Fairmont State University

FSU 2007-2012 Institutional Compact
2008-2009 Update
Submitted to the
Higher Education Policy Commission
October 1, 2009
2009 Fairmont State University Update of the Institutional Compact
with the Higher Education Policy Commission

Overview

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

1. Elements of the Compact Reporting Elements: Master Plan 2007-2012 are updated in this report.

   A summary of significant developments for the 2008-2009 academic year
   Progress toward goal achievements
   A revision of some goals is reported 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 2007-2008 report will be addressed. Issues to be addressed in this 2009 compact update:

   • Fairmont State University projects no increase in the graduation rate (44 percent) over the five-year planning period. While the 44 percent rate exceeds that of institutional peers, the institution in the 2009 update should project some increase, no matter how modest. Since the institution projects a slight increase in student retention, it should consider similar improvement in the graduation rate. This is addressed in the Graduation Rate section.

   • The institution needs to consider establishing a more ambitious goal for increasing degrees in STEM fields. The goal for total degree production is four percent, but the projected increase for STEM degrees is less than three percent. This is addressed in the Degrees in STEM and Health Fields section of the report.

   • The report on assessment does not address all items of the compact preparation document and will need to be revised in the update. It is unclear how the institution utilizes data from initiatives such as the CLA and NSSE. This is addressed in the Assessment of Student Learning section.

   • The section of K-12 alignment suggests good strategies, but measureable goals need to be developed in order to assess progress. This is addressed in K-12 Alignment section of the report.
The goal for graduate program expansion needs to be clarified. The compact narrative suggests a goal of increasing the number of graduate students by 100. The compact table, however, shows an increase of only five students. This is addressed in the Learning and Accountability – Expansion of Graduate/Postdoctoral Education section of the report.

3. Three core elements – enrollment, retention and degree production include additional information as required by the expanded guidelines; these are addressed in the enrollment, retention, and degree production 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 2010-2011 and for future compact reporting periods.

- New instructional locations for 2010-2011 and for future compact reporting periods.
Compact Reporting Elements

Enrollment

Data:

Institutional

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fall Headcount Enrollment</td>
<td>4,071</td>
<td>4,740</td>
<td>4,611</td>
<td>4,464</td>
<td>4,547</td>
<td>4,554</td>
<td>4,599</td>
<td>4,645</td>
<td>4,692</td>
</tr>
<tr>
<td>Annualized FTE Enrollment</td>
<td>3,745</td>
<td>4,087</td>
<td>3,901</td>
<td>3,763</td>
<td>3,801</td>
<td>3,839</td>
<td>3,877</td>
<td>3,916</td>
<td>3,955</td>
</tr>
</tbody>
</table>
STRATEGIES UNDERTAKEN IN 2008-2009

- Fairmont State University conducted careful monitoring of enrollment during key periods and analyzed comparisons to the same time period during the previous year.
- New reports were developed to indicate enrollment status of both returning and new students so that those students could be contacted to enroll.
- The recent Carnegie Communications study was used in order to better target the enrollment management resources. This study included a comprehensive geo-demographic analysis of our service region and provided assistance to recruiters.
- Online/virtual campus course offerings were expanded in order to provide better access to students.
- Access to and the quality of admission information was improved through an online tool for students to improve yield rate of potential students.
- Deans, Chairs, and Faculty took a more active role in recruitment and retention efforts by contacting students personally, participating in recruitment fairs, campus visitation days, and summer orientation sessions.
- Fairmont State University contracted the services of international recruiting agency/agencies in order to increase the number of international students.
- FSU continued to develop partnerships with international institutions. In addition to the reciprocal agreement with the University of Calabria in Italy and Tisbi Academy of Management in Russia, Fairmont State University has also entered into an agreement with the University of Babylon and is beginning an agreement with a Korean nursing school.
- FSU continued the Fulbright Scholar program; last year a Fulbright scholar from Argentina resided on our campus and this year a Fulbright scholar from Mexico is working in the Language and Literature Department.
- Fairmont State University continued to participate in the HEPC-sponsored international initiatives and workshops; a representative went on the Mexico study abroad tour, four students participated in the Quebec trip, and two representatives will attend the fall 2009 WVACRO conference and a representative will participate in the Turkey recruitment initiative.
- Fairmont State University offers scholarships to international students.
- The Charles J. McClain Scholarship was developed to encourage students who have earned the Promise Scholarship to apply to Fairmont State. This scholarship opportunity brought over fifty students to campus for individual interviews.
- Letters were sent to students who have “stopped out” for one to three semesters to encourage re-enrollment.
A new scholarship, The Combined Ability Scholarship, was developed to attract more out-of-state students to Fairmont State. 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 those sponsored by Fairmont State undergraduate recruiting offices.

Graduate program open-house events were conducted on campus to promote programs.

Fairmont State University plans to participate in the new adult degree completion initiative and is hopeful that this will help increase enrollment by increasing the number of adults who return to complete a degree.

**LEVEL OF SUCCESS IN GOAL ATTAINMENT**

The 2008-2009 goal was a headcount of 4,547 and an FTE of 4,036. Fairmont State University reached the goal for headcount by attaining a headcount of 4,565 for the time period; FSU surpassed the FTE goal by 200 FTE with an FTE for the period of 4,035.

**RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL**

A minor adjustment in this goal is recommended because the headcount enrollment increase was based on fall 2008 numbers rather than the base year. The premise of the one percent per year for an increase is still Fairmont State University’s goal; the calculations are corrected. No modification of the FTE enrollment is recommended at this time. We exceeded the goal, but not by a significant amount.

**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 below outlines criteria Fairmont State University employs for admission decisions.
### First Time Freshman and Freshman Other Admission Rules

<table>
<thead>
<tr>
<th>Authorization</th>
<th>Rule</th>
<th>Action</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEPC/Series 23-3.3</td>
<td>HS GPS 2.0 or better and ACT 18 (SAT 870) &amp; Required Core Courses</td>
<td>Admit</td>
<td></td>
</tr>
<tr>
<td>HEPC/Series 23-3.3</td>
<td>HS GPA 3.0 or better and Any Test Score and Required Core Courses</td>
<td>Admit</td>
<td></td>
</tr>
<tr>
<td>HEPC/Series 3.35b</td>
<td>HS GPS 2.0 or better and ACT 18 (SAT 870) and Lacks Some Required Courses &amp; Has Been Out of School 3 Years</td>
<td>Admit</td>
<td></td>
</tr>
<tr>
<td>HEPC/Series 3.35b</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 23-4.5</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 12-3.3</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>Deferred to C&amp;TC later if No Score by end of 1st Semester</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 and No Test score and Student Has Not Indicated Whether They Will or Have Taken Test</td>
<td>Incomplete Until Determined</td>
<td>May be Deferred or Admitted</td>
</tr>
<tr>
<td>Internal Policy but Allowed by HEPC/Series 23-3.3.1</td>
<td>ACT 20 (SAT 950) and No HS Transcript on File</td>
<td>Provisional Admit</td>
<td>May be Deferred or Admitted</td>
</tr>
<tr>
<td>Internal Policy but Allowed by HEPC/Series 23-3.3.1</td>
<td>HS GPA 2.25 &amp; 17 ACT (SAT 830) – Sliding Scale</td>
<td>Conditional Admit</td>
<td></td>
</tr>
<tr>
<td>Internal Policy but Allowed by HEPC/Series 23-3.3.1</td>
<td>HS GPA 1.5 &amp; 16 ACT (SAT 790) – Sliding Scale</td>
<td>Conditional Admit</td>
<td></td>
</tr>
<tr>
<td>HEPC/Series 23-3.3.5a</td>
<td>HS GPA 2.0 or better &amp; ACT 18 (SAT 870) &amp; Lacks Some Required Core Courses</td>
<td>Conditional Admit</td>
<td></td>
</tr>
<tr>
<td>HEPC/Series 23-3.3.5a</td>
<td>Other Exceptions Below Any Required GPA and/or Test Scores &amp; Lacks Some Required Courses</td>
<td>Conditional Admit</td>
<td></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 have been developed by IT to make monitoring of requirements and admit GPA and ACT/SAT scores easier.
• Additional fields have been added to the Banner screens to input high school courses completed.
• Reports have been developed by IT to identify students who have high school course deficiencies.
• Procedures have been identified to allow the Provost and Deans of the University to track students who have deficiencies.
• Holds will be placed on students’ registration until deficiencies have been addressed.
• High schools need to 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.
• If electronic transcripts from high schools are not possible, then high school transcripts must be scanned into the system so they will be available to all advisors. The timetable on this Fairmont State University project needs to be accelerated; we have done exploratory work on this and have identified a firm in the Fairmont area that will facilitate it; however, it has not yet been implemented.

**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 are being developed to generate lists of students who have deficiencies in one or more of the commensurate course requirements; these reports will be sent to the Provost and Deans. Holds and alerts will be 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 will be
outlined. The Office of the Provost and the Deans of each of the schools will monitor completion of courses to satisfy deficiencies. A warning will appear 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 will be removed from the students’ accounts. This system has been effective in helping students resolve financial aid issues and Fairmont State 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 will provide information on students admitted for fall 2009. These data will be analyzed and adjustments made in some of the Conditional Admits to ensure that targets are met for 2010. Specifically, out-of-state admission procedures will be 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 will provide data on students admitted for fall 2008, fall 2009, and fall 2010; these data will be 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.
Retention Rate

Data:

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</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>
</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>
</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 institution average. Fairmont State proposes a specific five-year goal to accomplish continued retention rates that equal or exceed those of our peers.

Strategies Undertaken in 2008-2009:

- 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 communicated academic expectations to students during orientation programs; in addition, these expectations are included in each syllabus. Faculty/Family panels explain expectations.
- A Wilderness Explorer Program 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 scores are below cutoff. Students are mandated into developmental courses if they do not have the ACT cut off scores or placement scores.
A Learning Coach worked individually with students in difficulty.
- Emotional Intelligence testing and workshops were conducted in residence halls and in Freshman Seminar classes.
- 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 may be modified if problems are 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 has been implemented.
- Program sheets 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.
- 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 that we can capitalize on our strengths.
- In 2009, Fairmont State University will pilot Map-Works, retention software to determine if it can have an impact on retention.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

Since Fairmont State University and Pierpont Community and Technical College are co-located and were joined in the past, retention of a student in either institution was viewed as retention of that student in the past because of the ease of movement.
between institutions. If calculations included students retained in either the university or the community college from the first-time, full-time cohort of Fairmont State University, the retention rate increases to 65.61%. The retention rate for Fairmont State’s first-time, full-time cohort at any state institution is 73.3 percent.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

A change in this compact goal is recommended in order to reflect the separation of the university and the community college and remove the retention of students in either institution from the calculation. Even though Fairmont State University fell a little short of our goal this year, the separation of the university and community college accounts for a different method of calculating retention rates. FSU continues to strive for increased retention.

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 will be piloted 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 the developmental classes within one semester. Professors conduct the labs to provide individualized instruction for students.

CONTEMPLATED CHANGES

- A developmental reading course will be offered and will be available to Fairmont State University students; this will be offered by Pierpont Community and Technical College starting fall of 2009.

- As separation issues of Fairmont State University and Pierpont Community & Technical College are addressed, changes in developmental education might be needed as the two governing boards begin addressing issues.

- The self-paced lab pilot with individualized instruction will be evaluated at the end of the fall 2009 semester and determinations will be made about the success or failure of this venture. This will influence how developmental math classes will be offered in the future.

- 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.
Graduation Rate

Data:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<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>
</tr>
<tr>
<td></td>
<td>36.3*</td>
<td>35.7*</td>
<td>34.8*</td>
<td>37.6*</td>
<td></td>
</tr>
<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>
</tr>
<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></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 2008-2009:

- Individual programs have been considering carefully which courses are absolutely necessary for a student in that major to complete; plus, elective hours allow students who have changed majors the opportunity to count those hours toward graduation.
- 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.
- Programming of the online degree evaluation through CAPP has been completed and training for advisors to use the program has been completed. Full implementation will be conducted 2009-2010.
- Academic advising is crucial for good graduation rates, so Fairmont State provided training for advisors.
- A transfer counselor facilitates transfer articulation.
- Linda Suskie of Middle States, an assessment expert, presented workshops on campus last year to assist Fairmont State in identifying outcomes and assessments for program improvement.
- 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 and feedback 1) on programs and 2) on the assessment of student learning outcomes.

Response to Critique of Compact Review Team

Review Team Critique: Fairmont State University projects no increase in the graduation rate (44 percent) over the five-year planning period. While the 44 percent rate exceeds that of institutional peers, the institution in the 2009 update should project some increase, no matter how modest. Since the institution projects a slight increase in student retention, it should consider similar improvement in the graduation rate.

The graduation rates provided with the Compact year indicated a higher graduation rate for graduation from the same institution than from any state institution. This does not seem logical; it is expected that the graduation rate from any institution would be higher. Fairmont State has adjusted these rates to be consistent with the information that is presented on the Higher Education Policy Commission’s data portal.

Fairmont State University has requested a modification of this goal based on the recommendation of the review team and based on alignment of the data with the HEPC data portal.
LEVEL OF SUCCESS IN GOAL ATTAINMENT

Fairmont State University awards associate’s degrees in nursing and engineering technology. Normally, these associate’s degrees are included in graduation rates; however, due to this wording, we did not attain this goal. Exclusion of the associate’s degrees reflect a 3.5-4% difference in graduation rates. In 2007, the 41% graduation rate that was reported included 3.5-4% of associate degree completers. The cohort has been adjusted to exclude the associate degree seeking students both from the cohort and from the graduation rates.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

Fairmont State University has requested a modification of this goal based on the recommendation of the review team and based on alignment of the data with that of the HEPC data portal. In addition, three year or 150% graduation rates of the associate’s degree students were included in the original calculations. Based on graduation rates of bachelor’s degree seeking first-time, full-time freshmen, the goal should be modified.
Degree Production

Data:

Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairmont State University</td>
<td>Associate</td>
<td>0</td>
<td>0</td>
<td>73</td>
<td>79</td>
</tr>
<tr>
<td>Peers Average</td>
<td></td>
<td>53</td>
<td>53</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Fairmont State University</td>
<td>Baccalaureate</td>
<td>625</td>
<td>676</td>
<td>663</td>
<td>672</td>
</tr>
<tr>
<td>Peers Average</td>
<td></td>
<td>521</td>
<td>539</td>
<td>525</td>
<td></td>
</tr>
<tr>
<td>Fairmont State University</td>
<td>Master’s</td>
<td>3</td>
<td>27</td>
<td>48</td>
<td>65</td>
</tr>
<tr>
<td>Peers Average</td>
<td></td>
<td>43</td>
<td>46</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Fairmont State University</td>
<td>Totals</td>
<td>628</td>
<td>703</td>
<td>784</td>
<td>816</td>
</tr>
<tr>
<td>Peers Average</td>
<td></td>
<td>618</td>
<td>637</td>
<td>626</td>
<td></td>
</tr>
</tbody>
</table>

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.
Fairmont State University Institutional Compact, 2007-2012

2009 Update

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0</td>
<td>73</td>
<td>79</td>
<td>107</td>
<td>80</td>
<td>83</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>Associate</td>
<td>625</td>
<td>676</td>
<td>663</td>
<td>672</td>
<td>645</td>
<td>675</td>
<td>680</td>
<td>685</td>
<td>690</td>
</tr>
<tr>
<td>Bachelor</td>
<td>3</td>
<td>27</td>
<td>48</td>
<td>65</td>
<td>85</td>
<td>66</td>
<td>68</td>
<td>68</td>
<td>70</td>
</tr>
<tr>
<td>Masters</td>
<td>628</td>
<td>703</td>
<td>784</td>
<td>816</td>
<td>837</td>
<td>821</td>
<td>831</td>
<td>838</td>
<td>850</td>
</tr>
<tr>
<td>1st Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Degrees</td>
<td>628</td>
<td>703</td>
<td>784</td>
<td>816</td>
<td>837</td>
<td>821</td>
<td>831</td>
<td>838</td>
<td>850</td>
</tr>
</tbody>
</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 ADN 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 2008-2009:

- Undergraduate and graduate programs have established program outcomes and goals; individual course outcomes have been established as well.
- The software package TaskStream has been implemented to record, assist with reporting, and to foster a dialog of improvement and feedback on 1) programs and 2) the assessment of student learning outcomes.
- Campus wide there has been an increased focus on advising and advisor training 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 for the total number of degrees was attained; 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, but the number of baccalaureate degrees was down slightly.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

No modification of this goal is recommended.

EXPANDED GUIDELINES FOR DEGREE PRODUCTION:

NEW DEGREE PROGRAMS CONTEMPLATED FOR 2010-2011

Plans are in process to develop new graduate programs for the School of Education – Educational Leadership and Instructional Technology.

NEW DEGREE PROGRAMS CONTEMPLATED FOR DURATION OF COMPACT PLANNING PERIOD

The School of Technology – Tech Management Fairmont State University’s new president has charged the institution to establish cross-disciplinary degrees, so it is anticipated that initiatives will be undertaken to develop degrees to satisfy this demand although specific degrees are yet to be named.

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:

The average number of degrees in STEM disciplines was 108.7 baccalaureate and 71 associate degrees.

<table>
<thead>
<tr>
<th>Fairmont State University</th>
<th>Previous Years</th>
<th>Base Year</th>
<th>Compact Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
<td>2005</td>
<td>2006</td>
</tr>
<tr>
<td>Number of undergraduate degrees in STEM &amp; Health Fields</td>
<td>133</td>
<td>126</td>
<td>178</td>
</tr>
</tbody>
</table>

*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 2008-2009:

- A STEM Innovation Center was established through a NASA grant within the College of Science and Technology. This Center encourages and promotes learning in the STEM areas. Educational modules have been developed for use in West Virginia public schools and to offer enrichment activities for high school students.
- Three residential summer camps for high school students interested in STEM disciplines were conducted.
In the fall of 2008, scholarships were offered to students in STEM areas in order to increase the number of students enrolled in these majors; this effort is planned to continue.

Computer Science has redesigned its curriculum and has developed an active Advisory Board to help with restructuring this program to meet the needs of area business and industry.

The mathematics curriculum is being analyzed for revision; math faculty and other stakeholders have been meeting to address this situation.

Faculty, the 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 ADN program was launched in summer 2009 in order to ease the transition of LPN students from the technical centers into the Fairmont State University ADN program.

Response to Critique of the Compact Review Team

Review Team Critique: The institution needs to consider establishing a more ambitious goal for increasing degrees in STEM fields. The goal for total degree production is four percent, but the projected increase for STEM degrees is less than three percent.

Fairmont State University is reluctant to establish more aggressive goals for STEM fields for several reasons:

- The university has a relatively new dean in the College of Science, Math, and Technology so changes in that area are just beginning to occur.
- The math program was cited as a low productivity program and was granted an exemption; however, FSU realizes that we need to increase the majors in those areas. This will take some time to accomplish.
- There has been a huge turnover in faculty in the technology area due to retirement and other factors.
- Although the chemistry department just gained accreditation from the American Chemical Society, enrollment in chemistry programs is not at the desired level.
- A STEM Center was just established to assist with recruitment and retention issues; however, it is just beginning so it will take a while for results to be realized.
LEVEL OF SUCCESS IN GOAL ATTAINMENT

According to figures submitted to the Higher Education Policy Commission and displayed on the HEPC Data Portal, Fairmont State University showed 57 graduates in STEM fields and 134 graduates in Health and Related Fields. This totals 191 graduates and exceeds the goal that was established.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

No modification of this goal is being requested.
Licensure pass rates

Data:

### Pass Rates for PLT

<table>
<thead>
<tr>
<th>Code</th>
<th>Education</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>0522</td>
<td>Elementary Education</td>
<td>81%</td>
<td>64%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>81/15</td>
<td>23/5</td>
<td>21/2</td>
</tr>
<tr>
<td>0524</td>
<td>Secondary Education</td>
<td>93%</td>
<td>90%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68/5</td>
<td>40/3</td>
<td>33/2</td>
</tr>
<tr>
<td>0523</td>
<td>Middle School</td>
<td>100%</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4/0</td>
<td>1/0</td>
<td>3/1</td>
</tr>
</tbody>
</table>

### Pass Rates for Content Areas

<table>
<thead>
<tr>
<th>Code</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>67% (3/1)</td>
<td>0% (2/2)</td>
<td>67% (6/2)</td>
<td>100% (3/0)</td>
<td>60%5/2</td>
<td></td>
</tr>
<tr>
<td>BD</td>
<td>100% (2/0)</td>
<td>100% (1/0)</td>
<td>100% (2/0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bio. (231)</td>
<td>100% (1/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bio. (235)</td>
<td>57% (7/3)</td>
<td>50% (2/1)</td>
<td>75% (4/1)</td>
<td>75% (4/1)</td>
<td>100% (3/0)</td>
<td></td>
</tr>
<tr>
<td>Bus. Ed.</td>
<td>100% (6/0)</td>
<td>100% (4/0)</td>
<td>100% (3/0)</td>
<td>100% (6/0)</td>
<td>100% (5/0)</td>
<td></td>
</tr>
<tr>
<td>Chem.</td>
<td>0% (1/1)</td>
<td>67% (3/1)</td>
<td>100% (2/0)</td>
<td>0% (1/1)</td>
<td>100% (4/0)</td>
<td>50% (2/1)</td>
</tr>
<tr>
<td>Ed. Ldr.</td>
<td>100% (2/0)</td>
<td>100% (1/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>84% (96/15)</td>
<td>67% (77/10)</td>
<td>84% (75/12)</td>
<td>91% (64/6)</td>
<td>94% (35/2)</td>
<td>94 (18/1)</td>
</tr>
</tbody>
</table>
Fairmont State University Institutional Compact, 2007-2012
2009 Update

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>100% (2/0) 100% (4/0) 100% (9/0) 100% (8/0) 83% (6/1) 100%(5/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;CS</td>
<td>100% (3/0) 100% (4/0) 100% (3/0) 100% (2/0) 100% (3/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>100% (2/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen. Sci.</td>
<td>100% (3/0) 100% (1/0) 100% (3/0) 100% (3/0) 67%(5/2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>80% (15/3) 33% (9/6) 75% (12/3) 71% (17/5) 60% (5/2) 100%(3/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lib. Media</td>
<td>100% (9/0) 86% (7/1) 100% (5/0) 80% (5/1) 100% (4/0) 100%(4/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>100% (2/0) 100% (2/0) 100% (1/0) 67% (3/1) 100% (1/0) 100%(3/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS Math</td>
<td>100% (5/0) 83% (6/1) 100% (5/0) 75% (4/1) 100% (3/0) 100%(4/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTMD(Sped)</td>
<td>86% (14/2) 96% (27/1) 100% (28/0) 100% (32/0) 97% (39/1) 100%(23/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>100% (4/0) 75% (4/1) 67% (3/1) 40% (5/3) 69%(6/2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>85% (13/2) 58% (12/5) 92% (12/1) 75% (16/4) 100% (6/0) 100%(7/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phys. Sci.</td>
<td>0% (1/1) 100% (3/0) 100% (2/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>100% (1/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>100% (1/0) 100% (1/0) 91%(11/1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Beh.</td>
<td>100% (1/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLD</td>
<td>100% (1/0) 100% (1/0) 100% (1/9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soc. St.</td>
<td>86% (22/3) 89% (18/2) 94% (17/1) 94% (18/1) 88% (8/1) 100%(1/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp.Ed. Core</td>
<td>94% (16/1) 100% (26/0) 100% (33/0) 97% (34/1) 100% (38/0) 95%(22/1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>100% (2/0) 100% (2/0) 100% (1/0) 0% (1/1) 0% (1/1) 100%(1/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>100% (1/0) 100% (2/0) 100% (1/0) 100% (4/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech. Ed.</td>
<td>100% (1/0) 100% (13/0) 100% (2/0) 100% (6/0) 100% (1/0) 100%(2/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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 2008-09 the nursing pass rate was 89.86% with 69 students taking the test.

**Strategies Undertaken in 2008-2009:**

- 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.
- Course content is being analyzed for possible programmatic changes.
- The School of Nursing redesigned its curriculum to better prepare students to pass 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 surpassing its nursing pass rate of 80% with an 86% passage rate.

**RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL**

No modification in goal is recommended.
Percentage of Faculty with Terminal Degrees

Data:

During fall 2008 there were 182 total full-time faculty members at Fairmont State University. Of the faculty with tenure or in tenure-track positions, 70% or 101/145, have attained 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 2008-2009:

- 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.
- 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.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

No modification of this goal is requested.
Assessment of Student Learning

Data:

Institutional Assessment Program

The standing 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 by the end of the fall 2008 semester 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. Specific curriculum changes have resulted in the following programs based on assessment findings:

- School of Nursing has revamped its entire curriculum based on licensure passage exams.
- Information Systems has redesigned its curriculum based on results from Major Field Tests.
- Safety Engineering Technology discovered that its outcomes were below the benchmarks, so the program implemented continuous program improvement to satisfy those benchmarks.
- 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.
- Language and Literature revamped English course rotation to match the current standards of NCTE.
- A prerequisite of English 1104 was imposed for the communication course based on weak writing and organization skills of students who were unsuccessful in the communications course.

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 is due to HLC in January 2010.

Professional Development

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; five faculty attended in spring 2007.
• NCATE assessment workshop; six faculty attended in 2008.
• Higher Learning Commission assessment workshop – five Fairmont State faculty members spent three days in October 2008 attending the HLC conference on assessment in Chicago, IL. The conference was titled “Making a Difference in Student Learning: Assessment as a Core Strategy” and was attended by faculty from two graduate programs, the general studies coordinator, and the chair of the assessment committee. These faculty presented their information to the campus at large when they returned.
• The Associate Provost attended an ABET assessment workshop in January 2008.
• Linda Suskie from Middle States made presentations to various university groups relating to assessment during Faculty Development Week in fall 2008.
How Fairmont State Has Utilized Assessment Data

- **Data from Collegiate Learning Assessment (CLA)**
  Fairmont State has distributed data from the CLA to individual departments and faculty members and an improvement plan has been established to improve classroom instruction. Two Fairmont state faculty attended CLA’s training session in December 2008. Programs are making modifications to curriculum based on results; for example, the School of Business has modified sequence of courses.

- **Data from National Survey of Student Engagement (NSSE)**
  Fairmont State University had not administered the NSSE since 2001 (FSU had administered the Noel-Levitz Survey of Student Engagement during that time period); however, it 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 are in the process of reviewing the data and changes in policies and procedures will be recommended as a result.

- **Data from Major Field Tests**
  Major Field Tests (MFT) are currently being used by Chemistry, Biology, Computer Science, and Mathematics. The School of Business began using Major Field Tests in the spring 2009 semester; faculty members participated in a web demonstration of how to use results of the MFT for program improvement. Psychology began using Major Field Tests during the spring of 2009. Criminal Justice began using Major Field Tests during the spring of 2009. Data from these tests will be used for program improvement.

- **Data from Licensure Exams**
  Each licensure area will examine 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 specifics areas of pharmacology.

**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.
The timeline for the current assessment cycle:

- December 2008 – all outcomes and assessments for 1000-level courses due in TaskStream software.
- December 2008 – all outcomes and assessments for graduate-level courses due in TaskStream software.
- Summer and Fall 2009 – evaluate collected data and plan ways to improve programs and services.
- September 2009 – assessment reports due to the Assessment Committee.
- September 2009 – all outcomes and assessments for 3000-level courses due in TaskStream software.
- September 2010 – all outcomes and assessments for 4000-level courses due in TaskStream software.

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 during 2008-2009. As a part of this process, Fairmont State has been reviewing data collection procedures and artifact storage and determining best practices for each area of the institution.

Areas that have licensure exams and Major Field Tests will use information from licensure exams and MFT 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 measure are displayed on the Institutional Research webpage as well as on the VSA website.

Strategies Undertaken in 2008-2009:

- Data and measures obtained from the Collegiate Learning Assessment (CLA) instruments were analyzed. The CLA has been conducted for the last two 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.

- National Survey of Student Engagement (NSSE) was administered. Fairmont State University aspires to have students scoring at or above the levels of peer institutions and the national group on the NSSE in all areas. Results were received late in the spring semester and Fairmont State University is in the process of analyzing areas of weaknesses identified in the report and action plans are being formed to make improvements.
- Fairmont State has continued participation in Voluntary System of Accountability (VSA). As a part of this effort, results from CLA, NSSE, and Noel-Levitz have been placed on the 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.

Response to Critique of the Compact Review Team: The report on assessment does not address all items of the compact preparation document and will need to be revised in the update. It is unclear how the institution utilizes data from initiatives such as the CLA and NSSE.

- This progress report addresses each of the areas of the compact preparation document and has been revised.
- The Institutional Assessment Committee was established in 2008 and will coordinate efforts to use assessments for improvement in the institution. This team met in spring of 2009 to begin preliminary discussions of the CLA data. This committee will reconvene in the fall of 2009 to determine action steps and use of data to inform General Studies curriculum.
- The senior staff of the university is currently analyzing data from NSSE to determine strategies for improvement.
- Individual programs are using data from Major Field Tests, licensure exams, and other standardized measures for continuous program improvement. For example, the School of Business has analyzed and used results from Major Field
Tests in order to make curriculum revisions so that students in this program will be more successful. As another example, the School of Nursing faculty analyzed individual items of the licensure exam and designed, proposed, and implemented an entirely new curriculum so that students would have access to information in order to be more successful on exams.

- A strict timeline has been established for recording outcomes and assessment measures for all programs and courses; Fairmont State University is on schedule to complete these. The peer review process for all programs will continue.
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 Business currently holds accreditation for the Association of Collegiate Business Schools and Programs (ACBSP) and the International Assembly for Collegiate Business Education (IACBE).
- Civil Engineering Technology (AS) – ABET accredited through 2009
- Civil Engineering Technology (BSET) – ABET accredited through 2009
- Drafting and Design Technology (AAS) – ABET accredited through 2009
- Electronic Engineering Technology (BSET) – ABET accredited through 2009
- Mechanical Engineering Technology (AS) – ABET accredited through 2009
- Mechanical Engineering Technology (BSET) – ABET accredited through 2009
- Occupational Safety – ABET accredited through 2014
- Graduate programs are accredited through Higher Learning Commission; a progress report is due in January 2010.
- Chemistry attained accreditation from the American Chemical Society 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 2008-2009:

- 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.
- A new MBA Executive classroom was built to meet the needs of the MBA program.
- Analysis of results of MFT resulted in redesign of Information Systems program. This is ongoing to fall of 2009.
- A rigorous program review process has been implemented to monitor 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 to determine the needs of the service area.
- Computer Science has redesigned the program in anticipation of seeking ABET accreditation within the next three 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 three years.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

All accreditations were maintained. In addition, an additional accreditation was gained by the chemistry program.

RECOMMENDATION FOR GOAL MODIFICATION

No modification in goal is recommended.
Alignment with K-12 schools

Data:

- Fairmont State University has developed a 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.
- 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 Education Policy Fellows Program (EPFP) includes state and local education agencies, state level policy makers in the Legislature and the Governor’s Office, and the business and corporate communities. In 2008-09 the cohort included two principals from Marion County schools and the Director of the FSU-PDS.
- 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.

**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.

**Response to Critique of the Compact Review Team:** The section of K-12 alignment suggests good strategies, but measurable goals need to be developed in order to assess progress.

Goals have been modified to be more measureable. Please see the goals section.
Strategies Undertaken in 2008-2009:

- Created advisory groups to strengthen ties with community leadership [including K-12, business and industry, and human services].
- Professional Development School Partnership has continued to grow. A gathering of the PDS superintendents, the State Board of Education, local legislators, and Fairmont State personnel was held in spring 2009.
- America Reads and Math Counts were offered to assist public school programs.
- Students participated in activities on the Fairmont State campus, such as summer camps, science bowls, math competitions, Gear Up, and Quiz Bowl.
- West Virginia Partnerships for Teacher Quality program participation continued.
- The pilot project for the Marion County Master’s cohort was completed.
- Educational Leadership Master’s degree was developed. It is currently pending approval of the Fairmont State University Board of Governors.

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 on 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.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

Goals have been modified to be more measurable.
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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td>79</td>
<td>98</td>
<td>45</td>
<td>222</td>
</tr>
<tr>
<td>2006-07</td>
<td>99</td>
<td>113</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></td>
<td></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></td>
<td></td>
<td></td>
<td>2419</td>
</tr>
<tr>
<td>2005-06</td>
<td>1590</td>
<td>1927</td>
<td>734</td>
<td>4251</td>
</tr>
<tr>
<td>2006-07</td>
<td>2101</td>
<td>2567</td>
<td>1091</td>
<td>5759</td>
</tr>
<tr>
<td>2007-08</td>
<td>2565</td>
<td>2864</td>
<td>1532</td>
<td>6961</td>
</tr>
<tr>
<td>2008-09</td>
<td>2257*</td>
<td>2038*</td>
<td></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 2008-2009:

- 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.
- Student mobile technologies, i.e. smartphones and mobile computers, were integrated into courses for enhanced electronic delivery.
- Four additional student center designed classrooms were implemented.
- Two additional flexible designed classrooms were implemented.
- Four additional faculty backpacks, which include a laptop and portable data projector, were purchased.
- Two additional Sympodia 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.
- Boot camps 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 expanded.
- Fifty workstations were added.
- Grants were awarded to specific faculty members to develop online courses.
Assessment strategies of instructional technology are as follows:

- In 2007 a survey was conducted regarding faculty satisfaction with information technology. Results indicated that faculty were interested in including more technology than currently available and faculty also indicated the desire for training in technology. This survey will be conducted each year to determine progress.
- Current online classes are being assessed by students using the IDEA course evaluation process. Additional questions have been added to the evaluation to include information about technology and best practices.
- Fairmont State University has plans to inventory the campus and develop a phased plan to make technology use more environmentally friendly (green).
- Faculty members who teach online classes have access to a peer evaluation form for their online classes, which provides peers with a tool to evaluate online classes.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

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

RECOMMENDATION FOR GOAL MODIFICATION

No modification of this goal is recommended.
Career Placement

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 December 2006 through May 2007 Graduate Follow-up Survey:

1. 87% (91% previous report) of graduates reported either full or part-time employment
2. 88% (71% previous report) of graduates reported working full-time in the their academic field of study or peripherally related to their academic field of study
3. Average starting salary of respondents was $35,950 ($34,200 previous report)
4. 77% (77% previous report) reported being very satisfied or satisfied with their current position
5. 77% (80% previous report) reported working in the state of West Virginia
6. 37% (40% previous report) reported to be continuing their education at some level
7. 7% (2% previous report) of those not employed are seeking employment

Goal:

- Increase by 5% the number of students and alumni who participate in career development 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 2008-2009:**

- A zero hour-credit course has been established to improve our ability to track the internships that our students are participating in throughout the year.
- Faculty and staff have made recommendations in and out of state for referrals in employer contacts to broaden the base of available employers.
- Business etiquette seminars have been conducted in order to better prepare graduates to enter the workplace.
- Collaboration with faculty has been increased to encourage incorporating career development and job searching activities into the curriculum on a larger scale.
- Conducted a workshop with 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.

**RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL**

No modification of goal is recommended.
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
## Data:

**Federal Grants**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Amount of Aid</th>
<th>Percent of Students Receiving Aid Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>$2,792</td>
<td>41</td>
</tr>
<tr>
<td>2005-06</td>
<td>$2,669</td>
<td>33</td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**State/Local Grants**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Amount of Aid</th>
<th>Percent of Students Receiving Aid Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>$3,342</td>
<td>53</td>
</tr>
<tr>
<td>2005-06</td>
<td>$3,548</td>
<td>40</td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Institutional Grants**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Amount of Aid</th>
<th>Percent of Students Receiving Aid Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>$1,206</td>
<td>19</td>
</tr>
<tr>
<td>2005-06</td>
<td>$1,940</td>
<td>15</td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Loans**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Amount of Aid</th>
<th>Percent of Students Receiving Aid Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>$2,804</td>
<td>55</td>
</tr>
<tr>
<td>2005-06</td>
<td>$2,761</td>
<td>54</td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Percent of Students Receiving Any Aid**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of All Students Receiving Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>91</td>
</tr>
<tr>
<td>2005-06</td>
<td>80</td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
</tr>
</tbody>
</table>
For Academic Year 2007-08:

<table>
<thead>
<tr>
<th>Scholarships/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>$4,903,273</td>
<td></td>
</tr>
<tr>
<td>State (i.e., all states, not only the state in which your institution is located)</td>
<td>$1,600,346</td>
<td>$892,739</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>$231,866</td>
<td>$114,192</td>
</tr>
<tr>
<td>Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college</td>
<td>$296,702</td>
<td>$154,317</td>
</tr>
<tr>
<td><strong>Total Scholarships/Grants</strong></td>
<td><strong>$7,032,187</strong></td>
<td><strong>$1,161,248</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Help</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student loans from all sources (excluding parent loans)</td>
<td>$7,401,917</td>
<td>$7,108,600</td>
</tr>
<tr>
<td>Federal Work-Study</td>
<td>$278,748</td>
<td></td>
</tr>
<tr>
<td>State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Self-Help</strong></td>
<td><strong>$7,680,665</strong></td>
<td><strong>$7,108,600</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Loans</td>
<td>$580,894</td>
<td>$266,489</td>
</tr>
<tr>
<td>Tuition Waivers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.</td>
<td>$336,017</td>
<td>$303,116</td>
</tr>
<tr>
<td>Athletic Awards</td>
<td>$361,094</td>
<td>$385,781</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergraduate (Incl. Fresh.)</th>
<th>Less Than Full-time Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2008 cohort)</td>
<td>756</td>
<td>3519</td>
</tr>
<tr>
<td>Number of students in line a who applied for need-based financial aid</td>
<td>579</td>
<td>2893</td>
</tr>
<tr>
<td>Number of students in line b who were determined to have financial need</td>
<td>417</td>
<td>2349</td>
</tr>
<tr>
<td>Number of students in line c who were awarded any financial aid</td>
<td>405</td>
<td>2306</td>
</tr>
<tr>
<td>Number of students in line d who were awarded any need-based scholarship or grant aid</td>
<td>264</td>
<td>1556</td>
</tr>
<tr>
<td>Number of students in line d who were awarded any need-based self-help aid</td>
<td>250</td>
<td>1729</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 2008-2009:

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 hired a new financial aid director and the office has started to stabilize; however, the separation of the university and the community college has necessitated the creation of a separation financial aid number for the community college students; much time has been devoted to this effort.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

No modification in goal is recommended.
Programs of Distinction

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

Data:

The School of Business’ B.S. in Accounting remains a program of distinction and continues to grow and develop. Included are the goals of the program and strategies that have been implemented the past year in order to maintain that distinction. Faculty, students, and graduates make this program exceptional.

Goals:

- Solicit input from leading accountants in the region for program improvement.
- Revise and update the Accounting Program Mission statement.
- Strengthen and stabilize faculty in the Accounting department.
- Increase the number of students in the Accounting program.
- Improve the professionalism of accounting majors both in class and as graduates.
- Strengthen and increase membership in the student accounting organization.
- Revise the curriculum to address current faculty areas of expertise and state practice requirements.

Strategies Undertaken 2008-2009:

- Under the direction of Dr. Theresa Englebretson, accounting students prepared tax returns for students at Fairmont State; students also went to public libraries within the county and prepared returns for community members.
- Advisory Council met regularly and made recommendations regarding program improvement for Accounting.
- Faculty members aligned the departmental mission statement with the new mission statement for the School of Business.
- An additional full-time, professionally qualified faculty member was hired to teach introductory courses in accounting.
Course syllabi were revised to encourage professional behavior in the classroom. In addition, faculty will work with students to prepare resumes and practice interview techniques.

- Faculty members developed an Ethics course.
- Business Law II was redesigned to include accountants’ legal liability.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The program continues to be a program of distinction.

RECOMMENDATION FOR GOAL MODIFICATION

No modification in goal is recommended.
School of Science and Technology – Occupational Safety as a Program of Distinction

Data:

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.

Strategies Undertaken in 2008-2009:

- Faculty members attended workshops and conferences.
- The Industrial Advisory Committee served as a resource for industry trends.
- Regulatory changes under the Department of Labor were researched and incorporated into the curriculum.
- Industry tours and training were conducted.
- Faculty in Occupational Safety worked to recruit students into the program by participating in college visitation days, recruiting at local high schools, developing new recruiting materials, and bringing students to campus for visits.
- Continuous Improvement Plan requirements were completed for safety courses as outlined in the ABET study.
- To strengthen internship and employment partnerships, faculty in the Occupational Safety Program participated in the job fair, developed additional internships, and created a centralized bulletin board for student job opportunities.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The program continues as a program of distinction.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

No modification of goal is recommended.
Compact Reporting – Elective Elements:

**Economic Growth**

Promotion of Global Awareness

**Strategies Undertaken in 2008-2009:**

- Four Fairmont State University students participated in the HEPC sponsored trip to Quebec.
- One student studied in France during the 2009 summer term.
- One student served an internship with the Quebec Embassy in Washington, DC.
- Fairmont State University recently began a student exchange program with the University of Calabria in southern Italy. The first FSU student studied at the University of Calabria during spring 2009; a second student will study there in fall 2009. Representatives from FSU visited the University of Calabria during summer 2009 to finalize agreements. Then, a delegation from the University of Calabria visited Fairmont State University during the fall 2009 semester.
- Noelia Escudero, FSU’s first Fulbright Scholar and a native of Argentina, taught classes at FSU during the 2008 fall and spring semesters.
- Arrangements have been made for the second Fulbright Scholar, Abigail Carretero, to be at Fairmont State University during the 2009-2010 academic year.
- Dr. J. Robert Baker has been appointed the Fairmont State University Fulbright Scholar representative.
- The Collegiate Choir performed in Mexico City in August. Originally, this was to be a trip to Russia; however, problems within Russian institutions necessitated this change.
- 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 2008-2009 doubled to about 100 students. As a result, the English as a Second Language (ESL) program experienced growth.
- A new initiative to bring six Korean nursing students to the Fairmont State University campus to study from October 2009 to March 2010 was planned.
- An international flag raising ceremony was held April 2009.
- An international student reception was held fall 2008 and spring 2009.
- An international fair was conducted spring 2009.
- A graduation reception was held in May 2009 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 participated in all of the Higher Education Policy Commission international initiatives and will continue to do so. In addition, Fairmont State University faculty members have started 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.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

No modifications in this goal are recommended.
Access

Educational Services to Adults

Strategies Undertaken in 2008-2009:

- 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.
- 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.
- A letter was sent to all former students who have accumulated ninety or more hours to encourage degree completion.
- 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.
- Fairmont State University has been participating in the adult learner initiative being conducted by HEPC. FSU plans to submit applications for grants to develop courses for the RBA Today program.
- Fairmont State University has been participating in the Yellow Ribbon Project and will begin offering additional services to veterans through this initiative. A coordinator is being hired for this task.

Changes anticipated over the next six years:

- Participation in the RBA Today initiative
- Increased number of compressed courses being offered
- Increased number of graduate programs
- Additional online courses and programs
- Additional Weekend College offerings
- Continued improvements to access services outside normal business hours
- 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>Enrollment</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>
</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>Grand Total</td>
<td>1812 (44%)</td>
<td>2304</td>
<td>4116</td>
</tr>
</tbody>
</table>

Number of graduates in RBA program

Over the past three years Fairmont State has had 126 student graduate from the Regents Bachelor of Arts Degree program.
**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 are 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>72</td>
<td>49</td>
<td></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>
</tbody>
</table>

**Credit Hours offered through distance learning**

<table>
<thead>
<tr>
<th>TERM</th>
<th>NON-TRAD</th>
<th>TRAD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2005</td>
<td>997</td>
<td>1,468</td>
<td>2,465</td>
</tr>
<tr>
<td>SPRING 2006</td>
<td>1,104</td>
<td>1,728</td>
<td>2,832</td>
</tr>
<tr>
<td>FALL 2006</td>
<td>1,087</td>
<td>1,611</td>
<td>2,698</td>
</tr>
<tr>
<td>SPRING 2007</td>
<td>1,245</td>
<td>2,354</td>
<td>3,599</td>
</tr>
<tr>
<td>FALL 2007</td>
<td>1,202</td>
<td>2,055</td>
<td>3,257</td>
</tr>
<tr>
<td>SPRING 2008</td>
<td>1,404</td>
<td>2,600</td>
<td>4,004</td>
</tr>
<tr>
<td>FALL 2008</td>
<td>1,420</td>
<td>2,739</td>
<td>4,159</td>
</tr>
<tr>
<td>SPRING 2009</td>
<td>1,610</td>
<td>2,781</td>
<td>4,391</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,069</td>
<td>17,336</td>
<td>27,405</td>
</tr>
</tbody>
</table>
Number of students awarded HEAPS

In 2007-2008 Fairmont State University awarded HEAPS two-year program grants to 173 students for a total of $86,750 and HEAPS four-year program grants to 222 students for a total of $112,800.

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

Initiatives are in place and changes in advising for the RBA program are being planned. Some progress was made during 2008-2009; however, much more progress is anticipated during 2009-2010.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

Modification of the goal is recommended to include participation in the RBA Today initiative. As a part of that initiative, the RBA coordinator and advisor functions will be redefined at Fairmont State. Also, additional 3000 and 4000 level courses will be offered either online or in a compressed format.
Cost and Affordability

External funding

Strategies Undertaken in 2008-2009:

- The Office of Research (OR) provided support for research, scholarly activities, and programmatic development/assessment for the faculty and administrative staff of Fairmont State University by helping to locate and secure external funding.
- Students were included in research activities through undergraduate research projects.
- During 2008-09 Grants and Contracts generated $3,404,720. These included awards from Math Symposium, NASA, and EPSCoR; all stimulate interest in STEM fields. Fairmont State received a grant to establish a STEM Center, so that will be our focus during the next several years.

Goals:

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

LEVEL OF SUCCESS IN GOAL ATTAINMENT

Due to economic conditions, the level of grant activity during the past year was not as expected. It is believed that the level of sponsored program activities can increase once again when better economic conditions are present. Several grants were submitted during the past year, but Fairmont State University was informed that the foundations were not funding any new grants because of the economy.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

No modification in this goal is recommended at this time.
Learning and Accountability

Expansion of graduate/postdoctoral education

Strategies Undertaken in 2008-2009:

The master’s degree programs that we currently offer continued to develop and prosper during 2008-2009. 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 Leadership Studies
- 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.)

Master of Science - Human Services

Response to Critique of the Compact Review Team

Critique of the Review Team: The goal for graduate program expansion needs to be clarified. The compact narrative suggests a goal of increasing the number of graduate students by 100. The compact table, however, shows an increase of only five students.

The original compact report should have indicated that in the Fairmont State University Strategic Planning document, the goal is to graduate 100+ students with master’s degrees or post-baccalaureate certificates by year five of the FSU Strategic Planning document. This was not made clear in the original compact report. Even though FSU had 85 graduates in 2008-2009, growth in programs has reached a plateau and new programs to general additional graduate students are being planned, but are not yet approved and advertised to recruit students.
LEVEL OF SUCCESS IN GOAL ATTAINMENT

The number of graduates during the 2008-2009 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, but new programs are expected for the near future.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

No modification of goal is recommended at this time.

Expansion Anticipated Over the next six years

- During the 2009-10 academic year Fairmont State plans to prepare an Intent to Plan document for an additional graduate program in Engineering Technology Management.
- An Educational Leadership Concentration has been developed for the Master of Education degree and is expected to be implemented in the 2009-2010 year.
- Planning has begun for an Instructional Design Concentration for the Master of Education degree.

Very little marketing of the graduate programs has occurred to this point; however, a new Enrollment Management Vice President is scheduled to be hired during 2009-2010 and that office will coordinate recruiting efforts not only at the undergraduate level, but at the graduate level as well.
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.

Strategies Undertaken in 2008-2009

ATTRIBUTE III. Understand the responsibilities of citizens, participate in the democratic process, and contribute to their society.

III.A CITIZENS: Students should

III.A.1 Demonstrate knowledge of important findings and theories in social and political history

III.A.2 Demonstrate understanding of investigative methods used in social and political history

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

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

III.A.5 Demonstrate an understanding of the historical development of American political and social institutions and ideals

III.A.6 Demonstrate the knowledge, abilities and values relevant to the democratic political systems established under the United States Constitution

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

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:

- American Democracy project
- STAND – a student group dedicated to protecting the environment
- Constitution Day activities
- Community Service Learning Activities, including a one-hour course that may be repeated up to three times during the student’s degree program
- America Reads
- Math Counts
- Head starts and day cares
- Music enrichment programs for after-school programs
- Nursing homes
- Humane society
- Operation Image – Fairmont beautification project in conjunction with the city of Fairmont
- Student Government projects
- Sorority/Fraternity projects – at least 64 girls involved in Greek life have participated in community service activities
- Recycling projects
- Interview of World War II veterans for project for Library of Congress

Number of Students Participating

For 2008-2009, over 2,400 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 2008-2009. With a faculty electronic portfolio system that is being implemented, it will be easier to track the number of faculty who require community service activities in their classes.

RECOMMENDATION FOR MODIFICATION OF COMPACT GOAL

No modification in goal is recommended.
## Appendix A

### Institutional Compact Reports, 2007-2012 with Goals

<table>
<thead>
<tr>
<th>Measure</th>
<th>Previous Years</th>
<th>Base Year</th>
<th>Compact Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Total Fall Headcount Enrollment</td>
<td>4,071</td>
<td>4,740</td>
<td>4,611</td>
</tr>
<tr>
<td>1b Annualized FTE Enrollment</td>
<td>3,745</td>
<td>4,087</td>
<td>3,901</td>
</tr>
<tr>
<td>2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)</td>
<td>[[77]]</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>2b Avg Retention Rate of Institution Peers (median)</td>
<td>63.0</td>
<td>63.5</td>
<td>65.5</td>
</tr>
<tr>
<td>3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)</td>
<td>[[42]]</td>
<td>36.3</td>
<td>[[41]]</td>
</tr>
<tr>
<td>3b 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>
</tr>
<tr>
<td>3c Avg Graduation Rate of Peers (Median)</td>
<td>33.5</td>
<td>32.0</td>
<td>36.5</td>
</tr>
<tr>
<td>Degree Production</td>
<td>Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>0</td>
<td>0</td>
<td>73</td>
</tr>
<tr>
<td>Bachelor</td>
<td>625</td>
<td>676</td>
<td>663</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>27</td>
<td>48</td>
</tr>
<tr>
<td>1st Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Degrees</td>
<td>628</td>
<td>703</td>
<td>784</td>
</tr>
<tr>
<td>5 Number of undergraduate degrees in STEM &amp; Health Fields**</td>
<td>133</td>
<td>126</td>
<td>178</td>
</tr>
</tbody>
</table>

8/31/2009

* IPEDS data that has not been released.
** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."