Fairmont State University

FSU 2007-2012 Institutional Compact
2009-2010 Update
Submitted to the
Higher Education Policy Commission
October 1, 2010
2010 Fairmont State University Update of the Institutional Compact
with the Higher Education Policy Commission

Overview

The 2010 update of the 2007-2012 Compact includes three major portions.

1. A summary of significant developments for the 2009-2010 academic year and progress toward goal achievements for core and elective elements outlined in the Compact Reporting Elements: Master Plan 2007-2012 are updated in this report.

2. In addition to the report on core and elective element progress, a response to the critique of the compact review team on the 2009 report will be addressed. The following concerns were outlined by the review team as requiring institutional attention:

   • Fairmont State University will maintain its FTE enrollment goals as set forth last year and make slight downward adjustments to headcount enrollment goals. The institution, however, will want to monitor the number of conditionally admitted and enrolled students, particularly non-residents, in order to comply with the conditional admission standards in Series 23, Standards and Procedures for Undergraduate Admissions at Four-Year Colleges and Universities. This is addressed in the Enrollment Section of the report.

   • The university is making advances in strengthening its program for assessment of student learning. It is participating in the Voluntary System of accountability (VSA) and employed the National Survey of Student Engagement (NSSE) in the 2009 spring semester. Despite these advances, there is no evidence provided that the university has closed the assessment loop. The compact update for 2010 should address how the institution uses assessment in strengthening its academic mission and instructional programs. Information should be included on utilization of the Collegiate Learning Assessment (CLA) and MAP-Works. This is addressed in the Assessment of Student Learning section of the report.

   • The 2010 compact update should provide evidence that the university’s two programs of distinction, particularly the B.S. Accounting, are exemplary. The
comments of the B.S. Accounting program largely address need to strengthen the program rather than catalog existing marks of achievement. Information on program successes, e.g. enrollments, awards, job placements, should be provided. This is addressed in the Programs of Distinction section of the report.

- The institution should consider carefully whether new graduate programs should be added at this time, as it has a full range of programs for an institution that is relatively new to graduate education. Since Fairmont plans to add an Enrollment Management vice president in 2009-2010 and to expand program marketing efforts, the 2010 report should indicate any developments resulting from these changes. This is addressed in the Learning and Accountability – Expansion of Graduate/Postdoctoral Education section of the report.

3. Expanded Guidelines on Core Elements – enrollment, retention, degree production, licensure pass rates, assessment, alignment with K-12 schools and career placement include additional information as required by the expanded guidelines; these are addressed in the enrollment, retention, degree production, licensure pass rates, assessment, alignment with K-12 schools, and career placement sections of this report.

Enrollment (at the end of the Enrollment section of the report)

- How Fairmont State University will address the 2008 standards for regular baccalaureate admission for first-time freshmen who are subject to Series 23, Standards and Procedures for Undergraduate Admission.

- Policy and procedural changes that will be made to meet the thresholds for limiting conditional admissions in 2010 to fifteen percent and in 2011 to ten percent.

- Percentage of freshman students subject to Series 23 standards that were admitted conditionally and enrolled in fall 2009. This will be available late September.

Retention (at the end of the Retention section of the report)

- How Fairmont State University will address developmental education needs of students who do not meet placement standards in English and mathematics.

- Who will provide the developmental courses?
• Alternatives to developmental courses.
• Success of developmental programs and contemplated changes.

Degree production (at the end of the Degree Production section of the report)
• New degree programs contemplated for 2011-2012 and for future compact reporting periods.
• New instructional locations for 2011-2012 and for future compact reporting periods.

Licensure pass rates (at the beginning of the Licensure Pass Rates section of the report)
• Number of persons who took licensure exams as well as the pass rate for each licensure area.

Assessment (at the end of the Assessment section of the report)
• How Fairmont State University is using the Collegiate Learning Assessment (CLA) to improve instruction and student learning.
• Value added for students in comparison to comparable institutions.
• Actions taken by Fairmont State University to alter the instructional program to improve value added.

Alignment with K-12 schools (at the end of the Alignment with K-12 section of the report)
• Fairmont State University efforts to align programs and activities with K-12 schools – full efforts and not limited to teacher preparation and professional development for teachers.

Career placement (at the end of the Career Placement section of the report)
• Fairmont State University activities in placement of students.
• Fairmont State University follow-up of graduates.
Compact Reporting Elements

Enrollment

Data:

Fairmont State University’s fall headcount and annualized FTE enrollments are as follows:

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<tr>
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<tbody>
<tr>
<td>Fall credit headcount enrollment</td>
<td>4071</td>
<td>4740</td>
<td>4611</td>
<td>4464</td>
<td>4547</td>
<td>4574</td>
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<tr>
<td>Annualized FTE enrollment</td>
<td>3745</td>
<td>4087</td>
<td>3901</td>
<td>3763</td>
<td>4035</td>
<td>3830</td>
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</table>

Fall Credit Headcount Enrollment and Annualized FTE

Values for 2004 through 2009 are provided by IPEDS and the HEPC. The fall headcount enrollment for 2009 is as provided to IPEDS.

Goal:

Undergraduate and Graduate Combined

Growth of 1% each year over the next five years would present Fairmont State University with a goal of 4,547 credit headcount enrollment and an annualized FTE of 3801 for the 2008-09 year.
STRATEGIES UNDERTAKEN IN 2009-2010

- Enrollment reports are produced each week from May through August and then every two weeks thereafter to carefully monitor enrollment during key periods and to analyze comparisons to the same time period during the previous year as well as comparisons for the census date.
- Advisor and dean reports allow deans and faculty to monitor the enrollment status of both returning and new students so that those students may be contacted to enroll.
- Fairmont State University is participating in the RBA Today initiative to encourage students who have accumulated some college credit but who have not graduated to re-enroll.
- Online/virtual campus course offerings were expanded in order to provide better access to students.
- Admission information is available to students indicating admission status or materials needed before admissions might be completed.
- Deans, Chairs, and Faculty contact students personally, and participate in recruitment fairs, campus visitation days, and summer orientation sessions.
- Fairmont State University continued its contract with international recruiting agencies in order to increase the number of international students.
- FSU continued to develop partnerships with international institutions. Currently, Fairmont State University has reciprocal agreements with the University of Calabria in Italy, University of Babylon in Iraq, Ansan College in Korea, and Nam Seoul University in Korea.
- Fairmont State University has participated in the Fulbright Scholar program for three consecutive years. Fulbright Scholars learn about the institution to assist with recruitment.
- Fairmont State University offers two international scholarships for $7000 each to international students.
- The Charles J. McClain Scholarship that was developed last year to encourage students who have earned the Promise Scholarship to apply to Fairmont State continued this year and fifty students came to campus for individual interviews.
- Letters were sent to students who have “stopped out” for one to three semesters to encourage re-enrollment.
- The Combined Ability Scholarship that was developed last year to attract more out-of-state students to Fairmont State was continued this year; four of these $15,000 scholarships were provided.
- Partial tuition and fee waivers and room discounts were offered to out-of-state students to influence enrollment.
- Fairmont State University participated in individual graduate fairs and in-state and out-of-state undergraduate fairs.
• Graduate program open-house events were conducted on campus to promote programs.
• Recruitment goals have been set for each admissions counselor and these are carefully monitored.
• Deans and faculty are more involved in recruitment initiatives than in the past.
• Deans and faculty participate in numerous recruitment initiatives.
• Changes in enrollment procedures are expected as the new vice president is hired. Already changes have occurred under interim leadership.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The 2009-2010 goal was set for a headcount of 4,554 and an FTE of 3,839. Fairmont State University reached the goal for headcount by attaining a headcount of 4,574 for the time period; FSU was close to the FTE goal of 3,839 FTE with an FTE for the period of 3,830.

EXPANDED GUIDELINES ON ENROLLMENT

INSTITUTIONAL POLICIES AND PROCEDURES TO ADDRESS 2008 STANDARDS FOR REGULAR BACCALAUREATE ADMISSION

Series 23, Standards and Procedures for Undergraduate Admissions at Four-Year Colleges and Universities (Sections 3.3.1 and 3.3.2) outlines the basic standards for regular admission for first-time freshmen students. Qualifying students must attain both a specified high school GPA and standardized test scores. Students who do not meet these standards may be admitted conditionally. The chart on the next page outlines criteria Fairmont State University employs for admission decisions.
### First Time Freshman and Freshman Other Admission Rules

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<th>Authorization</th>
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<tr>
<td>HEPC/Series 23 - 3.3</td>
<td>HS GPA 2.0 (or better) &amp; ACT 18 (SAT 870) &amp; Required Core Courses</td>
<td>Admit</td>
<td>Lack of required courses - admit with attribute for tracking</td>
</tr>
<tr>
<td>HEPC/Series 23 - 3.3</td>
<td>HS GPA 3.0 (or better) &amp; Any Test Score &amp; Required Core Courses</td>
<td>Admit</td>
<td>Lack of required courses - admit with attribute for tracking</td>
</tr>
<tr>
<td>HEPC/Series 23 - 3.3.5.b</td>
<td>HS GPA 2.0 (or better) &amp; ACT 18 (SAT 870) &amp; Lacks Some Required Core Courses &amp; Has Been Out of School 3 Years</td>
<td>Admit</td>
<td></td>
</tr>
<tr>
<td>HEPC/Series 23 - 3.3.5.b</td>
<td>HS GPA 3.0 (or better) &amp; Any Test Score &amp; Lacks Some Required Core Courses &amp; Has Been Out of School 3 Years</td>
<td>Admit</td>
<td></td>
</tr>
<tr>
<td>HEPC/Series 23 - 3.3</td>
<td>HS GPA 2.0 (or better) &amp; No Test Score &amp; Has Been out of School 5 Years</td>
<td>Admit</td>
<td></td>
</tr>
<tr>
<td>Internal Policy but Allowed by HEPC/Series 23 - 3.3</td>
<td>HS GPA 3.0 (or better) &amp; No Test Score &amp; Required Core Courses &amp; Student Indicates They Have or Will Take Test</td>
<td>Provisional Admit</td>
<td></td>
</tr>
<tr>
<td>Internal Policy</td>
<td>HS GPA 3.0 (or better) &amp; No Test Score &amp; Student Indicates They Have Not or Will Not Take Test</td>
<td>Defer</td>
<td></td>
</tr>
<tr>
<td>Internal Policy</td>
<td>HS GPA 3.0 (or better) &amp; No Test Score &amp; Student Has Not Indicated Wether They Will or Have Taken Test</td>
<td>Incomplete Until Determined</td>
<td>May be Deferred or Admitted</td>
</tr>
</tbody>
</table>

### First Time Freshman and Freshman Other Admission Rules – University

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<tr>
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<th>Rule</th>
<th>Action</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Policy but Allowed by HEPC/Series 23 - 3.3.1</td>
<td>ACT 20 (SAT 950) &amp; No HS Transcript on File</td>
<td>Provisional Admit</td>
<td>May be Deferred or Admitted</td>
</tr>
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<td>Internal Policy but Allowed by HEPC/Series 23 - 3.3.1</td>
<td>HS GPA 2.25 &amp; 17 ACT (SAT830) - Sliding Scale</td>
<td>Conditional Admit</td>
<td></td>
</tr>
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<td>Internal Policy but Allowed by HEPC/Series 23 - 3.3.1</td>
<td>HS GPA 2.50 &amp; 16 ACT (SAT 790) - Sliding Scale</td>
<td>Conditional Admit</td>
<td></td>
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<tr>
<td>HEPC/Series 23 - 3.3.1</td>
<td>Other Exceptions Below Any Required GPA and/or Test Score</td>
<td>Conditional Admit</td>
<td>When Admitted Triggered by Request</td>
</tr>
<tr>
<td>HEPC/Series 23 - 3.3.5.a</td>
<td>Other Exceptions Below Any Required GPA and/or Test Score &amp; Lacks Some Required Courses</td>
<td>Conditional Admit</td>
<td>When Admitted Triggered by Request</td>
</tr>
</tbody>
</table>
In order to manage policy and procedural changes for admission of first-time freshmen, the following measures have been implemented:

- Reports are generated to monitor specific course requirements and GPA and ACT/SAT score requirements.
- Banner fields indicate high school courses completed.
- Reports are generated to identify students who have high school course deficiencies.
- The Provost and Deans of the University coordinate with advisors to track students who have deficiencies.
- Holds are placed on students’ registration until deficiencies have been addressed.
- High schools should be encouraged to use electronic transcripts to facilitate getting the transcripts into the Banner system. This will give all faculty and advisors access to transcripts.
- Since electronic transcripts from high schools are not widely available, then high school transcripts must be scanned into the system so they will be available to all advisors. This is time consuming and will be facilitated with electronic transcripts.

**How Fairmont State University will meet the commensurate course requirements as mandated by Sections 3.3.4 and 3.3.5 of Series 23 (Facet 2)**

1. English, social studies, mathematics, and science – addressed by General Education courses.

2. Arts area – General Education requirement of Art Appreciation, Music Appreciation, or Theatre Appreciation.

3. Foreign language – Fairmont State University offers French 1101 and French 1102 – Elementary French I and II; Spanish 1101 and Spanish 1102 – Elementary Spanish I and II; Italian 1101 and Italian 1102 – Elementary Italian I and II.

Reports generate lists of students who have deficiencies in one or more of the commensurate course requirements; these reports are sent to the Provost and Deans. Holds and alerts are placed on these students’ records so that advisors will be alerted.
that students must satisfy these deficiencies; each time a student and/or advisor accesses the registration system, these deficiencies are outlined. The Office of the Provost and the Deans of each of the schools coordinate with faculty advisors to monitor completion of courses to satisfy deficiencies.

A warning appears to both students and advisors in the web environment as a reminder until the deficiencies are satisfied; once the deficiencies have been satisfied, the hold and alert are removed from the students’ accounts. This system has been effective in helping students resolve financial aid issues and Fairmont State University believes this will be an effective tool in helping students complete required courses.

HOW 2010 CONDITIONAL ADMISSION THRESHOLDS OF 15% WILL BE MET BY FAIRMONT STATE UNIVERSITY

The Fairmont State University Office of Institutional Research has provided data on students admitted for fall 2008 and for fall 2009. These data have been analyzed and adjustments made in some of the Conditional Admits to ensure that targets are met for 2010. Specifically, out-of-state admission procedures have been modified since this is the area from the data provided that indicates a concern in the percentage of students meeting the targets.

HOW 2011 CONDITIONAL ADMISSION THRESHOLDS OF 10% WILL BE MET BY FAIRMONT STATE UNIVERSITY

The Fairmont State University Office of Institutional Research has provided data on students admitted for fall 2008, fall 2009, and fall 2010; these data are being analyzed and adjustments made in some of the Conditional Admits to ensure that targets are met for 2011. Changes in admission procedures that are needed will be determined and implemented based on percentage of conditional admissions from fall 2010. From historical data provided, it appears that we will have to carefully monitor admission of out-of-state students.

WHAT PERCENT OF FRESHMEN STUDENTS WERE CONDITIONALLY ADMITTED AND ENROLLED FALL 2010?

<table>
<thead>
<tr>
<th></th>
<th>Instate</th>
<th>Out of State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time Freshmen Enrolled</td>
<td>631</td>
<td>72</td>
<td>703</td>
</tr>
<tr>
<td>First Time Freshmen Conditional Admits that Enrolled</td>
<td>75</td>
<td>23</td>
<td>98</td>
</tr>
<tr>
<td>Percentage of Conditional Enrolled</td>
<td>11.88</td>
<td>31.94</td>
<td>13.94</td>
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</table>
Retention Rate

Data:

<table>
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<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Fall Semester First-time, Full-time Degree-seeking Freshmen</td>
<td>77*</td>
<td>69</td>
<td>66</td>
<td>64</td>
<td>62</td>
<td>60</td>
</tr>
<tr>
<td>Peers Average FT-FT, % returning from previous fall’s cohort</td>
<td>63</td>
<td>63.5</td>
<td>65.5</td>
<td>63</td>
<td>66.5</td>
<td>65.9</td>
</tr>
</tbody>
</table>

*Most likely a data error

Goal:

The fall 2005-06 retention rate provided by IPEDS for first-time, full-time degree-seeking Fairmont State University freshmen is 69% compared to 63.5% for our peers. Fairmont State has established institutional strategies in order to continue achieving retention rates that equal or exceed those of our peer institutions’ averages. Fairmont State proposes a specific five-year goal to accomplish continued retention rates that equal or exceed those of our peers.

Strategies Undertaken in 2009-2010:

- Fairmont State University participated in the pilot of MAP Works. With this product, students were surveyed at the four-week point in the fall semester to gauge students’ perception of college; follow-ups were conducted with counselors, residence hall directors, advisors, Freshman Seminar instructors, and others.
- Map Works data analysis sessions were conducted with the deans, advising personnel, residence hall personnel and others in January.
- A follow-up survey was conducted in MAP Works in the spring 2010 semester in order to gain additional information from participants in the fall MAP Works survey.
• During the summer of 2010 faculty members analyzed the data gained from MAP Works in order to determine areas for change during MAP Works implementation for Fall 2010.
• Fairmont State University offers thirty sections Freshman Seminar each year. Special Freshman Seminars have been developed for science, math, technology and honors students.
• Fairmont State included academic expectations for students in each syllabus. During Freshman Orientations, Faculty/Family panels explain expectations to parents.
• The School of Education developed a special outreach program for Pre-Education majors in order to assist them in successfully moving to the Education major; a counselor was hired to conduct these activities.
• A Wilderness Explorer Program (rock climbing, whitewater rafting, hiking, and campfire discussions) that occurred before the semester began was linked to the Freshman Seminar Program and oriented students to what it takes to be successful in college.
• A First Year Team monitored efforts to engage and retain first year students.
• During orientation activities, Fairmont State conducted mandatory testing of students whose ACT/SAT scores are below cutoff. Students are mandated into developmental courses if they do not have the ACT/SAT cut off scores or placement scores.
• True Colors was administered during Welcome Weekend to assist students in identifying personal strengths and helping them understand how to utilize those strengths. Students’ schedules were modified if problems were identified through these assessment measures to ensure success in first year college courses.
• Advisors developed an Advising Syllabus that outlines components of effective advising. This syllabus is posted on the web for all advisors to use.
• Advising has been improved through extensive training for advisors and participation in regional and national conferences that focus on advising.
• Curriculum, Advising and Program Planning (CAPP) – an online degree evaluation tool to assist students and advisors was fully implemented. Four years of college catalogs have been programmed into CAPP and faculty and student training sessions on the product have occurred.
• Model schedules for each program that outline a typical semester by semester plan for progressing through a degree program were posted on the web site and the college catalog and advisors used these sheets in individual meetings with students.
• The learning community concept was used to break out small cohort groups from traditionally large lecture classes, such as Introduction to Psychology, to give students additional assistance in succeeding in these courses.
• Residential communities for Freshmen, Honors students, and students interested in Green Initiatives were conducted during the past year.
• A four-week grading model where professors entered Ds or Fs for students who are having difficulty was implemented during 2008-09 and continued this year. Advisors intervene with students who have one or more Ds and Fs.
• Students who were not pre-registered for the upcoming term were contacted to schedule appointments with an advisor to get registered for the next semester.
• Student Affairs and Academic Affairs partnered to encourage first-year students to attend co-curricular events.
• Textbook scholarships were administered through the Bookstore Advisory Board and the Fairmont State Foundation.
• Textbook purchases are available online at the time of registration.
• The Lumina Foundation provided data on why students persisted at Fairmont State University so that we can capitalize on our strengths.
• The Tutoring Center has expanded and moved into the library for expanded hours, easier access, and more access to technology.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

MAP-Works data from 2009-10 indicated a decrease in the persistence of first-time, full-time students from fall to spring. These students were contacted to determine causes for this lack of persistence; these students were encouraged to enroll for fall. The retention rate is lower than anticipated. In addition to the lack of persistence from fall to spring, MAP-Works helped identify that a number of students intended to transfer and that Fairmont State was not their first choice of an institution. The Office of Institutional Research is currently identifying students who did not persist into the fall; this will be analyzed along with deans and faculty to attempt to determine what can be done to improve retention rates.

EXPANDED GUIDELINES ON RETENTION

HOW FAIRMONT STATE UNIVERSITY WILL ADDRESS DEVELOPMENTAL EDUCATION NEEDS OF STUDENTS WHO DO NOT MEET FRESHMAN PLACEMENT STANDARDS IN ENGLISH AND MATHEMATICS

• Math 93, 94, 95, and 1100 will be offered to fulfill deficiencies (currently offered in partnership with Pierpont C&TC).

• English 97 will be offered to fulfill deficiencies (currently offered in partnership with Pierpont C&TC).

• My Math Lab will be offered as an option for students to complete deficiencies in math; students will complete an assessment and a diagnostic will be generated; students will complete modules to satisfy deficiencies and then retest.
WHO IS RESPONSIBLE FOR OFFERING DEVELOPMENTAL COURSES FOR FAIRMONT STATE UNIVERSITY

Currently, Fairmont State University purchases these courses from Pierpont Community and Technical College.

ALTERNATIVES TO DEVELOPMENTAL COURSES

A self-paced lab in place of developmental courses was piloted last year and is being continued this year. Two math professors worked with My Math Lab to develop a sequential course whereby students complete an assessment and then start at the appropriate level to achieve outcomes. Students might complete the equivalent of these developmental classes within one semester. Professors conduct the labs to provide individualized instruction for students.

CONTEMPLATED CHANGES

- A developmental reading and study skills course was added to the schedule and available to Fairmont State University students; this was offered by Pierpont Community and Technical College.

- As separation issues of Fairmont State University and Pierpont Community & Technical College continue to be addressed, changes in developmental education are anticipated as the two governing boards continue to resolve issues.

- The self-paced lab pilot with individualized instruction implemented during fall 2009 proved to be successful and is continuing.

- Currently, there is a sequence of four math classes and some students require as many as two years for remediation. With the proposed lab structure, motivated students could satisfy deficiencies in one semester.

- Bridge classes will be developed during the next year for students who are near to the cutoff scores for college level courses. This will ensure that students can enroll in the college level course, but get additional assistance through more class contact hours and lab experiences. The first class to be developed will bridge Math 1100 and Math 1112.
Graduation Rate

Data:

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<tbody>
<tr>
<td>Six-year graduation rates of Fairmont State’s entering cohort of first-time, full-time bachelor’s degree-seeking freshmen</td>
<td>42</td>
<td>41</td>
<td>44</td>
<td>41</td>
<td>36.1</td>
<td>37</td>
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<tr>
<td></td>
<td>36.3*</td>
<td>35.7*</td>
<td>34.8*</td>
<td>37.6*</td>
<td>36.1</td>
<td></td>
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<tr>
<td>Graduation Rates, including those transferring out and completing degrees at other institutions</td>
<td>40.1</td>
<td>40.2</td>
<td>38.0</td>
<td>41.1</td>
<td>40.0</td>
<td>38.1</td>
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<tr>
<td>Average Graduation Rates of Peers Based on cohort of 6 years</td>
<td>33.5</td>
<td>32</td>
<td>36.5</td>
<td>32.0</td>
<td>32</td>
<td>35.4</td>
</tr>
</tbody>
</table>

- Data on graduation rates as reported through the HEPC Data Portal; the non asterisk figures are graduation rates provided for this compact by HEPC.
*Goal:*

Fairmont State University has exceeded the six-year graduation rates of its peers over the past several years. Fairmont State is planning to maintain the current graduation rate to be at least equal to or slightly above that of peer institutions.

*Strategies Undertaken in 2009-2010:*

- An additional graduation audit counselor has been added to the Enrollment Services area in order to complete audits in a timely manner so that students can make adjustments in schedules in order to ensure degree completion.
- Audit counselors, students, and advisors use the online degree audit system CAPP in order to identify problems with degree completion earlier than in the past.
- Degree completion initiatives have forced individual programs to redesign hours toward major, elective hours, and general education hours so that students have the opportunity to efficiently maximize total hours toward degree completion.
- Students are strongly encouraged to complete graduation audits or degree evaluations at least three semesters before planning to graduate in order to make schedule adjustments.
- Academic advising is crucial for good graduation rates, so Fairmont State provided training for advisors.
- A transfer counselor facilitates transfer articulation.
- Faculty attended assessment training at ABET’s IDEAL workshop, and HLC’s Assessment Institute.
- The software package TaskStream has been implemented in order to record, assist with reporting, and foster a dialog of improvement, adjustment and feedback 1) on programs and 2) on the assessment of student learning outcomes.

*LEVEL OF SUCCESS IN GOAL ATTAINMENT*

Fairmont State University continues to struggle with graduation rates. Many students from the entering first-time, full-time cohorts do not complete degrees within the specified time. Also, many students begin at Fairmont State University with the intention of transferring to another institution, but yet these students are counted in our cohort. Economic conditions are having an impact on students; many have self-reported that they need to take a break from college in order to concentrate on working.
Degree Production

Data:

Degrees Awarded

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<td>Fairmont State University Associate</td>
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<td>73</td>
<td>79</td>
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<td>Peers Average</td>
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<td>53</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairmont State University Baccalaureate</td>
<td>625</td>
<td>676</td>
<td>663</td>
<td>672</td>
<td>645</td>
<td>616</td>
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<tr>
<td>Peers Average</td>
<td>521</td>
<td>539</td>
<td>525</td>
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<tr>
<td>Fairmont State University Master's</td>
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<td>27</td>
<td>48</td>
<td>65</td>
<td>85</td>
<td>121</td>
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<td>Peers Average</td>
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<td>46</td>
<td>54</td>
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<tr>
<td>Fairmont State University Totals</td>
<td>628</td>
<td>703</td>
<td>784</td>
<td>816</td>
<td>837</td>
<td>834</td>
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<tr>
<td>Peers Average</td>
<td>618</td>
<td>637</td>
<td>626</td>
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Goal:

The goals for growth in baccalaureate and master's degrees are similar to those for all headcount enrollments. Undergraduate growth is based on the three-year average of degrees awarded. Due to the rapid growth in the number of graduates from Fairmont
State’s graduate programs, graduate growth is based upon the most recent year’s master’s graduates.

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</table>

Goal:

1. The goal for associate degrees awarded is a little higher than some of the other degree production goals because of an agreement with the Community College Council to increase the number of nursing graduates. A simulation lab has been implemented in order to provide additional training for graduates. In addition, a needs survey was conducted in 2008 to gauge the interest in an LPN to ASN nursing program. The response was very positive, so additional students will be admitted into that program in order to increase the number of associate degree graduates.

2. The goal for baccalaureate programs is to increase the number of degrees by approximately five each year, for a total growth over the next five years of 2.6%.

3. The goal for the master’s program is to have a total of at least seventy degrees awarded by the year 2012-2013. The graduate programs are relatively small at this time and the number of graduates has increased rapidly from three in 2004 to eighty-five in 2008; however, there is a concern that enrollment and graduation in these programs might level off after the initial enthusiasm about new degrees being offered.

Strategies Undertaken in 2009-2010:

- The LPN to ASN program was implemented and has been very successful.
- The online degree audit tool, CAPP has been fully implemented. Faculty, staff and students have attended training sessions and the product is being used by the registrar’s office to assist with graduation audits.
- Individual course outcomes and program outcomes have been established for all programs.
• Advising and advisor training continue to be a focus of the institution to minimize errors that prevent graduation.
• Students who have accumulated a significant number of credit hours have been contacted to determine what these students need to do to complete a degree.
• Deadlines have been set for students to apply for graduation a minimum of three semesters before graduation so they can plan for courses they need to complete. These deadlines are publicized by the Registrar’s Office. A late fee has been implemented in order to encourage students to adhere to these deadlines.
• Many of the graduate programs follow the cohort model so students are supported by one another in order to encourage degree completion.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The goal of 821 for the total number of degrees was attained with the total of 834 degrees; however, the distribution among the particular types of degrees was a little different. Fairmont State produced an increase in associate’s degrees because of an increase in enrollment in the nursing program (97 degrees; goal 80), but the number of baccalaureate degrees (616 degrees; goal 675) was down slightly. Graduate degree production was much higher than anticipated (121 degrees; goal 66).

EXPANDED GUIDELINES FOR DEGREE PRODUCTION:

NEW DEGREE PROGRAMS CONTEMPLATED FOR 2010-2011

Plans are in process to develop new concentrations in the School of Education; these include a concentration for Health and Human Performance and a redesign of the Library concentration.

NEW DEGREE PROGRAMS CONTEMPLATED FOR DURATION OF COMPACT PLANNING PERIOD

MS in Architecture is proposed; an Intent to Plan will be presented to the Board of Governors in October, 2010.

NEW INSTRUCTIONAL LOCATIONS CONTEMPLATED FOR 2010-2011

None are proposed.

LOCATIONS CONTEMPLATED FOR DURATION OF THE COMPACT PLANNING PERIOD ENDING IN 2013

None are proposed.
Degrees in STEM and health fields

Data:

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<tr>
<th>Fairmont State University</th>
<th>Previous Years</th>
<th>Base Year</th>
<th>Compact Goals</th>
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<tr>
<td></td>
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<td>2006</td>
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<tr>
<td>Number of undergraduate degrees in STEM &amp; Health Fields</td>
<td>133</td>
<td>126</td>
<td>178</td>
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*FSU has requested an explanation of this figure provided. When STEM and health related fields are combined as reported to HEPC, this number is closer to 191.

Goal

The goal during the next five years will be to increase the total number of degrees awarded in STEM disciplines, exclusive of nursing, by about 4.5%. In nursing the goal will be to have at least ninety graduates. Due to fixed class/clinical area sizes and qualified faculty hiring limitations in a variety of the health science fields, maintaining degree production is the short-term goal.

Strategies Undertaken 2009-2010:

- Fairmont State University provided educational resources and training to high school teachers as part of the STEM Innovation Center. The STEM Center developed two curriculum guides for educators in the areas of Robotics and Alternative Energy Technologies this year.
The College of Science and Technology provided a NASA developed online course during the spring and early summer for high school students wishing to learn more about space exploration and NASA missions.

The College of Science and Technology established the West Virginia Aerospace and Engineering Scholars program, and it provided a residential summer camp for students this past summer.

Scholarships were provided to students in STEM fields as a method of recruiting students to Fairmont State University.

Additional tutoring assistance was provided in the areas of Chemistry, Physics, Mathematics, and selected Engineering Technology programs.

The Mathematics faculty have developed curriculum guides and assessment techniques that are shared with all adjuncts in an attempt to develop consistency among all of the different instructors.

The College of Science and Technology provided over $68,000.00 in funded summer undergraduate research grants to STEM students.

Several students and faculty received funding from the West Virginia Space Grant Consortium and NASA to support ongoing research in STEM fields.

The College has continued with its regional Engineering and Science Challenge. This event draws over 100 students and faculty to compete in a series of open-ended engineering and science problems. This event continues to grow each year. Plans are underway this year to provide faculty in-service during the student competitive events.

The College continues to financially and administratively support the regional and state Science and Engineering Fairs. Winners from the State Fair are provided with the funding to attend the National Science and Engineering Fair.

Special attention is being undertaken to retain students in STEM fields.

Residential summer camps for high school students interested in STEM disciplines were conducted.

The faculty, Dean, and Chairs from the Technology areas send personal letters to students, make calls to students, and contact students in other ways in order to improve the numbers of students enrolled in these majors and to improve retention of current students.

A new LPN to ASN program was launched in summer 2009 in order to ease the transition of LPN students from the technical centers into the Fairmont State University ASN program; this program has been very successful.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

According to HEPC, Fairmont State University had 260 degrees in STEM fields and this exceeds the goal of 185 that was established.
Licensure pass rates

Data:

Pass Rates for PLT

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Pass Rates for Content Areas

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</table>
Goal:

The goal of the School of Education is to have every education licensure program meet or exceed the 80% pass rate for licensures. Currently the Praxis II – PLT rate is 81%.

The goal for the School of Nursing is to attain or surpass at least an 80% pass rate; in 2009-10 the nursing pass rate was 80% with 78 students taking the test.

Strategies Undertaken in 2009-2010:

- The School of Education has redesigned its curriculum; these program changes have been approved by the Curriculum Committee and by Faculty Senate.
- 2009-10 was the first year of the redesigned curriculum of the nursing program. It is being carefully reviewed in order to determine if it has had the desired effect on licensure passage rates.
- The School of Education conducted workshops for Praxis preparation.
- Individual tutoring by peers as well as by faculty members was available for students who are having difficulty passing the exams.
- The School of Nursing conducted a Kaplan Review to provide students assistance in passing the exam.
- The redesigned courses improved critical thinking ability, professional role development, knowledge of the nursing process, and knowledge regarding health promotion, restoration, and maintenance.
- The Watson-Glaser Critical Thinking Appraisal was administered to determine progress from admission to graduation.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

Currently the School of Education is meeting its goal for Praxis II – PLT passage rates of 80%. The School of Nursing is achieving its nursing pass rate of 80% with an 80% passage rate.
Percentage of Faculty with Terminal Degrees

Data:

During fall 2009 there were 172 total full-time faculty members at Fairmont State University. Of the faculty with tenure or in tenure-track positions, 77.04% or 104/135 have terminal degrees in their respective fields.

Goal:

Fairmont State desires to maintain and annually increase when possible the hiring of qualified faculty with terminal degrees into tenure-track positions.

Strategies Undertaken in 2009-2010:

- Fairmont State University has hired some faculty on term contracts with the understanding that the terminal degree must be completed within the time limits of the contract or the contract will not be renewed.
- The School of Education has implemented a strategy of hiring faculty who are working on doctorates, but have not completed them; in this agreement, salaries are reduced, but additional compensation is given for graduate work and other professional development activities. Once the doctorate is completed, salaries are increased.
- Fairmont State uses the CUPA target scores in hiring new faculty members so that they can be fairly compensated for their degree and experience.
- Faculty members who do not possess terminal credentials work with the President and Provost in order to establish a timeline for completing appropriate credentials. Currently, we have three faculty members who are working to fulfill these agreements.
- FSU conducts a validated survey every two years of the Quality of Work Life to determine tactical and strategic issues that need to be addressed by the institution.
- Fairmont State University provided opportunities for professional development for faculty both on campus and through conference attendance.
LEVEL OF SUCCESS IN GOAL ATTAINMENT

Fairmont State University is maintaining the goal of 70% of faculty with terminal degrees. It is anticipated that this percentage will increase as faculty members retire. Fairmont State incorporated a significant number of faculty from the community college when the two institutions were separated. Also, with the associate’s degree nursing program, faculty with master’s degrees and other certifications are considered terminally credentialed to teach in the associate program, but not in a baccalaureate institution.
Assessment of Student Learning

Data:

USE OF CLASSROOM LEARNING ASSESSMENT (CLA)

Response to Critique Team

Background:

Fairmont State University began using the CLA in the Fall of 2006, as part of an HEPC state-wide initiative to increase accountability through various academic assessment activities. That first year, only first-time freshmen level students were sampled as part of the pilot study process and to learn from the process. In subsequent years, both Freshmen [Fall] and Seniors [Spring] were sampled for performance and results submitted to CLA with a variety of other associated student data elements.

First, the CLA provides a holistic assessment of critical thinking, analytic reasoning, written communication and problem solving skills. These skills are intertwined, so the CLA measures require students to use these skills together to respond to tasks drawn from the real world.

Additionally, the CLA measures value added at the institutional level. That is, it compares the improvement in average student performance between entry and graduation at our college with the gains of students at other institutions. When making comparisons among schools, the CLA also takes into account student ability, using SAT or ACT scores as a proxy measure. I will explain this in greater detail later on.

Finally, the CLA is a direct measure of performance. Unlike actuarial data and self-reports, students’ responses to the CLA’s realistic prompts provide direct evidence of students’ critical thinking, analytic reasoning, written communication, and problem solving skills. Students demonstrate their ability by constructing responses to open-ended questions. It is important to note that the CLA is not a high-stakes test for students and is designed to measure typical rather than maximum performance. As a sample of a student’s work, the CLA serves as a useful guide to the typical amount of effort that students bring to work tasks after graduation.

Institutions can participate in a standard cross-sectional or they can participate in a special study, such as a longitudinal assessment. Cross-sectional schools test samples of freshmen in the fall and seniors in the spring (of the same academic year). Longitudinal schools follow the same students as they progress at the college by testing them three times (in the first semester of freshmen year, the second semester of
sophomore year and the second semester of senior year). Longitudinal schools in their first year follow the cross-sectional approach by testing a sample of seniors in the spring to gather comparative data. Another type of special study would involve in-depth sampling to investigate hypotheses emerging from cross-sectional or longitudinal results.

FSU chose the standard cross-sectional option.

Students took the CLA in proctored computer labs. CAE provided guidance and training materials for our proctors.

**Measures:**

The CLA is comprised of two types of measures: The **Analytic Writing Task** and the **Performance Task**.

The Analytic Writing Task includes two types of prompts: Make-an-Argument and Critique-an-Argument.

Half of our students were randomly assigned the Performance Task and the other half were assigned the pair of Analytic Writing Task prompts.

**Scoring:**

All tasks are scored by teams of professional scorers trained and calibrated on a specific prompt. Raw scores on each task type are scaled to enable comparisons.

Now, in keeping with the focus of the school as the unit of analysis, CLA scores are reported as averages for the students we sampled. For comparability, only those students with SAT or ACT scores and CLA scores are included in cross-school analyses. Students without SAT or ACT scores can take a short-form (12-minute) cognitive ability assessment called the Scholastic Level Exam (SLE), which is embedded in CLA testing. This instrument is licensed to CAE by Wonderlic Education Solutions.

CLA scores for a school represent the average (or “mean”) score for all students that completed a CLA task and who also have an SAT score (or ACT score converted to the SAT scale) on file with the registrar. The CLA scale approximates the SAT scale.

Mean SAT Scores (on the horizontal x-axis) are used to control for incoming academic ability. Put another way, it allows for a level playing field when comparing performance across all CLA schools.
**Use of Data:**

Fairmont State University is utilizing these institutional level measures of the general education curriculum to revise and improve the various core requirements. The 4-year set of results have been shared college-wide via the Associate Provost of Academic Affairs and the Office of Institutional Research. Results were shared as well, with the college-wide Assessment Committee and the Assessment Steering Committee in May 2009 and May 2010.

The General Studies program at FSU is currently being re-designed. CLA data will be used to inform the General Studies Committee decisions.

**USE OF MAP-WORKS**

**Background:**

Fairmont State University began using MAP-Works during the fall of 2009. Surveys were sent to identified first-time, full-time freshmen. These students were linked to their class professors, advisors, residence life staff, counselors, financial aid officers, and other support services personnel. A follow-up survey was conducted during the spring semester as well.

**Analysis of Data:**

Deans and faculty met in January to identify problems with student retention that were identified through usage of MAP-Works. Areas of concern were identified by the team and action steps put into place to address these concerns. Since Pierpont Community & Technical College students participated in MAP-Works as well, differences in students from the two institutions were identified first. Also, deans from each academic unit identified areas of concern for their areas and outlined strategies to address these problems.

As a result of using CLA and MAP-Works, Fairmont State University has:

1. Redesigned its nursing curriculum based on these instruments as well as assessment data from the licensure exams.

2. The School of Business reconfigured prerequisites for courses in order to control when students enroll in specific courses. Through CLA and Major Field Tests, it was discovered that students had not completed foundation courses in a timely manner and were lacking background to be successful in upper division classes.

3. Information Systems has redesigned its curriculum based on results from Major Field Tests.
4. Safety Engineering Technology discovered that its outcomes were below the benchmarks required by ABET, so the program implemented continuous program improvement to satisfy those benchmarks. The benchmarks were met by spring 2010.

5. The School of Education identified a correlation between the Reading score on the ACT and the pass rate on the PLT; this resulted in higher admission standards to the program.

6. Language and Literature revamped English course rotation to match the current standards of NCTE.

7. A prerequisite of English 1104 was imposed for the introductory communication courses based on weak writing and organization skills of students who were unsuccessful in the communications course.

8. Fairmont State University developed an Institutional Assessment Program.
   - An Assessment Committee, with representation from each department, college, or school, as well as relevant support services, has the charge to lead, train, support and encourage academic program faculty on campus.
   - Each area is to develop annual programmatic assessment plans to include 4-6 meaningful student learning outcomes at the program level as well as tools of direct measurement to be used to determine if students have met the programmatic outcomes.
   - Outcomes have been entered into a software system called TaskStream; then critical friends review the outcomes and make suggestions for improvement. Then, these comments, results from CLA, results from MFT, and other assessment data points are used to modify curriculum and make changes in programs.

9. National Survey of Student Engagement (NSSE) is used to gauge student perceptions.
    NSSE was administered to students during the spring of 2009. Now the results have been posted on the Institutional Research web page and the assessment committee and senior staff members have reviewed the data and changes in policies and procedures were recommended as a result.

10. Major Field Tests are used to gain program specific data.
    Major Field Tests (MFT) are being used by Chemistry, Biology, Computer Science, Mathematics, Business, Psychology, and Criminal Justice. Data from
these tests assist programs in identifying national standards and then they can make changes in the curriculum to address these deficiencies.

11. Licensure Exams are used for additional data. Each licensure area examines the licensure exam test results to determine where students are having difficulties. For example, the School of Nursing has redesigned its curriculum in order to increase the passage rate; the Nursing Program identified that students were having difficulty passing test items that contained information taught in pharmacology, which had traditionally been taught as a four-hour class. In response, the class has been divided into four one-hour classes that address specific areas of pharmacology.

12. Professional Development Opportunities have been identified for faculty and staff. Several faculty members have attended workshops on assessment in recent years and assessment experts have been brought to campus for presentations. Some examples include:
   • ABET assessment workshop;
   • NCATE assessment workshop.
   • Higher Learning Commission assessment workshop

13. Participation in the Voluntary System of Accountability (VSA) Fairmont State University participated in the trial of the VSA and is participating in the VSA annually. Our director of institutional research participates in conferences related to the VSA on a regular basis and maintains updates to the VSA. Data is currently posted on our Institutional Research web page.

14. Data are made available for usage by being posted on the Institutional Research web page.

15. Once surveys or assessments are performed, debriefing meetings with faculty, staff, and senior administration are conducted and action plans on how to utilize data are formed.

Status of Assessment with Higher Learning Commission

Assessment data and data-driven programmatic improvement steps will be key components of the 2012 institutional self-study for the Higher Learning
Commission, so programs are asked to implement the Higher Learning Commission's four-step model for assessment plans:

- define outcomes,
- select tools of direct measurement to assess outcomes,
- collect and analyze data,
- decide upon and implement changes/improvements based on the data.

Status of the Assessment Program with Higher Learning Commission and Specialized Accrediting

Fairmont State is in good standing with the Higher Learning Commission (HLC).

Reports or Focused Visits Required for the HLC

- Fairmont State University has had no focused visits required for the HLC. The next comprehensive visit is scheduled for 2012-13.
- A progress report on graduate programs was due to HLC in January 2010. The report was submitted on January 15, 2010 and accepted by HLC.

Goal:

Fairmont State University intends for each program area to have an individual improvement plan that uses assessment of student learning in order to drive program improvement. Fairmont State piloted the systematic data collection and reporting processes via the TaskStream environment.

Areas that have licensure exams and Major Field Tests will use information from licensure exams and MFTs to make improvement in individual classes and programs.

It is the goal of our institution to close the assessment loop on all assessment projects to guarantee continuous program improvement.

Data sources from assessment measures are displayed on the Institutional Research webpage as well as on the VSA website.
Strategies Undertaken in 2009-2010:

- The Noel-Levitz Student Satisfaction Survey was conducted and areas where problems were identified developed improvement plans.
- Assessments of all activities were conducted. For example, surveys were given for all co-curricular events, for orientation sessions, for Welcome Weekend activities, for Campus Visitation Days, and more.
- Data and measures obtained from the Collegiate Learning Assessment (CLA) instruments were analyzed. The CLA has been conducted for the last three years and is an ongoing project. Fairmont State has been tracking scores and monitoring an increase in value-added scores between the freshman and senior assessments.
- A Faculty Survey of Student Engagement (FSSE) was conducted in spring 2010 and results are being studied.
- Fairmont State posted results from CLA, NSSE, and Noel-Levitz on the Voluntary System of Accountability (VSA) site.
- FSU continued participation in Common Data Set; this data set is online.
- FSU conducted review of outcomes and assessments with departments across campus so all areas can continue to work together in developing and assessing student learning outcomes.
- Faculty members concentrated on developing and recording learning outcomes, program outcomes, and assessments for all areas. Each school is developing a continuous improvement plan.
Accreditation

Data:

Fairmont State University has achieved accreditation for all programs in areas in which accreditation is required by state licensure boards. The following specific programs are accredited:

- The School of Education currently holds NCATE accreditation.
- The School of Nursing currently holds NLNAC accreditation. The School of Nursing has completed its self study and a visiting team will be on campus October, 2010.
- The School of Business currently holds accreditation for the Association of Collegiate Business Schools and Programs (ACBSP) and the International Assembly for Collegiate Business Education (IACBE). The School of Business is completing the self study to apply for accreditation in the Master of Business Administration program.
- Civil Engineering Technology (AS) – ABET accredited through 2014
- Civil Engineering Technology (BSET) – ABET accredited through 2014
- Drafting and Design Technology (AAS) – ABET accredited through 2014
- Electronic Engineering Technology (BSET) – ABET accredited through 2014
- Mechanical Engineering Technology (AS) – ABET accredited through 2014
- Mechanical Engineering Technology (BSET) – ABET accredited through 2014
- Occupational Safety – ABET accredited through 2014
- Graduate programs are accredited through Higher Learning Commission; a progress report was submitted in January, 2010. The HLC approved the progress report and graduate programs will be a part of the HLC comprehensive visit in 2012-2013.
- Chemistry attained accreditation from the American Chemical Society that became effective fall 2009.

Goal:

As part of the culture of assessment, academic programs are actively seeking out specialized accreditation in their respective fields. Continuous improvement plans are in place for each of the programs. As a method of keeping assessments in one repository, TaskStream has been adopted as the central location for all assessment efforts. Each program is modifying requirements in TaskStream in order to meet needs for specialized accreditations.
Strategies Undertaken in 2009-2010:

- The School of Education has set timelines for Action Research, Portfolio, and Student Teaching Assessment. Course-Based Assessments will be identified; as a part of this, INTASC mapping with course elements will occur and these elements will be integrated into program outcomes. In order to accomplish this, the Dean of the School of Education is taking the lead along with the Associate Dean and another faculty member who are responsible for NCATE accreditation.
- Faculty will review and discuss all proposals, outcomes, and assessments. In order to insure proper preparation for this effort, several faculty members have attended NCATE Assessment Workshops.
- Additional space for nursing faculty has been obtained in response to accreditation concerns.
- Two new lecture rooms have been secured and labs have been moved to another building.
- New simulation labs have been developed; an adult simulator, a child simulator, and a baby simulator have already been obtained for these new labs.
- The curriculum has been redesigned and faculty members have been modifying outcomes and assessments to meet accreditation standards.
- Analysis of results of MFT resulted in redesign of Information Systems program.
- A rigorous program review process has been implemented for graduate programs.
- Program outcomes and assessments have been developed for each graduate program for continuous program improvement. These outcomes and assessments will be housed in the TaskStream software.
- Possible new graduate programs are being researched based upon the needs of the service area.
- Computer Science has redesigned its program in anticipation of seeking ABET accreditation within the next two years.
- New faculty members are being hired and program modifications have been made for Information Systems in anticipation of seeking ABET accreditation within the next two years.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

All accreditations were maintained. ABET programs were reaccredited; progress report on graduate programs that was submitted to the Higher Learning Commission was successful.
Alignment with K-12 schools

Data:

- Fairmont State University continues its Gear Up grant; as a result, numerous students, parents, and counselors come to campus on a regular basis and are given opportunities to participate in university activities, such as the American Shakespeare Company productions, Quiz bowl, and Academic Fairs.
- Fairmont State takes placement testing into the high schools so that students and faculty in high schools know which students will require developmental courses once they enroll in college.
- Faculty from Fairmont State participated in the alignment of standards with K-12 in the identification of objectives to be accomplished and identified by the Westest.
- High school counselors attend an annual meeting on the Fairmont State campus; this provides the opportunity to share needs and expectations.
- Fairmont State University’s newly opened West Virginia Folklife Center is partnering with RESA VII for program development.
- County high school superintendents are invited to the Fairmont campus during various times during the year to determine needs and expectations.
- Fairmont State University provides priority scheduling for high school students who are taking college classes.
- Many community service learning activities are conducted with public schools, such as FSU Counts and FSU Reads, and after school tutoring programs for math and literacy.
- Fairmont State University continues its Professional Development School (PDS) Partnership with over forty schools in our service region. The goal of the PDS Partnership is to provide field experiences and clinical support for students and public schools, to support action research projects, and to communicate with site coordinators and others in the schools.
- Fairmont State is expanding the PDS Partnership to provide liaisons to the PDS schools; faculty from across the institution, as well as administrators serve as liaisons.
- Fairmont State University participates in the West Virginia partnerships for Teacher Quality (WVPTQ).
- The Center for Education in Appalachia (CEA) serves as an information resource to state educational policy making efforts in West Virginia with a special focus on its unique rural, Appalachian context. The Center also facilitates efforts to advance issues and working models from local communities and to generate knowledge so that state policy initiatives will be effective when implemented within local communities.
- The National Commission on Teaching and America’s Future (NCTAF) supports quality teaching through analysis, advocacy, action, and alliances.
• The School of Education is working with a cohort of secondary math and science teachers in Marion County who wish to earn a Master’s degree in Education. The pilot project (2008-2010) integrates the advanced study of education into a classroom-based, clinically extensive experience focused on supporting and improving teacher practice. Currently thirteen teachers throughout the county’s middle and high schools are participating in the program.

• The Comprehensive Information Technology Education in Rural Appalachia (CITERA) project is a partnership between The EdVenture Group, West Virginia High Technology Consortium Foundation, Fairmont State University, West Virginia University, and 7th through 9th grade students and teachers.

• The Knowledge Works initiative includes community leadership across Marion County, school leadership in the high schools, central office leadership for the Marion County Schools, and the business community.

• The Jayenne Elementary Health and Human Performance Collaborative Research Project integrates technology as part of the 21st Century Learning Initiative to determine what interventions will increase time in the target heart rate zone for students. The information gained from this project will be used to guide lesson plan design in courses at FSU.

• Each year approximately 400 undergraduate and graduate students participate in clinical experiences and student teaching through certification programs at Fairmont State University.

• Gear Up at Fairmont State has an expanded area which now includes fifty-six schools in fourteen counties. Gear Up helps parents and students learn how to prepare, enter, and succeed in college, or other post-secondary training.

• Students from our service region are provided many opportunities to come to campus and participate in activities such as after school tutoring or the annual fall Quiz Bowl.

• FSU graduate faculty teach professional development courses for regional public school teachers in the areas of reading, science, and folklore.

**Goal:**

• Fairmont State will expand the number of Professional Development School partnerships by five additional schools over the next three years.

• Two additional graduate programs are proposed to assist public school personnel in the area with additional certifications.

• Workshops will be held on the Fairmont State University campus for alignment of goals between the K-12 system and the university.

• Fairmont State University is modifying the FSU School of Education curriculum in some areas to meet the needs of the K-12 system. For example, an Instructional
Technology curriculum is proposed to meet the changing needs of librarians in the K-12 system.

- Fairmont State University will participate in initiatives, such as the White Hall Elementary Strategic Planning and the Task Force meeting on classroom capacity, as requested by the public schools.
- Fairmont State University will hold conversations with public school superintendents regarding the Innovation Zones legislation to determine how the Fairmont State School of Education might assist with this initiative.
- FSU will partner with Marion County Schools as they develop an Anti-bullying Advisory Committee.

Strategies Undertaken in 2009-2010:

- America Reads and Math Counts were offered to assist public school programs.
- Through the PDS effort:
  1. Teacher performance rubrics for student teachers and teacher education candidates in general were developed.
  2. PDS site-based professional development projects were implemented.
  3. Liaison network was developed.
  4. Student teachers practiced portfolio development.
  5. Action Research projects were designed and conducted in order to determine effective teaching strategies in classrooms.
- Marion County Math teacher professional development cohort was established.
- Fairmont State University School of Education is proposing new masters’ options to address needs of K-12 teachers:
  1. Digital Media, New Literacies, and Learning
  2. Teacher Leadership
  3. On Line Learning
  4. "Appalachian Studies" master’s option for teachers
• New Tech High Schools Initiative is being pursued.

• Fairmont State University is participating in several science-related initiatives with Science/Technology.

• The College of Science, Math, and Technology implemented a summer grant with middle school teachers/students.

• The Folklife Center participated in professional development activities with Prickett’s Fort.

• The Center for Arts Engagement (professional development and teacher resource components) continued activities throughout the year.

• Students participated in activities on the Fairmont State campus, such as summer camps, science bowls, math competitions, Gear Up, and Quiz Bowl.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

K-12 partnerships continue to grow and develop. Fairmont State University participates in a number of public school initiatives and liaisons are on the campuses of the forty Professional Development Schools at regular intervals. Liaisons participate in public school Faculty Senate days, in professional development activities in public schools, and in cooperation with public school personnel evaluate student teaching portfolios and action research projects.
Use of Instructional Technology

Data:

The primary delivery of online courses at FSU is within the Blackboard Vista environment. Every academic course offered is required to utilize the Blackboard environment as a component for delivery of content, such as syllabus and course grades. The MBA program is primarily structured for delivery of the entire program via the virtual classroom.

In addition to Blackboard Vista, Fairmont State University is also using clicker technology for the purpose of quick assessment and engagement of student learning. Several classrooms are also equipped with Sympodia. Software that is supported through instructional technology includes Respondus, StudyMate Server, Camtasia, SafeAssign, Wimba Classroom, Wimba Voice Tools, and the Lockdown Browser.

Virtual / Online Classes/Sections and Headcounts by Semester:

Sections of Virtual Courses offered completely online:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>72</td>
<td>98</td>
<td>49</td>
<td>121</td>
</tr>
<tr>
<td>2005-06</td>
<td>79</td>
<td>113</td>
<td>74</td>
<td>222</td>
</tr>
<tr>
<td>2006-07</td>
<td>99</td>
<td>118</td>
<td>59</td>
<td>271</td>
</tr>
<tr>
<td>2007-08</td>
<td>108</td>
<td>118</td>
<td>74</td>
<td>300</td>
</tr>
<tr>
<td>2008-09</td>
<td>89*</td>
<td>87*</td>
<td>70</td>
<td>246</td>
</tr>
<tr>
<td>2009-10</td>
<td>83</td>
<td>83</td>
<td>74</td>
<td>240</td>
</tr>
</tbody>
</table>

*Note: a decline is indicated here; however, the 2008-09 data reflects separation of FSU and PC&TC.

Enrolled Headcount in Virtual Courses offered completely online:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>1509</td>
<td>910</td>
<td>2419</td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td>1927</td>
<td>734</td>
<td>4251</td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td>2101</td>
<td>1091</td>
<td>5759</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>2565</td>
<td>1532</td>
<td>6961</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>2038</td>
<td>1030</td>
<td>5325</td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>1822</td>
<td>1372</td>
<td>3194</td>
<td></td>
</tr>
</tbody>
</table>

*Note: separation of FSU and PC&TC
Goal:

FSU is committed to utilizing virtual classroom technology as a component in all courses, as well as to expanding the number and type of courses offered completely online. Plans for growth over the next five years include increasing the number of online offerings by five courses per semester. Currently, approximately 10% of the courses being offered in a given semester are via the virtual online campus. FSU will target specific programs to be offered completely online over the next five years and attain the goal of 20% of its courses offered online each semester.

Strategies Undertaken in 2009-2010:

- The Teaching and Learning Commons was established to merge services of the Help Desk with Blackboard services and other technology related needs on campus. The Teaching and Learning Commons moved to the Library where expanded hours assist students.
- The wireless network was expanded to all parts of the campus.
- Computer labs were updated and will continue on a three year replacement cycle for computer labs on campus.
- Technology and virtual-classrooms were used for faculty/staff training and internal professional development.
- Clicker technology was used. Workshops were held on using alternative technologies with the clicker technology (cell phones and other mobile devices).
- Student mobile technologies, i.e. smartphones and mobile computers, were integrated into courses for enhanced electronic delivery.
- Two additional Sympodias in classrooms were added.
- Training in instructional technology for Blackboard Vista, SafeAssign, Respondus, developing quizzes/surveys/self tests, use of the gradebook, Camtasia, and Studymate were offered.
- All new faculty attended Blackboard Vista training.
- Training sessions were conducted during the summer to assist faculty in developing online courses.
- Five faculty members provided Blackboard Vista support through the Faculty Mentor Program.
- Help desk hours were expanded.
- Grants were awarded to specific faculty members to develop online courses.
LEVEL OF SUCCESS IN GOAL ATTAINMENT

Fairmont State University attained goals set forth for improvement of instructional technology for the past year.
Career Placement

The Career Services Office offers various types of support for students seeking employment, including: career counseling, interest inventories, career research, choosing a major, resume writing, internship announcements, networking skills, evaluating job offers, online career class and focus of interest, interview skills workshops, career strategies, job and career fairs, graduate school information, and on-campus employment interviews with over eighty firms on a yearly basis.

Data:

Careers Services conducts a yearly, online survey of recent graduates for collection of a variety of measures. Graduate surveys are distributed to alumni one year after graduation. Faculty members also provide information for the graduate surveys that are conducted within their schools. Some highlights from the Graduate Follow-up Survey:

Bachelor Degrees

- 85% of graduates reported either full or part-time employment
- 82% of graduates reported working full-time in the their academic field of study or peripherally related to their academic field of study
- Average starting salary of respondents was $31,650
- 70% responded being very satisfied or satisfied with their current position
- 83% reported working in the state of West Virginia
- 40% reported to be continuing their education at some level
- Sixteen graduates not employed were seeking employment

Master Degrees

- 100% of graduates reported working full-time in the their academic field of study or peripherally related to their academic field of study
- Average starting salary of respondents was $48,750
- 82% responded being very satisfied or satisfied with their current position
- 100% reported working in the state of West Virginia
- 35% reported to be continuing their education at some level
- One graduate not employed was seeking employment
Goal:

- Increase by 5% the number of students and alumni who participate in career interests through online assessments, classroom presentations and individual counseling.

- Increase by ten students each year for the next five years for a total of fifty additional students and alumni assisted with the development of successful job search strategies.

- Actively solicit and increase the number of online job postings.

- Work with faculty to incorporate career planning into course curriculum as well as assisting with internship development and tracking.

- Expand the online job registration/posting for employers by at least five additional jobs per semester.

- Expand the online job fair registration by soliciting recommendations from faculty and staff for vendors to participate.

Strategies Taken in 2009-2010:

- Work toward conducting an employment fair targeting our students and alumni in specific programs.

- Establish systems to improve our ability to track the internships that our students are participating in throughout the year.

- Broaden the base of employer contacts both in and out of state by encouraging referrals by faculty and exploring the possibility of purchasing databases of employers for our region.

- Increase educational programming regarding American business etiquette in order to better prepare graduates to enter the workplace.

- Increase collaboration with faculty with the goal of incorporating career development and job searching activities into the curriculum on a larger scale.
• Increase contact with identified undeclared students in order to provide resources and counseling.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

Even though goals were met, increasing participation in job placement and tracking of students is desired.
Institutional Financial Aid

Data:

Grants
- Federal Pell Grant
- West Virginia Higher Education Grant
- WV Higher Education Assistance for Part-time Students (HEAPS) Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Academic Competitiveness Grant (ACG) for Freshmen and Sophomores
- The National Science and Mathematics To Retain Talent (SMART) Grant for Juniors and Seniors

Scholarships
- Scholarships either for talent or academic merit are competitive. Some scholarships are based exclusively on academic achievement and/or leadership or other contributions, without reference to financial need. Others are earmarked for those who present strong academic potential and/or leadership or other contributions, and in addition, who have demonstrated financial need.
- Collegiate – 3.0 GPA and 21 ACT/990 SAT; resident $500, non-resident $1,000
- Scholar – 3.25 GPA and 23 ACT/1070 SAT; resident $750, non-resident $1,500
- Honors – 3.5 GPA and 26 ACT/1180 SAT; resident $1,000, non-resident $2,000
- Presidential – 3.75 GPA and 30 ACT/1340 SAT; resident $1,500, non-resident $3,000
- Charles J. McClain Scholarship (formerly known as the Board of Governors Scholarship) for in-state students is Fairmont State's premier scholarship program; this competitive scholarship is designed for Promise Scholarship-eligible students.
- The Combined Ability Scholarship for out-of-state students is calculated by adding ACT/SAT percentile with class rank percentile or GPA.

Loans
- Federal Perkins Loan
- William D. Ford Federal Direct Loan
- Federal Direct Parent Loan for Undergraduate Students (PLUS)
- Federal Direct Graduate / Professional Loan
- Alternative Loans
For Academic Aid Year 2008-09:

<table>
<thead>
<tr>
<th>Scholarship/Grants</th>
<th>Need-based $ (Include non-need-based aid used to meet need.)</th>
<th>Non-need-based $ (Exclude non-need-based aid used to meet need.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$5,658,705</td>
<td></td>
</tr>
<tr>
<td>State (i.e., all states, not only the state in which your institution is located)</td>
<td>$1,608,131</td>
<td>$845,344</td>
</tr>
<tr>
<td>Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).</td>
<td>$306,657</td>
<td>$140,386</td>
</tr>
<tr>
<td>Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college</td>
<td>$341,948</td>
<td>$159,361</td>
</tr>
<tr>
<td><strong>Total Scholarships/Grants</strong></td>
<td><strong>$7,915,441</strong></td>
<td><strong>$1,145,091</strong></td>
</tr>
</tbody>
</table>

**Self-Help**

<table>
<thead>
<tr>
<th>Student loans from all sources (excluding parent loans)</th>
<th>$7,168,664</th>
<th>$10,084,314</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Work-Study</td>
<td>$295,356</td>
<td></td>
</tr>
<tr>
<td>State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Self-Help</strong></td>
<td><strong>$7,464,020</strong></td>
<td><strong>$10,084,314</strong></td>
</tr>
</tbody>
</table>

**Other**

<table>
<thead>
<tr>
<th>Parent Loans</th>
<th>$556,122</th>
<th>$237,732</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Waivers Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.</td>
<td>$648,648</td>
<td>$474,367</td>
</tr>
<tr>
<td>Athletic Awards</td>
<td>$209,691</td>
<td>$188,828</td>
</tr>
<tr>
<td>First-time Full-time Freshmen</td>
<td>Full-time Undergraduate (Incl. Fresh.)</td>
<td>Less Than Full-time Undergraduate</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2009 cohort)</td>
<td>756</td>
<td>3525</td>
</tr>
<tr>
<td>Number of students in line a who applied for need-based financial aid</td>
<td>643</td>
<td>2896</td>
</tr>
<tr>
<td>Number of students in line b who were determined to have financial need</td>
<td>497</td>
<td>2359</td>
</tr>
<tr>
<td>Number of students in line c who were awarded any financial aid</td>
<td>497</td>
<td>2359</td>
</tr>
<tr>
<td>Number of students in line d who were awarded any need-based scholarship or grant aid</td>
<td>377</td>
<td>1825</td>
</tr>
<tr>
<td>Number of students in line d who were awarded any need-based self-help aid</td>
<td>330</td>
<td>1779</td>
</tr>
<tr>
<td>Number of students in line d who were awarded any non-need-based scholarship or grant aid</td>
<td>101</td>
<td>302</td>
</tr>
<tr>
<td>Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)</td>
<td>98</td>
<td>326</td>
</tr>
<tr>
<td>On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)</td>
<td>$ 7,459</td>
<td>$ 7,654</td>
</tr>
<tr>
<td>Average need-based scholarship and grant award of those in line e</td>
<td>$ 9,886</td>
<td>$ 11,064</td>
</tr>
<tr>
<td>Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f</td>
<td>$ 8,059</td>
<td>$ 8,269</td>
</tr>
<tr>
<td>Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan</td>
<td>$ 2,694</td>
<td>$ 3,635</td>
</tr>
</tbody>
</table>
Goal:

Fairmont State University tuition waivers are awarded both for recruitment and retention; the number of waivers each year is 4% of the FTE enrollment. Fairmont State is now reducing the value of the waiver to spread waivers over more students to maximize the number of students that Fairmont State is able to assist.

Fairmont State has implemented the ACG and SMART grant programs in compliance with the regulations; implementation of these grants has required cooperation from Admissions, Registrar, Financial Aid, and Information Technology.

Strategies Taken in 2009-2010:

Since the cost of attendance keeps increasing, it is imperative that Fairmont State students take advantage of every financial aid opportunity available. The Fairmont State Financial Aid Office has been in a state of transition. Financial Aid is working to improve the resources that students require in order to be able to afford college.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

Fairmont State University has stabilized personnel in the financial aid office.
Programs of Distinction

School of Business – B.S. Accounting Program as a Program of Distinction

B.S. Accounting Program as Program of Distinction

The School of Business B.S. in Accounting program continues to establish itself as a program of distinction. Over the past two academic years, the faculty, staff, students, and graduates of the Fairmont State University Accounting Program have actively demonstrated the exceptional quality of this accounting program.

Program Successes

Response to Critique Team

Students

- In the past two academic years, the program has graduated 49 students. Of those 49 students, 87% were CPA exam ready having completed the 150 semester hours required by the West Virginia Board of Accountancy.

- Of those graduates, nine students received job placements in public accounting. One received a placement at a "Big 4" international accounting firm and the remaining eight were placed in regional firms. Of the graduates, eight students entered jobs in private companies or in not-for-profit organizations. Three of the graduates were accepted into graduate school.

- The accounting program is host to a Volunteer Income Tax Assistance site. The site provides income tax assistance to low income and elderly taxpayers who cannot afford to pay for professional tax help. In 2010, Dr. Engebretson and 14 accounting students volunteered a total of 720 hours in Marion, Harrison, Upshur, and Tucker counties. They prepared over 650 income tax returns. In 2009, Dr. Engebretson and nine accounting students volunteered a total of 526 hours and prepared over 700 returns.

- Mr. Doug Kelly was awarded the Becker Scholarship for Success, a scholarship worth approximately $3,000 for students who need financial assistance to prepare for the CPA exam. Mr. Kelly is the first winner of this scholarship from a West Virginia school.
• As part of the West Virginia Society of CPAs recruiting efforts, Mr. Will Robinson of Ernst & Young spoke to 58 Principles of Accounting students about career opportunities in accounting.

• The program also hosts an active student organization. The Student Accountant Society (SAS) has hosted numerous professional speakers and participated in several volunteer projects including food drives for the local mission and Operation Christmas Child which gathers toys and hygiene items for children in third world countries. SAS assembled and shipped a total of 106 shoe boxes for this charity event.

Faculty

• Professor Mary Burnell was named the 2008-2009 School of Business Outstanding Faculty member of the year. Mary was nominated for the West Virginia Teacher of the Year 09-10.

• Professor Leisa Muto was named the 2009-2010 School of Business Outstanding Faculty member of the Year.

• Dr. Jean Engebretson presented a paper entitled “The Perceived Effectiveness of the Officer Certification Requirement under SOX” at the American Association’s 2009 Ohio Region meeting.

Program

• Two new courses have been incorporated into the program. The Income Tax Preparation class was established as a regular course offering and a new course in ethics and professional responsibility was also added to the curriculum.

• The use of student response technology was incorporated into all upper level accounting classes in order to assess student comprehension and encourage active student involvement in the learning process.

• The School hosted the Internal Revenue Service Criminal Investigation unit for a mock forensic investigation with 15 IRS special agents and the US attorney for the northern district of West Virginia.

• The Advisory Council continues to meet regularly with the faculty. The Council has been active in providing speakers and financial assistance to the Student Accountant Society. They have also made recommendations that are being incorporated into the accounting curriculum presently under revision.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The program continues to be a program of distinction.
School of Science and Technology – Occupational Safety as a Program of Distinction

Data:

The Occupational Safety program was introduced in 1984 and achieved ABET Accreditation in 2007. It is one of only nine B.S. Accredited Safety programs in the world. The program utilizes a comprehensive continuous improvement plan to maintain relevancy and meet ABET accreditation standards. The program Coordinator earned a Ph.D. in Safety from West Virginia University in 2009. The faculty in the program are also Certified Safety Professionals, and regularly utilize students in experiential learning and community outreach efforts. Students often assist organizations in the development and implementation of successful safety programs.

As of 2009, 98% of the graduates found successful employment in the safety field or have matriculated to graduate studies. The program faculty have developed a strong industry partnership and internship program. Organizations participating in this partnership include: Allegheny Energy, Consol Energy, MSES Consultants, Honda of America, Traylor Brothers, Hensel Phelps, Kiewit, Thrasher Engineering, WVU Extension Service, and CNX. Several students in the program have also received the Erma Byrd Scholarship ($5,000 - $15,000.00), the American Society of Safety Engineers Scholarships ($5,000.00), and recognized as NASA Scholars.

The accredited ASAC of ABET Occupational Safety program at Fairmont State University prepares competent professionals to serve as valued members of the management, engineering, and business teams providing solutions to complex safety, health, and environmental problems. This program remains a program of distinction and faculty members have implemented several strategies to ensure continued success.

Goal:

Occupational Safety desires to provide students with the most current information available that they will need to secure jobs. In addition, the program desires to increase its enrollment. Recently accredited by ABET, the program strives to maintain that accreditation and to form new and maintain existing internships and employment partnerships.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The program continues as a program of distinction.
Compact Reporting – Elective Elements:

Economic Growth

Promotion of Global Awareness

Strategies Undertaken in 2009-2010:

- Two delegates from the University of Babylon stayed on the Fairmont campus for three weeks during the spring of 2010 in order to assess the possibility of bringing Iraqi students to Fairmont State. An MOU was signed with the University of Babylon.
- A lecture series has been developed for Saudi professors. The Saudi delegation has attended the initial series of lectures for this program.
- The Roads to Appalachia program continued when thirty faculty, students, and community members traveled to Eastern Europe during summer 2010.
- Fifteen Honors, art majors, and French students participated in a trip to Paris during spring break 2010.
- Fairmont State University recently began a student exchange program with the University of Calabria in southern Italy. Two Fairmont State University students have studied in Italy; currently 15 Italian students are attending Fairmont State University.
- A group of high school students and their instructor from the Calabria region of Italy spent two weeks on the Fairmont State campus during the summer of 2010 studying ESL and learning about the region.
- Fairmont State University has had Fulbright Scholars on campus for the past three years; this year’s scholar is Elena Jaime.
- Dr. J. Robert Baker continues to serve as the Fairmont State University Fulbright Scholar representative.
- A World Language Table was sponsored each week for faculty and students to practice their language skills and help others learn.
- Students shared experiences of international study and travel with the campus community.
- The International Film Festival was held on campus.
- The number of international students enrolled during 2009-2010 was about 100. As a result, the English as a Second Language (ESL) program experienced growth.
- Six Korean nursing students came to the Fairmont State University campus to study from October 2009 to March 2010.
- An additional nine Korean nursing students will study at Fairmont State University from October 2010 to March 2011.
- Nine Korean business students from Ansan College completed internships at Fairmont State University from June, 2010 through October, 2010.
• President Krepel, two nursing faculty, a business faculty, and two students spent two weeks in South Korea visiting Ansan College, NamSoul University, and Hanang University.
• An international flag raising ceremony was held.
• An international student reception is held every fall and spring.
• An international fair was a part of the inauguration ceremonies during spring 2010.
• A graduation reception was held in May 2010 for international students and their parents.

Five Year Goals:

• Increase international student population as indicated in enrollment section of this report.
• Fulfill agreement with University of Calabria by sending at least fifteen students to that institution and receiving an equal or greater number from that institution.
• Continue to support student travel abroad through scholarships.
• Increase participation in the International Student Exchange Program.
• Increase the number of faculty-led trips abroad for Fairmont State students.
• Continue international activities on campus.
• Explore the possibility of offering the Master of Business Administration degree completely online so that the international community can take advantage of it.
• Continue to build the Fulbright Scholar Program by applying for Fulbright Scholars to come to the Fairmont campus and encourage Fairmont State faculty to apply for Fulbright Scholarships.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

Fairmont State University has established agreements for student exchanges with five additional institutions during the past year. Fairmont State University has participated in all of the Higher Education Policy Commission international initiatives and will continue to do so. In addition, Fairmont State University faculty members will continue to forge partnerships with their home countries in order to grow Fairmont State University programs. Currently, we have faculty working with institutions in Italy, Iraq, Nepal, Korea, and Turkey.
Access

Educational Services to Adults

Strategies Undertaken in 2009-2010:

- Fairmont State University has been participating in the RBA Today initiative being conducted by HEPC. FSU was awarded three grants to develop courses for the RBA Today program. Individuals from FSU have participated in workshops and information sessions related to the RBA Today.
- Fairmont State University has been participating in the Yellow Ribbon Project and is offering additional services to veterans through this initiative. A coordinator is being hired for this task.
- Many courses are being offered online, at branch campuses, during evening hours, and on the weekend.
- All instructors are to have at a minimum their grade book and syllabus online through Blackboard Vista, but most have content materials, discussion groups, quizzes, and more online as well.
- The library offers expansive resources online.
- Services such as financial aid, bill payment, class registration, and textbook purchases may be accomplished online without coming to campus.
- The Regents Bachelor of Arts Degree program offered portfolio evaluations and liberal acceptance of credit to make it possible for adult students to receive college equivalent credit.
- The Non-traditional Student Society continued to meet over the past few years in order to discuss concerns and problems of adult students. The director of this program has established an online presence so now students share concerns through a chat room. A gathering space on campus is being designed for these adult students.

Changes anticipated over the next six years:

- Fairmont State University is in the process of developing a Student Access and Success Center with the help of state development dollars. This Center will have expanded hours of operation and will provide better access to adult students, as well as traditional students.
- Continued participation in the RBA Today initiative.
- Increased number of compressed, graduate and online courses being offered.
- Additional Weekend College offerings.
- Additional online library services.
- Additional courses and degree completion programs at the Caperton Center facility; additional courses offered at off-campus locations.
Adult Student Headcount Enrollment

As indicated by the numbers below Fairmont State University has maintained the percentage of adult students (those 25 year of age and older) over the past few years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Percentage of Total Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>1,279 students</td>
<td>28.5%</td>
</tr>
<tr>
<td>2006</td>
<td>1,214 students</td>
<td>28.6%</td>
</tr>
<tr>
<td>2007</td>
<td>1,212 students</td>
<td>29.6%</td>
</tr>
<tr>
<td>2008</td>
<td>1,164 students</td>
<td>28.3%</td>
</tr>
<tr>
<td>2009</td>
<td>1,463 students</td>
<td>31.9%</td>
</tr>
</tbody>
</table>

Undergraduate Degrees Granted to Adult Students

Over the past three years Fairmont State has had a total of 942 undergraduate degrees granted to adult students. On average, there were 314 adult student graduates per year.

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>Non-Trad Age</th>
<th>Trad Age</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>273 (45%)</td>
<td>338</td>
<td>611</td>
</tr>
<tr>
<td>2004-05</td>
<td>272 (44%)</td>
<td>348</td>
<td>620</td>
</tr>
<tr>
<td>2005-06</td>
<td>311 (46%)</td>
<td>362</td>
<td>673</td>
</tr>
<tr>
<td>2006-07</td>
<td>318 (44%)</td>
<td>413</td>
<td>731</td>
</tr>
<tr>
<td>2007-08</td>
<td>313 (42%)</td>
<td>439</td>
<td>752</td>
</tr>
<tr>
<td>2008-09</td>
<td>325 (45%)</td>
<td>404</td>
<td>729</td>
</tr>
<tr>
<td>2009-10</td>
<td>301 (43%)</td>
<td>401</td>
<td>702</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2113 (44%)</td>
<td>2304</td>
<td>4818</td>
</tr>
</tbody>
</table>
**Number of graduates in RBA program**

Over the past three years Fairmont State has had 126 students graduate from the Regents Bachelor of Arts Degree program; this trend continued during 2009-10 with an additional 38 students graduating with this degree.

**Number and percentage of classes offered in evenings and on weekends**

Over the past four years an average of 115 classes per semester were offered during the evening; this equates to 7% of total courses offered.

Over the past four years an average of 15 classes were offered as weekend courses each semester; this equates to 2% of total courses offered.

**Courses offered through distance learning**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>0</td>
<td>72</td>
<td>49</td>
<td>121 (5.5%)</td>
</tr>
<tr>
<td>2005-06</td>
<td>79</td>
<td>98</td>
<td>45</td>
<td>222 (6.03%)</td>
</tr>
<tr>
<td>2006-07</td>
<td>99</td>
<td>113</td>
<td>59</td>
<td>271 (7.14%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>108</td>
<td>118</td>
<td>74</td>
<td>300 (7.65%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>117</td>
<td>121</td>
<td>96</td>
<td>334 (9.27%)</td>
</tr>
<tr>
<td>2009-10*</td>
<td>83</td>
<td>83</td>
<td>74</td>
<td>240</td>
</tr>
</tbody>
</table>

*FSU only; however, FSU students are eligible to take PC&TC courses as well*
CREDIT HOURSE OFFERED THROUGH DISTANCE LEARNING

<table>
<thead>
<tr>
<th>DATE</th>
<th>POPULATION</th>
<th>HEADCOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-OCT-05</td>
<td>NonTrad Age</td>
<td>246</td>
</tr>
<tr>
<td>16-OCT-05</td>
<td>Trad Age</td>
<td>419</td>
</tr>
<tr>
<td>02-FEB-06</td>
<td>NonTrad Age</td>
<td>281</td>
</tr>
<tr>
<td>02-FEB-06</td>
<td>Trad Age</td>
<td>504</td>
</tr>
<tr>
<td>15-OCT-06</td>
<td>NonTrad Age</td>
<td>259</td>
</tr>
<tr>
<td>15-OCT-06</td>
<td>Trad Age</td>
<td>450</td>
</tr>
<tr>
<td>02-FEB-07</td>
<td>NonTrad Age</td>
<td>304</td>
</tr>
<tr>
<td>02-FEB-07</td>
<td>Trad Age</td>
<td>637</td>
</tr>
<tr>
<td>15-OCT-07</td>
<td>NonTrad Age</td>
<td>301</td>
</tr>
<tr>
<td>15-OCT-07</td>
<td>Trad Age</td>
<td>531</td>
</tr>
<tr>
<td>08-FEB-08</td>
<td>NonTrad Age</td>
<td>360</td>
</tr>
<tr>
<td>08-FEB-08</td>
<td>Trad Age</td>
<td>643</td>
</tr>
<tr>
<td>15-OCT-08</td>
<td>NonTrad Age</td>
<td>342</td>
</tr>
<tr>
<td>15-OCT-08</td>
<td>Trad Age</td>
<td>697</td>
</tr>
<tr>
<td>09-FEB-09</td>
<td>NonTrad Age</td>
<td>348</td>
</tr>
<tr>
<td>09-FEB-09</td>
<td>Trad Age</td>
<td>705</td>
</tr>
<tr>
<td>15-OCT-09</td>
<td>NonTrad Age</td>
<td>462</td>
</tr>
<tr>
<td>15-OCT-09</td>
<td>Trad Age</td>
<td>807</td>
</tr>
<tr>
<td>15-FEB-10</td>
<td>NonTrad Age</td>
<td>417</td>
</tr>
<tr>
<td>15-FEB-10</td>
<td>Trad Age</td>
<td>707</td>
</tr>
</tbody>
</table>

Number of students awarded HEAPS

In 2008-2009 Fairmont State University awarded HEAPS two-year program grants to 113 students for a total of $134,383 and HEAPS four-year program grants to 125 students for a total of $144,314.

Six Year Goals:

- Fairmont State University plans to increase virtual offerings by increasing the number of online offerings by five courses each semester.
- Fairmont State University plans to increase the total number of non-traditional students (age 25 and older) by 1-2% over the next six years.
LEVEL OF SUCCESS IN GOAL ATTAINMENT

A new RBA coordinator was appointed and additional changes are being planned to fulfill the commitment to RBA Today. Faculty members from across campus (Language & Literature, Business, Education, and Science) are involved in course development for RBA Today. Mailings to reach adult students will be sent out later this fall to encourage students to return to college. Some progress was made during 2009-2010; however, much more progress is anticipated during 2010-2011.
Cost and Affordability

External funding

Strategies Undertaken in 2009-2010:

- Fairmont State University faculty and staff worked closely with the Institutional Advancement Office at Fairmont State to submit grant proposals to various organizations. In addition, many faculty submitted individual grants in an attempt to secure funds for improved student learning opportunities.
- Twenty-one students received stipends and project funds in 2009-10 through the Undergraduate Research Council, for a total of $37,918.
- During 2009-10 Grants and Contracts generated $10,433,311.58; the total value of these contracts was $38,851,105.90.

Goals:

Fairmont State plans to increase the amount of external funding by 5% over the next several years.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

Fairmont State University increased its grant activity from three million the previous year to ten million this current year. Even though no huge grants were awarded, individual grants submitted by faculty and by the FSU Foundation resulted in a growth of grant activity during the past year.
Learning and Accountability

Expansion of graduate/postdoctoral education

Strategies Undertaken in 2009-2010:

The majority of the master’s degree programs that Fairmont State University currently offers continued to develop and prosper during 2009-2010. These programs included:

Master of Education (M.Ed.)
- Concentration in Special Education: Multi-categorical
- Concentration in Multi-categorical Special Education for Non-Education Majors
- Concentration in Professional Studies
- Concentration in Online Learning
- Concentration in Reading (NEW - approved by WV Board of Education July 2007)
- Special Teachers for the Eastern Panhandle – Project STEP

Master of Arts in Teaching (M.A.T.)

Master of Science - Criminal Justice

Master of Business Administration (M.B.A.)

One master’s degree program has struggled with enrollment since the program was approved. The Master of Science - Human Services will be discontinued once final approval is given from the FSU Board of Governors. Students who are currently enrolled will be allowed to complete the program, but no new students will be accepted. The School of Business is researching the possibility of using classes from the degree to establish an area of focus under the current Master of Business Administration.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The number of graduates during the 2009-2010 year exceeded the goal. The number of graduate students is on target. Additional program development of new graduate programs has been hampered by limited resources; however, FSU’s president established a graduate school budget and has committed resources to graduate studies as a direct result to information gathered in developing the Progress Report on Graduate Studies to the Higher Learning Commission. Faculty lines have been identified for graduate programs and a graduate budget has been established.
Expansion Anticipated Over the next six years

- Last year Fairmont State University reported that it planned to prepare an Intent to Plan document for an additional graduate program in Engineering Technology Management; this did not occur and additional research is being conducted on the feasibility of the program. **No** immediate plans are being made to implement this degree.

- Last year, FSU reported that an Educational Leadership Concentration had been developed for the Master of Education degree and was expected to be implemented in the 2009-2010 year; however, this did not occur. President Krepel has asked that the degree be redesigned to be more interdisciplinary. **No** progress has been made on redesigning this proposed degree; **no** immediate plans are being made to implement this degree.

- An Intent to Plan for Masters in Architecture will be brought before the Fairmont State University Board of Governors at its October meeting. Currently, the undergraduate architecture degree is a pre-professional program similar to what many states offer. Having the Masters in Architecture program would provide for a professional license after students complete their B.S. degree and pass the licensure exam. This program would provide for licensure as outlined by the National Architectural Accrediting Board. This proposed program is in response to needs voiced by students currently and previously enrolled in the undergraduate program.

- The Dean of the School of Education has discussed public school needs in library services with the State Department of Education. As a result, a concentration in Mediated Design is being proposed to prepare students to become media specialists in public schools.

Very little marketing of the graduate programs has occurred to this point, and a failed search for an Enrollment Management Vice President during 2009-2010 resulted in few changes to recruiting efforts both at the undergraduate and graduate levels. Another search for vice president of enrollment is currently underway.

Response to Critique of Review Team

Fairmont State University entered into graduate programs rather quickly; however, four of the original five graduate programs that were developed have been very successful in number of majors and number of graduates. The other original program, M.S. Human Services, is being discontinued.

Having to eliminate a program has caused everyone at FSU much concern and no graduate program will be implemented in the future without careful consideration and research. Addressing concerns from the Higher Learning Commission on the infrastructure of graduate programs has resulted in the creation of additional faculty lines, increased expectations for faculty scholarship, and a graduate school budget. Graduate programs at Fairmont State University are strong.
Innovation

Student Civic Engagement

Civic Engagement in general studies

Fairmont State moved closer toward an outcomes based general studies program. Attributes have been identified that comprise the desired profile of a graduate. Five courses have mapped their outcomes to the citizenship attribute of the new General Studies program.

<table>
<thead>
<tr>
<th>ATTRIBUTE III. Understand the responsibilities of citizens, participate in the democratic process, and contribute to their society.</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.A CITIZENS: Students should</td>
</tr>
<tr>
<td>III.A.1 Demonstrate knowledge of important findings and theories in social and political history</td>
</tr>
<tr>
<td>III.A.2 Demonstrate understanding of investigative methods used in social and political history</td>
</tr>
<tr>
<td>III.A.3 Demonstrate critical thinking in approaching historical arguments and in evaluating an argument’s major assertions, its background assumptions, the evidence used to support its assertions, and its explanatory utility</td>
</tr>
<tr>
<td>III.A.4 Use appropriate technologies to conduct research on and communicate about social or political history and to access, evaluate, and manage information to prepare and present their work effectively</td>
</tr>
<tr>
<td>III.A.5 Demonstrate an understanding of the historical development of American political and social institutions and ideals</td>
</tr>
<tr>
<td>III.A.6 Demonstrate the knowledge, abilities and values relevant to the democratic political systems established under the United States Constitution</td>
</tr>
<tr>
<td>III.A.7 Demonstrate understanding of the contributions made by major national, ethnic, and social groups to the historical development of American ideals and the contexts in which these contributions were made</td>
</tr>
</tbody>
</table>

Capstone Courses

In addition to outcomes for general studies, all programs have identified outcomes for individual courses as well as outcomes for programs. Citizenship is an important component for each of these courses.

Public Service Opportunities

Students have several opportunities to participate in public service projects. The majority of these efforts are coordinated through the Community Service Learning Program that has been on our campus for approximately fifteen years. The director of this program identifies opportunities for students, works with professors to incorporate these activities into classes, and teaches a Service Learning course in which students
reflect on what they have learned through their experiences. In addition, several individual classes on campus initiate service learning activities for students. Listed below are several categories of opportunities through which students may engage in civic projects:

- After-school programs
- American Democracy project
- Community cleanup projects
- Community Service Learning Activities, including a one-hour course that may be repeated up to three times during the student’s degree program
- Constitution Day activities
- Fairmont State Counts
- Fairmont State Reads
- Global Youth Service Day
- Habitat for humanity
- Head Starts and day cares
- Health care
- Humane society
- Make a Difference Day
- Music enrichment programs for after-school programs
- Nursing homes
- Operation Image – Fairmont beautification project in conjunction with the city of Fairmont
- Recycling projects
- Reviving city recreation trails
- Sorority/Fraternity projects
- STAND – a student group dedicated to protecting the environment
- Student Government projects
- United Way agency assistance

**Number of Students Participating**

For 2009-2010, over 2,500 Fairmont State students participated in one or more of the service learning activities identified.

**Six Year Goal**

Fairmont State plans to increase participation in community service learning projects by 5-7% within the next six years.

**LEVEL OF SUCCESS IN GOAL ATTAINMENT**

Students participated in a number of initiatives during 2009-2010. A faculty electronic portfolio system that has been implemented is making it easier to track the number of faculty who require community service activities in their classes.
Institutional Compact Reports, 2007-2012 with Goals

<table>
<thead>
<tr>
<th>Fairmont State University</th>
<th>Base Year</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure</td>
<td>2007-2008</td>
<td>Year 1 Actual</td>
</tr>
<tr>
<td>1a Total Fall Headcount Enrollment*</td>
<td>4,464</td>
<td>4,547</td>
</tr>
<tr>
<td>1b Annualized FTE Enrollment*</td>
<td>3,763</td>
<td>3,763</td>
</tr>
<tr>
<td>2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*</td>
<td>64</td>
<td>62</td>
</tr>
<tr>
<td>2b Avg Retention Rate of Institution Peers (median)*</td>
<td>63</td>
<td>66.5</td>
</tr>
<tr>
<td>3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*</td>
<td>44</td>
<td>41</td>
</tr>
<tr>
<td>3b Graduation Rates, including those transferring out and completing degrees at other institutions**</td>
<td>41.1</td>
<td>40.0</td>
</tr>
<tr>
<td>3c Avg Graduation Rate of Peers (Median)*</td>
<td>36.5</td>
<td>32</td>
</tr>
<tr>
<td>4 Degree Production**</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>78</td>
<td>107</td>
</tr>
<tr>
<td>Bachelor</td>
<td>671</td>
<td>645</td>
</tr>
<tr>
<td>Masters</td>
<td>65</td>
<td>85</td>
</tr>
<tr>
<td>1st Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Degrees</td>
<td>814</td>
<td>837</td>
</tr>
<tr>
<td></td>
<td>Number of undergraduate degrees in STEM &amp; Health Fields***</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>183</td>
<td>155</td>
</tr>
</tbody>
</table>

8/31/2009

* IPEDS data
** HEPC data

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