, shown in part through continued professional development and another avenues for achieving excellence in their work. Each spring, faculty receiving awards for teaching and advising, and recognized for other accomplishments, are honored during a luncheon ceremony.

3.C.5. A large part of a faculty member's instruction is the interaction that occurs outside of the classroom. Faculty in every academic unit support and facilitate independent student scholarship (Celebration of Student Scholarship schedule). FSU places a priority on student advising and faculty being available for student inquiry. As stated in the FSU Faculty Handbook (p. 40) "Faculty members are responsible for academic advisory service to an assigned number of majors. In addition, faculty members make themselves available for advice and assistance to those students under their instruction. Accordingly, it is important that faculty regularly schedule a number of office hours appropriate to fulfill advising responsibilities and post them on their office doors, including at least one hour each day, Monday through Friday that classes are in session." With the utilization of online and hybrid classes, many faculty also utilize virtual office hours and advising times. When asked to respond to the statement, "Faculty are available when I need help," the responses "Satisfied" and "Strongly Satisfied" from the End of Semester survey by semester were, 70% Fall 2014, 67% Spring 2015, and 77% Fall 2015 (End of Semester Survey results).

3.C.6. FSU's hiring practices ensure that staff serving in student support services are appropriately qualified, by following hiring practices promoted by the College and University Professional Association for Human Resources (CUPA-HR). Salaries are compared to national averages to ensure that the salary range for a particular position is appropriate for the qualifications required.

Center for Educational Support Programs (under the Academic Affairs Office) serves a number of purposes including advising approximately 300 – 400 undeclared majors and 30 – 50 non-degree students. All three of these staff members hold Master's degrees. All three are active in national professional associations and participate in state, regional, and national conferences (Stephens Resume, M. Jones Resume, J. Jones Resume).

Students receive tutoring in writing through the FSU Writing Center, housed in the Department of Language and Literature. It is the mission of FSU Writing Center to assist all students in improving their writing abilities and critical thinking skills in relation to their university education and in

preparation for their respective careers, as well as to support faculty members who teach writing, regardless of discipline. FSU's writing center is staffed by a Ph.D.-level Professor from the Department of Language and Literature who supervises 10 Undergraduate Peer Tutors and one Graduate Assistant. The Peer Tutors are vetted and undergo extensive training supplied by the faculty member charged with the Writing Center.

Technology support for students (as well as faculty and staff) is provided by the 11 staff members of the Information Technology ("Tech") Commons. Within this staff are two staff members who provide audio/visual support.   Two staff who support instructional technology, approximately 65% of time to faculty and 35% of time to students. Desktop support to faculty and students is supplied by four members of the Tech Commons staff. There is also a help desk available that is supported by one staff member and student workers; this helpdesk aids students with assistance on their personal devices.

Many student support services are under the Vice President for Student Services, with offices in the Turley Student Support Center. Staff in all of these offices participate in professional development events and activities as they have opportunity. The institution supports travel to national, regional, and state conferences by providing funding as budgets allow.   Some examples of recent professional development activities by student support services staff are listed in the linked evidence file.

The Career Services office is staffed by a Director (Master's level), a Career Counselor (Master's level), and a Student Employment Advisor (Bachelor's level). The Financial Aid office is staffed by seven full-time and two part-time staff. The full-time staff consists of a Director, Financial Aid Manager, Sr. Financial Aid Counselor, four Financial Aid Counselors, and one Program Assistant. Additionally, there is a part-time Program Assistant and a Student Employment Advisor (a position shared with Career Development). A full-time Veterans Certifying Official/Financial Aid Counselor assigned solely to veteran students assists them with their educational benefits and financial aid. We also have an additional Financial Aid Counselor who can assist in this staff member's absence. These staff members are very knowledgeable of all of the educational programs approved by the Veterans Administration (VA) and facilitates the process at the schools. The staff of the Registrar's Office consists of the Registrar, an associate Registrar, and nine staff members who fulfill various roles and responsibilities within the Registrar's Office. The educational levels of Registrar's Office staff include one Ph.D., one Master's degree, four Bachelor's, and five Associate's degrees. The Counseling & Disability Services Center has three professional staff members. Two hold a Master's degree and one a bachelor's degree. One of these staff members is a licensed psychologist, one is a specialist in disability services, and the third is an independent contractor. Additionally, there is a counseling intern from WVU and three student workers who are employed for the Spring of 2016. The Housing & Residential Life office has a staff of eight full-time employees including Director (Master's), Assoc. Director (Ph.D.), three Housing Area Managers (two Master's, one A.A.S.), three Resident Directors (two Master's, one Bachelor's). Housing and Residential life is supported by a student staff of five Assistant Resident Directors, 35 Resident Assistants, and 60 Desk Monitors.

Sources

- 3.C.6 Staff Professional Development Activities
- Celebration of Student Scholarship schedule
- Diagnostic (Long) Form
- End of Semester Survey Results
- Faculty Development Awards 2016

- Faculty Qualifications
- faculty-handbook-15-16
- faculty-handbook-15-16 (page number 37)
- faculty-handbook-15-16 (page number 48)
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- faculty-handbook-15-16 (page number 79)
- faculty-handbook-15-16 (page number 93)
- faculty-handbook-15-16 (page number 104)
- GraduateFacultyMembership
- J. Jones Resume
- M. Jones 02-22-2012
- Online Diagnostice (Long) Form
- Stephens Resume

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
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.
3. The institution provides academic advising suited to its programs and the needs of its students.
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).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Student support services are provided in the centrally-located and easily-accessible Turley Center and Falcon Center. These services provide students with the support needed to successfully navigate college life. Programs such as New Student Orientation help to ensure students are placed in appropriate courses. A new co-requisite model for entry-level English and Math allow underprepared students to enter directly into college-level courses while also having the support needed to be successful in the courses. Tutoring and peer mentoring also support student success. Academic Advising occurs during New Student Orientation and subsequently by faculty in the student's major or professional advisors. FSU is adopting a culture of "Appreciative Advising." FSU provides students and faculty with infrastructure to promote successful teaching and learning. The Ruth Ann Musick Library is transforming space to facilitate collaborative learning, and classrooms are being redesigned to foster active learning. Wallman Hall provides gallery and performance space. The Nursing Simulation Center enables simulated clinical experiences. The Frank and Jane Gabor West Virginia Folklife Center offers hands-on museum curation opportunities. Several resources, including in-class instruction, freshman seminar, and library programs provide students with guidance in the effective use of research and information resources.

3.D.1. Thanks in large part to the 2013 renovation of the Turley Center, a centrally-located campus facility, FSU now delivers student support services in a manner meeting and in some instances exceeding that found at comparable institutions. The Turley Student Services Center comprises a number of units, the work of each of which relates to student transition and success. Units serving specific student populations include the following:

- Counseling and Disability Services;
- Career Development Center;
- Financial Aid & Scholarships (including Veterans' Services);
- International Student Services;
- Housing & Residence Life;
- Campus Judicial Affairs;
- Center for Educational Support Programs

Located in the Falcon Center, Student Health Services enhances the educational process by modifying or removing health-related barriers to learning and by promoting optimal levels of wellness amongst the student population (FSU website Health Services)

Also found in the Falcon Center are a number of fitness and wellness opportunities (FSU website Falcon Center).

3.D.2. FSU emphasizes preparatory/accelerated instruction, as well as appropriate course placement. Each is critical to student persistence and each serves as the foundation upon which upper-level instruction and learning is constructed. Entering students are enrolled, during FSU's New Student Orientation Program, in courses which suit their current level of skill/ability and which will prepare them adequately to achieve success as they persist. Placement assessments are administered during Orientation to aid in this process. Beginning in 2014, faculty redesigned entry-level English and Math courses following a co-requisite model, so that underprepared students can enter directly into college-level courses. English faculty have developed a four-credit version of ENGL 1101, Written English I, for underprepared students. The additional hour in the accelerated version of this required course supports students with additional instruction and with help transitioning to university life.

In Math, FSU has outlined three possible "Pathways" for students underprepared for college-level mathematics courses: a quantitative literacy course for non-STEM majors, an applied technical sequence for technology students, and an algebra-based path for STEM, elementary education, and business majors. Students who do not meet the test score pre-requisites for their required gateway courses are now placed in credit-bearing courses that implement either a co-requisite support or accelerated learning model with built-in remediation.

Students needing additional learning support once the semester has commenced are provided with optional tutoring services, free of charge. Tutoring for several academic subjects, including mathematics, is offered via Tutorial Services, housed in the library. Writing assistance is delivered via the University Writing Center (established October, 2013), which provides one-on-one peer assistance with writing assignments. Similarly, mathematics tutoring is available through peer tutors hired by the College of Science and Technology. Additionally, funding from a Title III grant (FSU website Title III) has made possible the development of student peer mentoring programs in both the College of Science and Technology and the School of Business.

3.D.3. Entering students are first provided with academic advising during the pre-term New Student Orientation Program. While advising during this program takes place in small groups, it serves as an introduction to advising and scheduling in higher education. During regular semesters, students are advised by the faculty in their majors and professional advisors assigned to them. Some academic units, including the College of Liberal Arts, the School of Education, Health & Human Performance, the College of Science and Technology, and the School of Business, employ professional advisors in addition, who focus their efforts primarily on first-year students. Undecided students are advised by professional staff in the Center for Educational Support Programs, who established the campus-wide Fairmont Advising Network (FAN) Fall 2014 in an effort to provide training and support for student advisors. The FAN holds monthly meetings during the academic year, wherein tip-sharing and troubleshooting occur, alongside special guest speakers/professional development presentations.

Driven by Academic Advising Center staff via the FAN, FSU has adopted "Appreciative Advising," a national education movement and advising approach co-founded by Dr. Jennifer L. Bloom. FSU hosted Bloom during a 2015 workshop that was open to all faculty and staff. Prior to the workshop, an ad hoc committee had been convened by the Campus Collaborative for Recruitment and Retention (CCRR) to review Bloom's books and make recommendations on implementation. Following the

workshop, the FAN facilitated group meetings/discussions, which focused on Bloom's book, the six phases of appreciative advising, and the possibilities for campus implementation.

3.D.4. Technological infrastructure is critical to supporting effective teaching and learning. A majority of FSU's students commute to and from campus. According to the Office of Residence Life, only 20.49% of FSU students (including undergraduates and graduate-level students) resided in on-campus housing in fiscal year 2016. Commuting students in particular stand to benefit from campus-based technology, as it can be more challenging for them than for residents, to keep computers and similar devices close at hand. With this knowledge in mind, FSU administrators have made efforts to equip the campus with a number of computer and tablet laboratories, including one which adjoins a coffee shop on the ground floor of the library, and two of which are located in the student recreation center (Computer Labs, Computer Carts, Computer Classrooms).

Information Technology has rolled out campus-wide Microsoft Office 365. As part of this upgrade, faculty and staff possess unlimited cloud storage space along with new online collaboration tools like Microsoft Lync that functions across all desktop and mobile platforms. Online versions of Office apps such as Word, Excel, PowerPoint and others are also available and work with a variety of devices including androids and iPhones. The collaborative learning spaces described below are designed to encourage greater use of this new software, including similar Google apps that support collaborative and online learning.

IT Commons continues to pilot the Moodle online course management tool, which is anticipated to support a wider range of teaching and learning technologies moving forward. Faculty and staff testing is proving critical to successful campus-wide implementation.

Information Technology, in collaboration with the Library and Web Services, is furthermore transitioning many academic programs to Ensemble/Wowza video streaming service. As a cost-savings measure, video content currently stored on the Blackboard server is being migrated to this new server, managed on campus. Over time, content will be expanded and codified in ways that allow faculty to easily store, search, and retrieve digital artifacts, including video, for instructional use.

The Fairmont State Libraries are under the Office of Information Technology. The Ruth A. Musick Library offers over 50,000 e-books, 150 databases and offers many materials, including textbooks on interlibrary loan. The 2006 remodel afforded the facility a computer lab snack/coffee shop (recently expanded), small group study rooms, and an externally-linked online catalog. More recent enhancements include a tablet lab space and two open-air style e-classrooms. These spaces provide comfortable seating (with laptop arms) and access to wide-screen projectors, Roku video streaming, Internet/network access, and overhead directional sound to support collaborative group work. Continued work on this front will feature café style small-group collaboration spaces with audio/video and network access. These projects draw on constructivist learning theory and address the goal of linking technology use(s) to learning outcomes (Library Space Renovations).

With regard to teaching and learning which requires hands-on experience(s), FSU provides infrastructure relevant to its offerings. Most science courses and many technology courses include a laboratory component, and lab classrooms designed for those courses are housed in Hunt Haught Hall and the Engineering Technology building. The School of Nursing provides authentic and simulation clinical experiences for our students. Students participate in faculty lead clinical practice in area hospitals including community, regional, federal, state and level 1 trauma centers. Simulation experiences and skills laboratories are state of the art which provide for skill training in simulated real life experiences. For example, space has been reallocated to accommodate state of the art patient

simulators belonging to the School of Nursing.

Similarly, a three-dimensional printer has been secured by and for the College of Science and Technology. And, in the School of Fine Arts, spaces (albeit worthy of updating in some instances) are dedicated to the arts: JD Brooks Gallery and Wallman Hall Theatre. The Art Department Facilities include studio, classroom and gallery spaces for:

- Painting / Drawing
- Sculpture
- 2/D & 3/D Foundation Design Courses
- Art Education
- Printmaking
- Ceramics
- Art History
- Electronic Media
- James David Brooks Art Gallery:

FSU's James David Brooks Art Gallery serves the campus and region by producing an average of 15 Art Exhibitions annually which include: Nationally recognized Guest and Visiting Artists, Student Exhibitions & Regional Artists. The 1200 square foot facility includes 90 linear feet of wall space, 22 display pedestals and LED color corrected track lighting.

The Theatre program uses two performance spaces, Wallman Hall Theatre and the Studio Theatre (WH 314). The Wallman Hall Theatre is a 300-seat modified thrust space with adequate lighting and sound resources. Upon recent completion of our "Raise the Curtain" campaign, the theatre is currently being fitted with a new fly system and some lighting instruments. The Studio Theatre is a flexible space with limited lighting and sound resources. It is used primarily as a classroom for acting, directing, and movement courses.

Investments in both facilities are necessary, specifically bringing Wallman Hall Theatre up to standard in terms of comfort, lighting, sound and general technical support. The stage and backstage areas need attention to insure the safety of faculty and students working in the spaces.

Wallman Hall is an extremely awkwardly designed building for the arts and especially for theatre, so a long-range goal would logically aim for a total replacement, if the program grows and attracts more students. The hard reality here is that it will be difficult to attract large numbers of new students without a fine facility. So, any short-term improvements to the existing facility are all the more urgent.

The Department of Music is located on the second floor of Wallman Hall. Space in Wallman Hall is at a premium. Much of the space that is used by the Department of Music shared with other areas in Fine Arts, as well as with departments throughout the campus. Storage space has been a particular challenge, until a classroom was recently turned into a storage room, to be shared by all members of the School of Fine Arts.

Facilities available for use by Music faculty and students include:

- A lecture hall with tiered seating, used primarily for appreciation classes. This room has recently been upgraded with high-def projectors and wider screens to accommodate the Department of Art and higher grade speakers for Music Appreciation classes;
- A small multi-purpose room that serves as a recital area (it has a low platform that serves as a

stage at one end and an entrance from the "green room," which is also the percussion studio), a classroom, and rehearsal areas for the choirs, bands, African Drum and Dance Ensemble, Percussion Ensemble, and various woodwind ensembles. The modestly sized Marching Band and Wind Ensemble have no room to grow in this space. There is no acoustically designed rehearsal or performance space for Music on campus. This room has Internet access.

- A piano lab with 20 Clavinovas and an instructor's station. This room has Internet access. The room is shared with the Music Theory area.
- A classroom for general (and shared) usage, also outfitted with internet access.
- A converted practice room that serves as storage for African instruments and guitars.
- A converted practice room that serves as a SmartMusic practice space.
- A Mac lab, shared with Art, that has eight stations;
- A number of practice rooms, some of which are used for storage. With the re-purposing of the classroom mentioned above, these rooms will be freed for use as practice areas again.
- Storage lockers for double basses and cellos are in the hallway.

Full-time faculty members have individual studio-offices. FSU has no performance venue on campus for large concerts. Instead, Colebank Hall, a gym which gets "converted" into a performance space, serves for the West Virginian Symphony Orchestra and programs that combine all of the department's ensembles. It is sometimes necessary to find space off-campus for performances, when the needs of the Department of Theatre and of Music are at conflicting times. The benefit of taking performances off-campus is that they become more accessible to the community that way. The second floor of the Folklife Center is ideal for certain chamber and solo recitals and guest artist programs, and is used for such performances whenever possible. Fortunately, colleagues in the School of Fine Arts and the Folklife Center are collaborative and making it possible to plan calendars together to try to avoid conflicts in the available on-campus performance spaces.

The Frank and Jane Gabor West Virginia Folklife Center, part of the College of Liberal Arts, is dedicated to the identification, preservation, and perpetuation of our region's rich cultural heritage, through academic studies, educational programs, festivals and performances, and publications. The Folklife Center's museum collections include the papers and unpublished folklore collected by Ruth Ann Musick in the mid-20th century; the music archives of Patty Looman (cassette tapes, music from the oral tradition written down, papers, letters, etc.); early and contemporary folk arts including quilts, weaving, Cherokee baskets, pottery, wood carvings; folk artifacts with associated beliefs, such as a feather "death crown;" projectile points; historic costume/uniforms; rare printed ephemera including a WWI poster and a newspaper page from the Civil War; glass plate photographic negatives; artifacts (photographs, yearbooks, memorabilia etc.) from Fairmont State's history going back to when it was the Normal School; rare books; the Phyllis Wilson Moore archives of West Virginia authors, and others. These archives support teaching and learning directly in that items are used in Folklore classes as examples of folk arts, folk craft techniques, designs, and materials, and of customary lore and beliefs; Museum Studies minors are given hands-on experience in accessioning and in correct practices in handling and storing various types of artifacts; students create exhibitions in our museum display spaces drawing on artifacts in our collections.

The One-Room Schoolhouse is itself a small museum and contains historic artifacts pertinent to the era of one-room schoolhouse education. It and the artifacts within it are used by Museum Studies students in developing museum interpretive programs.

Throughout old and new facilities, both on the main campus and at off-site locations, infrastructure exists which supports effective teaching and learning. Classrooms, group meeting spaces, study rooms, and computer labs are regularly incorporated into new project designs, as well as into renovations.

3.D.5. In addition to a number of services provided by the Ruth Ann Musick Library (Faculty Handbook, p. 61), all students must take a two-course sequence in freshman English, a course in Communication, and a course in Information Systems. These courses of instruction (FSU Academic Catalog 2015-16) serve as a foundation for the effective and ethical use of information resources. Information literacy and technology literacy are both outcomes of the General Studies Program.

Beginning in August 2016, FSU's newly revised and revived freshman seminar (a best practice nation-wide) will serve to educate incoming students more broadly and consistently on research methods and the effective use of resources. The courses will feature this and other preparatory information that will be useful in a number of classes and student experiences.

A function of the Office of Retention, Welcome Weekend occurs the weekend prior to the start of term each August.   During Welcome Weekend entering students receive initial guidance in the effective use of research and information resources. A portion of the program is dedicated to the Ruth A. Musick Library. During what is deemed the "Library Palooza," students are enticed to visit each floor of the Library and to learn in interactive and enjoyable ways about the Library's on-site and electronic offerings. Information on the effective use of research and information resources is also offered through the library's "LibGuides" (FSU website LibGuide Citation, FSU website LibGuide Library and Research Overview).

Sources

- Computer Carts
- Computer Classrooms
- Computer Labs
- faculty-handbook-15-16
- faculty-handbook-15-16 (page number 69)
- FSU Academic Catalog 2015-16
- FSU Academic Catalog 2015-16 (page number 131)
- FSU website Falcon Center
- FSU website Folklife Center
- FSU website Health Services
- FSU website LibGuide Citation
- FSU website LibGuide Library and Research Overview
- FSU website Title III
- Library Space Renovations

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
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.

Argument

FSU supports its claim that it offers students a wide range of opportunities that enrich and enhance their academic experience. As we continue to integrate our students into local, national, and global communities as competent workers and informed citizens, we offer, through co-curricular programs and activities, rich opportunities for encouraging high achievement, service, leadership, cultural appreciation, and support.

Despite radical reductions in state funding, FSU remains dedicated to elevating the learning experience by offering a wide array of programs and activities that reflect our mission to educate, enrich, and engage students to achiever personal and professional success. These exist and are supported at every level of the university: within individual programs, in departments and schools, and university-wide (FSU Academic Catalog 2015-16, pages 4-5).

Academic Research and High Levels of Learning: Opportunities for students to work alongside faculty mentors and other experts in the field are found across campus. Three grant-funded examples represent high-level problem solving and hands-on learning that extend beyond the classroom (see Academic Research Notes).

- Fairmont Community Garden Project: Collaboration among the City of Fairmont, FSU students from the College of Science and Technology, and FSU students in the School of Education, funded by the Ford Motor Company.
- Open Source Intelligence Exchange: Link among national security and law enforcement agencies, and Fairmont State's National Security and Intelligence program, grant-funded by Lockheed Martin.
- Solar Army: Collaboration with community and students in the College of Science and Technology, funded by Dominion Hope.

In addition to discipline specific opportunities, the annual Celebration of Student Scholarship is held on campus for students who have produced superior research projects (Celebration of Student Scholarship schedule). In 2015 sixty-six students across thirteen programs participated in the event.

Co-Curricular Programs: Fairmont State supports co-curricular programs and activities that further the mission of FSU and desired qualities of graduates by encouraging students to foster leadership qualities, work cooperatively, engage with the community, and develop lifelong learning skills. These programs help further FSU's mission, by "offering a variety of cultural, recreational, and social activities to complement academic pursuits" (FSU Academic Catalog 2015-16, p. 5). Over sixty clubs and organizations are recognized and supported by the Office of Student Affairs (FSU website

Campus Life – Student Organizations).

Intramural Teams and Clubs are supported by the Department of Intramurals. Their mission is to "encourage, promote, and develop active living and healthy lifestyles, as well as personal growth through competition and recreation" (Falcon Center Activities).

Intercollegiate Sports: FSU also supports sixteen NCAA Division II sports, seven for men and nine for women. The objectives of those programs are to teach the values of sportsmanship, good physical conditioning, and the disciplinary and social values of organized team play (FSU website Athletics).

The Student Government Association actively seeks to supplement the academic atmosphere with intellectual, cultural, and social activities. Student Government members are involved in all aspects of life on campus and work cooperatively with the college administration, alumni, and community (FSU website Student Government).

The Office of Civic Engagement and Community Service Learning capitalizes on historically robust student interest and community support. It offers 85 service learning choices for students and student groups, operates FSU Reads and FSU Counts programs, conducts workshops promoting civic engagement for students, assists faculty in the development of service learning projects, maintains relationships with community organizations, and organizes campus-wide service initiatives. Community Service Learning courses are coordinated by the Office of Civic Engagement. The last full report of student hours clocked for such activities was 8531 in 2013-14, which was 2031 more than the previous year. Surveys of Service Learning satisfaction from Spring 2015 and Fall 2015 indicate 52% average satisfaction rate, 28.1% above average, and 12.1% high satisfaction among student participants at Fairmont State, with only 3.4% responding to below average, and 4.5% much below average in satisfaction with their experiences (Civic Engagement).

The Honors Program--Students in the program work with faculty mentors on independent research, they may choose to live in the Honors dorm in Prichard Hall, and they have opportunities to travel internationally with Honors sponsored trips. Students also have the option of joining the Honors/International Student residential learning community, which is housed in Prichard Hall. This community supports the students with academic, social, and service programming (FSU website Honors Program).

Leadership Certification Open to all students, this option comprises 10 semester hours, and includes Community Service Learning (FSU Academic Catalog 2015-16, p. 35).

Travel and Study Abroad Programs: In keeping with a desire to provide more direct student enrichment programs in international education, FSU provides Study Abroad opportunities to students enrolled in a formal degree or certificate program. Opportunities for travel occur through International Student Exchange Program, University of Calabria, travel-study programs sponsored by Fairmont State, short-term travel with individual programs, or through other universities with approval (FSU website Study Abroad).

International Student Services: Fairmont State continues to strive toward greater cultural diversity on campus. The Office of International Student Services provides programming, support, and counseling to our international student population (FSU website International Students).

Graduate Studies: Fairmont State continues to build our graduate programs and to initiate co-curricular, hands-on training. An award from the Benedum Foundation in the amount of $107,000 was awarded in 2015 to FSU School of Education, Health, and Human Performance and TEKids for

EnergyMakers, a STEM related program in North Central West Virginia. The program will involve community educators and FSU graduate students in the M.Ed. program ([FSU website SEHHP Benedum Grant](#)).

Student Employment allows students to learn life skills, interact with faculty and campus staff in a professional environment, and earn some extra money ([2015-2016 Student Handbook](#)). The Office of Student Employment serves FSU students wanting a part-time job on campus or a part-time community service job off campus.

Legislative Programs: Fairmont State offers two legislative internships. The Frasure-Singleton Student Legislative Program provides students the opportunity to observe the West Virginia Legislature for one week during its regular legislative session. The goal of the Herndon Legislative Fellows program is to instruct selected full-time undergraduates in the theory and operation of legislative bodies in multi-dimensional roles ([FSU website Frasure-Singleton](#)).

Cultural Engagement and Outreach FSU fulfills its commitment to contribute to cultural enrichment by programming quality events that engage students and allow them to interact with the local arts community and professional artists.

The School of Fine Arts: The School of Fine Arts is the cultural hub of the Fairmont area. It offers diverse programming designed to complement its curricula and gives students insight into professional practices. Attendance numbers for performances are available ([School of Fine Arts Events and Productions](#)).

Publications: Students receive hands-on training in all aspects of publishing with our campus publications. Most are supported by student fees ([Student Publications](#)).

The Frank and Jane Gabor West Virginia Folklife Center: Since its completion in 2011, The Frank and Jane Gabor West Virginia Folklife Center has been a bridge from North Central West Virginia's past to its future. The Center was awarded a State of West Virginia Governor's Award in March, 2016 for Organizational Excellence in Support of the Arts. It is "dedicated to the identification, preservation, and perpetuation of our region's rich cultural heritage through academic studies, educational programs, festivals, and performances". One of the outreach projects of the Folklife Center is the Appalachian Teaching Project. A $4000 grant was awarded in 2014 to provide for materials and travel for six students to attend annual research presentations in Washington, D.C. ([FSU website Folklife Center](#)).

Programs for Veterans: In 2015 Fairmont State accepted the "Five Star Challenge" which encompasses several initiatives, including enhancing social networks for veterans and military service members on campus and greater collaboration with community organizations working to meet the needs of military service members. The Veterans' Service Office at Fairmont State oversees the program ([FSU website Veterans Services](#)).

First Year Experience and Retention Strategy: Fairmont State acknowledges that we must provide more support to our first year students. The First Year Retention strategy initiatives were created by the Campus Collaborative for Recruitment and Retention (CCRR) and include a Passport Program for first-year students to provide information access, mentoring and need-specific support activities, and opportunities to create and engage in peer activities and learning communities. 311 total students from varying academic paths and with varying class ranks comprised the combined pilot. Although the program could not be finalized by Fall of 2015, it is moving forward with piloting professors adopting elements individually. No new financial resources have been allocated for these initiatives

beyond existing operational budgets. Cross-campus collaborations continue to prove critical to the pilot launch.(Source: 2015 Institutional Compact Update)

In 2015, Fairmont State School of Fine Arts received a grant of $6026 from the State of West Virginia to support two presentations of the West Virginia Symphony Orchestra for the campus and the community.

Sources

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- 2015-2016-student-handbook
- 3-E Academic Research Notes
- 3-E Civic Engagement
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- 3-E Student Publications
- Celebration of Student Scholarship schedule
- FSU Academic Catalog 2015-16
- FSU Academic Catalog 2015-16 (page number 4)
- FSU Academic Catalog 2015-16 (page number 5)
- FSU Academic Catalog 2015-16 (page number 35)
- FSU website Athletics
- FSU website Campus Life - Student Organizations
- FSU website Folklife Center
- FSU website Frasure-Singleton
- FSU website Honors Program
- FSU website International Students
- FSU website SEHHP Benedum Grant
- FSU website Student Government
- FSU website Study Abroad
- FSU website Veterans Services

3.S - Criterion 3 - Summary

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

Summary

FSU provides high-quality academic programs in a supportive environment to meet the needs of our student body. FSU maintains compliance with mandates of the West Virginia Higher Education Policy Commission (HEPC), which include five-year academic program reviews and admission standards for students. Several programs across campus have earned specialized accreditation, and FSU offers programs and degrees that are unique among the other public institutions in West Virginia. Campus-wide policies and procedures and appropriate administrative controls ensure consistency in program quality and learning goals. The General Studies Program at FSU is designed to provide a well-rounded education, equipping students with 21st Century skills while cultivating an appreciation of the liberal arts and sciences.

Students have a variety of opportunities to collaborate with faculty on research, scholarship, and creative works. Faculty are appropriately qualified and credentialed and undergo annual evaluations. FSU provides professional development opportunities for faculty, including on-campus workshops, presentations, and discussion groups, as well as supporting travel to conferences. Faculty are accessible to students outside of the classroom environment to fulfill advising responsibilities, to provide general consultation during posted office hours, and to support and facilitate student scholarship. Qualified staff members provide support to students in a variety of roles, including academic advising, tutoring, financial aid counseling, information technology support, and a number of other student services.

Student services are centrally-located and easily accessed in the Turley Student Services Center. Additional services are accessible in the Falcon Center. FSU strives to provide a student-centered, supportive environment, not only in our campus organization and infrastructure, but also in procedures and practices. Appropriate course placement is vital to student success. Entry-level Math and English courses have been redesigned as a co-requisite model to support underprepared students. FSU has adopted the "Appreciative Advising" philosophy and methods to provide effective academic advising by professional advisers as well as faculty advisers. FSU provides infrastructure to support effective teaching and learning, including space to facilitate collaborative learning, research, clinical experiences, and performing arts. Students are provided guidance in the effective use of research and information sources through in-class instruction and library resources. FSU is committed to enhancing the educational experience through a variety of co-curricular programs.

Sources

There are no sources.

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.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
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.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
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).

Argument

Consistent with its vision and mission, FSU grants Master's, Bachelor's, and Associate's degrees. All of FSU's colleges, schools, and departments demonstrate responsibility for the quality of their educational programs. Academic quality is ensured at FSU through program review and accreditation processes, credit evaluation policies, and the success of graduates.

4.A.1. A major aspect of FSU's ongoing assessment activity involves external and internal reviews of academic programs. The West Virginia Higher Education Policy Commission (HEPC) requires each degree program to undergo review every five years to assess for "viability, adequacy, necessity, and consistency" with the mission of the programs and the institution. Included in the reviews are the following: findings from external reviewers; assessment data; admission, retention, and graduation rates; program costs; faculty qualifications; and program information. The program reviews are submitted to the FSU Board of Governors for review and a recommendation is sent forward to HEPC for action relative to each program under review. The recommendations can be for continuation or discontinuation for each program reviewed. (HEPC Series 10 FINAL). Once program reviews are accepted and approved, they are made public through the FSU Board of Governor's website. (Board

of Governors Program Reviews).

4.A.2. The Registrar is responsible for evaluating all credits that are transcripted. The registrar follows the policies established by the HEPC as outlined through the effective rules Series 15-22 (HEPC Rules and Policies). Policies and procedures governing transfer credit are clearly outlined in the FSU Academic Catalog 2015-16. FSU also follows best practices set forth by the regional accrediting body and the national organization AACRAO concerning the evaluation of transfer credit. For international students FSU uses World Education Services (WES) in New York to evaluate foreign credentials. FSU has complete advanced placement and non-traditional credit evaluation for AICE, IB, AP, CLEP, and ACE military credit among others. There is also a system of checks in place to ensure that credit is reviewed correctly and applied appropriately. An example is that nursing credit from other regionally accredited programs is brought in as general nursing courses. The School of Nursing then evaluates all transfer credits for relevance to the nursing programs on the basis of didactic and clinical content and hours.

In late 2014, West Virginia was approved to participate in the State Authorization Reciprocity Agreements (SARA), which then allowed each state institution to apply for membership with SARA. The intent of SARA is to make it easier for students to take online courses by post-secondary institutions in another state. In early 2015, Fairmont State was approved to participate in SARA.

The Admissions and Credits Committee serves as a Faculty Advisory group to the Office of the Registrar and the Office of Admissions with regard to undergraduate credit. In this capacity, the Committee reviews general FSU policies adopted by these offices and recommend any appropriate changes. This Committee is empowered to act upon individual cases involving admission, readmission, retention, and credits of students and shall also be empowered to render judgment on petitions for grade changes submitted by faculty and administration. With respect to graduate credit, the Graduate Council and Director of Graduate Studies are charged with establishing policies with respect to graduate credit (Graduate Catalog 2015-16).

4.A.3. FSU accepts work from regionally accredited institutions as identified by the regional accrediting body Higher Learning Commission or any of the other seven regional accrediting bodies. Work from out-of-state institutions that are not regionally accredited is not requested upon admission and is not reviewed for credit purposes. Following HEPC Series 23 a statewide bill, now requires all public four-year institutions to review any credit, coming from an accredited institution or not, for application to a degree program.

FSU has policies for transient students enrolled at other institutions to also enroll in classes at FSU. Institutions where this frequently occurs is Glenville State College, Pierpont Community and Technical College, and West Virginia University. Various programs have also developed articulation agreements with other colleges and universities, for example, the FSU School of Nursing and Bridge Valley Community and Technical College have developed an articulation agreement leading to the Bachelor of Science degree in Nursing.

4.A.4. As noted in the Constitution of the Faculty of FSU (Faculty Handbook 2015-16, p. 8), FSU's Academic Affairs Council is responsible for planning and coordinating the overall direction of the various academic programs and support services of FSU. It encourages cooperation among the various academic disciplines.

FSU's academic departments maintain authority over prerequisites for courses, rigor of courses, expectations for student learning, and access to learning resources. This authority is exercised through continual assessment of the curriculum and making changes as needed based on annual reviews of

course evaluations, specialized accreditation criteria and external program reviews, and adherence to professional guidelines. Program review and initiation of new courses begins at the program/school level. Programs establish procedures for new course approval at their level. Programs either have established curriculum committees (School of Nursing and Allied Health Administration, School of Fine Arts, Language and Literature Department) or the faculty of the School or College (School of Education, Health and Human Performance, College of Liberal Arts, School of Business, and College of Science and Technology) initially vet new courses or curricular changes prior to the programs being submitted to the FSU Curriculum Committee. New courses or revised courses to be considered by the FSU Curriculum Committee must be submitted on the Curriculum Proposal form which includes listing prerequisites, units of credit, outcome competencies and methods of evaluation (Curriculum Proposal Form).

The FSU Curriculum Committee of the Faculty Senate then reviews new program curricular changes submitted by the programs and takes appropriate action and makes recommendations for course approval to the Faculty Senate for final action. Additionally, the Curriculum Committee undertakes research into the successes and failures of FSU curricula and develops policy guidelines that will assist FSU in curriculum development. Approved Curriculum proposals are posted on the Faculty Senate website (Curriculum Proposals – Approved).

Responsibility for online course academic rigor and faculty qualifications resides with the departments and colleges offering online courses. The assessment of online sections to the achievement of programmatic learning outcomes is no different from on-campus sections and is documented in Taskstream.

If a course is to satisfy a general studies component, then it is also sent to the General Studies Committee. The Committee creates and oversees the outcomes governing the General Studies curriculum and the listing of courses fulfilling the requirements as listed in the FSU catalog; manages assessment data on the effectiveness of the General Studies curriculum and compiles reports on this annually; and conducts a review of the General Studies program to ensure that the program meets the standards of the Higher Learning Commission and other outside accreditors. The current General Studies program was implemented in 2013 (FSU Academic Catalog 2013-2014 pp. 126-134) and the initial assessment of General Studies outcomes was conducted in spring 2016 (General Studies Program Assessment Cycle) and will continue through fall 2020. Each semester two outcomes are to be assessed, and the reviewing faculty member will submit recommendations for program continuation, improvements or discontinuation to the General Studies Committee who reviews the reports and drafts appropriate changes. The reports are then forwarded to the Senate for approval and the final report is submitted to the Director of Institutional Assessment and Effectiveness.

The only dual enrollment program currently offered by FSU is the Teacher Cadet Program, which is an option currently open to students in Webster and Monongalia counties. The program is expanding to Harrison and Marion counties in 2016-17. Students are identified by high school personnel and by FSU School of Education personnel. Participating counties enter into an MOU (Harrison Co., Mon Co.) with FSU. Effective with fall 2016, participating students will pay $25/credit hour. Students complete an application specifically designated for the Teacher Cadet Program and are coded as "dual enrollment" in the Banner Student module.

Faculty Qualifications

Policies and regulations related to faculty qualifications are included in the FSU Faculty Handbook (p.24). When hired, faculty members who have not yet completed terminal degrees (or are academically or professionally qualified) are expected to do so within a reasonable time frame. The

Provost's Office keeps all official transcripts verifying academic credentials for faculty. (A list of current faculty and degrees can be found in the FSU Academic Catalog 2015-16).

Faculty at FSU participate in a yearly evaluation through an annual faculty report (Faculty Handbook, p. 85). This annual report requires faculty members to develop an electronic portfolio that includes items concerning their teaching, service and scholarship. The annual review portfolio is reviewed by the appropriate administrator for that faculty member. Faculty members use Taskstream to maintain and submit their annual reports.

Faculty who have attained Graduate Faculty Status undergo an additional review to attain and maintain their graduate faculty status. The Graduate Studies Council has instituted a review process (Graduate Studies Plan of Governance) in which faculty must not only meet initial scholarship and degree expectations to attain full graduate faculty status but must also reapply every five years to maintain that status and show that they have stayed active in the field of scholarship and teaching to attain reappointment to graduate faculty status.

Learning Resources

Traditional and non-traditional students on and off campus have access to multiple resources that support numerous aspects of student life, from the logistics of registering for classes to physical and mental health. Students have access to support services and learning resources administered by qualified individuals that include but are not limited to career services, counseling, tutoring, technology support, disability services, academic advisement, and library services. Descriptions of these services can be found on the website (FSU website Campus Life), and the 2015-2016 Student Handbook.

Additionally, all accredited programs must fulfill the appropriate accreditation agencies' requirements for course or program revisions. An example would be the Substantive Change request to the WVBOERPN and ACEN submitted by the School of Nursing and Allied Health Administration for the start of the LPN-ASN program (Proposal, Letter 1, Letter 2, Letter 3).

4.A.5. Specialized program accreditation is maintained for academic programs in the following areas: Education, Nursing, Business, and Engineering Technology programs. Criminal Justice is currently seeking specialized accreditation through the Academy of Criminal Justice Sciences (ACJS).

 4.A.6. FSU uses multiple methods at the department, school, college and university levels to evaluate the success of its graduates. Academic departments vary in the amount of data they collect and the amount of anecdotal evidence they maintain on the success of their graduates.   Some academic programs maintain current records of employment rates, admission rates to advanced degree programs, and participation rates in internships, and special programs.

All programs are required to have program outcomes and program goals. Programs with specialized accreditation typically maintain data and records such as graduation rates, employment rates, acceptance into graduate programs and licensure pass rates. For example, the School of Nursing uses program outcome data and graduation rates along with indirect measures such as student exit, alumni, and employer surveys to promote ongoing BSN and ASN program improvements. Pass rates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) have consistently been above the three-year national mean as required by the Accrediting Commission on Education in Nursing (ACEN). Respondents to the exit and alumni surveys report they are employed, and employer satisfaction is consistently high. Program outcomes can be found on the program spaces in

Taskstream (Nursing Program Outcomes).

Recognizing a weakness in the level of institutional data with respect to graduate success, FSU conducted its first "First Destination Survey" of the Class of 2016 during Spring 2016 commencement practice. The Career Development Center took the lead in administering and analyzing this data. A total of 339 surveys were collected. Plans are to implement a follow-up survey to the Class of 2016 within 12-15 months of the first destination survey. The Career Development Center has assumed responsibility for collecting and maintaining graduate and employment data for use in institutional planning and decision making (First Destination Survey).

Sources

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- 4-A FSU Accredited Programs (002)
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- HEPC-Series-23-2015-01-13
- Mon County BOE FSU MOU Draft
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- Substantive chg WVBOERPN letter 3.27.14
- WVBON curriculum change request ASN Sept. 2014

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
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.

Argument

FSU has made great strides in assessment of student learning since 2012, and has continued to focus efforts on developing and refining institutional structures and processes to support improvement of our students' educational experiences through ongoing assessment of academic and co-curricular programs. Implementation of a campus-wide assessment plan has been carried out by a highly committed group of faculty (organized as the "Critical Friends Group" in January 2014) working with colleagues in their academic units, with support and direction provided initially by the Interim Vice President for Institutional Assessment and Effectiveness (VPIAE). As our assessment programs have matured, they have become more deeply embedded in the institutional structure and culture, and we increasingly see signs of a (desirable) shift from a compliance mentality to an acceptance of assessment as a part of the teaching and learning enterprise. Faculty, in particular, are beginning to see the value of assessment results to inform their teaching practices and the development of program curricula. In the past year, the institutional focus on assessment has been primarily in the following four areas:

- Continuing to refine the structure and process for an annual review of academic program assessment reports (begun in 2014);
- Developing an assessment plan for the General Studies program and beginning assessment of student learning outcomes in General Studies;
- Developing an assessment plan for co-curricular programs and (non-academic) student services, and beginning assessment of student services;
- Addressing comments made by the HLC Evaluation Team in their report following the May 2015 Commission-mandated Focused Visit.

A reorganization of administrative leadership has provided additional staff support for the Vice President responsible for oversight of assessment programs. The newly created position of Director of Institutional Assessment and Effectiveness reports to the Interim Vice President for Student Services, who is the former VPIAE. The reorganization of assessment under Student Services will enable rapid progress in the assessment of co-curricular programs and (non-academic) student services, while the addition of a Director of Institutional Assessment and Effectiveness will ensure continued development of assessment of academic programs.

4.B.1. Undergraduate and graduate academic programs document student learning outcomes and program goals in Taskstream. Program information in Taskstream (including assessment plans,

measures, and recommendations, in addition to outcomes and goals) is reviewed annually by a faculty reviewer, and programs for which outcomes and goals are absent or weak are followed up with. Our goal is for all academic programs to have a manageable number of clearly articulated student learning outcomes that are specific and measureable, and we are currently very close to achieving that goal.

In preparation for implementing an assessment plan for the General Studies program, the General Studies committee revised (and simplified) the student learning outcomes for that program (see General Studies outcomes with mapping). A schedule for assessing General Studies outcomes has been produced, and the first phase occurred Spring 2016.

One of the major accomplishments in assessment of student learning at FSU has been the establishment of an annual assessment cycle, initiated in 2014, in which all academic programs participate, and for which a standardized template (in Taskstream) is used for program reports and a standardized rubric (replacing the simple matrix used for program review in the first institutional assessment cycle) is used by peer reviewers (members of the Critical Friends Group) to evaluate the assessment progress made by individual programs (see examples of completed program assessment reviews, Architecture, Chemistry, Digital Media, History, Psychology, and Theatre). Recent developments to this process have included refinement of the rubric used by peer reviewers; the identification of assessment points of contact, assessment coordinators, and Taskstream mentors for every academic unit or program; and the institution of a campus-wide "assessment day" in the week preceding each semester.

The report by the Evaluation Team following the May 2015 Focused Visit highlighted the need for both a more formal governance structure for assessment and an institutional assessment plan. Both of these are in process with anticipated finalization Fall 2016. A draft plan for an "Institutional Assessment Council" has been circulated among Critical Friends Group members as well as the assessment points of contact and assessment coordinators in each academic unit, and will be adopted pending revision based on feedback from these stakeholders, as well as from deans, chairs, and members of the President's Cabinet. Similarly, an institutional assessment plan has been drafted in outline form, and will be finalized following review by relevant parties and revision.

4.B.2. As with student learning outcomes and program goals, academic programs enter assessment plans and results in Taskstream. Academic program assessment plans and results are evaluated by peer reviewers, using the same rubric as for outcomes and goals. As with learning outcomes, our goal is to have all undergraduate and graduate programs achieve at least the "Target" rating for these areas of the rubric, and we are steadily making progress towards that goal. Assessment of General Studies outcomes will continue during the Fall 2016, with one outcome successfully assessed during the spring 2016 term.

Course-level student learning outcomes are evaluated through assessment activities decided upon by individual instructors or collaboratively by program faculty. Additionally, FSU uses the IDEA Student Ratings of Instruction (online form; paper form) to indirectly assess student learning at the course level.

FSU is just beginning planning and implementation of assessment programs for co-curricular programs and non-academic units. The results of the first student services survey and the schedule for assessment/review of co-curricular programs and non-academic units are included as support documents.

4.B.3. Along with program outcomes, goals, assessment plan, and results, faculty enter reflections of their assessment results and recommendations for revising the curriculum in Taskstream. Currently

those reflections and recommendations are entered in the Assessment Results and/or the Action Plan sections of Taskstream (in some cases, the information is included in the "Additional Documentation" section of the Taskstream template). As with the other sections of the Taskstream template, reflections and recommendations in all academic programs are reviewed and rated by peer reviewers, using the standardized rubric, and the goal is for every program to enter information on how program faculty intend to make use of their assessment findings to improve student learning. At this point in the development of our institutional assessment processes, there is considerable variability among programs in the amount of information added on reflections and recommendations.

An important step in embedding course- and program-level assessment into curricular processes at FSU is the requirement that proposals for curriculum changes include assessment results to support the rationale for the change. Proposals for new or revised courses are also required to include an assessment plan (see Curriculum Proposal Form and Approved Outcomes Language). Together, these two requirements ensure that curriculum changes use the information gained from assessment to improve student learning.

4.B.4. Assessment of student learning at FSU is planned and implemented by faculty (with oversight from the Interim Vice President for Student Services (VPSS) and the Director of Institutional Assessment and Effectiveness). Leadership for assessment efforts comes through members of the Critical Friends Group to program faculty as a whole with program contacts identified as "Assessment Points of Contact," "Assessment Coordinators," and "Taskstream Mentors." Critical Friends Group members are very committed to and engaged in the process of assessment and have been an absolutely crucial component of our institutional assessment achievements to date. In addition to the VPSS and the Director for Institutional Assessment and Effectiveness, the assessment work by faculty is supported by a professional staff person who has a half-time appointment as a Taskstream support specialist.

Faculty development has been an important component of our institutional assessment efforts. During Summer 2014, Critical Friends Group members participated in a "Summer Academy" on assessment (Dempsey report). Also in 2014, a Critical Friends Group web page was established, housing resources on a number of assessment-related topics. During key periods in the annual assessment cycle, when faculty are entering assessment information into Taskstream, work sessions are scheduled (in one of the campus computer facilities) during which peer support is available. Two annual "assessment days" are now scheduled into the professional development week preceding each semester, with the intention of creating space in the academic year calendar for faculty to devote to the collaborative aspects of program assessment. Plans for additional faculty support and development include a discussion group on Kuh et al. (2015) *Using Evidence of Student Learning to Improve Higher Education*, and another discussion group on articles from the journal *Assessment Update*, for which FSU purchases a subscription to current issues.

FSU's institutional assessment structures and processes follow standards established by leading national organizations such as the National Institutes for Learning Outcomes Assessment (NILOA) and the Council for the Advancement of Standards in Higher Education (CAS). Participation in assessment conferences helps ensure awareness of current best practices in assessment. Last year the VPIAE attended the Assessment Institute in Indianapolis, and this year the Director of Institutional Assessment and Effectiveness will attend.

Sources

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- Assessment Critical Friends Representatives Spring 2016
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- Program Assessment Points of Contact
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- Response to the Request from the Compact Review Team V2
- SUMMARY FSU Program Assessment Rubric 2014-2015V2
- Taskstream Template
- THEATRE (BA) Program Assessment Rubric 2014-2015

4.C - Core Component 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.

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.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
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.)

Argument

FSU strives to improve retention, persistence, and graduation rates. At minimum, our goal is to return to previous rates by achieving a six-year graduation rate of 40.2 percent. In order to realize this goal, FSU has focused increased attention and resources to implement strategies to help students navigate the academic and student life challenges that often prevent student success.

4.C.1. FSU has established enrollment, retention, and graduation targets as part of its ongoing institutional Compact with the West Virginia Higher Education Policy Commission's statewide plan *Leading the Way: Access. Success. Impact.* Established targets for the five-year plan serve to fulfill institutional goals as well as contribute to the overall statewide plan through the 2017-2018 academic year. See Evidence File Compact Approval Letter.

Targets have been established for enrollment, retention, and graduation rates overall as well as for subsets of the student population, including first-time freshmen, low-income, adult, transfer, and underrepresented racial/ethnic groups. Annual achievement toward targets are reported for all metrics in the categories identified as *Access, Success*, and *Impact*. The *Student Access* category outlines enrollment targets based on fall census numbers for headcount, full-time equivalent (FTE), first-time freshmen, low-income students, adult students, and underrepresented racial/ethnic groups. *Student Success* includes developmental education outcomes, retention goals for each subset as previously described, persistence (progress toward degree, four-year and six-year graduation rates for subsets of the student population). *Student Impact* include targets for degrees awarded with separate targets for STEM, STEM Education, and Health fields, and federal student loan default rates. For a detailed description of the targets, strategies and rationale for target levels, refer to Evidence Files *FSU Institutional Compact Report 2013 FINAL* document, and *Compact Access 2016* (table and charts); *Compact Impact 2016* (table and charts); and *Compact Success 2016* (table and charts).

Since the inaugural year of the current Compact, FSU has had varying success in achieving the targets established. Following the original approval of the Compact targets in 2013, FSU was offered an opportunity to analyze performance up through year three. In Fall 2015, an opportunity was afforded

the institution to alter targets based on available data and performance up to that point. The Board of Governors (BOG) approved the final revision of the targets for the 2017-2018 cycle October 22, 2015. All targets were revised upward by varying amounts. See Evidence File Compact Targets for changes in 2018 Institutional Targets as presented to the BOG. See Evidence File 2015 Institutional Compact Update for a narrative progress report outlining initiatives and strategies used to affect attainment of targets.

FSU faculty and staff have expended significant effort in trying to achieve the targets. The Campus Collaborative for Recruitment and Retention (CCRR) initiatives in areas such as advising and first-year experience, major curricular changes pursuing co-requisite approaches for developmental education, and on-going and new initiatives through the Office of Retention, have all helped FSU make gains in approaching targets for student success and graduation. Enrollment growth remains a challenge regionally, statewide, and nationally; we continue to refine efforts to help the institution stabilize enrollment declines.

4.C.2. As a strategic decision, FSU has focused on graduation data and success as the ending benchmark of strategic work related to the full continuum of the student experience from FSU's first touch point with potential applicants in high school through the in-major matriculation phase on campus. As noted FSU is working to build a stronger student experience (academic and broader college life) that includes better continuum benchmark success (i.e., the "touch points") that culminate in more successful admission, retention, and ultimately graduation rates.

FSU has set as a goal to, at a minimum, progress toward a six-year graduation rate of 40.2%. This would return FSU's success rate to a level achieved in previous years (2002). FSU has adopted and is committed to strategies that will ensure a long-term enrollment growth pattern. This is being built on efforts in recruiting and admissions, retention, academic success, and graduation rates.

FSU is already in the process of creating data analyses that will allow us to disaggregate the enrollment metrics into program and college/school level reports. These disaggregated metrics will provide data resources to academic programs to build program assessment outcomes tied to program success with enrollment, retention and graduation. The specific data points in the metrics structure that will be most informative to tracking progress will include the following:

- Headcount
- Retention
- Progress toward degree
- Graduation rates

4.C.3. FSU has remained relatively flat with the percentage of full-time, first-time freshman being retained. Though the 2013 cohort shows nearly a half percentage point increase over the 2012 cohort, out-of-state students exhibit a significant decrease between these two cohort years with a 2.3% increase in the number of in-state students retained. Decreases in part-time first-time freshman, transfer students and underrepresented students also show decreases in percentage of students retained. While there are contextual reasons that may explain these numbers, efforts are being expended in looking at retention best practices and current efforts in an attempt to improve retention in general.

The bright spots within the retention metrics are Low-income First-time Freshmen and Returning Adults. Both groups saw a significant increase in retention between the 2012 and 2014 cohorts. Low-income First-time Freshmen increase 3.6% while Returning Adults increased 9.4% between 2012 and 2013 cohorts. These metrics have fluctuated over the last five years prior to 2013, so

additional cohort data will need to be reviewed to determine if this trend is sustained.

As noted in the 2015 HEPC Compact report link, FSU has focused increased attention and resources over the last year on analyses and use of institutional data, program assessment and assessment of learning, and implementing strategies to support students in negotiating the academic and student life challenges of college. There has been a concerted effort to create better strategies at the institutional level for using institutional data to understand the correlations between macro-level metrics on retention, enrollment, and graduation (persistence), specific initiatives to ensure student success, and which initiatives are most likely to best position students for success (progression).

Activities and initiatives instituted to increase retention and graduation rates include: the First-year Experience Passport activities, First Year Seminar, Student Success Courses, Appreciative Advising, academic program assessment, research on current and future students, developmental education strategies, and the Title III Strengthening Institutions grant (FSU's 2015 HEPC Compact Report). Individual Schools and Colleges have embarked on various initiatives to increase retention and graduation rates, such as, School of Nursing and Allied Health Administration- Pathways for Success Program, School of Business- Student Peer Mentoring Program, Progress Toward Degree has shown a modest increase between the 2012 and 2013 cohorts with significant gains in the In-state subgroup. Out-of-state subgroup declined in the percentage of students earning 30 hours.

With the "15 to Finish" initiative, a statewide campaign through HEPC encouraging students to enroll in 15 credit hours per semester, and several strategic initiatives being actuated, it is expected that FSU will continue to see gains in this metric.

4.C.4. As a public regional baccalaureate institution and one of 11 public four-year institutions in the State of West Virginia, FSU has an obligation to use processes and methodologies for collecting and analyzing information on student retention, persistence, and completion that are acceptable to the WV HEPC. This obligation derives in large part from state statute which mandates the reporting of certain data so that the HEPC can fulfill its mandate and provide data to policy makers and the general public. This is accomplished in large measure through its annual Report Card (see Evidence File 2015 Report Card*)*. Enrollment, retention, graduation, and financial aid statistics contained in this document also conform to the data collected and analyzed for the institutional plans as part of the HEPC's *Leading the Way* statewide master plan. In addition to providing historic data, the annual Report Card also allows for an institutional comparison with other public institutions in the State.

FSU does not currently have an institutional research office or staff dedicated entirely to that function. In June of 2013, FSU's Director of Institutional Research (IR) resigned. A decision was made not to fill the IR position, due to a combination of financial exigence and an impending search for a Vice President and Chief Information Officer (with an interim Chief Information Officer until the search could be completed). Since the successful conclusion of the search for a VP/CIO in August 2014, institutional research functions have been vested in the Office of Information Technology, with specific oversight granted to the Associate VP for Information Technology/Director of Administrative Systems. The Associate VP/Director of Administrative Systems is supported by an Application/Institutional Research Specialist. These two individuals, along with the VP/CIO, the VP for Student Services, and the Director of Institutional Assessment and Effectiveness compose the Institutional Research Committee that has begun to meet regularly to further define what types of data are collected on a regular basis, what data need to be collected on a regular basis, and how those data can more effectively be analyzed to benefit the institution in achieving enrollment, retention, and graduation targets. See Evidence File *Institutional Research Report* for identification of standardized data reports currently being submitted by FSU to various agencies.

To augment internal data collected as part of institutional research, an administrative decision was made to begin collecting additional data through commercially available surveys. FSU participated in the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) this past spring and plans to continue administering this survey on a three-year cycle. 2012 was the last time FSU participated in the NSSE and FSSE surveys. For the spring 2016 survey, FSU had a 24% response rate among first-year students, and a 26% response rate among senior students. The faculty response rate on the FSSE was 71%. The response rates were much improved over the 2012 survey. Academic Advising and Learning with Technology modules were selected to further inform institutional efforts in retention initiatives related to both of these areas. See Evidence Files *NSSE 2016 Snapshot* (p. 1, p. 2, p. 3, p. 4) and *FSSE 2016 Snapshot* (p. 1, p. 2).

Two FSU faculty members have developed an "End of Term" survey that has been administered to a sample of the student body every semester, beginning Fall 2014. The End of Term survey is administered in select courses on the same day and time across campus. The days and times are varied each term to achieve randomness of the student characteristics. Data and analysis from this survey, which mirrors many of the questions contained in the HLC Student Opinion Survey administered in advance of a campus visit, were used to help the Campus Collaborative for Recruitment and Retention plans further efforts to address retention concerns (see Evidence File End of Semester Survey Results).

In a similar approach, a "Fall Freshman Survey," developed by the same faculty members, is administered during "Welcome Weekend" to provide insights into what influenced students to attend FSU. This survey has been administered to incoming students each August since 2014. The data obtained from this survey are used to provide insights into motivations for choosing FSU so that recruitment efforts by the institution, and by academic units that so choose, can be more strategic. See Evidence File Fall 2015 (2014) Freshman Survey Results for a summary of the data from the combined responses for the 2014 and 2015 terms. Fall 2016 data were collected but are not part of this summary.

Sources

- 05_CompactApprovalLetter_Fairmont_10July2015
- 2015 Institutional Compact Update
- 2015-Report-Card
- Compact Access 2016
- Compact Access Charts 2016
- Compact Impact 2016
- Compact Impact Charts 2016
- Compact Progress Sheet 2016
- Compact Success 2016
- Compact Success Charts 2016
- Compact Success-N 2016
- Compact Targets
- End of Semester Survey Results
- Fall 2015 (2014) Freshman Survey Results
- FSSE16 Snapshot (Fairmont State) (1)p1
- FSSE16 Snapshot (Fairmont State) (1)p2
- FSU Institutional Compact Report 2013 Revision FINAL
- FSU website Title III

- NSSE16 Snapshot (Fairmont State) p1
- NSSE16 Snapshot (Fairmont State) p2
- NSSE16 Snapshot (Fairmont State) p3
- NSSE16 Snapshot (Fairmont State) p4
- WV HEPC Compact Leading the Way Plan

4.S - Criterion 4 - Summary

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.

Summary

Academic quality at FSU is ensured by internal and external program reviews, by following policies, procedures, and best practices related to transcripting credits, by achieving specialized accreditation for programs, and by tracking the success of our graduates. FSU's academic departments maintain authority over prerequisites for courses, rigor of courses, expectations for student learning, and access to learning resources. This authority is exercised through continual assessment of the curriculum and making changes as needed based on annual reviews of course evaluations, specialized accreditation criteria and external program reviews, and adherence to professional guidelines. Several programs maintain specialized accreditation.

Implementation of a campus-wide assessment plan has been carried out by the "Critical Friends Group," a highly committed group of faculty who work with colleagues in their academic units. An "Institutional Assessment Council" is currently under development. With an increased focus on assessment, Taskstream has been adopted as the institution-wide tool for collecting, archiving, and reporting on assessment data and analyses. With the establishment of an annual assessment cycle beginning in 2014, undergraduate and graduate academic programs use Taskstream to document student learning outcomes, program goals, assessment plans and results, and faculty reflections, which are peer-reviewed. As FSU's assessment programs have matured, they have become more deeply embedded in the institutional structure and culture. Faculty, in particular, are beginning to see the value of assessment results to inform their teaching practices and the development of program curricula.

FSU monitors retention, persistence, and completion rates and is committed to improving these. FSU has established enrollment, retention, and graduation targets as part of its ongoing institutional Compact with the West Virginia Higher Education Policy Commission (HEPC). A variety of activities and initiatives have been instituted in order to increase retention and graduation rates, including the following: the First-year Experience Passport activities, First Year Seminar, Student Success Courses, Appreciative Advising, academic program assessment, research on current and future students, developmental education strategies, and the Title III Strengthening Institutions grant.

 FSU collects and analyzes information on student retention, persistence, and completion in accordance with state mandates placed upon the HEPC. FSU's Institutional Research Committee was recently formed and now meets regularly to work on data collection and analysis. FSU participated in the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) this past spring and plans to continue administering this survey on a three-year cycle. Additionally, two FSU faculty members have developed and have begun administering an "End of Term Survey" and a "Fall Freshman Survey" to help inform institutional decision making.

Sources

There are no sources.

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.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

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.
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 a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

FSU continues to maintain and improve resource efficiencies that support offering high-quality academic programs, as well as resources required to maintain an attractive and effective campus environment and manage related activities and services. Yearly reductions in state appropriations have resulted in modest yearly increases in tuition and some fees as well as efforts to operate with greater efficiencies. FSU's resources include its faculty, staff and administration, as well as its buildings and grounds, and its funding from student tuition and fees, state appropriations, grants, contracts, and gifts. FSU has also invested resources in information technology, library facilities, academic advising, and academic programs that are designed to achieve the goals of the Strategic Plan.

5.A.1. Fiscal Resources

The attached tables and charts (Revenues and Operating Expenses; Operating Expenses-Functional Classification) detail FSU's revenue and operating expenses for fiscal years 2012 – 2015. For fiscal year 2015, operating revenues less operating expenses resulted in an operating loss of $23,428,756. State appropriations of $15,842,394 and Pell grant revenues of $7,499,684 were reported as non-operating revenues while the expenditures from these dollars are reported as operating expenses. The decrease in net position before other revenues, expenses, gains, losses and transfer was $2,127,723.

The decrease in net position of $2,287,875, before the net effect of change in accounting policy, was primarily due to the payment and accrual of costs for the Early Retirement Incentive Plan. The total cost of the plan was estimated at $1,372,864 at June 30, 2015. Additional information about the plan is provided in the fiscal year audit in financial statement note 14. In addition to costs to employees, FSU also incurred costs to the Consolidated Public Retirement Board in the amount of $343,111

associated with the Early Retirement Incentive Plan. Also, the Other Post Employment Benefits liability increased $502,873 at June 30, 2015.

FSU's Composite Financial Index (CFI) for years 2012 – 2014 was "Above the Zone" according to the HLC evaluation table. However, the 2015 CFI dropped to 0.64, which is "In the Zone" for the first year (Updated CFI Summary). This is an area of concern, particularly with additional cuts in state appropriations anticipated for the next fiscal year.

FSU grant activity has declined from a total amount awarded in fiscal year 2012 of $9.8 million to $5.6 million for fiscal year 2015 (HLC Grant Report FY 15).

Human Resources

The attached table details human resource allocations from September 2012 through September 2015 (Human Resource Allocations). FSU has been able to maintain the necessary faculty and staff to support all current educational programs and operational units in the face of recent years' declining enrollments and reduced state appropriations. However, a consequence of the reduced state appropriations has been an increased number of faculty positions filled as three-year renewable term positions instead of tenure-track positions. This followed the implementation of a one-time voluntary severance plan in 2014 that resulted in several faculty and staff accepting the severance plan and retiring. Many of those vacant faculty positions were then filled with three-year term appointments. While these positions could convert to tenure-track positions in the future if budgets begin to improve, it provides greater flexibility to meet changing, and often declining, fiscal resources. Using three-year term positions rather than tenure-track positions raises a concern that the best qualified candidates will accept employment at other institutions where they can obtain a tenure-track position. However, there is no evidence to support this concern either way. What can be said is that candidates selected have met, and typically exceeded, minimum criteria established for the faculty position. However, it still remains a concern voiced through the Faculty Welfare Committee of Faculty Senate. A report on classes taught during the fall semester 2015 illustrates the concern, although it still indicates that more than 50 percent of the classes are taught by tenured or tenure-track faculty.

Fall Semester 2015		
Faculty Group	**Classes Taught**	**Percent of Total**
FT Faculty Tenured	439	36.6%
FT Faculty Tenure Track	174	14.5%
FT Faculty Not on Tenure Track	211	17.6%
FT Faculty FEAP	36	3%
PT Faculty	340	28.3%
TOTAL	**1200**	**100%**

Physical Plant and Infrastructure

A draft Facilities Master Plan has been developed as an update to the 2006-2012 Master Plan Update performed by WTW Architects. The plan includes a 20 year plan for the following revenue sources:

1. Infrastructure
2. Education & General Capital
3. Facilities (Parking & Safety)
4. Student Housing
5. Athletics
6. Student Activity Center: Falcon (30 year plan)

These plans include facility assessment conditions, future projected cost to upgrade the facility, and detailed financial analyses that are expected to provide guidance for the campus administration for the next 20 years. Yearly updates and modification are expected for the financial analysis. The goal was to create a plan that gives an accurate picture of basic needs while avoiding extravagance. Much of the work can be characterized as life safety concerns, code compliance, or system upgrades. It relies primarily on reconditioning existing buildings as opposed to new construction. This plan has been fully created by FSU without hiring a consultant.

Numerous additions, renovations and upgrades have been completed or are in progress since 2012, including those listed in the attached file.

In 2011, a Housing 20 Year Plan was completed by Perkins Eastman, Ira Fink and Associates, Inc., University Planning Consultants. One finding was that the current student apartment housing complex, College Park Apartments, had passed its useful life cycle. College Park Apartments were constructed by a private developer in the late 1960's and early 1970's and acquired by FSU in 2002. The wood-framed building complex, providing 210 beds, has been in heavy service for more than 40 years, well beyond the typical 25- to 30-year service for this type of construction. Due to the age of the buildings and the construction type, many systems are at the end of their life cycle and will need replacement. Consequently, it was decided to build new apartments and demolish the old apartments.

A new housing project, University Terrace, has been under construction and is nearing completion. This 345 bed apartment complex will replace the College Park Apartments. University Terrace is a three-building complex. Buildings 1 & 2 are on schedule for student occupancy in August 2016. Building 3 will be ready to occupy by the end of the fall semester 2016, if not earlier.

Technology Resources and Infrastructure

Our information technology infrastructure consists of LAN and WAN circuits for intra- and inter-campus connectivity. Buildings on main campus are connected via multi-gigabit fiber optic connections, and remote sites are connected back to our core network via high-speed WAN circuits.

A dedicated, monitored and secured data center is hosted in Colebank Hall. Core capabilities for maintaining IT infrastructure and services on campus are:

1. Enterprise-level UPS systems to provide 20-30 minutes of power to the production portions of the data center in an outage
2. Generator-backed power for the entire data center
3. Heavy investment in VMware to fully utilize modern server capabilities, efficiently manage and

share storage, maintain system redundancy, and address power utilization, with 10Gbps interconnects between VMware hosts for high performance

4. Bandwidth management on our Internet connection to prioritize traffic
5. Active network threat management capabilities from Cisco are employed in the form of its SourceFire product line
6. Voice-over-IP phone systems

In 2015 an extensive upgrade of our network architecture was completed (5-A-11).

For complete details of the 2016-2017 Technology Plan and its strategic impact, please see the FSU 2016-2017 Technology Plan with Gantt Chart. FSU uses the latest software available to handle a variety of functions.

5.A.2. FSU resource allocation and control processes can be described as "a system within a system within a system." As a public institution within the State of West Virginia, the resource allocation, budgeting, accounting and auditing functions are dictated by state code and policy, and are subject to oversight by the Offices of West Virginia State Treasurer and West Virginia State Auditor. Annual budgets and expenditure schedules are submitted from FSU to the HEPC which then compiles the system's requests to submit to the WV Secretary of Arts and Education which then become part of the administrative, or Governor's, budget request to the WV Legislature. The legislature approves all appropriations in a budget bill based on revenue estimates provided by the Governor in his budget proposal.

FSU takes an incremental approach to the budgeting process, rolling one fiscal year budget into the next with updates being made as needed to various funds and organizations. FSU has approximately 76 organization managers and approximately 33 fund managers. Organization managers have spending authority over certain personnel and current expenditures. Fund managers typically are mid- and senior-level managers who are authorized to approve budget expenditures for multiple organizations under their auspices. In accordance with the state budgeting process, the budget must be approved by the FSU Board of Governors (BOG) and submitted to the HEPC by early March of each year.

Institutional budget planning is vested with the President and the senior leadership. Using a budget planning document, mandated budget increases or decreases are entered as information is known over a four to six-week planning period in a normal year. An example of mandated budget revisions would be insurance premium increases, classified staff increment pay increases, or increase in contractual or service agreements. Additional revenue and expenditure adjustments are made across all line item categories as they are brought forth through the organization and fund managers through their next senior budget officer. For example, academic budget requests may flow from the department chair to the dean of an academic unit. The dean would then submit the budget adjustment requests to the Vice President for Academic Affairs and Provost who would then present the budget requests to the President's Cabinet. Additional adjustments are made for one-time expenditure increases or decreases for the respective fiscal year. For example, this past fiscal year, a one-time budget expenditure was planned to support the third year hosting of the Governor's Honor Academy, a statewide academic program for talented high school juniors who participate in workshops, classes, and extra-curricular programming over a period of three weeks. Once a budget plan is finalized, it is presented to the BOG finance committee for consideration.   The BOG finance committee provides advice and carries budget recommendations to the full BOG for approval.

Fund and organization managers have access to their respective budgets through Falcon Electronic Information Exchange (FELiX) behind a secure log-in. Information in FELiX includes up-to-date

budget and expenditure schedules which enable all organization managers to have timely information with which to effectively manage their unit's budgets.

State code prescribes regulations for the collection and accounting of tuition and fees and capital and auxiliary capital fees, delegating the oversight of these revenue sources to the West Virginia Higher Education Policy Commission (HEPC).

HEPC rules and policies that govern institutional resource allocation and accountability are:

- Title 133 - Legislative Rule West Virginia Higher Education Policy Commission, Series 2, Higher Education Finance Policy;
- Title 133 - Legislative Rule West Virginia Higher Education Policy Commission, Series 12, Capital Project Management;
- Title 133 - Legislative Rule West Virginia Higher Education Policy Commission, Series 30, Purchasing;
- Title 133 - Legislative Rule West Virginia Higher Education Policy Commission, Series 32, Tuition and Fee Policy;
- Title 133 - Legislative Rule West Virginia Higher Education Policy Commission, Series 43, Purchasing Efficiencies;
- Title 133 - Legislative Rule West Virginia Higher Education Policy Commission, Series 44, Policy Regarding Action To Be Taken On Audit Reports; and
- Title 133 - Legislative Rule West Virginia Higher Education Policy Commission, Series 49, Accountability System.

The FSU Board of Governors (BOG) has adopted the following policies regarding institutional resource allocation and accountability:

- Policy 6 – Use of Institutional Facilities
- Policy 11 – Awarding of Undergraduate and Graduate Fee Waivers
- Policy 16 – Tuition and Fee Policy
- Policy 20 – Regulations Regarding Grants, Service, and Contracts
- Policy 25 – Salary Policy
- Policy 43 – Assignment and Reassignment of Physical Space
- Policy 44 – Financial Partnership Policy
- Policy 47 – Audit Committee Procedures
- Policy 49 – Joint Operating Agreement for Academic Programs
- Policy 59 – Debt Policy

The attached table and chart show the allocation of operating expenses by functional classification.

5.A.3. In 2016, FSU initiated a new strategic planning process to foster establishment and actuation of important priorities and initiatives to further our mission as a regional institution of higher education. While the strategic planning process was managed by a Strategic Planning Oversight Committee, the actual goal setting and identification of strategic initiatives were developed through an Institutional Planning Leadership Council (IPLC), which was formed in January 2016. The IPLC represented the FSU leadership including the Board of Governors, senior leadership, deans, chairs, directors and managers from all FSU units. Furthermore, this group represented nearly all budget managers of each organizational unit of FSU and those whose charge it is to ensure that the work of the institution is accomplished.

An initial Strategic Planning Retreat with the IPLC was held on January 12, 2016. The intent of this

retreat was to focus on the mission, goals and strategies over the next two years. This two-year horizon was selected for three reasons: 1) to allow us to synchronize our planning process with that of the Higher Education Policy Commission (HEPC) Master Plan, *"Leading the Way, Access, Success, Impact"*, 2) to synchronize with the FSU 2014-2018 Compact with the HEPC and 3) to continue institutionalizing several of the important strategic initiatives already in progress.

During the initial meeting in January 2016, the FSU mission statement was revised to read as follows:

"The Fairmont State University family educates, enriches, and engages students to achieve personal and professional success."

Also, from this meeting and subsequent sharing and communication, and driven by the mission statement, a set of goals, strategies and action plan priority foci were developed. Out of these efforts, the new Strategic Plan, *Reaffirming Our Future*, was developed and aligned with the HEPC Master Plan and Fairmont State Compact.

The established goals are realistic and align with current and ongoing organizational initiatives with effective structures and committed resources. For example, the Campus Collaborative for Recruitment and Retention (CCRR) was established in 2013 in an effort to engage individuals from all across campus in strategic planning initiatives to improve both recruitment and retention. Fiscal year 2015 saw increases in both enrollment and student retention for both semesters and the fall semester 2016 showed continued increases in both areas. Trending increases in both enrollment and retention can be attributed to the work of the CCRR and the sustained initiatives that have resulted. Some of these initiatives include:

- New student transitional Welcome Weekend;
- First-Year Experience Passport Program;
- Mid-Year Institute, designed to support and retain students on academic probation;
- Start of the Semester Survey to determine why students selected Fairmont State;
- End of Semester Survey to determine satisfaction with campus services, including classroom experiences, academic advising, course availability, financial aid information, etc.;
- Exit Survey for students that have withdrawn from the institution;
- Formal assessment of non-academic units as well as academic units.

We are entering the third year of the 2014-2018 Compact with the HEPC and efforts to meet the goals established are well underway (see 2014 Compact and 2015 Compact Update).

5.A.4. According to FSU's Human Resources Office (HR), there are 159 full-time classified staff employees of whom three (2%) hold a vocational certification, 12 (8%) have some college, 14 (9%) hold an associate's degree, 47 (30%) hold a bachelor's degree and 13 (8%) hold a Master's degree.

Of the 74 non-classified staff employees, one (1%) holds an advanced certificate, one (1%) holds an associate's degree, 19 (26%) hold a Bachelor's degree, 25 (34%) hold a Master's degree and six (8%) hold a doctoral degree.

In regard to classification and compensation of classified employees, FSU adheres to a state-mandated system of classification and compensation that establishes minimum qualifications and compensation for classified jobs using a Factor Evaluation Form and Job Evaluation Plan. HR is responsible for classifying new positions and establishing rates of pay based on this guidance and posts all jobs and ensures that candidates for jobs meet these state minimum requirements before they are further considered for hire.

Non-classified employee positions are also delineated by state law. There is no state pay schedule for non-classified jobs. Rather, the HR Office uses current surveys, such as CUPA, to determine market rates for these jobs. HR establishes the minimum qualifications for non-classified positions and then reviews applicant pools to ensure that only those candidates who meet the minimum qualifications are considered for employment.

Employee training is mostly on-line and is currently focused on compliance concerns, such as Title IX training. The HR Office maintains a catalog of other trainings which can be presented as needed or requested. Supervisors/managers are responsible for job-related training for staff.

FSU has a full-time Human Resources staff of five that provides the full range of contemporary and expected HR services, including talent acquisition and employee onboarding and management, classification and compensation, employee relations, HRIS, employee-benefits management and administration and employee training. (The payroll functioned is assigned to the Division of Finance, but the HR and Payroll staffs work closely together.)

Staffing includes the Assistant Vice President (AVP) for Human Resources, one HR Supervisor, one Benefits Specialist, a Classification/Compensation Analyst, and an HR Representative (generalist). The AVP has a Master's degree with over 30 years of HR experience and holds the Certified Compensation Professional (CCP), Senior Professional in Human Resources (SPHR) and Society for Human Resource Management, Senior Certified Professional (SHRM-SCP). The HR Supervisor has hours toward a bachelor's degree and has worked for FSU in the HR Office for over 26 years in high-level roles. The benefits specialist has completed hours toward a bachelor's degree and has worked in the West Virginia Higher Education System's benefits arena for almost 30 years. The Classification and Compensation Analyst holds a bachelor's degree and has worked in progressively higher roles in the FSU's HR Office for fourteen years. The HR generalist holds an associate's degree and has advanced steadily into more complex assignments and roles in her six years in the office.

5.A.5. The budget planning process for a fiscal period begins early on in the preceding fiscal year. The Budget Office staff, reporting to the Vice-President for Administrative and Fiscal Affairs, produces a draft of the fiscal year budget planning document depicting the current period budget condition and revenue projections, resource availability, and funding priorities for the upcoming budget year as known by the staff of the finance areas. Revenue projections are calculated on the basis of fee rate increases and enrollment trends. Resource availability refers to funding provided by the state government and Higher Education Policy Commission. Funding priorities include, but are not limited to, estimates for faculty and staff salary increases, Mercer Step increases for Classified Staff, faculty promotions, annual increment, PEIA rate increases, utility cost increase, and tuition waiver costs. Requests for increases to the funding level of a specific operating unit should first have the approval of the respective Cabinet member before being introduced for consideration. This budget planning document is modified as awareness of new or additional revenue and expense initiatives become known. A running total of the impact of the revenue and expense projections on the current budget condition allows decision makers to forecast the budget status for the upcoming fiscal year. This planning document is shared with the President's Cabinet as often as weekly during the budget planning period, with the Budget Committee when in session, and with the Finance Committee prior to approval of the budget for the upcoming year. The President has decision making authority to grant budget changes below $50,000. All budget changes greater than $50,000 require the approval of the Board of Governors. All budget changes are reported to the Board of Governors.

In years not so lean on budget dollars, the Budget Committee, comprising faculty and staff members of FSU, met weekly throughout the budget planning period to discuss the best use and assignment of institutional dollars collected from student fees. The Vice-President of Administrative and Fiscal

Affairs served as a non-voting member of the committee. This committee's review included the unrestricted and auxiliary fund types. Careful consideration of historical budget data and actual revenue and expense facts was a primary focus. The committee recommended the assignment of the funds to the President's Cabinet for approval. The President had final approval of the recommendations advancing to the FSU Finance Committee and on to the Board of Governors. The benefit of the function of the Budget Committee was that it opened up the budget planning process to the campus community. The members dedicated their time and became educated in the budget development timeline and policies set forth by the Higher Education Policy Commission and state government. Many gained a better understanding of FSU's budget as a whole. While the Budget Committee component added a sense of co-operation and decision making from multiple perspectives of the campus and transparency of the budgeting process, it was a very time-consuming endeavor. Each year, as additional members were appointed, time was devoted to teaching them what the individuals involved in the previous year's process already knew and understood.

As the economy began to decline and the state's appropriation of funds to FSU was reduced, the responsibility of budget planning shifted away from the Budget Committee to the President's Cabinet. This shift was based as much on time savings as it was to the necessity of reallocating available funds, in lieu of the assignment of new funds. Members of the committee were, justifiably, concerned with protecting the funding assigned to their management areas which made decisions slow to mature. Also, in times of reduced funding, decisions regarding what programs and activities currently funded can continue and which ones will have to be moderated or ceased. The modification of the level of the program or activity could result in reductions to the labor force as well as the operating budget of the cost center. These are tough decisions to make and the FSU administration felt it better that those decisions be narrated by the President's Cabinet with approval from the Board of Governors, than to rest on the shoulders of the members of the Budget Committee.

Early in the calendar year, the Budget Prep module of the Banner Finance system is engaged to "roll" the current year revenue and operating budget information for the unrestricted and auxiliary fund types to the new fiscal year. Budget Office staff members update the Position Control records of the Banner HR/Payroll module to reflect projected salary and benefit cost adjustments and position funding assignments. Members of the Information Technology staff assist in relaying this information to Banner Finance.

Decisions related to revenue and expense projections as outlined on the budget planning document are converted to accounting entries in Banner Finance. Financial statements reflecting these modifications and FSU's budget condition are produced and provided to the President's Cabinet for review. Any recommended changes to the financial plan for the upcoming fiscal year are entered into Banner Finance and updated financial reports are produced for review. Once the budget for the upcoming fiscal year is approved by the President's Cabinet, the information is shared with FSU's Finance Committee and forwarded to the Board of Governors for approval and adoption.

The budgets associated with the restricted and capital fee fund types are not included in this budget roll or approval process. These budgets are known as "inception to date" records and any budget balance remaining at the end of a fiscal year are carried to the next fiscal year through the year end close processes managed by the Accounting Unit.

Each operating unit manager is responsible for reviewing the budget information applicable to their area(s) of management. This review is done by the on-line budget query tools provided thru Felix. Budgets and year-to-date activity are reflected by account code and funding source within operating units. The information provided via this tool includes labor positions and labor, revenue, and expense budgets and year-to-date activity. Any discrepancies in budget and year-to-date values for the

unrestricted and auxiliary fund types are to be reported to the Budget Office staff; any discrepancies in the budget and year-to-date values for the restricted and capital fee fund types are to be reported to the Accounting Unit staff.

Throughout the fiscal year, the budget data is continually reviewed and evaluated. Modifications to budget plans may be necessary and any that may impact the bottom line of the approved financial statements are subject to approval of the President and/or the Board of Governors. Budget transfers between and among labor and expense account codes do not require further approval because the modifications do not produce an overall change to the unit budget.

Due to the unique environment of a campus shared by FSU and Pierpont Community & Technical College, many support service units of FSU also provide similar services to the community & technical college. This is true for the services provided by the Budget Office and the Accounting Unit in relation to the budget building processes and financial reporting.

Sources

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- 5-A-35 2016 Factor Evaluation Form April 2016
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- 5-A-6 Appendix E Housing 20 Yr Master Plan opt
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- 5-A-8 SWMP
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- FSU Strategic Plan -- REAFFIRMING WITH PRIORITY FOCI
- Human Resource Allocations
- WV HEPC Compact Leading the Way Plan

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. 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.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

FSU has a strong sense of mission with a primary focus on teaching and learning in a personalized learning environment accessible to residents in its service region. Through outreach efforts and numerous co-curricular activities in all academic programs, the faculty and staff seek to enhance mission-related opportunities in the region the campus serves. The mission documents, including the statements of vision and core values, were evaluated and amended through an open, collaborative process in 2005 and were the starting point for a revised strategic plan in 2010. The strategic plan is in the process of being revised and updated again, through a collaborative process that started on January 12, 2016, with a Strategic Planning Retreat with the Institutional Planning Leadership Council, a body with over sixty members representing the faculty, students, staff, administrators and Board of Governors.

The FSU Mission Statement guides campus governance, budget planning, and decision-making processes. In addition, the campus vision and core values statement have provided the foundation for the mission statements of each academic, nonacademic, and co-curricular unit, which specify the role that each will play in assisting FSU to fulfill its broader mission.

FSU has well-defined sets of governance and administrative structures, policies, and processes that support effective leadership to fulfill the mission.

The Board of Governors (BOG) "determines, controls, supervises and manages the financial, business and education policies and affairs" of FSU. Its membership, terms of office, responsibilities, powers and electoral procedures are further governed by West Virginia Code, Chapter 18B (§18B-2A-4(a)). The twelve-member board meets bi-monthly on campus. Within the Board of Governors is a committee structure, which includes: academic affairs, athletic affairs, by-laws, enrollment, executive, student housing, and finance. Meetings are open to the public and anyone with an interest in the governance of FSU is welcome to attend. Various campus reports are routinely sent to the Board of Governors. The Board of Governors may also make specific requests for data from the campus. These requests are routed through the President's Office, and from there they are routed to the appropriate office for response. All requested information is collected and the campus response is then issued by the President's Office.

Administrative leadership is provided by the President and the President's Cabinet, comprising five

vice presidents and an associate vice president.

A variety of administrative units and offices work together to provide support for the ongoing business endeavors and success of FSU. The FSU administrative structure supports the FSU mission by providing essential services in the areas of student services, academics, athletics, budget, finance, information technology, institutional research, communications, physical plant operations and human resources and by representing the campus on legislative issues with the state and national government.

5.B.1. The FSU Board of Governors (BOG) has oversight and makes knowledgeable decisions on an annual basis concerning items such as Tuition and Fee Approvals, Operating and Capital Budget Plans, Capital Project Approvals, Capital Appropriation Requests, Annual Audit Reports, and Academic Program Reviews. The agenda items and information presented to the Board of Governors can be found on the BOG website. In addition to decisions that occur on an annual basis, the FSU BOG is tasked with decisions to implement cost saving plans, approve one-time capital improvements, and issue bonds. Some examples of actions by the FSU BOG include:

- In April of 2014, the FSU BOG approved the establishment of an Employee Severance Plan including approval of the funding plan. The purpose of this plan was to allow long-time employees the opportunity to retire early while allowing FSU the opportunity to hire at a cost savings.

- In April of 2014, the Board also approved updates to Joe Retton Arena in the Feaster Center and approved the funding for the project. These were agenda items presented to the full BOG through the Finance Committee.

- In October 2014, the BOG approved the Campus Housing Project and the Bond Resolution to pay for the project.

- In April 2015, the 30 year Master Plan Update for Housing was approved. This was done at the same time as the issuance of the Series 2015A revenue bonds issued in the amount of $30,200,000 for the construction of University Terrace Apartments.

The above examples highlight the oversight the FSU BOG has in regard to decision making and operations of FSU.   Also, during the construction phase of the University Terrace Apartments, the Board communicated frequently with FSU staff, monitoring the construction of the apartment complex. Construction issues in regard to delays and additional costs have been shared with the Finance Committee on a regular basis.

5.B.2. The FSU Board of Governors consists of twelve members: one full-time member of the faculty with the rank of instructor or above duly elected by the faculty; one member of the student body in good academic standing, enrolled for college credit work and duly elected by the student body; one member of the institutional classified employees duly elected by the classified employees; and nine lay members appointed by the Governor with the advice and consent of the West Virginia State Senate (Board of Governors).

The President is the chief executive officer on the campus and oversees the operation of the campus, including the academic, financial, student services, and external communication programs in consultation with the vice presidents of each of these areas. The President also serves as the campus representative to the West Virginia Legislature, the HEPC, and to the region the campus serves. The President is responsible to the Board of Governors.

The President, in consultation with the faculty and staff, is responsible for

- Establishing the campus mission documents
- Determining admission standards within state guidelines
- Designing curricula and setting degree requirements
- Hiring all faculty and staff
- Defining and administering standards for faculty and staff evaluation and faculty promotion and tenure
- Recommending merit-based pay increases
- Administering all funds allocated to or generated by the campus

The President's Cabinet meets weekly to discuss all strategic and operational issues affecting the campus. This group is listed below:

- Vice President for Student Services
- Provost and Vice President for Academic Affairs
- Vice President for Administrative and Fiscal Affairs/CFO
- Vice President and Chief Information Officer
- Associate Vice President - University Communications
- President and CEO, Fairmont State Foundation

In addition to the Cabinet members, the Assistant Vice President for Human Resources and Campus/Community Relations, Director of Athletics, Assistant Vice President for Facilities- Capital Projects, Director of Emergency Management/Chief of Police and Director of the Falcon Center and Student Activities also report directly to the President.

The Academic Affairs Council, led by the Provost and Vice President for Academic Affairs, includes the Associate Provost/Director of Graduate Studies, Director of the Honors Program and the Deans and Chairs of Liberal Arts, Science and Technology, Business, Education, Fine Arts, Nursing and the Director of the Gaston Caperton Center. The Council meets bi-weekly to discuss common issues affecting all the colleges and schools at FSU, such as programming, budgeting, and campus policies. Representatives of other units, such as IT, HR, and Finance, are invited to the meetings as appropriate to explore solutions and gather input on new projects.

The FSU Faculty Senate acts as the principal agent of the faculty in policy determination. The faculty delegates to the Faculty Senate the power to act as its representative body in carrying out the purposes expressed in the Constitution and By-Laws of the Faculty Senate. A member of the Faculty Senate is appointed to the FSU Board of Governors.

The Graduate Studies Council is the body representing the Graduate Faculty regarding graduate programs and scholarship within FSU. The graduate faculty delegates to the Graduate Council the power to act as its representative body in carrying out the purposes expressed in the Graduate Council Plan of Governance. The FSU Graduate Studies Council consists of the Director of Graduate Studies (DGS), Graduate Faculty from each graduate degree program, At-Large Faculty, Deans of Schools and Colleges with graduate programs, Program Coordinators/Directors, graduate students, and ex officio members including the Provost and Vice President for Academic Affairs and the Associate Provost for Academic Affairs (if not also serving as the Director of Graduate Studies). The Council reviews, coordinates and serves as an advocate for graduate education at FSU. The Council initiates and reviews proposals for new graduate programs and policies, evaluates substantive revisions in graduate curricula, coordinates periodic program reviews, establishes the University criteria for Graduate Faculty membership, and considers such other matters affecting graduate education as are

brought to the Council by the DGS, a Graduate Faculty member, or a graduate student.

The FSU Classified Employees Council was created by the West Virginia Legislature via HB 2224 under WV State Code §18B-6-6, for the purpose of providing the classified staff employees at state institutions of higher education with a means to share information and discuss issues affecting them or the efficient and effective operations of an institution. The term "Classified Staff Employees" is defined as any regular full-time or part-time employee of FSU who holds a position that is assigned a particular job title and pay grade in accordance with the personnel classification system established by West Virginia Code §18B-9-2 or by the WVHEPC. A member of the Classified Staff Council is appointed to the FSU Board of Governors.

Student Government is the student organization charged with regulating all matters pertaining to the student life of its members which do not fall under jurisdiction of the faculty and administration; promoting general activities and developing a true college spirit; training its members in the principles and practices of democracy; constituting a medium, physically and ideologically, for expressing the opinion of the students on matters of general interest as well as promoting those opinions on relevant matters and to strengthen the cordial relations existing between the faculty, staff, students, and alumni. A member of the Student Government is appointed to the FSU Board of Governors, Faculty Senate, Bookstore Advisory Board and the Facilities Administration Council.

5.B.3. The FSU Board of Governors follows the guidelines in [Policy No. #50, Policy on Policies](#), which became effective on September 7, 2006. This Policy establishes that the Fairmont State Board of Governors will follow the process as outlined in [Series 4](#), established by the Higher Education Policy Commission (HEPC), effective July 31, 2006, for adoption, amendment or repeal of rules, guidelines and other policy statements. This policy applies to rules, guidelines or policies with institution-wide effect. Policy No. #50 provides that notification of changes to institution-wide policies must be given to the Chancellor, those persons representing student, faculty, and classified employees at FSU, as well as other interested parties, and solicit comments and suggestions regarding the intent to adopt, amend, or repeal.

The FSU Faculty Senate acts as the principal agent of the Faculty of FSU in policy determination. The Faculty delegates to the Faculty Senate the power to act as its representative body in carrying out the purposes expressed in the Constitution of the Faculty of FSU.

There are numerous [Faculty Senate Committees](#) (listed in the attached evidence file) which engage faculty, students and administrative personnel beyond those individuals currently holding membership on Faculty Senate. .

FSU supports [campus leadership groups](#) to expand the voices in its decision-making processes. Attached is a list of leadership groups on campus that discuss and make recommendations on policies and practices related to their purposes and functions. These groups enable the campus constituencies to deliberate with persons from across the campus who are from different departments, and they enable the administration to hear from a variety of voices on the issues facing the campus.

Sources

- 5-B Campus Leadership Groups
- 5-B Faculty Senate Standing Committees
- 5-B-1 President's Cabinet
- 5-B-2 THE CONSTITUTION OF THE FACULTY SENATE 10-05-14

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- Board of Governors _ About Fairmont State University

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
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.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

A major focus of FSU is to provide opportunities for comprehensive learning supported by outstanding instruction and top-quality services and the promotion of student success.

Efforts have concentrated on establishing a strategic plan to guide us over the next several years, identified as "Reaffirming Our Future." A goal of this revised strategic plan is to recognize and promote the overlapping of the objective plans of the academic areas, support units, and outreach centers, the HEPC Statewide Master Plan and COMPACT expectations. Key to the Strategic Planning model are the Strategic Planning Oversight Committee and the Institutional Planning Leadership Council, both incorporating membership representing all functional reporting areas at all levels of the institution.

5.C.1. In prior years, 2010 and 2011, the FSU Board of Governors approved the allocation of funds in support of initiatives that aligned with the Strategic Plan of that time. Reduced funding from the state and the economic outlook for the region re-affirm the necessity for improving efficiencies and careful analysis of the allocation of funds. Within the FSU 2013 Compact Update, is the mention of the creation of the vice-president level position "to provide leadership in institutional assessment, research and strategic planning, and the interface between the three." One of the statements regarding the responsibilities of this position was, "Assure that assessment information is used to inform strategic planning and budgeting in order to strengthen the entire campus". The position was established in 2013 and assessment and effectiveness practices are well under way. The concentration on self-study and evaluation now reaches beyond the academic areas to the non-academic service areas, including the auxiliary enterprises, and will cycle through over a three-year period.

From the 2015 FSU Financial Statements, we see, in terms of percentages, the financial support of operating expenses by functional category:

Instruction	29.46%
Academic Support	7.70%

Student Services   9.38%

Student Financial Aid   11.16%

These percentages affirm our commitment to the declarations found in our Mission Statement, Vision Statement, and Statement of Core Values.

5.C.2. There is great support for assessment of student learning, evaluation of operations, planning, and financial backing of initiatives resulting from those assessments. FSU incorporates Taskstream, a web-based assessment management, electronic portfolio and outcomes-based instruction tool, to evaluate institutional and student learning successes and identification of areas that need more concentration of effort, and archiving the data generated.

In FY 2014, FSU committed funding to a full-time position of Vice President for Institutional Assessment and Effectiveness (VPIAE). This position was charged with assuring that assessment information is summarized to coordinate strategic planning efforts and financial resource allocation toward the strengthening of FSU.

In order to know that we are meeting our mission and purpose, it is also necessary to assess the effectiveness and efficiencies of all our operations, not just the academic units and programs.

Past assessment efforts have targeted the academic programs and the relationship to student outcomes. During the self-study year, under the direction and supervision of the VPIAE, FSU made its first attempt at assessing non-academic units or programs that support student learning and development. Incorporating the standards of professional practice developed by the Council for the Advancement of Standards of Higher Education (CAS), units within the Office of Student Services, Academic Advising Center, and Office of Retention participated in a self-study of their operations using program review and evaluation approaches. This marks the beginning of a comprehensive evaluation process that includes academic support, institutional support, and auxiliary operating units and emphasizes quality assurance and continuing practices of improvement in services. To this end, a program review assessment schedule has been developed to assure all non-academic institutional units and programs undergo a rigorous assessment and program review within a three-year cycle.

Review of the success of an academic unit is at the Program level; however, funding in support of the personnel and operating costs for that Program, and others, are co-mingled at the Department or College/School level. For fiscal year 2016, the College of Science & Technology took the initiative to allocate their operating budget dollars for the unrestricted Baccalaureate E&G funds at the Program level. For fiscal year 2017, all allocations of funding from the state appropriation and the Baccalaureate E&G fund for labor and operating costs will be at the Program level for all academic units of FSU. This lower level of reporting of financial support and data related to course enrollment will allow for greater accuracy in determining the cost of a program. This information, when compared with national data, will assist in making decisions related to the efficiencies of the program. Having assessment data available will make tough decisions less time consuming and more agreeable.

5.C.3. FSU is committed to student learning and success. Planning is fundamental at all levels of the institution and within all governing and support bodies offering a multitude of views and opinions on the advancement of FSU. In addition to the structures mentioned in Criterion 5.B. that engage the governing board, administration, faculty, staff, and students in the planning process, many programs across campus engage advisory panels with both internal and external constituents in the planning process. Some examples of the advisory panels are listed below:

- Architecture Professional Advisory Committee
- Department of Behavioral Sciences Advisory Board
- Computer Science/Computer Security Advisory Committee
- Criminal Justice Advisory Council
- History/Social Studies Advisory Board
- Engineering Technology Industrial Advisory Committees
- Mathematics Advisory Committee
- School of Business Advisory Board
- School of Education Executive Committee
- Nursing Advisory Committee

These advisory bodies engage program administrators, faculty, staff and students with practicing professionals and community members to share accomplishments and challenges and to discuss continuous improvement plans. These advisory groups assure that our programs remain relevant and on the cutting edge with their field and/or discipline and help bring best practices to our curriculum and pedagogy for the benefit of our students' success.

5.C.4. FSU has a comprehensive planning process that takes into consideration historical analysis as well as current and future trends on the local, regional, state, national and global levels as they relate to legal, political, economic, demographic and societal trends that impact higher education. In addition to annual budget analysis, FSU engages in longer planning cycles through a strategic planning process, the FSU Compact with the HEPC, and 20 or 30 year master plans for areas such as revenues, capital fees, infrastructure, facilities, capital projects, housing, and athletics. All planning cycles are continuously monitored and updated as necessary.

Historical enrollment data is maintained as well as current enrollment numbers and anticipated trends in enrollment based again on local, regional, state, national and global trends. Recruiting and retention decisions and initiatives are determined through a collaborative approach (Campus Collaborative for Recruitment and Retention), taking into consideration careful and deliberate data analysis.

FSU has continued to position itself in the local, state, and regional communities by understanding and accounting for the multiple and diverse societal and economic opportunities and challenges. The outlook for the state is dependent upon on the economic trends of the national and global economies. According to the 2016 West Virginia Economic Outlook report published by the West Virginia University Bureau of Business and Economic Research, several factors emerge that will impact higher education in West Virginia.

Given these trends, the Campus Compact with the HEPC, the institutional strategic plan and initiatives such as the Campus Collaborative for Recruitment and Retention (CCRR) become critically important to the institution. The results of these efforts are clear. Recent enrollment gains in first-time freshman and improved retention rates among returning students have stabilized enrollment losses over the last several years. Improved recruitment efforts, enhanced communications plans with potential applicants and constant monitoring of enrollment data, such as funnel reports, have improved applications and consequent admission rates. Programs such as Campus Visitations Days, Exploration Days, and school/college-focused orientation sessions throughout late spring and all summer have resulted in increased enrollments for the 2015 and 2016 fiscal years. Other program initiatives, such as the FYE Passport Program, Appreciative Advising, the Ambassador Program, Accelerated Learning Program in English, Mathematics Pathways, the Writing Center and the Mid-Year Institute, just to name a few, have substantially improved retention rates.

5.C.5. The HEPC Master Plan, the FSU Compact with the HEPC, and the FSU Strategic Plan all anticipate emerging factors impacting higher education. As mentioned above, FSU has incorporated plans and effective initiatives to address some of the demographic factors and anticipated demographic shifts in West Virginia. Fortunately, FSU is located in the north central portion of West Virginia where some population growth is anticipated through 2018. Enhanced recruitment and retention efforts have demonstrated effectiveness in stabilizing and actually increasing student enrollment beginning with the 2015 fiscal year.

Technology and its applications in higher education are constantly changing. In 2014, FSU hired a new Vice President and Chief Information Officer (VP/CIO) with not only a strong technical background to support our information technology infrastructure, but also with strong leadership and research that emphasized instructional technology and blended learning. The new VP/CIO has incorporated many system upgrades with greater efficiencies and cost effectiveness and has greatly enhanced the use of instructional technologies, such as lecture capture software and equipment. New facilities and equipment have been developed to support instructional technology as well as upgrades and enhanced databases within the library. A more comprehensive list of system upgrades and improved instructional technologies can be found in the attached file.

Also, in 2012, The U.S. Department of Education awarded FSU a five-year Title III Strengthening Institutions grant totaling nearly $2 million. This grant has allowed FSU to dedicate resources to the retention of Science, Technology, Engineering and Math (STEM) and School of Business students. So far the grant has funded the hiring of a STEM Learning Coordinator and a Business Learning Coordinator and funded iPad and laptop carts, lecture capture technology, development of a LearnLab in the School of Business, conversion of traditional classrooms into Smart (Technology-rich) classrooms, collaborative learning spaces, a peer mentoring program and numerous faculty development opportunities.

To assist all state institutions of higher education, the HEPC appointed a Director of International Programs in September 2013. This office has been very helpful in developing an understanding of emerging global issues and how best to address them to promote higher education in West Virginia to meet global opportunities. Of the public four-year institutions in West Virginia, Fairmont State has the third highest international student population, only trailing behind West Virginia University and Marshall University. Our students engage in study-abroad opportunities and our faculty participate in international educational initiatives as well. The HEPC Office of International Programs has developed an Online J-1 Exchange Visitor Program and Handbook to help its six member schools (Bluefield, Concord, Fairmont State, Glenville, Shepherd & West Liberty) to better prepare the visiting students, scholars, professors and researchers they invited to our campuses on the J-1 exchange visitor visa.

Sources

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- 5-C-12 Athletics - FY 2016 as of 03-31-2016
- 5-C-13 FINAL_Leading_the_Way_Access_Success_Impact_Updated_1-18-13
- 5-C-2 Academic Program Review Schedule
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- Program Review Schedule Institutional Assessment
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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
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.

Argument

5.D.2. All academic units are using a centralized software application called Taskstream to house all assessment plans and data, outcomes, performance standards, measures, results, recommendations and actions taken to improve student learning. Through this centralized system, assessment results can be easily accessed by all academic units across campus to encourage sharing of results and best practices. However, more needs to be done to facilitate this process to the benefit of the larger campus community.

As mentioned above, the first non-academic unit to engage in the assessment process was Student Services. Started in September 2015 and completed in May 2016, this process used the resources available from the Council for the Advancement of Standards in Higher Education (CAS). Each unit within Student Services completed a self-study, held meetings to rate criterion, established evidence to determine the level of compliance with CAS standards, identified corrective actions needed and prepared an overall action plan. Each unit also was charged with identifying resources needed to achieve specific goals.

At the beginning of the 2014 and 2015 fall semesters, a Freshman Survey was administered to determine why entering students selected Fairmont State. This survey asked students to rank the most influential to the least influential activities they participated in with FSU, activities in which they engaged in prior to attending FSU, how they found out about FSU, why they chose FSU and what impacted their decision to attend. This information has been extremely useful in determining the most effective recruitment activities and the best use of available resources for recruitment purposes.

An End-Of-Semester Survey has been administered to current students starting with the fall semester 2014. This survey attempts to determine the level of satisfaction with the students' experience at FSU with faculty, advising and other services, course availability and overall educational experience. This information is shared with all academic and non-academic units and helps to determine areas of improvement and identify best practices.

An Institutional Exit Survey was implemented in 2015 to be administered to students that withdraw from FSU. This survey is designed to provide information that could be helpful in supporting and retaining students at Fairmont State.

The National Survey of Student Engagement (NSSE) was administered during the spring semester 2016. The survey results were received just prior to the Assurance System lock-down. This survey was last administered in 2012. Also administered during the spring semester 2016 was the Faculty Survey of Student Engagement (FSSE). The results are in the process of being reviewed and the "Snapshot" of both the NSSE and FSSE are provided in the evidence files (NSSE Snapshot, p. 1, p. 2, p. 3, p. 4; FSSE Snapshot, p. 1, p. 2). FSU believes that review of the results of both the NSSE and

FSSE will provide useful data to help us understand the student experience at Fairmont State and identify areas of concern as well as best practices. As part of the institutional assessment plan, the NSSE and FSSE will be administered every three years.

Much progress has been made toward capacity building for assessment of student learning during the last three academic years between fall of 2013 and spring of 2016 since the creation of the VPIAE position. However, the office of the VPIAE was not staffed to support the ongoing management of the processes put in place, nor the continued professional development needed to support assessment. Efforts to sustain a strategic planning process were also minimally pursued due to limitations on time and resources.

With the resignation of the VPIAE incumbent, the President appointed another interim VPIAE prior to the 2015-2016 academic year. Gains in progress on assessment of student learning have continued with modest accomplishments made toward a sustainable strategic planning program. These gains and positive momentum have occurred within a context of fiscal austerity and resource constraints and are largely attributable to the commitment of a number of faculty and staff who desire to see these efforts succeed. Efforts to impact progress on assessment have co-existed with programming and initiatives developed to further the University's fulfillment of its commitment to achieve the outcomes of the statewide master plan, Leading the Way. The VPIAE was also charged to meet expectations of the Higher Education Policy Commission to ensure progress is achieved toward meeting obligations of the University's Institutional Compact.

During the 2015-2016 academic year, the institution experienced very modest growth in first-year students, but experienced a decline in the number of returning students. This flat enrollment growth was compounded by a mid-year budget rescission of state appropriations on top of a programmed decrease in the amount of state appropriations for the 2015-2016 fiscal year budget. In addition to the fiscal limitations of the 2015-2016 fiscal year, the state's general election year rhetoric has produced a number of proposed scenarios for reducing the footprint of state government by trimming the size of the state's institutions, work-force, and budget in face of a shrinking extractive industry economy and revenue structure. Public regional colleges and universities, in particular, are placed in the cross-hairs of much of this rhetoric.

In an effort to identify opportunities for the University to leverage additional efficiencies with which to reduce pressures on the budget, it was suggested the VPIAE be merged with the Vice President for Student Services. This would continue to provide senior-level oversight of assessment and planning, with operational and program responsibilities delegated to director-level positions. In addition to the reduction of one vice presidential level position, this model will allow the institution to adjust the duties and responsibilities of two existing employees toward actuation of assessment, effectiveness, and planning functions. This model affords overall modest budget savings with expectations for improved productivity in the areas of greatest need. However, this amalgamation of duties and responsibilities would be successful only if staffing were created to support the institutional assessment, effectiveness, and planning activities performed heretofore by the VPIAE.

The Office of Assessment and Planning (OAP) was created in July 2016, and serves FSU by supporting research, planning, and institutional effectiveness needs. The Office will have primary responsibility for coordinating the collection, analysis, interpretation and application of all relevant institutional data and the preparation of documentation and reports for use in assessment, and institutional strategic planning and decision-making; facilitating professional development of faculty and staff in areas related to assessment and institutional effectiveness; and, to enhance and manage the University's capabilities to conduct and implement strategic planning and grant procurement, implementation and administration in support of the University's strategic vision and initiatives.

The OAP is staffed by two professional-level positions: (1) Director of Institutional Assessment and Effectiveness; and (2) Director of Planning and Grants. Both positions report to the Vice President for Student Services and will collaborate with each other and respective campus groups and committees to promote good research, best practice, professional development, and collaboration for assessment and planning toward a continuous improvement culture within the University. The first, a new position, will serve as the Director of Institutional Assessment and Effectiveness. This position will primarily focus on the institutional assessment processes, institutional effectiveness initiatives, respective data analyses, and faculty development components which made up the VPIAE duties and responsibilities. The incumbent to this position was already employed by the institution and transitioned into this new role August 8.

The second position reconfigures the existing position description of the Executive Director of Corporate and Foundations Relations into a Director of Planning and Grants. This individual will primarily focus on fostering and overseeing institutional strategic planning, reporting, facilitation of respective output and outcomes, and supporting procurement, monitoring, and administration of public and private grant dollars to further institutional mission, vision, and goals. This position initially will serve only half-time (50%) in this capacity until the 2017-2018 academic year, continuing to serve as Title III grant administrator for the balance of time. Upon close-out of the Title III grant, this person will become 100% dedicated to the new role.

Primary work elements for the Office of Assessment and Planning toward which progress will be measured for the 2016-2017 academic year include, but may not be limited to:

Planning and Grants:

(1)   Facilitate and monitor actuation of institutional Campus Compact initiatives

(2)   Develop and maintain an institutional reporting process on progress toward Campus Compact initiative fulfillment

(3)   Create a clearinghouse process for grant approval and oversight in cooperation with the Office of Sponsored Grant Accounting and, in the case of private grants, the Fairmont State Foundation, Inc.

(4)   Develop and maintain a Consumer Information page on the institutional webpage

(5)   In cooperation with the Director of Institutional Assessment and Effectiveness, conduct a series of campus conversations around the six core themes in *The Undergraduate Experience* (Felton, et.al., 2016)

(6)   Develop a plan to engage the campus community in strategic planning during the 2017-2018 academic year

(7)   Engage as needed with campus community, Higher Education Policy Commission, and regional higher education institution colleagues in fulfilling 2016-2017 work elements

Institutional Assessment and Effectiveness

(1)   Facilitate the peer review process for program assessment for the 2015-2016 academic year and compile institutional report

(2)   Serve as staff resource and coordinate monthly meetings of the Institutional Assessment Council (Critical Friends Group)

(3)   Develop and actuate elements of the Comprehensive Institutional Assessment Plan

(4)   Provide faculty professional development and support for course and program level assessment

(5)   Further refine institutional data and research around common information needs for accreditation, assessment, and reporting

(6)   Engage with institutional research partners in analysis of gathered data and information, including NSSE/FSSE, IDEA ®, and other survey data, and improve the collection, dissemination, and use toward institutional effectiveness outcomes

(7)   Support the continuance of "Campus Conversations" to continue information sharing among offices and initiatives with front-line employees and other interested parties

(8)   Facilitate the continuing efforts of the Campus Collaborative for Recruitment and Retention around existing or new initiatives for improving persistence and completion metrics

(8)   In cooperation with the Director for Planning and Grants, conduct a series of campus conversations around six core themes in *The Undergraduate Experience* (Felton, et.al., 2016)

(9)   Engage as needed with campus community, Higher Education Policy Commission, and regional higher education institution colleagues in fulfilling 2016-2017 work elements

Sources

- 5-C-4 FSU SS Self-Study Summary Report
- 5-D-1 Fall 2015 (2014) Freshman Survey Results
- 5-D-3 General Studies Assessement Session Report 10 Health Well Being
- 5-D-4 End of Semester Survey Results
- 5-D-5 Online Institutional Exit Survey (3 19 15 v3) (1)
- FSSE16 Snapshot (Fairmont State) (1)p1
- FSSE16 Snapshot (Fairmont State) (1)p2
- NSSE16 Snapshot (Fairmont State) p1
- NSSE16 Snapshot (Fairmont State) p2
- NSSE16 Snapshot (Fairmont State) p3
- NSSE16 Snapshot (Fairmont State) p4
- WV HEPC Compact Leading the Way Plan

5.S - Criterion 5 - Summary

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.

Summary

In spite of waning state appropriations, FSU has ensured that resources are sufficient to carry out its mission. FSU has been able to maintain necessary faculty and staff to support all current educational programs. FSU has engaged in developing 20-year master plans for facilities and infrastructure which provide guidance for administrative decision-making. An extensive upgrade to the information technology network occurred in 2015, and annual technology plans help to ensure sufficient infrastructure to support the campus. Institutional budget planning is conducted by the President and senior leadership with Board of Governors approval. Board policies are in place for institutional resource allocation and accountability. A thorough budget planning process is in place. Planning begins early in the preceding fiscal year and involves the Budget Office staff and the President's Cabinet. Fund managers continuously review and monitor expenses. In 2016, the strategic planning process resulted in a revised mission statement and prioritized goals. The goals are realistic and align with current and ongoing initiatives with effective structures and committed resources. Staff are appropriately qualified and trained to support the institution's mission.

 FSU has well-defined governance and administrative structures, policies, and processes that support effective leadership to fulfill the mission. The twelve-member Board of Governors meets bi-monthly on campus, participates in additional committee meetings, receives various campus reports routinely, and may make specific requests for information and data through the President's Office. The board members are knowledgeable and well-informed about the institution, thus providing effective oversight in decision making and operations at FSU. In addition to nine lay members appointed by the Governor of West Virginia, the board includes a faculty representative, a classified staff representative, and a student body representative. FSU's President is the chief executive officer and oversees all operations of the campus. The President's Cabinet consists of four Vice Presidents, one Associate Vice President, and the President and CEO of the Fairmont State Foundation. This group meets weekly with the President. Other leadership councils involved in governance include the Deans' Council, Graduate Studies Council, Classified Employees Council, and Student Government. Additionally, FSU Faculty Senate acts as the principal agent of the faculty in policy determination, and there are numerous Faculty Senate committees which engage faculty, students, and administrative personnel. FSU supports campus leadership groups to encourage participation in the decision-making process.

Resources are allocated according to FSU's commitments and declarations found in the Mission Statement, Vision Statement, and Statement of Core Values. Specifically, there is great support for assessment of student learning, evaluation of operations, planning, and financial backing of initiatives resulting from those assessments. Faculty use Taskstream to evaluate student learning and program successes and to identify areas needing more concentration of effort. These assessment data will better facilitate decision making and resource allocation. Units within the Office of Student Services, the Academic Advising Center, and the Office of Retention participated in a self-study of their operations through an evaluation based on the Council for the Advancement of Standards of Higher Education

(CAS). A program review assessment schedule has been developed to assure all non-academic units and programs undergo a rigorous assessment within a three-year cycle. In addition to assessment, planning is fundamental at all levels of the institution. The planning process engages the governing board, administration, faculty, staff, and students, as well as external constituent groups through their participation on various campus advisory boards. This comprehensive planning process considers current trends and future projections and anticipates emerging factors through a strategic planning process, the FSU Compact with the HEPC, and 20- or 30-year master plans for areas such as revenues, capital fees, infrastructure, facilities, capital projects, housing, and athletics.

In 2013, FSU established and filled the position of Vice President for Institutional Assessment and Effectiveness (VPIAE). Significant progress has been made toward assessment since that time. Notably, the creation of the Critical Friends Group has engaged faculty leaders from across campus in the development of appropriate learning outcomes, sharing of best practices, and developing awareness for the need for a well-developed assessment program. Also, upon recognizing that General Studies should be assessed as a separate and distinct program, a General Studies Assessment Plan and an assessment schedule were developed. FSU has institutionalized the review of assessment data and development of next steps as part of the Professional Development Week that precedes each semester. This has contributed to the faculty's growing recognition of their responsibilities regarding assessment and the resulting opportunities for improving our students' learning experiences. Through a restructuring of positions, the Office of Assessment and Planning (staffed by two Directors under the Vice President for Student Services) was created in July 2016 to support research, planning, and institutional effectiveness needs.

Sources

There are no sources.