

Fairmont State University



**FSU 2007-2012 Institutional Compact
2010-2011 Update
Submitted to the
Higher Education Policy Commission
October 1, 2011**

2011 Fairmont State University Update of the Institutional Compact with the Higher Education Policy Commission

Overview

The 2011 update of the 2007-2012 Compact includes three major portions.

1. A summary of significant developments for the 2010-2011 academic year and progress toward goal achievements for core and elective elements outlined in the *Compact Reporting Elements: Master Plan 2007-2012* are updated in this report.
2. In addition to the report on core and elective element progress, a response to the critique of the compact review team on the 2009 report is addressed. The following concerns were outlined by the review team as requiring institutional attention:
 - The student retention rate was 60 percent, slightly below the annual goal though the University instituted several new retention strategies this year. Fairmont State University (FSU) piloted MAP-Works with incoming freshmen, worked on improving advising, implemented a four-week grade reporting model, and employed a number of activities to encourage student active engagement with the campus and support struggling students. The compact update for 2011 should address the efficacy of each of the retention-focused initiatives utilized by the University. Please see page 17 for the critique response.
 - While total degree production declined slightly from the previous year, the number of master's degrees awarded increased from 85 to 121 for the year. Bachelor degree awards declined from the previous year and failed to meet the revised degree production goal. Declining from the previous year, the 97 associate degree awards exceeded the revised goal of 80. Though the institution is considering adding additional programs to increase degree production, the evaluation team suggests that any proposed degree programs will need to be reviewed for adequacy of resources and the results of that review be included in the 2011 update. Please see page 23 for the critique response.
 - Licensure pass rates for education and nursing minimally meet the desired institutional pass rate of 80 percent. The 2011 update should address the effectiveness of efforts to increase student success on the education PRAXIS II

exam and the nursing licensure exam. Additionally, the report should specifically detail efforts to address the content areas where PRAXIS II rates show a consistent trend of lower pass-rate success. Please see page 29 for the critique response.

- The 2008-09 goal for STEM degree graduates was 185; however, only 155 STEM degrees were awarded during this period, showing a decrease in STEM production from the previous year. Though the University's work with public schools to enhance student interest in the STEM areas is commendable, the 2011 update should address the efficacy of the strategies that are being used to reach the institution's STEM degree goals. Please see page 25 for the critique response.

- Although institutional financial aid services have been stabilized through the placement of qualified personnel, institutional financial aid administration is still complex because of the administratively linked community college component. Administering financial aid for two institutions with limited staff necessitates only providing basic financial aid services. The institution is encouraged to review staffing levels and institutional support in relation to the complexity of administering financial aid to two institutions. Please see page 53 for the critique response.

- The evaluation team noted that programs of distinction had been designated. However, the guidelines for selection of these programs are unclear. The 2011 update should address reasons for distinction, including data on each such as number of graduates, accreditation cycles, placement, etc. and any other information that denotes the exemplary attributes of each of the programs. Please see pages 57-58 for the critique response.

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

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

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

- Policy and procedural changes that will be made to meet the thresholds for limiting conditional admissions in 2011 to ten percent.
- Percentage of freshman students subject to Series 23 standards that were admitted conditionally and enrolled in Fall 2011.

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.
- Alternatives to developmental courses.
- Success of developmental programs and contemplated changes.

Degree production (at the end of the **Degree Production section** of the report)

- New degree programs contemplated for 2011-2012 and for future compact reporting periods.
- New instructional locations for 2011-2012 and for future compact reporting periods.

Licensure pass rates (at the beginning of the **Licensure Pass Rates section** of the report)

- Number of persons who took licensure exams as well as the pass rate for each licensure area.

Assessment (at the end of the **Assessment section** of the report)

- How Fairmont State University is using the Collegiate Learning Assessment (CLA) to improve instruction and student learning.
- Value added for students in comparison to comparable institutions.
- Actions taken by Fairmont State University to alter the instructional program to improve value added.
- Progress in using Voluntary System of Accountability (VSA).

Alignment with K-12 schools (at the end of the **Alignment with K-12 section** of the report)

- Fairmont State University efforts to align programs and activities with K-12 schools – full efforts and not limited to teacher preparation and professional development for teachers.

Career placement (at the end of the **Career Placement section** of the report)

- Fairmont State University activities in placement of students.
- Fairmont State University follow-up of graduates.

Addressing diversity among faculty, staff, and students

- Efforts to address diversity for equity in race/ethnicity, sexual orientation, socio-economic background, age, religion, gender, and veteran status.

Compact Reporting Elements

Enrollment

Data:

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

Year	2004-05	2005-06	2006-07	2007-08	2008-09	2009-2010	2010-11
Fall credit headcount enrollment	4,071	4,740	4,611	4,464	4,547	4,574	4,709
Annualized FTE enrollment	3,745	4,087	3,901	3,763	4,035	3,830	3,907

Fall Credit Headcount Enrollment and Annualized FTE

Values for 2004 through 2010 are provided by IPEDS and the HEPC. The fall headcount enrollment for 2010 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 4,692 credit headcount enrollment and an annualized FTE of 3955 for the 2012-13 year.

Measure		2004	2005	2006	2007-08	2008-09	2009-10	2010-11	2011-12	Target 2012-13
1a	Total Fall Headcount Enrollment	4,071	4,740	4,611	4,464	4,547	4,554	4,599	4,645	4,692
1b	Annualized FTE Enrollment	3,745	4,087	3,901	3,763	3,801	3,839	3,877	3,916	3,955

STRATEGIES UNDERTAKEN IN 2010-2011

- Campus Visitation Days were held in October and March in order to attract students to the university.
- Three Early Enrollment Days were held in April and May in order to encourage early registration to the university.
- Headcount and FTE numbers were closely monitored through enrollment reports that are produced each week from May through August and then every two weeks thereafter to monitor enrollment during key periods and to analyze comparisons to the same time period during the previous year as well as comparisons for the census date.
- A Not Enrolled advisor and dean report allows deans and faculty to monitor the enrollment status of returning students; new students are monitored through an additional report so that those students may be contacted to enroll.
- Fairmont State University continues to participate in the RBA Today initiative to encourage students who have accumulated some college credit but who have not graduated to re-enroll and complete a degree.
- Online/virtual campus course offerings were expanded even more in order to provide better access to students.
- Admission information is available online to students indicating admission status or materials needed before admissions might be completed.
- Deans, chairs, and faculty contact students personally and participate in recruitment fairs, campus visitation days, and summer orientation sessions.
- Fairmont State University continued its contract with international recruiting agencies in order to increase the number of international students.
- FSU continued to develop partnerships and signed MOUs with international institutions. Currently, Fairmont State University has reciprocal agreements with the University of Calabria in Italy, University of Babylon in Iraq, Ansan College in Korea, and Namseoul University in Korea.
- Fairmont State University has participated in the Fulbright Scholar program for four consecutive years. Fulbright Scholars learn about the institution to assist with recruitment.
- Fairmont State University offers two international scholarships for \$7000 each to international students.
- The Charles J. McClain Scholarship that was developed two years ago to encourage students who have earned the Promise Scholarship to apply to Fairmont State continued this year and fifty students came to campus for individual interviews.
- Letters were sent to students who have “stopped out” for one to three semesters to encourage re-enrollment.

- The Out of State Neighbors Scholarship that was developed last year to attract more out-of-state students to Fairmont State was continued this year; four of these \$15,000 scholarships were provided.
- Partial tuition and fee waivers and room discounts were offered to out-of-state students to influence enrollment.
- Fairmont State University participated in individual graduate fairs and in-state and out-of-state undergraduate fairs.
- Graduate enrollment goals have been set; budget is now tied to enrollment.
- Recruitment goals have been set for each admissions counselor and these are carefully monitored.
- Deans and faculty participate in numerous recruitment initiatives.
- A new vice president for enrollment was hired in January 2011 and changes will be occurring under his leadership.
- The President's Cabinet carefully monitors enrollments.
- An Articulation Coordinator has been hired to foster agreements with surrounding community colleges to facilitate transfer to Fairmont State University. She began July 2011, so changes are expected during the upcoming year.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The 2010-2011 goal was set for a headcount of 4,599 and an FTE of 3,877. Fairmont State University reached the goal for headcount by attaining a headcount of 4,709 for the time period; FSU also reached the FTE goal of 3,877 FTE with an FTE of 3,907 for the period.

EXPANDED GUIDELINES ON ENROLLMENT

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

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

First Time Freshman and Freshman Other Admission Rules

Authorization	Rule	Action	Notes
HEPC/Series 23 - 3.3	HS GPA 2.0 (or better) & ACT 18 (SAT 870) & Required Core Courses	Admit	Lack of required courses - admit with attribute for tracking
HEPC/Series 23 - 3.3	HS GPA 3.0 (or better) & Any Test Score & Required Core Courses	Admit	Lack of required courses - admit with attribute for tracking
HEPC/Series 23 - 3.3.5.b	HS GPA 2.0 (or better) & ACT 18 (SAT 870) & Lacks Some Required Core Courses & Has Been Out of School 3 Years	Admit	
HEPC/Series 23 - 3.3.5.b	HS GPA 3.0 (or better) & Any Test Score & Lacks Some Required Core Courses & Has Been Out of School 3 Years	Admit	
HEPC/Series 23 - 4.5	HS GPA 2.0 (or better) & No Test Score & Has Been out of School 5 Years	Admit	
Internal Policy but Allowed by HEPC/Series 23 - 3.3	HS GPA 3.0 (or better) & No Test Score & Required Core Courses & Student Indicates They Have or Will Take Test	Provisional Admit	
Internal Policy	HS GPA 3.0 (or better) & No Test Score & Student Indicates They Have Not or Will Not Take Test	Defer	
Internal Policy	HS GPA 3.0 (or better) & No Test Score & Student Has Not Indicated Whether They Will or Have Taken Test	Incomplete Until Determined	May be Deferred or Admitted
First Time Freshman and Freshman Other Admission Rules – University			
Authorization	Rule	Action	Notes
Internal Policy but Allowed by HEPC/Series 23 - 3.3.1	ACT 20 (SAT 950) & No HS Transcript on File	Provisional Admit	May be Deferred or Admitted
Internal Policy but Allowed by HEPC/Series 23 - 3.3.1	HS GPA 2.25 & 17 ACT (SAT830) - Sliding Scale	Conditional Admit	
Internal Policy but Allowed by HEPC/Series 23 - 3.3.1	HS GPA 2.50 & 16 ACT (SAT 790) - Sliding Scale	Conditional Admit	
HEPC/Series 23 - 3.3.1	Other Exceptions Below Any Required GPA and/or Test Score	Conditional Admit	When Admitted Triggered by Request
HEPC/Series 23 - 3.3.5.a	Other Exceptions Below Any Required GPA and/or Test Score & Lacks Some Required Courses	Conditional Admit	When Admitted Triggered by Request

In order to manage policy and procedural changes for admission of first-time freshmen, the following measures have been implemented:

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

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

1. English, social studies, mathematics, and science – addressed by General Education courses.
2. Arts area – General Education requirement of Art Appreciation, Music Appreciation, or Theatre Appreciation.
3. Foreign language – Fairmont State University offers French 1101 and French 1102 – Elementary French I and II; Spanish 1101 and Spanish 1102 – Elementary Spanish I and II; Italian 1101 and Italian 1102 – Elementary Italian I and II.

Reports generate lists of students who have deficiencies in one or more of the commensurate course requirements; these reports are sent to the provost and deans. Holds and alerts are placed on these students' records so that advisors will be alerted

that students must satisfy these deficiencies; each time a student and/or advisor accesses the registration system, these deficiencies are outlined. The Office of the Provost and the deans of each of the schools coordinate with faculty advisors to monitor completion of courses to satisfy deficiencies.

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

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

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

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

The Fairmont State University Office of Institutional Research has provided data on students admitted for Fall 2008, Fall 2009, and Fall 2010. These data were analyzed and adjustments were made in some of the conditional admits to ensure that targets were met for 2011. No changes in admission procedures were implemented based on percentage of conditional admissions from Fall 2010. From historical data provided, FSU realized that out-of-state students needed to be carefully monitored.

WHAT PERCENT OF FRESHMEN STUDENTS WERE CONDITIONALLY ADMITTED AND ENROLLED FALL 2010 (15% limit)?

	Instate	Out of State	Total
First Time Freshmen Enrolled	631	72	703
First Time Freshmen Conditional Admits Enrolled	75	23	98
Percentage of Conditional Enrolled	11.88	31.94	13.94

WHAT PERCENT OF FRESHMEN STUDENT WERE CONDITIONALLY ADMITTED AND ENROLLED FALL 2011 (10% limit)?

	Instate	Out of State	Total
First Time Freshmen Enrolled	769	118	887
First Time Freshmen Conditional Admits Enrolled	62	26	88
Percentage of Conditional Enrolled	8.06	22.03	9.92

Retention Rate

Data:

Year	2004	2005	2006	2007	2008	2009	2010
Percent of Fall Semester First-time, Full-time Degree-seeking Freshmen	77*	69	66	64	62	60	63
Peers Average FT-FT, % returning from previous fall's cohort	63	63.5	65.5	63	66.5	65.9	67

*Most likely a data error

Goal:

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

Strategies Undertaken in 2010-2011:

- Fairmont State University participated in MAP Works for the second year. Modifications were made by the MAP Works team to attempt to achieve better retention rates. Four individuals were employed on a part-time basis to implement changes in responses to students through MAP Works. Students were surveyed at the four-week point in the fall semester to gauge their perception of college; follow-ups were conducted with counselors, residence hall directors, advisors, Freshman Seminar instructors, and others. However, it was decided by Fairmont State University and Pierpont Community & Technical

College administration not to continue the product for 2012 because even with modifications from the previous year, desired retention rates were not being met.

- Fairmont State University offers thirty sections of Freshman Seminar each year. Special Freshman Seminars have been developed for science, math, technology and Honors students. A re-design of Freshman Seminar is being planned for the upcoming year to focus on major-specific seminars.
- The School of Education developed a special outreach program for Pre-Education majors in order to assist them in successfully moving to the Education major; a counselor was hired to conduct these activities. The School of Education will be modeling this program to other areas that have pre-majors.
- A Wilderness Explorer Program (rock climbing, whitewater rafting, hiking, and campfire discussions) that occurred before the semester began was linked to the Freshman Seminar Program and oriented students to what it takes to be successful in college. The retention rate of students in this program is monitored each year and the program will continue.
- A First Year Team monitored efforts to engage and retain first year students; this team is being reconfigured and modifications will be made for the upcoming year.
- During orientation activities, Fairmont State conducted mandatory testing of students whose ACT/SAT scores are below cutoff. Students are mandated into developmental courses if they do not have the ACT/SAT cut off scores or placement scores. Placement testing will be refined and will continue.
- True Colors was administered during Welcome Weekend to assist students in identifying personal strengths and helping them understand how to utilize those strengths. Students' schedules were modified if problems were identified through these assessment measures to ensure success in first year college courses.
- Advising has been improved through extensive training for advisors and participation in regional and national conferences that focus on advising. More comprehensive advisor training will be developed.
- Curriculum, Advising and Program Planning (CAPP) – an online degree evaluation tool to assist students and advisors was fully implemented. Four years of college catalogs have been programmed into CAPP and faculty and student training sessions on the product have occurred. With the assistance of the Higher Education Policy Commission, Fairmont State University has begun programming for Degree Works, an online degree audit program that is more student friendly than CAPP. Testing of this program will be conducted during Spring 2012 and implemented fully in Fall 2012.
- Model schedules for each program that outline a typical semester-by-semester plan for progressing through a degree program were posted on the web site and the college catalog and advisors used these sheets in individual meetings with students.
- Residential learning communities were offered for Honors, first-year, and Wilderness Explorer students during the past year; these learning communities will continue again this year.
- A four-week grading model where professors entered Ds or Fs for students who are having difficulty was implemented during 2008-09 and continued this year. Advisors intervene with students who have one or more Ds and/or Fs.

- Students who were not pre-registered for the upcoming term were contacted to schedule appointments with an advisor to get registered for the next semester.
- Student Affairs and Academic Affairs partnered to encourage first-year students to attend co-curricular events.
- Textbook scholarships were administered through the Bookstore Advisory Board and the Fairmont State Foundation.
- Textbook purchases are available online at the time of registration.
- The Tutoring Center has expanded and moved into the library for expanded hours, easier access, and more access to technology. In addition, professional tutors were hired to assist students.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

MAP-Works data from 2009-1010 indicated a decrease in the persistence of first-time, full-time students from fall to spring. These students were contacted to determine causes for this lack of persistence; these students were encouraged to enroll for fall. The retention rate is lower than anticipated. In addition to the lack of persistence from fall to spring, MAP-Works helped identify that a number of students intended to transfer and that Fairmont State was not their first choice as an institution. The Office of Institutional Research is currently identifying students who did not persist into the fall; this will be analyzed along with deans and faculty to attempt to determine what can be done to improve retention rates.

EXPANDED GUIDELINES ON RETENTION

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

- Math 93, 94, 95, and 1100 will be offered to fulfill deficiencies (currently offered in partnership with Pierpont Community & Technical College).
- English 97 will be offered to fulfill deficiencies (currently offered in partnership with Pierpont Community & Technical College).
- 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 & Technical College.

ALTERNATIVES TO DEVELOPMENTAL COURSES

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

CONTEMPLATED CHANGES

- Fairmont State University, along with Pierpont Community & Technical College, will participate in the developmental initiative to offer modular instruction for these courses. New labs have been developed in Jaynes Hall in order to deliver this new instruction.
- A developmental reading and study skills course was added to the schedule and made available to Fairmont State University students; this was offered by Pierpont Community & Technical College.
- As separation issues of Fairmont State University and Pierpont Community & Technical College continue to be addressed, changes in developmental education are anticipated as the two governing boards continue to resolve issues.
- The self-paced lab pilot with individualized instruction implemented during fall 2009 for science and technology students has been successful and is continuing.
- Currently, there is a sequence of four math classes and some students require as many as two years for remediation. With the proposed lab structure, motivated students could satisfy deficiencies in one semester.
- Bridge classes have been developed for students who are near to the cutoff scores for college level courses. This will ensure that students can enroll in the college level course, but get additional assistance through more class contact hours and lab experiences. English 97 will be bridged with English 1104; three sections of this class are being offered Fall 2011.

RESPONSE TO CRITIQUE TEAM

To address retention issues, Fairmont State University has decided to focus on a few key initiatives during the next year:

- There will be an emphasis placed on four-week grades and students will be contacted more comprehensively than in the past.
- There will be an emphasis on Freshman Seminar so that students receive information necessary for them to be successful not only during their freshman year but through to graduation.
- Placement testing will be modified but will continue so that students have the tools to succeed.
- Since the data indicate that students who have not declared a major are the most likely not to persist, a focus will be made to encourage students to declare a major or at least a pre-major.
- More tutoring services are available with not only peer tutors, but also paraprofessional tutors as well, so students in difficulty will be encouraged to participate in these expanded offerings.

Graduation Rate

Data:

Year	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Six-year graduation rates of Fairmont State's entering cohort of first-time, full-time bachelor's degree-seeking freshmen	42 36.3*	41 35.7*	44 34.8*	41 37.6*	36.1	37	35
Graduation Rates, including those transferring out and completing degrees at other institutions	40.1	40.2	38.0	41.1	40.0	38.1	36.8
Average Graduation Rates of Peers Based on cohort of 6 years	33.5	32	36.5	32.0	32	35.4	35.4

- 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 met or 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 2010-2011:

- The deadline for application for graduation was changed two years ago in an attempt to get students to have a graduation audit early so that they would have time to make adjustments in their schedules if needed; that change is starting to have an effect so that more interventions can occur to assist students.
- An additional graduation audit counselor has been added to the Enrollment Services area in order to complete audits in a timely manner so that students can make adjustments in schedules in order to ensure degree completion.
- Audit counselors, students, and advisors use the online degree audit system CAPP in order to identify problems with degree completion earlier than in the past. The new Degree Works program should provide even more assistance once it is implemented.
- Degree completion initiatives have forced individual programs to redesign hours toward major hours, elective hours, and general education hours so that students have the opportunity to efficiently maximize total hours toward degree completion.
- Academic advising is crucial for good graduation rates, so Fairmont State provided training for advisors.
- A transfer counselor facilitates transfer articulation.
- Faculty attended assessment training at ABET's IDEAL workshop, and HLC's Assessment Institute.
- The software package TaskStream has been implemented in order to record, assist with reporting, and foster a dialog of improvement, adjustment and feedback 1) on programs and 2) on the assessment of student learning outcomes.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

Many FSU students from the entering first-time, full-time cohorts do not complete degrees within the specified time. Also, many students begin at Fairmont State University with the intention of transferring to another institution, but yet these students are counted in our cohort. Economic conditions are having an impact on students; many have self-reported that they need to delay college in order to work.

Degree Production

Data:

Degrees Awarded

Year		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Fairmont State University	Associate	0	0	73	79	107	97	113
Peers Average		53	53	47				
Fairmont State University	Baccalaureate	625	676	663	672	645	616	559
Peers Average		521	539	525				
Fairmont State University	Master's	3	27	48	65	85	121	85
Peers Average		43	46	54				
Fairmont State University	Totals	628	703	784	816	837	834	757
Peers Average		618	637	626				

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.

Degree Production	2004	2005	2006	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Certificate									
Associate	0	0	73	79	107	80	83	85	90
Bachelor	625	676	663	672	645	675	680	685	690
Masters	3	27	48	65	85	66	68	68	70
1st Professional									
Doctoral									
Total Degrees	628	703	784	816	837	821	831	838	850

Goal:

1. The goal for associate degrees awarded is a little higher than some of the other degree production goals because of an agreement with the Community College Council to increase the number of nursing graduates. A simulation lab has been implemented in order to provide additional training for graduates. In addition, a needs survey was conducted in 2008 to gauge the interest in an LPN to ASN nursing program. The response was very positive, so additional students will be admitted into that program in order to increase the number of associate degree graduates.
2. The goal for baccalaureate programs is to increase the number of degrees by approximately five each year, for a total growth over the next five years of 2.6%.
3. The goal for the master's program is to have a total of at least seventy degrees awarded by the year 2012-2013. The graduate programs are relatively small at this time and the number of graduates has increased rapidly from three in 2004 to eighty-five in 2008; however, there is a concern that enrollment and graduation in these programs might level off after the initial enthusiasm about new degrees being offered.

Strategies Undertaken in 2010-2011:

- 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.
- The LPN to ASN program was implemented and has been very successful.
- The online degree audit tool, CAPP has been fully implemented. Faculty, staff and students have attended training sessions and the product is being used by the registrar's office to assist with graduation audits. FSU is anxious to implement Degree Works as a part of the statewide initiative during the next year.

- Individual course outcomes and program outcomes have been established for all programs.
- Advising and advisor training continue to be a focus of the institution to minimize errors that prevent graduation.
- Students who have accumulated a significant number of credit hours have been contacted to determine what these students need to do to complete a degree.
- Many of the graduate programs follow the cohort model so students are supported by one another in order to encourage degree completion.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The goal of 831 for the total number of degrees was not attained with the total of 758 degrees. Fairmont State produced an increase in associate's degrees because of an increase in enrollment in the nursing program (113 degrees; goal 83), but the number of baccalaureate degrees (560 degrees; goal 680) was down. Graduate degree production was higher than anticipated (85 degrees; goal 68).

EXPANDED GUIDELINES FOR DEGREE PRODUCTION:

NEW DEGREE PROGRAMS CONTEMPLATED FOR 2011-2012

MS in Architecture is proposed; an Intent to Plan was approved by the Board of Governors, but the program has not yet been submitted to HEPC.

NEW DEGREE PROGRAMS CONTEMPLATED FOR DURATION OF COMPACT PLANNING PERIOD

None are anticipated at this time.

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.

RESPONSE TO CRITIQUE TEAM

Fairmont State University is very cautious about starting new programs of study. Any new programs that have been implemented during the past few years have been done so based on student need and availability of resources. In most cases, existing programs have been reconfigured in order to accomplish these needs without additional resources. Fairmont State has made the following decisions related to ensuring effective programs:

- A comprehensive needs assessment will be conducted prior to beginning planning for any new program.
- New reports are being developed based on recommendations from the recent HEPC conference on cost effectiveness for analysis of existing programs to determine where efficiencies might be realized.
- Fairmont State has reported during the past few update cycles the desire to implement a Master's in Architecture; however, FSU decided to do additional planning before proceeding. The faculty members in the Architecture program have worked with the National Architecture Accreditation Board to ensure that once implemented, there would be no accreditation concerns.
- Last year Fairmont State University began an LPN to ASN program that has proved to be very successful. In fact, the licensure passage rate for that cohort was 100%. FSU plans to expand that program in the very near future. After analysis, these are the types of programs that we plan to expand.
- Last year Fairmont State University began an Exercise Science track in the M.Ed. program. This is proving to be very successful. The program was implemented with the basic M.Ed. foundation courses and then the addition of only a few targeted Exercise Science classes to round out the program. It is likely that FSU will expand some of the other master's programs in this manner since it is cost effective and meets the needs of students.

Degrees in STEM and health fields

Data:

Fairmont State University	Previous Years			Base Year	Compact Goals		
	2004	2005	2006		2007-08	2008-09	2009-10
Number of undergraduate degrees in STEM & Health Fields	133	126	178	183	155*	260	188

*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 2010-2011:

- Fairmont State University provided educational resources and training to high school teachers as part of the STEM Innovation Center. The STEM Center developed a new curriculum guide for educators in the areas of using high altitude balloons and rockets with scientific data collection techniques.

- The College of Science and Technology provided a NASA developed online course during the spring and early summer for high school students wishing to learn more about space exploration and NASA missions.
- The College of Science and Technology continued efforts to expand the West Virginia Aerospace and Engineering Scholars program, and it will provide a residential summer camp for students during the first week of August.
- Scholarships were provided to students in STEM fields as a method of recruiting students to Fairmont State University. Retention scholarships were also provided to STEM students who demonstrated academic excellence.
- Additional tutoring assistance was provided in the areas of chemistry, physics, mathematics, and selected engineering technology programs.
- The mathematics faculty developed curriculum guides and assessment techniques that are shared with all adjuncts in an attempt to develop consistency among all of the different instructors.
- Fairmont State University made a significant financial contribution to support undergraduate student research. The University provided \$40,000.00 in research funds, and the College of Science and Technology was provided with \$20,000.00 in summer undergraduate research grants for STEM students.
- Students and faculty received approximately \$32,000.00 from the West Virginia Space Grant Consortium and NASA to support ongoing research in STEM fields.
- The College has continued with its regional Engineering and Science Challenge. This event draws over 100 students and faculty to compete in a series of open-ended engineering and science problems. This event continues to grow each year. This past year the College of Science and Technology provided faculty in-service opportunities for high school educators during the student competitive events.
- The College continues to support the regional and state Science and Engineering Fairs with financial resources and by organizing these events. Winners from the State Fair are provided with the funding to attend the National Science and Engineering Fair via funds generated by the College.
- Special attention is being undertaken to retain and graduate students in STEM fields.
- Prior to graduation, all students in the College of Science and Technology are strongly encouraged via academic advising to complete an undergraduate research experience, an internship, or a community engagement activity. These experiences are important to making connections with a student's career interests and are helpful in improving retention and graduate success. The College of Science and Technology is currently in the process of hiring an

individual to work directly with business and industry leaders to assist students in obtaining these experiences.

- The College of Science and Technology provides an after school science program for middle school students interested in science.
- Residential summer camps for high school students interested in STEM disciplines were conducted.
- The faculty and dean from STEM areas send personal letters to students, make phone 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.
- Engineering Technology students are being provided with a specialized FE Review sessions to assist them in passing this exam.
- The new LPN to ASN program which was launched in summer 2009 in order to ease the transition of LPN students from the technical centers into the Fairmont State University ASN program; has been very successful.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

According to HEPC, Fairmont State University had 186 degrees in STEM fields and this meets the goal of 185 that was established.

RESPONSE TO CRITIQUE TEAM

Fairmont State University has undertaken the following strategies to address increased participation in STEM fields:

- A STEM Center has been established to coordinate activities with county schools both during the semester and during summer programs.
- Local businesses have been invited to campus for a recruiting event specially targeted to STEM majors.
- A new Community Outreach Center has been established and a director hired to coordinate internships for students in STEM areas. The College of Science and Technology firmly believes that practical experiences such as internships will encourage students to participate in these majors once they understand that they will graduate with practical experience that will make attaining a job even easier.

Licensure pass rates

Data:

Pass Rates for PLT Pass Rates for PLT

0522 Elementary Education	2007	2008	2009	2010
	81% 81/15	64% 23/5	90% 21/2	96% 48/2
0524 Secondary Education				
	93% 68/5	90% 40/3	94% 33/2	98.2% 55/1
0523 Middle School				
	100% 4/0	100% 1/0	67% 3/1	100% 4/0

Pass Rates for Content Areas

	2004	2005	2006	2007	2008	2009	2010	2011
ART	67%(3/1)	0%(2/2)	67%(6/2)	100%(3/0)	100%(2/0)	60%(5/2)	100%(1/0)	100%(1/1)
BD	100%(2/0)	100%(1/0)	100%(2/0)					
BIO231	100%(1/0)							
BIO235	57%(7/3)	50%(2/1)	75%(4/1)			75%(4/1)	100%(3/0)	0(1/1)
BUS ED		100%(6/0)	100%(4/0)	100%(3/0)	100%(6/0)	100%(5/0)	100%(2/0)	
CHEM	0%(1/1)	67%(3/1)	100%(2/0)	0%(1/1)	100%(4/0)	50%(2/1)		0%(1/1)
ED LDR		100%(2/0)	100%(1/0)					
ELEM	84%(96/15)	67%(77/10)	84%(7/12)	91%(64/6)	94%(35/2)	94%(18/1)	94%(17/1)	81%(21/4)
ENGLISH	100%(2/0)	100%(4/0)	100%(9/0)	100%(8/0)	83%(6/1)	100%(5/0)		100%(2/0)
F&CS	100%(3/0)	100%(4/0)	100%(3/0)	100%(2/0)	100%(3/0)	100%(4/0)		100%(1/0)

Goal:

The goal of the School of Education is to have every education licensure program meet or exceed the 80% pass rate for licensures.

The goal for the School of Nursing is to attain or surpass at least an 80% pass rate.

Strategies Undertaken in 2009-2010:

- The School of Education redesigned its curriculum; these program changes are in the second year of implementation.
- Since 2009-10 was the first year of the redesigned curriculum of the nursing program, the new curriculum is still being fully implemented. It will continue to be reviewed in order to determine the effect on licensure passage rates.
- The School of Education conducted workshops for Praxis preparation.
- Individual tutoring by peers as well as by faculty members was available for students who are having difficulty passing the exams.
- The School of Nursing conducted a Kaplan Review to provide students assistance in passing the exam.
- The redesigned courses improved critical thinking ability, professional role development, knowledge of the nursing process, and knowledge regarding health promotion, restoration, and maintenance.
- The Watson-Glaser Critical Thinking Appraisal was administered to determine progress from admission to graduation.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

Currently the School of Education is meeting its goal for PLT passage rates of 80%; 3 students out of 107 did not pass (pass rate of 97%). The School of Nursing had 13 LPNs test with 100% pass rate. 72 out of 75 ASN students tested, plus one student from the class of 2009 for a pass rate of 71.23. Combined pass rate was 76%.

RESPONSE TO CRITIQUE TEAM

Fairmont State University has implemented the following initiatives in order improve licensure passage rates:

- The School of Nursing now mandates a review course for students before they take the exam.
- The School of Education has a review courses for students to complete before taking the exam.
- There are content specific workshops to help students prepare for their exams.

Percentage of Faculty with Terminal Degrees

Data:

During Fall 2010 there were 172 total full-time faculty members at Fairmont State University. Of the faculty with tenure or in tenure-track positions, 75.37% or 101/134 have terminal degrees in their respective fields.

Goal:

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

Strategies Undertaken in 2009-2010:

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

LEVEL OF SUCCESS IN GOAL ATTAINMENT

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

Assessment of Student Learning

Data:

USE OF CLASSROOM LEARNING ASSESSMENT (CLA)

Background:

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

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

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

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

Fairmont State University participates in the standard cross-sectional option available through the CLA.

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

Measures:

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

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

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

Scoring:

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

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

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

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

Use of Data:

Fairmont State University is utilizing these institutional level measures of the general education curriculum to revise and improve the various core requirements. The 4-year set of results have been shared college-wide via the Associate Provost of Academic Affairs and the Office of Institutional Research. Results were shared as well, with the college-wide Assessment Committee and the Assessment Steering Committee in May 2009 and May 2010. During the past year, Fairmont State University began the self-study process required by the Higher Learning Commission for the re-accreditation process. CLA assessment data have been used extensively in this process.

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

USE OF MAP-WORKS

Background:

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

Analysis of Data:

Deans from each academic unit identified areas of concern for their areas and outlined strategies to address these problems.

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

1. Redesigned its nursing curriculum based on these instruments as well as assessment data from the licensure exams.
2. The School of Business reconfigured prerequisites for courses in order to control when students enroll in specific courses. Through CLA and Major Field Tests, it was discovered that students had not completed foundation courses in a timely manner and were lacking background to be successful in upper division classes.
3. Information Systems has redesigned its curriculum based on results from Major Field Tests.
4. Safety Engineering Technology discovered that its outcomes were below the benchmarks required by ABET, so the program implemented continuous program improvement to satisfy those benchmarks. The benchmarks were met by Spring 2010.
5. The School of Education identified a correlation between the Reading score on the ACT and the pass rate on the PLT; this resulted in higher admission standards to the program.
6. Language and Literature revamped English course rotation to match the current standards of NCTE.

7. A prerequisite of English 1104 was imposed for the introductory communication courses based on weak writing and organization skills of students who were unsuccessful in the communications course.
8. Fairmont State University developed an Institutional Assessment Program.
 - An Assessment Committee, with representation from each department, college, or school, as well as relevant support services, has the charge to lead, train, support and encourage academic program faculty on campus.
 - Each area is to develop annual programmatic assessment plans to include 4-6 meaningful student learning outcomes at the program level as well as tools of direct measurement to be used to determine if students have met the programmatic outcomes.
 - Outcomes have been entered into a software system called TaskStream; then critical friends review the outcomes and make suggestions for improvement. Then, these comments, results from CLA, results from MFT, and other assessment data points are used to modify curriculum and make changes in programs.
9. National Survey of Student Engagement (NSSE) is used to gauge student perceptions.

NSSE was administered to students during the spring of 2009. Now the results have been posted on the Institutional Research web page and the assessment committee and senior staff members have reviewed the data and changes in policies and procedures were recommended as a result.
10. Major Field Tests are used to gain program specific data.

Major Field Tests (MFT) are being used by chemistry, biology, computer science, mathematics, business, psychology, and criminal justice. Data from these tests assist programs in identifying national standards and then they can make changes in the curriculum to address these deficiencies.
11. Licensure Exams are used for additional data.

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

12. Professional development opportunities have been identified for faculty and staff. Several faculty members have attended workshops on assessment in recent years and assessment experts have been brought to campus for presentations. Some examples include:
- ABET assessment workshop;
 - NCATE assessment workshop.
 - Higher Learning Commission assessment workshop
13. Participation in the Voluntary System of Accountability (VSA)
Fairmont State University participated in the trial of the VSA and is participating in the VSA annually. Our director of institutional research participates in conferences related to the VSA on a regular basis and maintains updates to the VSA. Data is currently posted on our Institutional Research web page.
14. Data are made available to the campus community by being posted on the Institutional Research web page.
15. Once surveys or assessments are performed, debriefing meetings with faculty, staff, and senior administration are conducted and action plans on how to utilize data are formed.

Status of Assessment with Higher Learning Commission

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

- define outcomes,
- select tools of direct measurement to assess outcomes,
- collect and analyze data, and
- 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 with the site visit scheduled for October 2012.

Goal:

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

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

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

Data sources from assessment measures are displayed on the Institutional Research webpage as well as on the VSA website.

Strategies Undertaken in 2010-2011:

- Assessment is a major focus for the HLC Self-Study. The committee working on this criterion has met individually with all the schools and colleges within Fairmont State University in order to fill gaps in the assessment process. All areas are required to have program outcomes, assessments, program improvement plans for their areas. In addition, all courses have outcomes, assessments, rubrics, and plans for improvement to close the assessment loop.
- Assessments of all activities were conducted. For example, surveys were given for all co-curricular events, for the speaker series, Family Weekend activities, orientation sessions, for Welcome Weekend activities, for Campus Visitation Days, and more.
- Data and measures obtained from the Collegiate Learning Assessment (CLA) instruments were analyzed. The CLA has been conducted for the last four 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.

- Fairmont State posted results from CLA, NSSE, and Noel-Levitz on the Voluntary System of Accountability (VSA) site.
- FSU continued participation in Common Data Set; this data set is online.
- FSU conducted review of outcomes and assessments with departments across campus so all areas can continue to work together in developing and assessing student learning outcomes.
- Faculty members concentrated on developing and recording learning outcomes, program outcomes, and assessments for all areas. Each school is developing a continuous improvement plan. All of these efforts ultimately become a part of the five-year program review process.
- All these assessment results are posted on the Institutional Research web page for individuals at the institution to use.

Accreditation

Data:

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

- The School of Education currently holds NCATE accreditation.
- The School of Nursing currently holds NLNAC accreditation. The School of Nursing has completed its self study and a visiting team was on campus October, 2010. The program is accredited through 2016.
- The School of Business currently holds accreditation for the Association of Collegiate Business Schools and Programs (ACBSP) and the International Assembly for Collegiate Business Education (IACBE). The School of Business is completing the self study to apply for accreditation in the Master of Business Administration program.
- Civil Engineering Technology (AS) – ABET accredited through 2014
- Civil Engineering Technology (BSET) – ABET accredited through 2014
- Drafting and Design Technology (AAS) – ABET accredited through 2014
- Electronic Engineering Technology (BSET) – ABET accredited through 2014
- Mechanical Engineering Technology (AS) – ABET accredited through 2014
- Mechanical Engineering Technology (BSET) – ABET accredited through 2014
- Occupational Safety – ABET accredited through 2014
- Graduate programs are accredited through Higher Learning Commission; a progress report was submitted in January, 2010. The HLC approved the progress report and graduate programs will be a part of the HLC comprehensive visit in 2012-2013.
- Chemistry attained accreditation from the American Chemical Society that became effective Fall 2009.

Goal:

As part of the culture of assessment, academic programs are actively seeking 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 2010-2011:

- The School of Education has mapped INTASC standards with course elements and these elements have been integrated into program outcomes.
- 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.
- Three faculty members have been given ten-month faculty contracts to address accreditation concerns.
- New nursing simulation labs have been developed; an adult simulator, a child simulator, and a baby simulator have already been obtained for these new labs and additional equipment has been added to this lab during the past year.
- The curriculum has been redesigned and faculty members have been modifying outcomes and assessments to meet accreditation standards.
- Analysis of results of MFT resulted in redesign of Information Systems program.
- A rigorous program review process has been implemented for graduate programs.
- Program outcomes and assessments have been developed for each graduate program for continuous program improvement. These outcomes and assessments will be housed in the TaskStream software.
- Possible new graduate programs are being researched based upon the needs of the service area.
- Computer Science has redesigned its program in anticipation of seeking ABET accreditation within the next two years.
- New faculty members are being hired and program modifications have been made for Information Systems in anticipation of seeking ABET accreditation within the next two years.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

All accreditations were maintained. The School of Nursing programs were reaccredited during the past year.

Alignment with K-12 schools

Data:

- Fairmont State University continues its Gear Up grant; as a result, numerous students, parents, and counselors come to campus on a regular basis and are given opportunities to participate in University activities, such as the American Shakespeare Company productions, quiz bowl, and academic fairs.
- Fairmont State takes placement testing into the high schools so that students and faculty in high schools know which students will require developmental courses once they enroll in college.
- Faculty from Fairmont State participated in the alignment of standards with K-12 in the identification of objectives to be accomplished and identified by the Westest.
- High school counselors attend an annual meeting on the Fairmont State campus; this provides the opportunity to share needs and expectations.
- Fairmont State University's newly opened West Virginia Folklife Center is partnering with RESA VII for program development.
- County high school superintendents are invited to the Fairmont campus during various times during the year to determine needs and expectations.
- Fairmont State University provides priority scheduling for high school students who are taking college classes.
- Many community service learning activities are conducted with public schools, such as FSU Counts and FSU Reads, and after school tutoring programs for math and literacy.
- Fairmont State University continues its Professional Development School (PDS) Partnership with over forty schools in our service region. The goal of the PDS Partnership is to provide field experiences and clinical support for students and public schools, to support action research projects, and to communicate with site coordinators and others in the schools. The Partnership also provides professional development support to partner schools, and helps to design and implement professional development initiatives.
- Fairmont State has expanded the PDS Partnership to provide faculty liaisons to the PDS schools; 18 faculty from across the institution, as well as administrators serve as liaisons, and the group is expected to expand to 23 in 2011-12
- 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 Center for Education in Appalachia is working with high schools in three school districts to plan and implement the New Tech High School initiative in WV.
- The Center for Education in Appalachia is working with North Marion High School on initiatives to follow up on their Innovation Zone grant received in 2010.
- 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 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.
- Through the FSU PDS Partnership and Teacher Education, over 200 teachers have been introduced to and have worked intensively with the new West Virginia Professional Teaching Standards.
- Beginning in the fall 2011, all pre-Teacher Education majors will be required to complete an "Early Field Experience" as part of admissions process to the major. Approximately 100 Freshmen will participate in the initial cohort of students engaged in volunteer support activities in local community agencies, neighborhood settings, and PDS sites.
- Through EDUC 3351/3352, FSU Teacher Education faculty work with approximately 100 Candidates and their host teachers in the implementation of project-based learning strategies in classroom practice.
- Through the student-teaching experience and host teacher support, FSU Teacher Education Faculty and PDS Liaisons worked with approximately 100 Candidates and their host teachers on the implementation of Action Research and Digital Portfolio practices.
- Gear Up at Fairmont State has an expanded area which now includes fifty-six schools in fourteen counties. Gear Up helps parents and students learn how to prepare, enter, and succeed in college, or other post-secondary training.
- Students from our service region are provided many opportunities to come to campus and participate in activities such as after school tutoring or the annual fall Quiz Bowl.

- FSU graduate faculty teach professional development courses for regional public school teachers in the areas of reading, science, and folklore.
- The SoEHHP has implemented two new M.Ed. emphases designed primarily for practicing teachers: 1) Digital Media, New Literacies and Learning; and 2) Exercise Science, Fitness and Wellness.
- The FSU PDS partnership, in collaboration with the Marion County Schools, has created a new professional opportunity for exemplary teachers. The SoEHHP Graduate Programs, the FSU PDS Partnership Office, and Marion County will identify a teacher to serve in residency at the University on one year appointments to assist PDS sites in the design and implementation of professional development initiatives. This new role began in Fall 2011.

Goal:

- Fairmont State will expand the number of FSU Faculty Liaisons, and further define the ways that Liaisons support innovative practice and student learning in the PDS sites.
- Two additional graduate programs will enroll their first cohorts in 2011-12 to assist public school personnel in the area with additional certifications.
- PDS based support of host teachers, site coordinators and principals will introduce and/or reinforce use of the new West Virginia Professional Teaching Standards for over 200 public school educators.
- Workshops will be held on the Fairmont State University campus for alignment of goals between the K-12 system and the University.
- Fairmont State University is modifying the FSU School of Education curriculum in some areas to meet the needs of the K-12 system. For example, an Instructional Technology curriculum is proposed to meet the changing needs of librarians in the K-12 system.
- Fairmont State University will participate in initiatives, such as the White Hall Elementary Strategic Planning and the Task Force meeting on classroom capacity, as requested by the public schools.
- Fairmont State University will hold conversations with public school superintendents regarding the Innovation Zones legislation to determine how the Fairmont State School of Education might assist with this initiative.
- FSU will partner with Marion County Schools as they develop an Anti-bullying Advisory Committee.

Strategies Undertaken in 2010-2011:

- America Reads and Math Counts were offered to assist public school programs.
- Through the PDS effort:
 1. Teacher performance rubrics for student teachers and teacher education candidates in general were developed.
 2. PDS site-based professional development projects were implemented.
 3. Liaison network was developed.
 4. Student teachers practiced digital portfolio development.
 5. Action Research projects were designed and conducted in order to determine effective teaching strategies in classrooms.
 6. Host teachers and Teacher Education candidates in engaged in classroom teaching practices grounded in project based learning.
- Marion County math teacher professional development cohort was established.
- Fairmont State University School of Education is proposing new masters' options to address needs of K-12 teachers:
 1. Digital Media, New Literacies, and Learning
 2. Teacher Leadership
 3. On Line Learning
 4. "Appalachian Studies" master's option for teachers
- New Tech High Schools Initiative is being pursued.
- Fairmont State University is participating in several science-related initiatives with Science/Technology.
- The College of Science, Math, and Technology implemented a summer grant with middle school teachers/students.

- The Folklife Center participated in professional development activities with Prickett's Fort.
- The Center for Arts Engagement (professional development and teacher resource components) continued activities throughout the year.
- Students participated in activities on the Fairmont State campus, such as summer camps, science bowls, math competitions, Gear Up, and Quiz Bowl.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

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

Use of Instructional Technology

Data:

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

In addition to Blackboard Vista, Fairmont State University is also using clicker technology for the purpose of quick assessment and engagement of student learning. Several classrooms are also equipped with Symposia. 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:

Year	Fall	Spring	Summer	Yearly Total
2004-05		72	49	121
2005-06	79	98	45	222
2006-07	99	113	59	271
2007-08	108	118	74	300
2008-09	89*	87*	70	246
2009-10	89	83	74	246
2010-11	83	80	86	249

*Note: From 2008-09 and on data reflects separation of FSU and PC&TC.

Enrolled Headcount in Virtual Courses offered completely online:

Year	Fall	Spring	Summer	Yearly Total
2004-05		1,509	910	2,419
2005-06	1,590	1,927	734	4,251
2006-07	2,101	2,567	1,091	5,759
2007-08	2,565	2,864	1,532	6,961
2008-09	2,257	2,038	1,030	5,325
2009-10	1,536	1,822	1,372	4,730
2010-11	1,536	1,618	1,717	4,873

*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 2010-2011:

- The Teaching and Learning Commons was established to merge services of the Help Desk with Blackboard services and other technology-related needs on campus. The Teaching and Learning Commons moved to the Library where expanded hours assist students.
- The wireless network was expanded to all parts of the campus.
- Computer labs were updated and will continue on a three-year replacement cycle for computer labs on campus.
- FSU is in the process of implementing an intra-net so that some documents and information will not be available to the public, but so students will receive information they need for their classes and majors.
- Phone applications have been implemented so that students have access to an e-web site for ease of information transfer.
- A phone application has been designed so that students can get their Blackboard courses via their smartphones.
- 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.
- 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.
- Help desk hours were expanded.
- Grants were awarded to specific faculty members to develop online courses.
- Fairmont State is in the process of implementing cloud computing so that students might have access to any software they need anywhere on campus.

This may be accessed in a regular computer lab, by their laptop through the wireless network, by any other device such as an I Pad that they might bring to campus, or by their smartphone.

- Four additional distance learning classrooms were added to the campus and to the Caperton Center during the past year.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

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

Career Placement

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

Data:

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

Bachelor Degrees

- 94% of graduates reported either full or part-time employment
- 81% of graduates reported working in their academic field of study or peripherally related to their academic field of study
- 70% responded being very satisfied or satisfied with their current position
- 87% reported working in the state of West Virginia
- 35% reported to be continuing their education at some level
- Seven graduates not employed were seeking employment

Master Degrees

- 92% of graduates reported working in their academic field of study or peripherally related to their academic field of study
- 85% responded being very satisfied or satisfied with their current position
- 95% reported working in the state of West Virginia
- 25% reported to be continuing their education at some level
- Two graduates not employed were seeking employment

Goals:

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

- Increase by ten students each year for the next five years for a total of fifty additional students and alumni assisted with the development of successful job search strategies.
- Actively solicit and increase the number of online job postings.
- Work with faculty to incorporate career planning into course curriculum as well as assisting with internship development and tracking.
- Expand the online job registration/posting for employers by at least five additional jobs per semester.
- Expand the online job fair registration by soliciting recommendations from faculty and staff for vendors to participate.

Strategies Taken in 2010-2011:

- Work toward conducting an employment fair targeting our students and alumni in specific programs.
- Establish systems to improve our ability to track our students and alumni that are using our services throughout the year.
- Continued to broaden the base of employer contacts both in and out of state by encouraging referrals by faculty and exploring the possibility of purchasing databases of employers for our region.
- Increase educational programming regarding job searching in a tough economy in order to better prepare graduates to enter the workplace.
- Increase collaboration with faculty with the goal of incorporating career development and job searching activities into the curriculum on a larger scale.
- Increase contact with identified undeclared students in order to provide resources and counseling.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

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

Institutional Financial Aid

Data:

Grants

- Federal Pell Grant
 - Year-Round Pell Summer 2010 & Summer 2011 Impact
 - Additional 204 2nd scheduled Pell award students in Summer 2010
 - Total Pell Awards in Summer 2010 – 360 versus 60 in Summer 2009
 - Year-round Pell not funded for 2011-2012
- Erma Byrd 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
 - Not funded for 2011-2012 due to Federal Budget Crisis
- The National Science and Mathematics To Retain Talent (SMART) Grant for Juniors and Seniors
 - Not funded for 2011-2012 due to Federal Budget Crisis

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.

- Board of Governors (Charles J. McClain) Runner Up Scholarship \$3000 (All Applicants invited to interviews)
- Campus Life Level 1 – 3.0 GPA & 19 ACT/910 SAT - \$3000
- Campus Life Level 2 – 2.5 GPA & 17 ACT/830 SAT - \$2000
- Aladdin Scholarship - \$1,000
- The Combined Ability Scholarship - \$1500 - for out-of-state students is calculated by adding ACT/SAT percentile with class rank percentile or GPA.
- WV Promise Scholarship
 - New recipients Promise Floor of \$4750 beginning January 2011
- WV Underwood-Smith Teacher Scholarship Program
- Robert C. Byrd Scholarship Program
 - Not funded federally for 2011-2012, 1 year continuance by State
- WV Engineering, Science and Technology Scholarship

Loans

- Federal Perkins Loan
- William D. Ford Federal Direct Loan
- Federal Direct Parent Loan for Undergraduate Students (PLUS)
- Federal Direct Graduate / Professional Loan
- Federal Direct Graduate Plus Loan
- Alternative Loans

Goal:

Fairmont State University tuition waivers are awarded both for recruitment and retention and on the basis of merit and need; the number of waivers each year is 5% of the FTE enrollment. Fairmont State maximizes the use of their waivers to support recruitment and retention efforts.

Fairmont State has continued with the ACG and SMART grant programs in compliance with the regulations with established cooperation among Admissions, Registrar, Financial Aid, and Information Technology. These grants will not be funded by the Federal Government for 2011-2012.

Strategies Taken in 2010-2011:

Added a full-time Director February 2009

Added two additional Financial Aid Counselors – one who also assists with Veteran Certification

Revised Financial Aid Counselor processing by date to increase productivity

Participated in Chapter 33 Post 911 GI Bill Yellow Ribbon (19 Waivers 2009-2010)

With the hiring of the Senior Vice President of Enrollment and Student Services (January 2011), a new institutionally goal driven recruitment and retention plan will be developed. Part of that plan will include strategic financial aid leveraging strategies to improve the recruitment/yield of traditional, adult, and academically talented students

Financial Aid increased their presence at High School Workshops in 2010 providing information to and assisting with FAFSA (Free Application for Federal Student Aid) preparation for students and family members. Financial Aid personnel also volunteered in West Virginia's College Goal Sunday assisting many students, parents, and other family members complete the FAFSA.

Fairmont State fully utilized scholarship funds from the Neighborhood Investment Program. These scholarships are awarded to the neediest students (state residents) with total household income at or below 125% of the National Poverty Line. The scholarships are provided by The Fairmont State Foundation, Inc. through a grant that utilizes donations for State Tax Credits. (\$80,500 in 2010-2011).

LEVEL OF SUCCESS IN GOAL ATTAINMENT

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

RESPONSE TO CRITIQUE TEAM

Fairmont State University and Pierpont have been moving toward separation of functions in the financial aid office. As the critique team indicated, it is difficult to manage financial aid for two institutions through one financial aid office. Additional staff members have been hired to help with processing from both institutions. Plans are to identify staff for each institution during the upcoming year and in fact, identify a separate financial aid director for the community college.

For Academic Aid Year 2010-11

	Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
Scholarships/Grants		
Federal	\$8,419,662	\$0
State (i.e., all states, not only the state in which your institution is located)	\$5,611,699	\$33,000
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$577,431	\$184,776
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$0	\$442,603
Total Scholarships/Grants	\$14,608,792	\$660,379
Self-Help		
Student loans from all sources (excluding parent loans)	\$8,089,682	\$10,624,182
Federal Work-Study	\$262,662	0
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$0	\$517,643
Total Self-Help	\$8,352,344	\$11,141,825
Other		
Parent Loans	\$0	\$682,886
Tuition Waivers Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$246,770	\$188,838
Athletic Awards	\$752,431	\$296,810

Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergraduate (Incl. Fresh.)	Less Than Full-time Undergraduate
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2010 cohort)	776	3645	524
b) Number of students in line a who applied for need-based financial aid	758	3238	330
c) Number of students in line b who were determined to have financial need	589	2686	289
d) Number of students in line c who were awarded any financial aid	564	2610	254
e) Number of students in line d who were awarded any need-based scholarship or grant aid	479	2061	170
f) Number of students in line d who were awarded any need-based self-help aid	391	1972	191
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	236	559	12
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	53	150	3
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	71.5%	68.3%	49.4%
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$ 2,647	\$ 3,177	\$ 2,610
k) Average need-based scholarship and grant award of those in line e	\$ 6,911	\$ 6,426	\$ 3,318

l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$ 2,894	\$ 3,870	\$ 3,695
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$ 2,888	\$ 3,801	\$ 3,690

Programs of Distinction

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

B.S. Accounting Program as Program of Distinction

The School of Business B.S. in Accounting program achieved recognition as a program of distinction during its last five-year program review and continues as a program of distinction. Over the past several years, the faculty, staff, students, and graduates of the Fairmont State University Accounting Program have actively demonstrated the exceptional quality of this accounting program.

Response to Critique Team

- In the past two academic years, the program has graduated 49 students. Of those 49 students, 87% were CPA exam ready having completed the 150 semester hours required by the West Virginia Board of Accountancy.
- Of those graduates, nine students received job placements in public accounting. One received a placement at a “Big 4” international accounting firm and the remaining eight were placed in regional firms. Of the graduates, eight students entered jobs in private companies or in not-for-profit organizations. Three of the graduates were accepted into graduate school.
- The accounting program is host to a Volunteer Income Tax Assistance site. The site provides income tax assistance to low income and elderly taxpayers who cannot afford to pay for professional tax help.
- The program incorporates numerous forms of technology into the classroom, including response clickers, distance learning classrooms, and many more.
- The Advisory Council continues to meet regularly with the faculty. The Council has been active in providing speakers and financial assistance to the Student Accountant Society. They have also made recommendations that are being incorporated into the accounting curriculum presently under revision.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The program continues to be a program of distinction and will be evaluated during the next five-year program review cycle.

School of Science and Technology – Occupational Safety as a Program of Distinction

B.S. Occupational Safety as a Program of Distinction

The Occupational Safety program was introduced in 1984 and achieved ABET Accreditation in 2007. It is one of only nine B.S. Accredited Safety programs in the world. The program utilizes a comprehensive continuous improvement plan to maintain relevancy and meet ABET accreditation standards. It is due to its ABET Accreditation and designation during the last five-year program review that the program has earned the classification as a program of distinction.

Response to Critique Team

- The program continues to grow in number of majors and number of graduates. In 2010-11 there were 55 majors in this program.
- As of 2010, 98% of the graduates found successful employment in the safety field or have matriculated to graduate studies.
- The Occupational Safety program provides courses for other ABET accredited technology programs at FSU.
- The program faculty members have developed a strong industry partnership and internship program. Organizations participating in this partnership include: Allegheny Energy, Consol Energy, MSES Consultants, Honda of America, Traylor Brothers, Hensel Phelps, Kiewit, Thrasher Engineering, WVU Extension Service, and CNX.
- Several students in the program have also received the Erma Byrd Scholarship (\$5,000 - \$15,000.00), the American Society of Safety Engineers Scholarships (\$5,000.00), and recognized as NASA Scholars.

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The program continues as a program of distinction and will be evaluated once again during the next five-year program review cycle.

Compact Reporting – Elective Elements:

Economic Growth

Promotion of Global Awareness

Strategies Undertaken in 2010-2011:

- Fairmont State University signed an agreement with Namseoul University and the first students from that university are studying on campus now. An additional twenty students will be joining FSU in January of 2012.
- The Roads to Appalachia program continued when faculty, students, and community members traveled to Belgium, Western Germany and Northern Switzerland during summer of 2011.
- Also as a part of the Roads to Appalachia program, a study abroad opportunity will be available for faculty, students, and community members during summer 2012.
- Honors, architecture, and other students participated in a trip to Berlin.
- Fairmont State University is continuing its student exchange program with the University of Calabria in southern Italy. Three Fairmont State University students have studied in Italy; more than twenty Italian students have attended Fairmont State University.
- A group of high school students from the Calabria region of Italy spent two weeks on the Fairmont State campus during the summer of 2011 studying ESL, learning about the region, and participating in a Diversity Camp.
- Fairmont State University has had Fulbright Scholars on campus for the past four years; this year FSU has a French and Spanish Fulbright scholar teaching and studying on campus.
- Dr. J. Robert Baker continues to serve as the Fairmont State University Fulbright Scholar representative.
- A World Language Table was sponsored each week for faculty and students to practice their language skills and help others learn.
- Students shared experiences of international study and travel with the campus community.
- The International Film Festival was held on campus.
- The number of international students enrolled during 2010-2011 was close to 100. As a result, the English as a Second Language (ESL) program experienced growth.
- Nine Korean nursing students from Ansan College came to the Fairmont State University campus to study from October 2010 to March 2011.
- Nursing faculty, business faculty, and students spent two weeks in South Korea visiting Ansan College, Namseoul University, and Hanang University during summer 2011.
- An international flag raising ceremony was held.

- An international student reception is held every fall and spring.
- A graduation reception was held in May 2011 for international students and their parents.
- Fairmont State is exploring a possible partnership with a Chinese school, The Henan Radio and Television University, in the Henan Province in China and the College of Science and Technology. A delegation from this university will visit campus in October 2011.
- FSU is exploring the possibility of hiring an Italian instructor from Italy.
- An FSU accounting instructor is studying in Italy this year and is helping to coordinate activities with FSU.

Five Year Goals:

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

LEVEL OF SUCCESS IN GOAL ATTAINMENT

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

Access

Educational Services to Adults

Strategies Undertaken in 2010-2011:

- Fairmont State University has sent individuals from our institution to be trained as trainers for the DegreeNow workshops.
- FSU will host a DegreeNow workshop on campus during Fall 2011.
- Fairmont State University has been participating in the RBA Today initiative being conducted by HEPC. FSU was awarded three grants to develop courses for the RBA Today program and continues to offer those courses. Individuals from FSU have participated in RBA workshops and information sessions.
- Fairmont State University has been participating in the Yellow Ribbon Project and is offering additional services to veterans through this initiative. A coordinator is being hired for this task.
- Many courses are being offered online, at branch campuses, during evening hours, and on the weekend.
- All instructors are to have at a minimum their grade book and syllabus online through Blackboard Vista, but most have content materials, discussion groups, quizzes, and more online as well.
- The library offers expansive resources online.
- Services such as financial aid, bill payment, class registration, and textbook purchases may be accomplished online without coming to campus.
- The Regents Bachelor of Arts Degree program offered portfolio evaluations and liberal acceptance of credit to make it possible for adult students to receive college equivalent credit.
- The Non-traditional Student Society continued to meet over the past few years in order to discuss concerns and problems of adult students. The director of this program has established an online presence so now students share concerns through a chat room. A gathering space on campus is being designed for adults.

Changes anticipated over the next six years:

- Fairmont State University has completed architectural drawings for the Student Access and Success Center with an anticipated opening of January 2013. This Center will have expanded hours of operation and will provide better access to adult students, as well as traditional students.
- Continued participation in the RBA Today initiative.
- Increased number of compressed, graduate and online courses being offered.
- Additional Weekend College offerings.
- Additional online library services.
- Additional courses and degree completion programs at the Caperton Center facility; additional courses offered at off-campus locations.

Adult Student Headcount Enrollment

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

2005	1,279 students	28.5% of total student population
2006	1,214 students	28.6% of total student population
2007	1,212 students	29.6 % of total student population
2008	1,164 students	28.3% of total student population
2009	1,463 students	31.9% of total student population
2010	1,302 students	29.8% of total student population

*Graduate students are not included.

Undergraduate Degrees Granted to Adult Students

Over the past three years Fairmont State has had a total of 939 undergraduate degrees granted to adult students. On average, there were 313 adult graduates per year.

Number and Percent of degrees awarded to non-traditional students			
ACADEMIC YEAR	Non-Trad Age	Trad Age	Grand Total
2003-04	273 (45%)	338	611
2004-05	272 (44%)	348	620
2005-06	311 (46%)	362	673
2006-07	318 (44%)	413	731
2007-08	313 (42%)	439	752
2008-09	325 (45%)	404	729
2009-10	301 (43%)	401	702
Grand Total	2113 (44%)	2304	4818

Number of graduates in RBA program

Over the past three years Fairmont State has had 126 students graduate from the Regents Bachelor of Arts Degree program; this trend continued during 2010-11 with an additional 45 students graduating with this degree. Currently there are 71 students enrolled in 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 were offered as weekend courses each semester; this equates to 2% of total courses offered.

Courses offered through distance learning

YEAR	FALL	SPRING	SUMMER	TOTAL
2004-05		72	49	121 (5.5%)
2005-06	79	98	45	222 (6.03%)
2006-07	99	113	59	271 (7.14%)
2007-08	108	118	74	300 (7.65%)
2008-09	117	121	96	334 (9.27%)
2009-10*	89	83	74	246 (9.57%)
2010-11*	83	80	86	249 (9.81%)

****FSU only; however, FSU students are eligible to take PC&TC courses as well***

CREDIT HOURS OFFERED THROUGH DISTANCE LEARNING

		POPULATION	HEADCOUNT
DATE			
16-OCT-05	NonTrad Age	246	997
16-OCT-05	Trad Age	419	1468
02-FEB-06	NonTrad Age	281	1104
02-FEB-06	Trad Age	504	1728
15-OCT-06	NonTrad Age	259	1087
15-OCT-06	Trad Age	450	1611
02-FEB-07	NonTrad Age	304	1245
02-FEB-07	Trad Age	637	2354
15-OCT-07	NonTrad Age	301	1202
15-OCT-07	Trad Age	531	2055
08-FEB-08	NonTrad Age	360	1404
08-FEB-08	Trad Age	643	2600
15-OCT-08	NonTrad Age	342	1432
15-OCT-08	Trad Age	697	2763
09-FEB-09	NonTrad Age	348	1610
09-FEB-09	Trad Age	705	2781
15-OCT-09	NonTrad Age	462	2088
15-OCT-09	Trad Age	807	3158
15-FEB-10	NonTrad Age	417	2119
15-FEB-10	Trad Age	707	2818
15-SEP-11	NonTrad Age	518	2591
15-SEP-11	Trad Age	745	2962
15-SEP-11	NonTrad Age	417	1965
15-SEP-11	Trad Age	586	2344

Number of students awarded HEAPS

In 2010-2011 Fairmont State University awarded HEAPS two-year program grants to 86 students for a total of \$106,684 and HEAPS four-year program grants to 118 students for a total of \$136,930. Total for both programs is 204 students for a total of \$243,614.

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

The RBA coordinator is in her second year appointment and additional changes are being planned to fulfill the commitment to RBA Today. Faculty members from across campus (Language & Literature, Business, Education, and Science) are involved in course delivery for RBA Today. Mailings to reach adult students will be sent out later this fall to encourage students to return to college. Some progress was made during 2010-2011; however, much more progress is anticipated during the next year as degree completion initiatives continue to grow.

Cost and Affordability

External funding

Strategies Undertaken in 2010-2011:

- Fairmont State University faculty and staff submitted grant proposals to various organizations. In addition, many faculty members submitted individual grants in an attempt to secure funds for improved student learning opportunities.
- The largest grants were awarded from NASA, Gear Up, Higher Education Policy Commission (\$100,000 for OSIX), and PDS (\$110,000).
- During 2010-2011 Grants and Contracts generated \$11,673,971.58; the total value of these contracts was \$37,289,809.55.

Goals:

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

LEVEL OF SUCCESS IN GOAL ATTAINMENT

Fairmont State University increased its grant activity from 10.4 million the previous year to 11.6 million this current year. Even though no huge grants were awarded, individual grants submitted by faculty and by the FSU Foundation resulted in a growth of grant activity during the past year. A new Gear Up grant has been submitted for next year; if awarded, this grant will significantly increase external funding for Fairmont State University.

Learning and Accountability

Expansion of graduate/postdoctoral education

Strategies Undertaken in 2010-2011:

The majority of the master's degree programs that Fairmont State University currently offers continued to develop and prosper during 2010-2011. These programs included:

Master of Education (M.Ed.)

- Concentration in Special Education: Multi-categorical
- Concentration in Multi-categorical Special Education for *Non-Education Majors*
- Concentration in Professional Studies
- Concentration in Online Learning
- Concentration in Reading (NEW - approved by WV Board of Education July 2007)
- Concentration in Digital Media, New Literacies and Learning (new program this year)
- Concentration in Exercise Science, Fitness and Wellness (new program this year)
- Special Teachers for the Eastern Panhandle – Project STEP

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

Master of Science - Criminal Justice

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

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

LEVEL OF SUCCESS IN GOAL ATTAINMENT

The number of graduates during the 2010-2011 year exceeded the goal. The number of graduate students is on target. Additional program development of new graduate programs has been hampered by limited resources; however, FSU established a graduate school budget and has committed resources to graduate studies as a direct

result to information gathered in developing the Progress Report on Graduate Studies to the Higher Learning Commission. Faculty lines have been identified for graduate programs and a graduate budget has been established.

Expansion Anticipated Over the next six years

- An Intent to Plan for Masters in Architecture was approved by the Fairmont State University Board of Governors at its October 2010 meeting. During the past year, the faculty and dean have worked with the National Architecture Board to determine that the proposed program will meet accreditation standards. Currently, the undergraduate architecture degree is a pre-professional program similar to what many states offer. Having the Masters in Architecture program would provide for a professional license after students complete their B.S. degree and pass the licensure exam. This program would provide for licensure as outlined by the National Architectural Accrediting Board. This proposed program is in response to needs voiced by students currently and previously enrolled in the undergraduate program.

Innovation

Student Civic Engagement

Civic Engagement in general studies

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

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:

- Crisis and Disaster Services
- Basic Needs Services
- Youth Services
- Elderly Services
- Health Care
- Public School System
- Community growth and improvement
- National and local government projects
- Animal welfare
- Community preservation
- Income tax preparation
- Academically Linked Service Activities

We have established partnerships with the following:

1. Marion Co. United Way
2. American Red Cross
3. Child Advocacy Center (CAC)
4. CASA (Court Appointed Special Advocates for Children)
5. Family Services
6. Girl Scouts of Black Diamond Council
7. Hope, Inc. (Women's Domestic Violence Shelter)
8. Marion County Family Resource Network
9. Marion County School System
10. Marion County Senior Center
11. Milan Puskar Health Right
12. Scott's Place Shelter (Homeless Shelter)
13. Sobrania/Soup Opera
14. The Disability Action Center
15. The Connecting Link
16. The Salvation Army
17. YMCA
18. AARP-WorkSearch West Virginia
19. Boy's & Girl's Club of Marion County
20. City of Fairmont
21. Cooper's Rock Foundation
22. Crestview Nursing Home
23. Fairmont General Hospital
24. Fairmont Parks & Recreation
25. Habitat for Humanity (Marion County)
26. Health Access

27. Leadership Marion
28. Morgantown Boy's & Girl's Club
29. Louis A Johnson Veterans Association Medical Center
30. Union Mission/WV Rescue Ministries
31. Mon Youth Build
32. 612 MAC
33. Fairmont Main Street

LEVEL OF SUCCESS IN GOAL ATTAINMENT

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

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

Number of Students Participating

For the 2010-2011 school year, over 3000 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 2010-2011. Fairmont State University achieved distinction on the 2010 President's Higher Education Community Service Honor Roll.

Fairmont State University hosted the Second Annual Community Service Learning Conference in March 2011.

Fairmont State University		Base Year	Goals					
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	4,464	4,547	4,574	4,709	4,599	4,645	4,692
1b	Annualized FTE Enrollment*	3,763	3,763	3,830	3,907	3,877	3,916	3,955
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	64	62	60	63	62	63	63
2b	Avg Retention Rate of Institution Peers (median)*	63	66.5	65.9	67	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	44	41	37.0	35.0	36	37	38
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	41.1	40.0	38.1	36.8	40	40	40
3c	Avg Graduation Rate of Peers (Median)*	36.5	32	35.4	33.5	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate	78	107	97	113	83	85	90
	Bachelor	671	645	616	559	680	685	690
	Masters	65	85	121	85	68	68	70
	1st Professional							
	Doctoral							
	Total Degrees	814	837	834	757	831	838	850
5	Number of undergraduate degrees in STEM & Health Fields***	183	155	150	142	186	187	188

* IPEDS data

** HEPC data

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