Fairmont State University

FSU Institutional Compact

2007-2012

Submitted to the

Higher Education Policy Commission

December 1, 2008
Introduction to the FSU Institutional Compact with the HEPC

In the Spring of 2006, Fairmont State University (FSU) completed the process of developing a comprehensive Strategic Plan to shape its future for the next five years [2006-2011]. In compiling the compact’s elements, goals, and institutional strategies to achieve those goals for the FSU Institutional Compact with the Higher Education Policy Commission (HEPC), it is desirable to maintain the framework, initiatives with action steps, and success indicators that are contained in the FSU Strategic Plan, where appropriate, so as to maintain a complete consistency with reporting and planning for and to all areas and constituencies.

The FSU Strategic Plan contained an overall vision statement, a mission statement, core values, and seven key goals:

Vision:

Fairmont State aspires to be nationally recognized as a model for accessible learner-centered institutions that promote student success by providing comprehensive education and excellent teaching, flexible learning environments, and superior services. Graduates will have the knowledge, skills, and habits of mind necessary for intellectual growth, full and participatory citizenship, employability, and entrepreneurship in a changing environment.

Mission:

The Mission of Fairmont State University is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the welfare of all.

Core Values:

SCHOLARSHIP: To celebrate the joy and wonder of discovery.

• Through rigorous scholarship, we promote critical thinking from the first class through life-long learning and ensure the development of new knowledge.

OPPORTUNITY: To grow, learn, engage, and contribute.

• Through accessible, quality education, we provide opportunities to grow and to discover goals, both personal and communal.

ACHIEVEMENT: To reach personal and community goals.
• Through disciplined effort, we facilitate and honor achievement.

RESPONSIBILITY: To fulfill obligations to ourselves, the learning community, our society, and the future.

• Through mutually responsible conduct, we act with integrity, we respect diversity, and we pursue an informed worldview.

FSU STRATEGIC GOALS AND ACTION STEPS, 2006-2011

Goal 1. Empower faculty and students to achieve high levels of teaching and learning.

1. Support teaching and learning as the central focus of the institution.
2. Maximize facilities (virtual and physical) for effective teaching and learning.
3. Support learning through a fully outcomes-based curriculum.
4. Integrate the development of the following liberal education abilities across the college experience: communication, critical analysis, problem solving, decision making, social interaction, global perspective, effective citizenship, and aesthetic engagement.

Goal 2. Cultivate and strengthen the educational, economic, and cultural well-being of our region.

1. Improve accessibility and increase communication.
2. Foster quality community partnerships.
4. Expand community outreach activities.
5. Enhance and capitalize upon the intellectual and cultural environment of the region.

Goal 3. Expand and promote community education.

1. Establish a central contact for community education and outreach programs.
2. Identify new offerings to meet community needs and interests.
3. Support community education providers.
4. Increase participation in community education throughout our service region.
5. Institute a regular rotation of community education offerings.

Goal 4. Develop select graduate programs with a focus on regional needs.

1. Increase investment in graduate education.
2. Ensure meaningful graduate educational experiences.
3. Implement best practices in graduate support services.
4. Improve services to working adult graduate students.
5. Expand graduate education opportunities.

**Goal 5. Create a student life environment that enhances participation in campus events.**

1. Implement a comprehensive communication plan to publicize campus events.
2. Expand and diversify student authority and responsibility for programming and delivery of co-curricular events.
3. Develop expectations and incentives for student, faculty, and staff participation in co-curricular events.

**Goal 6. Provide a comprehensive, integrated approach to the First Year Experience that encourages student success.**

1. Communicate academic and co-curricular expectations to first-year students.
2. Improve the availability and quality of student services.
3. Align efforts of Student Affairs and Academic Affairs in support of first-year students.
4. Create a campus environment that fosters student development during the first year.

**Goal 7. Develop, retain, and recruit high-quality people who contribute to a satisfying and productive work environment.**

1. Determine the level of professional satisfaction, and identify and address significant concerns.
2. Increase the sense of community and shared mission among employees.
3. Develop policies that enable job flexibility.
4. Expand opportunities for professional development and training.
5. Increase productivity through effective use of technology.
Compact Reporting Elements

Enrollment

Data:

Institutional

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fall credit headcount enrollment</td>
<td>4,071</td>
<td>4,740</td>
<td>4,611</td>
<td>4,464</td>
</tr>
<tr>
<td>Annualized FTE enrollment</td>
<td>3,745</td>
<td>4,087</td>
<td>3,901</td>
<td>3,763</td>
</tr>
</tbody>
</table>

Fall Credit Headcount Enrollment and Annualized FTE

Values for 2004 through 2007 are provided by IPEDS and the HEPC. The fall headcount enrollment for 2007 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 projected fall credit headcount enrollment of 4,732 and an annualized FTE of 3955.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Total Fall Headcount Enrollment</td>
<td>4,071</td>
<td>4,740</td>
<td>4,611</td>
<td>4,464</td>
<td>4,547</td>
<td>4,592</td>
<td>4,638</td>
<td>4,685</td>
<td>4,732</td>
</tr>
<tr>
<td>1b Annualized FTE Enrollment</td>
<td>3,745</td>
<td>4,087</td>
<td>3,901</td>
<td>3,763</td>
<td>3,801</td>
<td>3,837</td>
<td>3,877</td>
<td>3,916</td>
<td>3,955</td>
</tr>
</tbody>
</table>
**STRATEGY/RATIONALE:**

Undergraduate

- Utilize the recent Carnegie Communications study to better target the enrollment management resources. This study, which was conducted during the past year, included a comprehensive geo-demographic analysis of our service region.
- Improve academic advising and expand the successful learning communities programs to improve retention.
- Expand online/virtual campus course offerings to provide better access to students.
- Improve access to admission information and improve the quality of services offered to students to improve yield rate of potential students.
- Strengthen off-campus educational sites to provide access to more students.
- The ultimate enrollment goal is to stabilize enrollments so that Fairmont State University experiences a small gain each year and does not experience any declines in enrollments.

**Recruitment strategies for specific populations include:**

Increase the number of students enrolled in **specific majors** throughout the institution.

- Programs will establish individual enrollment goals to gauge growth in programs. See Appendix B for individual program enrollment goal projections.
- Faculty will participate in recruitment fairs and other activities. In addition, faculty, chairs, and deans will participate in sending letters to potential students.

Increase **international student** enrollment.

- Fairmont State University will work with international recruiting agency/agencies; currently FSU has an agreement with such an agency and even though it has taken a few years to develop the partnership, in 2008 FSU saw a dramatic increase in international students. The number of international students increased from 56 in 2007 to 106 in 2008.
- FSU will continue to develop partnerships with international institutions. Currently, we have reciprocal agreements with the University of Calabria in Italy and with two Russian institutions, Tisbi and Kimes, for an exchange of students between their institutions and Fairmont State.
FSU will continue the Fulbright Scholar program; currently, we have a Fulbright scholar from Argentina and we plan to continue to grow that program.

International Education Committee members will continue writing grants to secure funding for recruiting trips, on-campus programming, and web site development.

Fairmont State University will continue to participate in the HEPC-sponsored international initiatives and workshops.

Fairmont State University will continue to offer scholarships to international students and we recently increased the number of such scholarships from two to four scholarships.

Increase the number of enrolled **West Virginia students**.

- A new scholarship, The Board of Governors Scholarship, has been developed to encourage students who have earned the Promise Scholarship to apply to Fairmont State. This scholarship will provide additional funding for tuition and fees, room and board, and books.
- Advertise in targeted areas via billboards, print ads, and direct mail.
- Make direct calls to businesses in service area (Job Service, Social Services, Family Resource Network) to recruit non-traditional students.
- Encourage Dual Enrollment students to enroll full time at FSU.
- Send registration communications to students who have “stopped out” for one to three semesters to encourage re-enrollment.
- Continue a tele-counseling program in which faculty contact potential students to encourage enrollment.
- Implement an ongoing tele-counseling program to call newly admitted students to arrange schedules of classes.
- Systematically grade and qualify inquiries in order to concentrate time and resources on those most likely to apply and enroll.
- Improve communication flows and track inquiries.
- Conduct special events and campus visitation programs.
- Improve publications and web site.

Increase **out-of-state enrollments**.

- A new scholarship, The Combined Ability Scholarship, has been developed to attract more out-of-state students to Fairmont State. This scholarship is $15,000 per year and is renewable for three years; four of these scholarships will be offered.
- The Out-of-State Admissions Recruiters will conduct follow-up phone calls to potential students.
- Implement a program of territory and relationship management to support the college’s recruitment efforts.
- Involve faculty and alumni in out-of-state recruitment efforts.
- Use partial tuition and fee waivers and room discounts to influence enrollment of out-of-state students.

Increase **graduate enrollments**.

- Disseminate printed recruitment materials to enhance recruitment efforts.
- Conduct follow-up contacts with prospective graduate students.
- Purchase radio commercials and newspaper ads to market programs.
- Participate in graduate fairs in conjunction with Fairmont State undergraduate recruiting officers as well as individual graduate fairs.
- Conduct graduate program open-house events on campus to promote programs.
- Encourage directors of specific graduate programs to increase recruitment efforts best suited to their areas.
Retention Rate

Data:

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

*Most likely a data error

Goal:

The fall 2005-06 retention rate provided by IPEDS for first-time, full-time degree-seeking Fairmont State University freshmen is 69% compared to 64% for our peers. Fairmont State has established institutional strategies in order to continue achieving retention rates that equal or exceed those of our peer institution average. Fairmont State proposes a specific five-year goal to accomplish continued retention rates that equal or exceed those of our peers.

Strategies:

Fairmont State University has developed a Retention Plan with the assistance of Noel-Levitz consultants. In addition, a Title III grant was awarded to Fairmont State to assist in focusing on some of the retention initiatives. To achieve increased retention, institutional commitment from all areas will be necessary to improve the retention rate of first-time, full-time degree-seeking freshmen. Retention strategies include:

Expansion of First Year Experience Programs

- Fairmont State participated in the Foundations of Excellence program designed by John Gardner and The Policy Center on The First Year of College. Through that self-study, FSU identified areas of strengths, weaknesses, and determined which areas to focus on for greatest improvement. These initiatives are being implemented through Goal 6 of the Fairmont State Strategic Plan.
FSU plans to increase the number of Freshman Seminar courses being offered. Currently, we have an average of twenty sections each fall term and ten sections during the spring term. In addition, we plan to initiate discipline-specific Freshman Seminars that target appropriate student populations.

Fairmont State has started communicating academic expectations to students. This is done primarily through orientation programs. In addition, these expectations and the motto are included in each course’s syllabus.

Orientation programs now include Faculty/Family panels during which the expectations are explained.

Fairmont State began a Wilderness Explorer Program linked to the Freshman Seminar Program that orients students to what it takes to be successful in college; students enrolled in The Wilderness Explorer Program arrive a few weeks before the semester begins and the program continues through the students’ first semester.

A First Year Team has been organized to monitor Fairmont State efforts to engage and retain first year students. Members of this team conduct surveys, such as a Sophomore Satisfaction Survey to identify problems that students might be having. In addition, members of this team attend First Year Experience conferences to keep informed of new trends and ideas.

Placement into Appropriate Courses

- During orientation activities, Fairmont State conducts mandatory testing of students whose ACT scores are below cutoff.
- Fairmont State has implemented mandatory placement of students into developmental courses if they do not have the ACT cut off scores or placement scores.
- Through the Title III Grant, a Learning Coach has been hired to assist students who might be having difficulties. This coach contacts students, accepts referrals from faculty members, and advertises her services to first year students; then, she works individually with students and monitors their progress.
- During the summer of 2008, a team of faculty members attended a workshop on Emotional Intelligence testing and became certified to administer the Emotional Intelligence test. This has been administered in Fairmont State residence halls and in Freshman Seminar classes, and then individual counseling sessions were conducted for all participants.
• Fairmont State has been administering True Colors during Welcome Weekend to assist students in identifying strengths and helping them understand how to utilize those strengths. Students’ schedules may be modified if problems are identified through these assessment measures to ensure success in first year college courses.

**Effective Advising as a Means to Help Students Succeed**

• Advisors have worked to develop an Advising Syllabus that outlines components of effective advising. This syllabus is posted on the web for all advisors to use.

• The Coordinator of the Academic Advising Center has conducted extensive training for advisors in various departments.

• The Academic Advising Council has been formed to identify best practices in advising, recognize excellence in advising, and conduct advising surveys to gauge the effectiveness of academic advising on the Fairmont State campus.

• Faculty and staff participate in regional and national conferences that focus on advising.

• Fairmont State has implemented Curriculum, Advising and Program Planning (CAPP) – an online degree evaluation tool to assist students and advisors. We are in the initial stages of the implementation and plan to continue development of the program through the spring semester with completion for the current catalog projected by May 2009.

• Program sheets for each program that outline a typical semester by semester plan for progressing through a degree program have been developed to assist students in planning their four years of study. These program sheets are posted on the web site and advisors use these sheets in individual meetings with students.

**Using Learning Communities to Encourage Students to Make an Institutional Commitment**

• One of the initiatives of the Title III grant, extensive training for faculty has been conducted over the past few years to orient them to the benefits of learning communities. Experts have conducted workshops on campus and faculty have attended regional and national conferences.

• A team of Fairmont State individuals attended the nationally recognized Evergreen Training Workshop to improve and enhance learning communities.
Fairmont State University has used the learning community concept to break out small cohort groups from traditionally large lecture classes, such as Introduction to Psychology, to give students additional assistance in succeeding in these courses.

Residential Learning Communities have been designed around common themes in order to encourage students who live together to study together. During the fall 2008 semester we have had residential communities for Freshmen, Honors students, and students interested in Green Initiatives.

Learning Communities have been specialized to meet departmental needs; for example – the Science, Math & Technology program will make its learning community a requirement for all majors in these areas starting fall 2009.

**Improvement of Student Services to Encourage Student Retention**

- More services are being made available to students online; for example, registration, payments, and notices of campus events are available for students.
- Additional components have been added to new student orientation in order to make the orientation more comprehensive.
- An early advising and scheduling program has been implemented to get students registered and provide them with information that they will need in order to be successful in college.

**Campus-wide Coordination of Retention Efforts**

- Fairmont State University has implemented an Early Alert program where faculty members turn in names of students who are not attending classes. Then, these students are contacted and reminded of the importance of class attendance and referrals are given to tutoring, supplemental instruction, and the learning coach.
- Individual Schools contact students who have Ds and Fs at midterm and refer them to tutoring, supplemental instruction, and the learning coach.
- We are currently working on a four-week grading model where professors will enter Ds or Fs for students who are having difficulty so they can be contacted in advance of midterm to get assistance before too much time has passed in the semester.
• Students who have not pre-registered for the upcoming term are contacted to schedule appointments with an advisor to get registered for the next semester.

• Each fall Fairmont State conducts a Majors Fair to make students aware of possible majors; all programs are represented to describe benefits of majoring in specific programs.

• Student Affairs and Academic Affairs have partnered to encourage first-year students to attend co-curricular events.

• Fairmont State University participated in a Lumina Foundation funded study, “Individual Student Departure,” in spring 2008. Results of the survey are due in fall 2008. Based on student responses, the study coordinators will determine what institutional policies and procedures influenced students to leave or to return to the institution.
Graduation Rate

Data:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Six-year graduation rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of Fairmont State’s entering</td>
<td>41</td>
<td>42</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>cohort of first-time, full-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bachelor’s degree-seeking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Graduation Rate of</td>
<td>36</td>
<td>37</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Peers Based on cohort of 6 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal:

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

Strategy/Rationale:

Fairmont State has exceeded the six-year graduation rates of its peers over the past four years. To continue to meet or exceed the median graduation rate of peers, continuation of current strategies and implementation of new strategies will be employed.

- The Fairmont State Board of Governors has approved a Degree Definition Policy. This policy outlines a range of hours for major requirements, general studies, and free electives. The purpose of this policy is to encourage programs to consider carefully which courses are absolutely necessary for a student in that major to complete; plus, elective hours
allow students who have changed majors the opportunity to count those hours toward graduation.

- Graduation Audits or degree evaluations are completed a minimum of three semesters before a student plans to graduate. These audits specify which requirements are needed in order to graduate and are conducted early to allow time for schedule adjustments, if needed.

- Online degree evaluation through CAPP will allow students to self-monitor progress on a degree plan. Included in this program is a “What if strategy” that outlines what will happen if a student chooses a different path such as changing a major.

- Academic advising is crucial for good graduation rates, so Fairmont State is focusing on improving advising.

- A transfer counselor has been hired to facilitate transfer articulation. This is crucial for students who are deciding whether or not to transfer from another institution.

- Fairmont State firmly believes that all of our increased retention efforts will support students as they work toward graduation and ultimately improve the graduation rate.

- Effective teaching and learning is the first goal of Fairmont State’s strategic plan.

- Fairmont State is working on developing an outcomes-based curriculum that will ensure that each section of a course teaches the same concepts and provides consistent course content.

- National experts have come to campus every semester since 2006 to assist Fairmont State in the transition to outcomes-based education.

- Faculty have received assessment training for the past three semesters at Rose-Hulman’s Institute, ABET’s IDEAL workshop, and HLC’s Assessment Institute.

- The culture of assessment is being embedded into all aspects of the FSU learning environment. The software package TaskStream has been implemented in order to record, assist with reporting, and foster a dialog of improvement and feedback 1) on programs and 2) of the assessment of student learning outcomes.
# Degree Production

**Data:**

Degrees Awarded

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Level</th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
<th>3-year average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairmont State University</td>
<td>Associate</td>
<td>0</td>
<td>0</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>Peers Average</td>
<td></td>
<td>53</td>
<td>53</td>
<td>47</td>
<td>51</td>
</tr>
<tr>
<td>Fairmont State University</td>
<td>Baccalaureate</td>
<td>625</td>
<td>676</td>
<td>663</td>
<td>655</td>
</tr>
<tr>
<td>Peers Average</td>
<td></td>
<td>521</td>
<td>539</td>
<td>525</td>
<td>528</td>
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<tr>
<td>Fairmont State University</td>
<td>Masters</td>
<td>3</td>
<td>27</td>
<td>48</td>
<td>26</td>
</tr>
<tr>
<td>Peers Average</td>
<td></td>
<td>43</td>
<td>46</td>
<td>54</td>
<td>48</td>
</tr>
<tr>
<td>Fairmont State University</td>
<td>Totals</td>
<td>628</td>
<td>703</td>
<td>784</td>
<td>705</td>
</tr>
<tr>
<td>Peers Average</td>
<td></td>
<td>618</td>
<td>637</td>
<td>626</td>
<td>627</td>
</tr>
</tbody>
</table>

**Goal:**

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

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 is being implemented in order to provide additional training for graduates. In addition, a needs survey was conducted this past summer to gauge the interest in an LPN to ADN nursing program. The response was very positive, so additional students will be admitted into that program in order to increase the number of associate degree graduates.

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%.

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 sixty-five in 2007; 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/Rationale:

- FSU Strategic Plan Goal 1 includes the institutional support for learning through a fully outcomes-based curriculum and maximizing facilities (virtual and physical) for effective teaching and learning; both undergraduate and graduate programs have established program outcomes and goals as well as individual course outcomes.
• The Assessment Committee has been charged with embedding the culture of assessment in all aspects of the FSU learning environment. The software package TaskStream has been recently implemented to record, assist with reporting, and to foster a dialog of improvement and feedback on 1) programs and 2) of the assessment of student learning outcomes.

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

• Campus wide there has been an increased focus on advising and advisor training to minimize errors that prevent graduation.

• Initiatives have been implemented to contact students who have accumulated a significant number of credit hours to determine what these students need to do to complete a degree.

• The online degree audit tool that will be fully operational in the spring of 2009 will help students determine their own degree evaluations before they have the official graduation audit; this should assist students with planning for their courses.

• 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.

• Retention initiatives such as the Freshman Seminar that help students map out their entire college experience to ensure timely graduation are expected to increase the number of degrees awarded.

• Many of the graduate programs follow the cohort model so students are supported by one another in order to encourage degree completion.
Degrees in STEM and health fields

Data:

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

Degrees awarded:

<table>
<thead>
<tr>
<th>Year</th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
<th>3-year average</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSU Bachelor's Degrees in Computer &amp; Information Sciences</td>
<td>6</td>
<td>7</td>
<td>27</td>
<td>13.3</td>
</tr>
<tr>
<td>FSU Associate Degrees in Engineering Technologies</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>3.0</td>
</tr>
<tr>
<td>FSU Bachelor's Degrees in Engineering Technologies</td>
<td>54</td>
<td>56</td>
<td>61</td>
<td>57.0</td>
</tr>
<tr>
<td>FSU Bachelor's Degrees in Biology</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>8.3</td>
</tr>
<tr>
<td>FSU Bachelor's Degrees in Mathematics</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>3.0</td>
</tr>
<tr>
<td>FSU Bachelor's Degrees in Physical Sciences</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2.3</td>
</tr>
<tr>
<td>FSU Associate Degrees in Health Professions &amp; Related Clinical Sciences</td>
<td>N/A</td>
<td>67</td>
<td>66</td>
<td>66.5</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td>FSU Bachelor’s Degrees in Health Professions &amp; Related Clinical Sciences</td>
<td>27</td>
<td>26</td>
<td>25</td>
<td>26.0</td>
</tr>
<tr>
<td>Total Associate</td>
<td>1</td>
<td>68</td>
<td>75</td>
<td>71.5</td>
</tr>
<tr>
<td>Total Baccalaureate</td>
<td>103</td>
<td>98</td>
<td>125</td>
<td>108.7</td>
</tr>
</tbody>
</table>

**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.

**Strategy/Rationale**

**Overall**

Fairmont State University has been awarded a NASA Grant to create a STEM Innovation Center within the College of Science and Technology. This Center will work to foster and create partnerships to support future science, technology, engineering, and mathematics programming via the NASA Educator Resource Center Network, NASA Missions, and other non-profit agencies. The goals of this Center are:
To improve the teaching and learning processes of high school students in science, technology, engineering, and mathematics education.

To develop a series of educational modules in selected science and engineering disciplines for future use in West Virginia public schools and in the Teacher Education Program at Fairmont State University.

To provide professional development opportunities to encourage and promote learning in STEM areas.

To offer enrichment activities for high school students via summer camps in STEM areas that engage students in the exploration of NASA Missions as a gateway to enhancing an appreciation of the role of science and technology in their everyday lives.

To create opportunities for students in STEM areas to design and conduct action research.

To implement a STEM Research Committee to identify competencies and teaching modules for specific high school courses to fill the gaps for students planning to enroll in post-secondary STEM majors.

To disseminate research data on the learning modules, teaching techniques, and best practices implemented.

Each summer the STEM Innovation Center will conduct one to three different residential summer camps for high school students interested in STEM disciplines. Each camp will meet for six days and will allow students, faculty, and mentors to directly experience action based activities and research centered on NASA Missions. The Young Scholars Program will rely heavily on the curricular materials developed by NASA and the STEM Innovation Center in collaboration with NASA Education Resource Center, as well as the FSU School of Education and the Professional Development Public School Partners it is affiliated with regionally.

**Biology, Chemistry, and Geoscience**

Biology, chemistry, and geosciences have seen a 6.6% growth in number of majors from 2003 to the present. Biology has had the most dramatic increase. Recruitment events have been redesigned into a day of learning for students that target advanced placement students from the region. The event utilizes a series of structured and unstructured problems that are solved by students working in teams. Design challenges were developed in biology and chemistry and were created to foster critical thinking and teamwork.
A new initiative was implemented during the fall of 2008 to offer scholarships to students in these areas in order to increase the number of students enrolled in these majors; this effort is planned to continue.

**Mathematics and Computer Science**

These STEM areas have seen a decline in the number of majors over the past few years. Computer Science has redesigned its curriculum and has developed an active Advisory Board to help with restructuring this program to meet the needs of area business and industry. In addition, within the next two years, this program plans to seek ABET accreditation. Fairmont State has seen a decline in the number of mathematics majors, particularly Mathematics Education majors within the past few years. The Dean of the College of Science and Technology is analyzing the curriculum and working with the math faculty and other stakeholders to address this situation.

**Technology**

Technology programs have seen a 4.3% increase in the number of majors from 2003 to the present; in particular, Architecture, Graphics, Occupational Safety, Mechanical, and Electronics Engineering Technology have seen some of the largest increases. The new Dean of this area has focused efforts on student recruitment and retention. Faculty, the Dean, and Chairs from this area send personal letters to students, make calls to students, and contact students in other ways in order to improve the numbers of students enrolled in these majors and to improve retention of current students.

**Nursing**

A needs survey for the potential of an LPN to ADN nursing program was conducted during the summer of 2008. Working closely with Monongalia County Technical Center, United Technical Center, and others, the nursing staff is designing a program that will ease the transition of LPN students from the technical centers into the Fairmont State ADN program. The survey indicated that students are interested in completing this degree within one year and that they are extremely interested in web-based delivery and evening and weekend classes. This information will be used to increase the number of nursing students and ultimately improve the number of degrees awarded in nursing.
Licensure pass rates

Data:

Pass Rates for PLT

<table>
<thead>
<tr>
<th>0522 (Elementary Education)</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>0522 (Elementary Education)</td>
<td>88% (117/19)</td>
<td>82% (91/16)</td>
<td>87% (68/9)</td>
<td>76% (59/14)</td>
<td>81% (81/15)</td>
<td>64% (23/5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0524 (Secondary Education)</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>0524 (Secondary Education)</td>
<td>84% (77/9)</td>
<td>88% (60/7)</td>
<td>98% (57/1)</td>
<td>93% (59/4)</td>
<td>93% (68/5)</td>
<td>90% (40/3)</td>
</tr>
</tbody>
</table>

Pass Rates for Content Areas

<table>
<thead>
<tr>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>86% (7/1)</td>
<td>67% (3/1)</td>
<td>0% (2/2)</td>
<td>67% (6/2)</td>
<td>100% (3/0)</td>
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<tr>
<td>BD</td>
<td>86% (7/1)</td>
<td>100% (2/0)</td>
<td>100% (1/0)</td>
<td>100% (2/0)</td>
<td></td>
</tr>
<tr>
<td>Bio. (231)</td>
<td>75% (4/1)</td>
<td>100% (1/0)</td>
<td></td>
<td></td>
<td>100% (1/1)</td>
</tr>
<tr>
<td>Bio. (235)</td>
<td>50% (4/2)</td>
<td>57% (7/3)</td>
<td>50% (2/1)</td>
<td>75% (4/1)</td>
<td>75% (4/1)</td>
</tr>
<tr>
<td>Bus. Ed.</td>
<td>100% (4/0)</td>
<td>100% (6/0)</td>
<td>100% (4/0)</td>
<td>100% (3/0)</td>
<td>100% (6/0)</td>
</tr>
<tr>
<td>Chem.</td>
<td>100% (3/0)</td>
<td>0% (1/1)</td>
<td>67% (3/1)</td>
<td>100% (2/0)</td>
<td>0% (1/1)</td>
</tr>
<tr>
<td>Ed. Ldr.</td>
<td></td>
<td>100% (2/0)</td>
<td>100% (1/0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>86% (103/14)</td>
<td>84% (96/15)</td>
<td>67% (77/10)</td>
<td>84% (75/12)</td>
<td>91% (64/6)</td>
</tr>
<tr>
<td>English</td>
<td>100% (7/0)</td>
<td>100% (2/0)</td>
<td>100% (4/0)</td>
<td>100% (9/0)</td>
<td>100% (8/0)</td>
</tr>
<tr>
<td>F&amp;CS</td>
<td>100% (2/0)</td>
<td>100% (3/0)</td>
<td>100% (4/0)</td>
<td>100% (3/0)</td>
<td>100% (2/0)</td>
</tr>
<tr>
<td>Subject</td>
<td>2007-2008</td>
<td>2009-2010</td>
<td>2010-2011</td>
<td>2011-2012</td>
<td>2012-2013</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
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<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>French</strong></td>
<td>100% (2/0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gen. Sci.</strong></td>
<td>67% (3/1)</td>
<td>100% (3/0)</td>
<td>100% (1/0)</td>
<td>100% (3/0)</td>
<td>100% (3/0)</td>
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<tr>
<td><strong>Health</strong></td>
<td>59% (22/9)</td>
<td>80% (15/3)</td>
<td>33% (9/6)</td>
<td>75% (12/3)</td>
<td>71% (17/5)</td>
</tr>
<tr>
<td><strong>Lib. Media</strong></td>
<td>86% (7/1)</td>
<td>100% (9/0)</td>
<td>86% (7/1)</td>
<td>100% (5/0)</td>
<td>80% (5/1)</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>100% (5/0)</td>
<td>100% (2/0)</td>
<td>100% (2/0)</td>
<td>100% (1/0)</td>
<td>67% (3/1)</td>
</tr>
<tr>
<td><strong>MS Math</strong></td>
<td>80% (5/1)</td>
<td>100% (5/0)</td>
<td>83% (6/1)</td>
<td>100% (5/0)</td>
<td>75% (4/1)</td>
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<tr>
<td><strong>MTMD(Sped)</strong></td>
<td>100% (2/0)</td>
<td>86% (14/2)</td>
<td>96% (27/1)</td>
<td>100% (28/0)</td>
<td>100% (32/0)</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>67% (6/2)</td>
<td></td>
<td>100% (4/0)</td>
<td>75% (4/1)</td>
<td>67% (3/1)</td>
</tr>
<tr>
<td><strong>PE</strong></td>
<td>59% (17/7)</td>
<td>85% (13/2)</td>
<td>58% (12/5)</td>
<td>92% (12/1)</td>
<td>75% (16/4)</td>
</tr>
<tr>
<td><strong>Phys. Sci.</strong></td>
<td>100% (3/0)</td>
<td>0% (1/1)</td>
<td></td>
<td>100% (3/0)</td>
<td></td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100% (1/0)</td>
</tr>
<tr>
<td><strong>SE Beh.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100% (1/0)</td>
</tr>
<tr>
<td><strong>SLD</strong></td>
<td>100% (4/0)</td>
<td>100% (1/0)</td>
<td>100% (1/0)</td>
<td>100% (1/9)</td>
<td></td>
</tr>
<tr>
<td><strong>Soc. St.</strong></td>
<td>78% (18/4)</td>
<td>86% (22/3)</td>
<td>89% (18/2)</td>
<td>94% (17/1)</td>
<td>94% (18/1)</td>
</tr>
<tr>
<td><strong>Sp.Ed. Core</strong></td>
<td>100% (7/0)</td>
<td>94% (16/1)</td>
<td>100% (26/0)</td>
<td>100% (33/0)</td>
<td>97% (34/1)</td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td>100% (1/0)</td>
<td>100% (2/0)</td>
<td>100% (2/0)</td>
<td>100% (1/0)</td>
<td>0% (1/1)</td>
</tr>
<tr>
<td><strong>Speech</strong></td>
<td>100% (2/0)</td>
<td>100% (1/0)</td>
<td>100% (2/0)</td>
<td>100% (1/0)</td>
<td>100% (4/0)</td>
</tr>
<tr>
<td><strong>Tech. Ed.</strong></td>
<td>100% (8/0)</td>
<td>100% (1/0)</td>
<td>100% (13/0)</td>
<td>100% (2/0)</td>
<td>100% (6/0)</td>
</tr>
</tbody>
</table>

**Goal:**

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

The goal for the School of Nursing is to attain or surpass at least an 80% pass rate; currently the nursing pass rate is 86%.
Strategy/Rationale:

Education

- Selective admission to the education program.
- Students must pass the PPST before being admitted into the program.
- The School of Education conducts workshops for Praxis preparation.
- Individual tutoring by peer tutors as well as by faculty members is available for students who are having difficulty passing the exams.
- Course content is being analyzed for possible programmatic changes.

Nursing

- The School of Nursing spent much time analyzing results of licensure tests in order to determine areas where students are having difficulties. As a result, the program redesigned curriculum to better prepare students to pass exams.
- The School of Nursing plans to continue the Kaplan Review to provide students assistance in passing the exam.
- The School of Nursing holds inter sessions in order to help students who are having difficulties in classes so they will not get behind and so they will be better prepared for the exams.
- Consistent with accreditation standards, the School of Nursing is reviewing the emphasis on geriatrics and safety in the curriculum in order to address questions on the licensure exam.
- Course evaluations indicate that students agree that 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 is administered to determine progress from admission to graduation.
Percentage of Faculty with Terminal Degrees

Data:

During fall 2007 there were 180 total full-time faculty members at Fairmont State University. Of the faculty with tenure or in tenure-track positions, 70% or 101/145, have attained terminal degrees in their respective fields.

Goal:

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

Strategy/Rationale:

Fairmont State University aspires to remain competitive in the marketplace for terminaly degreed faculty members. This will require continuous monitoring of CUPA target scores for assessment of competitive salaries that will be necessary to recruit and retain fully qualified faculty. Fairmont State seeks to attain or surpass the average proportion of terminaly degreed faculty compared to peer institutions.

- Fairmont State uses the CUPA target scores in hiring new faculty members so that faculty members 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.
- FSU Strategic Plan Goal 7 is to develop, retain, and recruit high quality people who contribute to a satisfying and productive work environment.
- Fairmont State works to increase funding and provide opportunities for professional development for faculty.
- Fairmont State seeks to increase productivity through the effective use of technology, both educationally and administratively.
Assessment of Student Learning

Data:

Fairmont State University has immersed faculty and appropriate support into the culture of assessment over the last three years. The standing Assessment Committee, with representation from each department, college, or school, as well as relevant support services, has the charge to support and encourage academic program faculty on campus. Each area is to develop annual programmatic assessment plans by the end of the fall 2008 semester to include 4-6 meaningful student learning outcomes at the program level as well as tools of direct measurement to be used to determine if students have met the programmatic outcomes.

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

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

The timeline for the current assessment cycle follows:

- December 2008 – all outcomes and assessments for 1000-level courses due in TaskStream software.
- December 2008 – all outcomes and assessments for graduate-level courses due in TaskStream software.
- Summer and Fall 2009 – evaluate collected data and plan ways to improve programs and services.
- September 2009 – assessment reports due to the Assessment Committee.
- September 2009 – all outcomes and assessments for 3000-level courses due in TaskStream software
- September 2010 – all outcomes and assessments for 4000-level courses due in TaskStream software
The Assessment Committee is committed to helping the campus community with the assessment process. 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 – five Fairmont State faculty members spent three days in October 2008 attending the HLC conference on assessment in Chicago, IL. The conference was titled “Making a Difference in Student Learning: Assessment as a Core Strategy” and was attended by faculty from two graduate programs, the general studies coordinator, and the chair of the assessment committee.
- The Associate Provost attended an ABET assessment workshop in January 2008.
- Linda Suskie from Middle States made presentations to various university groups relating to assessment during Faculty Development Week in fall 2008.

**Participation in the Voluntary System of Accountability (VSA)**

Fairmont State University participated in the trial of the VSA and is participating in the VSA. Data is currently posted on our Institutional Research web page.

**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.

**Utilized Data from Collegiate Learning Assessment (CLA)**

Fairmont State has distributed data from the CLA to individual departments and faculty members and an improvement plan has been established to improve classroom
instruction. Two Fairmont State faculty will attend CLA’s training session in December 2008.

**Major Field Tests**

- Major Field Tests (MFT) are currently being used by Chemistry, Biology, Computer Science, and Mathematics.

- The School of Business will begin using Major Field Tests in the spring 2009 semester; faculty members participated in a web demonstration of how to use results of the MFT for program improvement.

- Psychology will begin using Major Field Tests during the fall of 2009.

- Criminal Justice will begin using Major Field Tests during the fall of 2009.

Data from these tests will be used for program improvement.

**Utilized Data from Licensure Exams**

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

**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. As a part of this, Fairmont State began piloting the systematic data collection and reporting processes via the TaskStream environment during 2008-2009. As a part of this process, Fairmont State will review data collection procedures and artifact storage and determine best practices for each area of the institution.
Areas that have licensure exams and Major Field Tests will use information from licensure exams and MFT to make improvement in individual classes and programs.

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

**Strategy/Rationale:**

- Utilize data and measures obtained from the Collegiate Learning Assessment (CLA) instruments; the CLA has been conducted for the last two years and is an ongoing project. Fairmont State will track scores and maintain and increase value-added scores between the freshman and senior assessments.

- Continue the two-year cycle of conducting the National Survey of Student Engagement (NSSE). Fairmont State University aspires to have students scoring at or above the levels of peer institutions and the national group on the NSSE in all areas. Areas of weaknesses will be identified each testing cycle and action plans formed to make improvements.

- Continue participation in Voluntary System of Accountability (VSA). As a part of this effort, results from CLA, NSSE, and Noel-Levitz scores will be placed on the VSA site.

- Continue participation in Common Data Set; this data set is online.

- Continue with a structure – Critical Friends – that has been put in place to ensure that departments will work together in developing and assessing student learning outcomes.

- Adhere to the timeline set forth to establish learning outcomes, program outcomes, and assessments for all areas. Continuous improvement plans will be outlined and implemented for each school.
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:

Education

The School of Education currently holds NCATE accreditation.

Nursing

The School of Nursing currently holds NLNAC accreditation.

Business Administration

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).

Technology

- Civil Engineering Technology (AS) – ABET accredited through 2009
- Civil Engineering Technology (BSET) – ABET accredited through 2009
- Drafting and Design Technology (AAS) – ABET accredited through 2009
- Electronic Engineering Technology (BSET) – ABET accredited through 2009
- Mechanical Engineering Technology (AS) – ABET accredited through 2009
- Mechanical Engineering Technology (BSET) – ABET accredited through 2009
- Occupational Safety – ABET accredited through 2014
Goal:

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

Goal: (Education)

The goal of the School of Education is to maintain accreditation of the program during the next accrediting cycle. Through NCATE accreditation, Fairmont State students will meet state and national requirements and be eligible to seek teaching positions.

Strategy/Rationale: (Education)

The School of Education has set timelines for Action Research, Portfolio, and Student Teaching Assessment. Course-Based Assessments will be identified; as a part of this, INTASC mapping with course elements will occur and these elements will be integrated into program outcomes. In order to accomplish this, the Dean of the School of Education is taking the lead along with the Associate Dean and another faculty member who are responsible for NCATE accreditation. Faculty will review and discuss all proposals, outcomes, and assessments. In order to insure proper preparation for this effort, several faculty members have attended NCATE Assessment Workshops.

Goal: (Nursing)

The goal of the School of Nursing is to maintain accreditation with both the West Virginia Board of Examiners and with the National League for Nursing Accrediting Commission (NLNAC). Students who receive the associate degree in Nursing are eligible to sit for the National Council Licensee Examination.

Strategy/Rationale: (Nursing)

Additional space for faculty has been obtained; two new lecture rooms have been secured and labs have been moved to another building. Additional faculty offices have also been obtained. New simulation labs are being developed; an adult simulator, a child simulator, and a baby simulator have already been obtained for these new labs.
The curriculum has been redesigned and faculty members have been modifying outcomes and assessments to meet accreditation standards.

**Goal: (Business)**

The goal of the School of Business is to maintain accreditation of both the Association of Collegiate Business Schools and Programs (ACBSP) and the International Assembly for Collegiate Business Education (IACBE). The School of Business aspires to build on its reputation of high quality to become the leading professional business school in the region by offering programs designed to develop student core competencies in accounting, management, marketing, economics, finance, information systems, and quantitative methods. Students learn to apply concepts of teamwork, communication, creative thinking, and adaptability for careers in positions of leadership in business, education, government, and industry.

**Strategy/Rationale: (Business)**

Fairmont State University plans to continue development and expansion of the recently initiated Master of Business Administration degree and to work with business and industry in the region to ensure that Fairmont State programs meet their needs.

**Accreditation – Graduate Studies**

**Data:**

Fairmont State University is accredited by The Higher Learning Commission of the North Central Association.

**Goal: (Graduate Studies)**

- To provide high quality graduate degree programs in fields in which there are needs for people with such qualifications, for which there are prospective students seeking such advanced qualifications, and to which the University can devote the requisite human and material resources;
- To provide advanced educational opportunities, beyond the baccalaureate, for professionals and others who are not seeking a graduate degree, or who already have a graduate degree, but who need to develop new knowledge and skills to meet changing conditions, or to continue to keep current with advancing knowledge in their specialties;
• To enhance the academic environment of the University by attracting qualified students to the campus, by giving faculty the opportunity to teach their specialties at an advanced level, and by fostering research and creative activity among graduate students and faculty;
• To assure that the graduate student’s experience in Fairmont State's programs is a coherent experience of intellectual growth, enabling each student to meet reasonable academic, intellectual, and professional goals.

**Strategy/Rationale: (Graduate Studies)**

A rigorous program review process has been implemented to monitor graduate programs. In addition, 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. New graduate programs will be developed to meet the needs of the service area.

**Accreditation-Eligible Programs**

**Computer Science – ABET**
Computer Science has redesigned the program in anticipation of seeking ABET accreditation within the next three years.

**Information Systems – ABET**
New faculty members are being hired and program modifications have been made in anticipation of seeking ABET accreditation within the next three years.
Alignment with K-12 schools

Data:

Professional Development Schools Network (PDS)

Fairmont State University has developed a Professional Development School (PDS) Partnership with over forty schools in our service region. The goal of the PDS Partnership is to provide field experiences and clinical support for students and public schools, to support action research projects, and to communicate with site coordinators and others in the schools.

PDS Liaisons

Currently, Fairmont State is expanding the PDS Partnership to provide faculty liaisons. These liaisons will include not only faculty members who traditionally supervise student teachers, but also content area faculty members, deans, provost, and associate provost. The goal of the liaison project is to have at least one liaison to each PDS partner. These partners will:

- Visit the PDS site once every two weeks to talk face-to-face with the principal, site coordinator, and teacher leaders.
- Communicate with Partnership Director on activities with PDS.
- Network with other liaisons to share ideas and activities across sites.
- Work with PDS sites and other liaisons to solicit external funding to support professional development, teacher education, and other partnership related activities.
- Disseminate partnership work at the state, national, and international levels.
- Publish partnership work when appropriate.

West Virginia Partnerships for Teacher Quality (WVPTQ)

The Dean of Education, Health and Human Performance at Fairmont State serves as the chair and convener WVPTQ, a network of ten school-university partnerships in the state. Each of the public colleges and universities is a part of a partnership similar to the one described above at FSU. The Dean provides leadership to this group on behalf of the WV Secretary of Education and the Arts.

The Center for Education in Appalachia (CEA)

The Center for Education in Appalachia (CEA) is committed to supporting public education that leads to economic opportunity in West Virginia and across Appalachia. The Center attempts to build networks and partnerships among people and organizations committed to education in West Virginia and the Appalachian region. It
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.

**National Commission on Teaching and America’s Future**

The Dean of Education, Health and Human Performance serves as the primary point of contact for the State of West Virginia for the state’s involvement in the National Commission on Teaching and America’s Future (NCTAF). NCTAF works through partnerships with national organizations, policymakers, state agencies, school districts, business leaders, and the higher education community to raise awareness, mobilize stakeholders, and strengthen policies to improve teaching quality across the country. NCTAF supports quality teaching through analysis, advocacy, action, and alliances. The Center for Education in Appalachia provides logistical support to NCTAF-related activities that connect to public schools in West Virginia.

**Marion County Master’s Cohort**

The School of Education is working with a cohort of secondary math and science teachers in Marion County who wish to earn a Master’s in Education. The pilot project (2008-2010) integrates the advanced study of education into a classroom-based, clinically extensive experience focused on supporting and improving teacher practice. Currently thirteen teachers throughout the county’s middle and high schools are participating in the program.

**Comprehensive Information Technology Education in Rural Appalachia (CITERA)**

CITERA is a project sponsored by the National Science Foundation (NSF) through the Information Technology Experience for Students and Teachers (ITest) initiative. CITERA is designed to introduce students and teachers to careers and educational pathways in Information Technology. The 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.

**Education Policy Fellows Program**

The Education Policy Fellows Program (EPFP) creates and maintains networks of key state stakeholders and patrons committed to supporting the mission and work of public education in West Virginia. The National Educational Policy Fellowship Program is sponsored by the *Institute for Educational Leadership* in Washington, D.C. The program will help advance the knowledge base of state leaders from the education, corporate business, and policymaking sectors to meet the challenges of state leadership and to
represent West Virginia effectively within the national policy debate. These networks include state and local education agencies, state level policy makers in the Legislature and the Governor’s Office, and the business and corporate communities. In 2008-09 the cohort included two principals from Marion County schools and the Director of the FSU-PDS.

Marion County Knowledge Works Initiative

The Knowledge Works initiative is a grant-funded project to build a community stakeholder group focused on how communities and schools can work together to make learning a community and county wide phenomenon by building stronger linkages between the communities and their local public schools (particularly the high schools). This project includes community leadership across Marion County, school leadership in the high schools, central office leadership for the Marion County Schools, and the business community.

Jayenne Elementary – Health and Human Performance Collaborative Research Project

The project uses heart rate monitors to analyze the effects of the PE class lesson activities in maintaining heart rate levels, (i.e. amount of time children spend within their target heart rate zones, recovery rates, etc.) Leighanne Michael (PE teacher at Jayenne) wants to increase the heart/health benefits through her lesson activities and she wants to integrate this technology as part of the 21st Century Learning Initiative. Her lesson structure design will be examined 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.

Field Experience/Student Teaching

Each year approximately 400 undergraduate and graduate students participate in field experiences and student teaching through certification programs at Fairmont State University. The majority of these students are in the Fairmont area and north-central West Virginia. Online programs allow some of these students to be placed throughout the state, and in some cases outside West Virginia.

Educational Leadership Program

The Fairmont State University Educational Leadership Program offers an approach to principal preparation that is unique among other programs in West Virginia. It was built collaboratively by FSU School of Education faculty members and PDS partners upon recommendations from national reports and experts. It abandons the traditional 3-credit hour, stand alone sequence of courses in favor of a blended approach of face-to-face and online instruction with embedded clinical experiences. In this program, assigned
readings will support learning, and not be the basis and foundation of learning. The 1-credit hour module format allows coursework and activities to be integrated and conducted within a PDS setting. An ongoing electronic portfolio assessment process occurs throughout the program and serves as the primary exit criteria for program completion. Principal candidates will also participate in a 16-week, half time administrative internship that includes the performance of a diverse array of activities, reflective journaling, seminar support, and a problem-based learning exercise.

**Gear Up**

In 1999, Fairmont State was awarded a $21 million GEAR UP partnership grant to serve forty-seven schools in nine WV counties for six years. In 2005, the partnership was continued with a new six-year grant, an additional $31 million, and an expanded area which now includes fifty-six schools in fourteen counties. The Goals of Gear Up include:

1. Help students learn how to prepare, enter, and succeed in college, or other post-secondary training;
2. Provide parents with the information and resources they need to stay involved in their students’ education and to help them lay out plans for the future;
3. Provide teachers with the tools and training needed to raise both academic expectations and student achievement in the classroom.

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

**Goal:**

Fairmont State will continue to expand its role, as appropriate, as an educational resource with dedicated faculty and staff to engage the various K-12 schools and districts in the current service area. Initiatives lay the groundwork for great collaborative efforts between Fairmont State and K-12; additional opportunities will be developed to forge these relationships.

**Strategy/Rationale:**

- FSU Strategic Plan Goal 2 promotes particular action steps to foster quality community partnerships, specifically exploring new ways to share our expertise
with public school teachers and administrators in addressing the needs of public education by establishing formal institutional alliances for interaction.

- Create advisory groups to strengthen ties with community leadership [including K-12, business and industry, and human services].

- Continue to build the Professional Development School Partnership.

- Continue to offer programs such as America Reads and Math Counts to assist public school programs.

- Increase the number of opportunities for students to participate in activities on the Fairmont State campus, such as summer camps, science bowls, math competitions, and more.

- Continue the West Virginia Partnerships for Teacher Quality program.

- Expand efforts of the Center for Education in Appalachia; continue support to National Commission on Teaching and America’s Future through the Center for Education in Appalachia.

- Complete the pilot project for the Marion County Master’s cohort.

- Continue the Knowledge Works Initiative.

- Expand and develop the Educational Leadership Master’s degree.
Use of Instructional Technology

Data:

The primary delivery of online courses at FSU is within the Blackboard Vista environment. As of the Fall 2007 semester, every academic course offered was 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 Sate University is also using clicker technology for the purpose of quick assessment and engagement of student learning. Several classrooms are also equipped with Sympodia. Software that is supported through instructional technology includes Respondus, StudyMate, Camtasia, SafeAssign, and Wimba.

Virtual / Online Classes/Sections and Headcounts by Semester:

Sections of Virtual Courses offered completely online:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>72</td>
<td>49</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td>98</td>
<td>45</td>
<td>222</td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td>113</td>
<td>59</td>
<td>271</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>118</td>
<td>74</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

Enrolled Headcount in Virtual Courses offered completely online:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>1509</td>
<td>910</td>
<td>2419</td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td>1927</td>
<td>734</td>
<td>4251</td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td>2567</td>
<td>1091</td>
<td>5759</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>2864</td>
<td>1532</td>
<td>6961</td>
<td></td>
</tr>
</tbody>
</table>

Goal:

FSU is committed to utilizing virtual classroom technology as a component in all courses, as well as to expand 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.

In addition, Fairmont State plans over the next five years to:

- Expand its wireless network to all parts of the campus.
- Continue to update the various computing labs and teaching classrooms made available as targeted sites by refurbishing with instructor-assisted technology.
- Utilize technology and virtual-classroom for faculty/staff training and internal professional development.
- Install clicker powerlink in Blackboard.
- Utilize the web technology for clickers.
- Integrate student mobile technologies, i.e. smartphones, mobile computers, into courses for enhanced electronic delivery.
- Increase the number of student center designed classrooms by four each year.
- Increase the number of flexible designed classrooms by two each year.
- Increase the number of available faculty backpacks, which include a laptop and portable data projector, by four each year for the next five years.
- Increase the number of Sympodia in classrooms by two to four a year.

**Strategies/Rationale:**

FSU Strategic Plan Goal 1 has a primary action step to maximize facilities (virtual and physical) for effective teaching and learning through a variety of measures and resource allocations. In addition, Fairmont State abides by the SREB's Electronic Campus “Principles of Good Practice” (The Foundation for Quality of the Southern Regional Electronic Campus) and “Common Standards” (Guidelines for Participating States, Colleges and Universities).
Specific strategies are detailed below:

- Continue to offer training in instructional technology. Not only are training sessions offered for Vista in general, but trainings are also offered for SafeAssign, Respondus, developing quizzes/surveys/self tests, use of the gradebook, Camtasia, and Studymate.

- Require all new faculty to attend Blackboard Vista training.

- Conduct boot camps each summer to assist faculty in developing online courses.

- Continue the Faculty Mentor Program for assistance; currently FSU has five faculty mentors.

- Expand help desk hours.

- Add an additional fifty workstations; currently FSU has 900 workstations available to the public.

- Award grants to specific faculty members who apply to develop online courses.

Assessment strategies of instructional technology are as follows:

- In 2007 a survey was conducted regarding faculty satisfaction with information technology. Results indicated that faculty are interested in including more technology than currently available and faculty also indicated the desire for training in technology. This survey will be conducted each year to determine progress.

- Current online classes are being assessed by students using the IDEA course evaluation process. Additional questions have been added to the evaluation to include information about technology and best practices.

- Fairmont State University has plans to inventory the campus and develop a phased plan to make technology use more environmentally friendly (green).

- Faculty members who teach online classes have access to a peer evaluation form for their online classes, which provides peers with a tool to evaluate online classes.
Career Placement

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

Data:

Careers Services conducts a yearly, online survey of recent graduates for collection of a variety of measures. Graduate surveys are distributed to alumni one year after graduation. Faculty members also provide information for the graduate surveys that are conducted within their schools. Some highlights from the December 2005 through May 2006 Graduate Follow-up Survey:

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

Goal:

- Increase by 5% the number of students and alumni who participate in career interests through online assessments, classroom presentations and individual counseling.
- Increase by ten students each year for the next five years for a total of fifty additional students and alumni assisted with the development of successful job search strategies.
- Actively solicit and increase the number of online job postings.
• Work with faculty to incorporate career planning into course curriculum as well as assisting with internship development and tracking.

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

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

**Strategies/Rationale:**

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

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

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

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

• Create a parent resource page on Career Services web page to increase knowledge of career development and employment projections by field.

• 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.
Institutional Financial Aid

Data:

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

Scholarships

It is the intent of Fairmont State, as an institution of higher learning, to promote and foster the highest degree of scholarship within its students. Fairmont State actively recruits students who have excellent academic records and rewards those who continue to excel. The objective of Fairmont State’s scholarship program is to foster the recruitment and retention of a diverse student body with special talents.

Fairmont State is ultimately responsible for final approval of scholarship programs and related policies and procedures. Further, various offices or committees are responsible for segments of the scholarship programs. The Fairmont State Foundation, Inc., through the auspices of the Fairmont State Foundation’s Scholarship Committee, collaborates with Financial Aid and Scholarships to explore new areas of scholarship development and expansion and assists those interested in establishing new merit-based scholarships or enhancing currently established scholarship programs for students. New scholarship programs are reviewed for consistency with institutional recruitment and retention goals and the scholarship philosophy statement and must be reviewed and endorsed by the Faculty Senate Financial Aid Committee and approved by the President.

Fairmont State’s Financial Aid and Scholarships Office also administers scholarship aid delivery for a wide range of externally funded and managed merit and need-based scholarships received by Fairmont State students.

Eligibility: Scholarships either for talent or academic merit are competitive. Because achievement is measured in relation to peers, it is not possible to publish qualifying standards (such as grade point average) prior to the selection process for a given award. 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.

Some scholarships are renewable for four years, but the recipient may need to submit an application each year. Others are designated exclusively for a given grade level such as freshman only, or junior or senior, for example.

**Falcon Scholarships**

These scholarships are offered to eligible new Fairmont State students. They are offered at four different levels: Collegiate, Scholar, Honors, and Presidential. A scholarship application is not necessary. Students will be awarded on a rolling basis according to their admissions file. Students need to be accepted to Fairmont State prior to consideration for a scholarship. Acceptance is determined by the receipt of an application for admission, transcripts, and test scores. Scholarships are for two years; renewal for the second year is contingent upon the student earning a 3.0 GPA with the successful completion of twenty-seven credit hours. Scholarships will be awarded on a first-come, first-serve basis until funds are exhausted.

- **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

**New Scholarships**

- Board of Governors Scholarship for in-state students is Fairmont State’s premier scholarship program; this competitive scholarship is designed for Promise Scholarship-eligible students.
- The Combined Ability Scholarship for out-of-state students is calculated by adding ACT/SAT percentile with class rank percentile or GPA.

**Loans**

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

Federal Grants

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

State/Local Grants

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

Institutional Grants

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

Loans

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

Percent of Students Receiving Any Aid

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

<table>
<thead>
<tr>
<th>Scholarships/Grants</th>
<th>Need-based $ (Include non-need-based aid used to meet need.)</th>
<th>Non-need-based $ (Exclude non-need-based aid used to meet need.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$4,752,692</td>
<td></td>
</tr>
<tr>
<td>State (i.e., all states, not only the state in which your institution is located)</td>
<td>$1,784,474</td>
<td>$893,874</td>
</tr>
<tr>
<td>Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).</td>
<td>$275,601</td>
<td>$108,385</td>
</tr>
<tr>
<td>Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college</td>
<td>$288,565</td>
<td>$133,325</td>
</tr>
<tr>
<td><strong>Total Scholarships/Grants</strong></td>
<td><strong>$7,101,332</strong></td>
<td><strong>$1,135,584</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Help</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student loans from all sources (excluding parent loans)</td>
<td>$6,998,439</td>
</tr>
<tr>
<td>Federal Work-Study</td>
<td>$294,651</td>
</tr>
<tr>
<td>State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Self-Help</strong></td>
<td><strong>$7,293,090</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Loans</td>
<td>$647,525</td>
</tr>
<tr>
<td>Tuition Waivers</td>
<td>$$421,579$$</td>
</tr>
<tr>
<td>Athletic Awards</td>
<td>$398,555</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergraduate (Incl. Fresh.)</th>
<th>Less Than Full-time Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2007 cohort)</td>
<td>603</td>
<td>3267</td>
<td>344</td>
</tr>
<tr>
<td>Number of students in line a who applied for need-based financial aid</td>
<td>590</td>
<td>3089</td>
<td>306</td>
</tr>
<tr>
<td>Number of students in line b who were determined to have financial need</td>
<td>430</td>
<td>2339</td>
<td>233</td>
</tr>
<tr>
<td>Number of students in line c who were awarded any financial aid</td>
<td>417</td>
<td>2302</td>
<td>228</td>
</tr>
<tr>
<td>Number of students in line d who were awarded any need-based scholarship or grant aid</td>
<td>258</td>
<td>1561</td>
<td>137</td>
</tr>
<tr>
<td>Number of students in line d who were awarded any need-based self-help aid</td>
<td>251</td>
<td>1720</td>
<td>179</td>
</tr>
<tr>
<td>Number of students in line d who were awarded any non-need-based scholarship or grant aid</td>
<td>115</td>
<td>379</td>
<td>0</td>
</tr>
</tbody>
</table>
Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans) | 87 | 256 | 19
---|---|---|---
The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans) | $ 6,252 | $ 7,151 | $ 4,773
Average need-based scholarship and grant award of those in line e | $ 8,592 | $ 10,278 | $ 7,911
Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f | $ 6,419 | $ 7,758 | $ 5,644
Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan | $ 2,317 | $ 3,504 | $ 3,628

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

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

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

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

Data:

The faculty, students, and alumni of the Fairmont State University accounting program make it a program of distinction. Fairmont State accounting students are preferred by the state’s accounting firms who regularly recruit and hire our graduates. The accounting program enjoys a very high placement rate for its graduates.

The West Virginia Society of Certified Public Accountants recently named Mary A. “Dede” Burnell, Assistant Professor of Accounting and Information Systems, its Outstanding Educator of the Year for 2008. In 2007, Burnell was a finalist for the Fairmont State University Abelina Suarez Professorship honoring excellence in teaching. A Fairmont State faculty member for almost 20 years, Burnell has taught courses in accounting, finance, computer science, and information systems. Burnell also serves as coordinator of the Fairmont State accounting program and advisor to the Student Accountant Society. In addition to teaching, Burnell advises 135 accounting and finance majors and serves on a variety of FSU and School of Business committees. She earned a B.A. in Education and a B.S. in Business Administration at Fairmont State and a Master of Professional Accountancy degree at West Virginia University. Burnell is among three Fairmont State graduates who have received the WVSCPA Merit Award for the highest score on the CPA examination.

Gary K. Bennett, who recently retired from FSU as an Associate Professor Senior Level of Finance/Accounting, was named the WVSCPA's Outstanding Educator of the Year in 2002. During his tenure at Fairmont State, Bennett also received the Faculty Recognition Award and the William A. Boram Teaching Excellence Award. During the years that Bennett spent teaching full-time at Fairmont State, he was also a practicing CPA. Students benefit from having professors who know not only the academic side of accounting, but have practical work experience as well.

This fall, the FSU School of Business welcomed Dr. Jean Engebretson to the accounting program faculty. Engebretson, a native of Marion County and graduate of North Marion High School, received her Doctor of Business Administration from Cleveland State University and her Master of Professional Accountancy and Bachelor of Business Administration degrees from West Virginia University.

One of the School’s outstanding alumni, Gary LeDonne, was a first-generation college student when he attended Fairmont State. A 1980 graduate of Fairmont State, he also
received his Master’s Degree in accounting from WVU. LeDonne is now Ernst & Young’s National Director of State and Local Tax Services, responsible for more than 600 tax professionals in offices across North and South America. As a senior partner, he is involved in all aspects of the firm’s tax practice.

Goals:

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

Strategies/Rationale:

- Conduct regular meetings of the Accounting Advisory Council and solicit input from the Council regarding program improvement.
- Faculty members will work on the alignment of the departmental mission statement with the new mission statement for the School of Business.
- Increase the number of full-time, professionally qualified faculty who teach introductory courses in accounting.
- Revise course syllabi to encourage professional behavior in the classroom. In addition, faculty will work with students to prepare resumes and invite Career Services representatives to discuss resume preparation. An outside CPA will speak about how interviewers rate an interview.
- Faculty members will begin to develop an Ethics course which may be required by the West Virginia Board of Accountancy for certification. Faculty members will also work with the Business Department to revise Business Law II to include accountants’ legal liability.
School of Science and Technology – Occupational Safety as a Program of Distinction

Data:

The newly accredited ASAC of ABET Occupational Safety program at FSU prepares competent professionals to serve as valued members of the management, engineering, and business teams providing solutions to complex safety, health, and environmental problems.

This program focuses on the intertwining principles of engineering technology, health, physics, math, psychology, language, and speech. Practical applications of these principles are emphasized through preparatory and professional courses. Students utilize the skills and competencies learned in these courses to complete mandatory internships in diverse industries throughout the U.S. Students commonly complete internships for major utilities, and construction companies in Florida, California, and the District of Columbia, and also for pharmaceutical companies, manufacturing companies, aerospace industry, and mining industries.

Occupational Safety students not only reap the benefits of challenging curriculum and internship experiences but they are also provided networking and scholarship opportunities through the student chapter of the American Society of Safety Engineers (ASSE). Students regularly receive scholarships and free attendance to the ASSE Professional Development Conference held throughout the U.S.

At the end of their academic tenure in the Occupational Safety Program at FSU, graduates can choose to enter the workforce at entry-level salaries often exceeding $55,000 per year, or they can continue their education by pursuing graduate degrees. The Occupational Safety Program is unique in so far as it offers a seamless transition to graduate studies at many different colleges and universities.

Goal:

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

Strategies/Rationale:

For program improvement, faculty in the Occupational Safety Program plans to:
• Attend workshops and conferences to access new information.
• Solicit industry trends information from members of the Industrial Advisory Committee.
• Research regulatory changes under the Department of Labor.
• Arrange and participate in industry tours and training.

To increase program enrollment, faculty in the Occupational Safety Program will:
• Participate in college visitation days.
• Recruit at local high schools.
• Participate in college open houses.
• Develop new recruiting materials.
• Partner with the University’s recruiting office for visits and information development.
• Bring high school students to campus.

To maintain accreditation the Occupational Safety Program will complete Continuous Improvement Plan requirements for safety courses as outlined in the ABET study.

To form new and maintain existing internship and employment partnerships, faculty in the Occupational Safety Program will;
• Participate in the job fair.
• Contact existing partners and discuss inclusion of other majors in internships.
• Create a centralized bulletin board for student job opportunities.
Compact Reporting – Elective Elements:

Economic Growth

Promotion of Global Awareness

Fairmont State University has been developing programs in support of global awareness. Several faculty belong to FACDIS, an organization that promotes internationalizing the curriculum. For several years, Fairmont State has offered majors in French and Spanish; in addition, beginning Italian classes were offered for the first time during the fall of 2007. The number of students participating in faculty-led study abroad trips has grown over the past few years. Each year the Fairmont State Honors Program and the International Business Course participate in a spring break study abroad trip and the number of faculty-led trips is increasing.

Dr. Erin Hippolyte is Chair of the International Education Committee. The goals of the International Education Committee are to develop a sense of international community on campus, increase the enrollment of international students, and increase study abroad opportunities.

FSU student Rophe Woods spent six weeks of her summer in France. “Choosing to study abroad was an easy decision, the opportunity to be immersed in another country is such a good experience,” Woods said. “While abroad my language skills increased immensely and getting to experience the culture on a firsthand basis was amazing. I can see a difference in myself after studying abroad. It gives you a sense of independence, and knowing you can survive overseas in another country speaking a different language truly is a great feeling.”

The entire FSU community has an opportunity to be involved in international education through events planned throughout the academic year.

International Initiatives in Progress:

Calabria Partnership

Fairmont State University recently began a student exchange program with the University of Calabria in southern Italy.

The exchange follows a general agreement reached by the two institutions after FSU students, faculty, and administrators traveled to southern Italy in summer 2007. FSU Graphics Arts student Laura Bonasso will be the first student to participate in the program when she begins classes at the Italian university in January 2009.
Higher Education Policy Commission Grant

In the past year, the International Education Committee, through an international education grant from the WV Higher Education Policy Commission, was able to increase recruitment efforts in Nepal and India. Two faculty members, Dr. Tulasi Joshi and Dr. Sunil Surendran, and one staff member, Michael Ross, traveled overseas to recruit students. FSU has also been working with an international recruiting agency.

International Student Exchange Program (ISEP)

Fairmont State is increasing efforts to be involved in the statewide international student exchange program. Members of the International Education Committee have attended meetings on this initiative and the Associate Provost is in charge of the effort.

Study Abroad Opportunities offered through the West Virginia Folklife Center

- *Roads to Appalachia through England and Wales - 2008*
  This study focused on the influences on North Central Appalachia by parts of England and Wales. Beginning and ending in London, the study continued through the English south and west country, particularly the shipping center of Bristol, from which many sailed.

- *Roads to Appalachia through Italy - 2007*
  While in Italy, students and faculty traveled to various regions, explored famous cities and visited small villages to see magnificent architecture and fabulous works of art, enjoy wonderful food, attend an Italian festival, meet folk artisans, and experience history at every turn. This travel abroad, designed as part of a year-long intensive study of Italian traditions and Appalachian influences, allowed participants to experience every aspect of Italian culture, and combined education with the enjoyment of discovery along the way.

- *Roads to Appalachia through Scotland and Ireland - 2005*
  The experience began in Scotland and explored historical, folkloric, and societal elements of both Lowland and Highland Scottish culture. Travelers to Edinburgh, Glasgow, Inverness, Loch Ness, and the Isle of Skye explored these issues through visits to castles and museums, such as the Angus Folk Museum, the Highland Folk Museum, Culloden Visitor Center, and the Museum of the Isles/Clan Donald Center (the largest of centers for studying Scottish family history).
Russian Agreement

During the summer of 2008 two Fairmont State University faculty members traveled to two Russian institutions. Exchange agreements between these universities and Fairmont State University are being drafted. As a part of this, the Fairmont State University Collegiate Singers will travel to Russia in May 2009 to perform. Additional exchanges will occur in the future.

Fulbright Scholar

Noelia Escudero, 26, a native of Argentina, is a Fulbright Scholar and will be a foreign language teaching assistant (FLTA) for the 2008 fall and spring semesters at FSU. She came to the U.S. as part of a group of twelve Fulbright Scholars from her country who are teaching here and taking classes. She holds a degree in English Education and is teaching her native language of Spanish at FSU as part of the FLTA program.

International Activities on Campus

- A World Language Table is sponsored every Wednesday at noon in the “Nickel” area on the second floor of the Falcon Center. All are welcome to practice their language skills and help others learn.

- Global Talks occur on campus. Students share experiences of international study and travel.

- The International Film Festival has a specific focus each semester; for example a recent festival focused on African Leaders and World Conflict. Fairmont State’s goals include increasing the international presence on campus and offering more study abroad opportunities. Students started to work to become eligible for the study abroad program by taking Italian language and culture courses last fall.

- The number of international students enrolled has doubled this fall to about 100. As a result, the English as a Second Language (ESL) program has experienced growth.

- Fairmont State students who studied in France over the past year have shared experiences with the campus community; a third student is going to France in September and will relay experiences to the campus.
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.

- Finalize agreement with Russian institutions and send Fairmont State students abroad to study and receive students from Russian institutions.

- 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.
Access

Educational Services to Adults

Fairmont State has attempted to meet the needs of adult students, who have varying employment schedules and family obligations, by providing services online and expanding hours for key offices. Students can perform most key functions online without coming to campus; for example, students can pay accounts online, add and drop classes online, and find key financial aid and other enrollment information through the newly implemented “Pop Up” screen that indicates any outstanding business that a student might have to complete before being fully registered. Many courses are being offered online, at branch campuses, during evening hours, and on the weekend; even more, 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. In addition, the library offers expansive resources online.

Fairmont State has a Regents Bachelor of Arts Degree program that is designed for adult students. This program provides a somewhat flexible means of pursuing a baccalaureate degree. Students have the option of amassing credits through work experiences. Portfolio evaluations make it possible for adult students to receive college equivalent credit. Currently Fairmont State has sixty-one students enrolled in this program.

The Non-traditional Student Society is a group that has met over the past few years in order to discuss concerns and problems of adult students. The director of this program has established an online presence so now students share concerns through a chat room. A gathering space on campus is being designed for these adult students.

Changes anticipated over the next six years:

- Increased numbers of graduate programs
- Additional online courses and programs
- Additional Weekend College offerings
- Continued improvements to access services outside normal business hours
- Additional online library services
- Additional courses and degree completion programs at the Caperton Center facility; additional courses offered at off-campus locations.
Adult Student Headcount Enrollment

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

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

Undergraduate Degrees Granted to Adult Students

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Non-Trad Age</th>
<th>Trad Age</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>273 (45%)</td>
<td>338</td>
<td>611</td>
</tr>
<tr>
<td>2004-05</td>
<td>272 (44%)</td>
<td>348</td>
<td>620</td>
</tr>
<tr>
<td>2005-06</td>
<td>311 (46%)</td>
<td>362</td>
<td>673</td>
</tr>
<tr>
<td>2006-07</td>
<td>318 (44%)</td>
<td>413</td>
<td>731</td>
</tr>
<tr>
<td>2007-08</td>
<td>313 (42%)</td>
<td>439</td>
<td>752</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1487 (44%)</td>
<td>1900</td>
<td>3387</td>
</tr>
</tbody>
</table>

Number of graduates in RBA program

Over the past three years Fairmont State has had 145 student graduate from the Regents Bachelor of Arts Degree program.
Number and percentage of classes offered in evenings and on weekends

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

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

Courses offered through distance learning

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>72</td>
<td>49</td>
<td></td>
<td>121 (5.5%)</td>
</tr>
<tr>
<td>2005-06</td>
<td>79</td>
<td>98</td>
<td>45</td>
<td>222 (6.03%)</td>
</tr>
<tr>
<td>2006-07</td>
<td>99</td>
<td>113</td>
<td>59</td>
<td>271 (7.14%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>108</td>
<td>118</td>
<td>74</td>
<td>300 (7.65%)</td>
</tr>
</tbody>
</table>

Credit Hours offered through distance learning

<table>
<thead>
<tr>
<th>TERM</th>
<th>NON-TRAD</th>
<th>TRAD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2005</td>
<td>997</td>
<td>1,468</td>
<td>2,465</td>
</tr>
<tr>
<td>SPRING 2006</td>
<td>1,104</td>
<td>1,728</td>
<td>2,832</td>
</tr>
<tr>
<td>FALL 2006</td>
<td>1,087</td>
<td>1,611</td>
<td>2,698</td>
</tr>
<tr>
<td>SPRING 2007</td>
<td>1,245</td>
<td>2,354</td>
<td>3,599</td>
</tr>
<tr>
<td>FALL 2007</td>
<td>1,202</td>
<td>2,055</td>
<td>3,257</td>
</tr>
<tr>
<td>SPRING 2008</td>
<td>1,404</td>
<td>2,600</td>
<td>4,004</td>
</tr>
<tr>
<td>FALL 2008</td>
<td>1,420</td>
<td>2,739</td>
<td>4,159</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8,459</td>
<td>14,555</td>
<td>23,014</td>
</tr>
</tbody>
</table>
**Number of students awarded HEAPS**

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

**Six Year Goals:**

Fairmont State University plans to increase virtual offerings by increasing the number of online offerings by five courses each semester.

Fairmont State University plans to increase the total number of non-traditional students (age 25 and older) by 1-2% over the next six years.
Cost and Affordability

External funding

The Office of Research (OR) promotes and facilitates research, scholarly activities, and programmatic development/assessment for the faculty and administrative staff of Fairmont State University by helping to locate and secure external funding. The OR encourages the inclusion of students in grant projects. The OR provides a central source of information on major governmental agencies, foundations and corporations that support research, and pedagogical and creative activities.

The OR provides guidance, from conceptual development and planning of proposals through implementation and administration of funded projects. More specifically, it facilitates the identification of potential extramural funding sources, the review of proposal narratives and budgets, the completion of standardized application forms, the assurance of compliance with applicable federal and state regulations, the negotiation of grant awards and contracts, and the provision of administrative assistance for funded projects.

While faculty and/or staff may be the authors of proposals requesting funding, the OR serves as the recipient of external support. As such, the OR is responsible for oversight, compliance management, and appropriate conduct of sponsored activities on behalf of the principal investigator or project director. It is therefore imperative that Fairmont State University maintain a centralized, coordinated approach to the review, approval, submission, and management of all sponsored programs. Review and approval processes must be clearly defined and established to provide Fairmont State University with appropriate controls for compliance and sound management of all sponsored activity.

During 2007-08 Grants and Contracts generated $11,282,662.56. These included awards from Math Symposium, NASA, and EPSCoR; all stimulate interest in STEM fields. Fairmont State just received a grant to establish a STEM Center, so that will be our focus during the next several years.

Goals:

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

Strategy/Rationale:

Increasing funding will require the assistance of all faculty and staff at Fairmont State.
Learning and Accountability

Expansion of graduate/postdoctoral education

As the demand for highly trained professionals in every field increases, more and more students are choosing to pursue a master's level degree. The degree, once considered primarily a stepping stone toward a doctorate, is becoming, for many, a terminal degree. Many fields which once employed graduates with bachelor's degrees now prefer to hire those with master's degrees. Fairmont State University is meeting the challenge of educating men and women in a wide variety of fields including nursing, criminal justice, human service, business, and a variety of areas within the field of professional education.

Graduate Studies at Fairmont State University are designed to give students advanced knowledge in a special field of study, higher levels of professional competence, an understanding of and respect for scholarly research, and a sophisticated knowledge of the techniques of continued, life-long intellectual growth. These goals are achieved through coherent, orderly programs of study, investigation, and supervised practical experiences that are carefully planned by each individual student in consultation with a graduate faculty advisor.

Choosing to pursue a master's degree program at Fairmont State University represents a commitment to excellence, personal growth, and life-long learning. Our graduate programs are committed to a student-centered learning environment that emphasizes concrete experiences, intellectual discourse, and critical reflection. FSU is small enough to allow each graduate student opportunities for interaction with fellow students and distinguished faculty members, yet large enough to provide challenging and diverse areas of study. To better serve graduate students, the university schedules classes at times designed to meet the scheduling needs of part-time as well as full-time students. In fact, several programs and many courses are delivered primarily online. Such courses typically receive student ratings which surpass those of traditional, face-to-face classes.

Listed below are the master’s degree programs that we currently offer; additional programs are being researched as possibilities as well:

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

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

Master of Science - Criminal Justice

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

Master of Science - Human Services

Expansion Anticipated Over the next six years

During the 2008-09 academic year Fairmont State plans to prepare an Intent to Plan document for an additional graduate program in Engineering Technology Management.

The Fairmont State Strategic Plan Goal 4 outlines increasing the number of graduates by 100 over the next six years.

Very little marketing of the graduate programs has occurred to this point; however, a Director of Marketing position has been approved and this office will coordinate recruiting efforts not only at the undergraduate level, but at the graduate level as well. In addition, the Fairmont State Strategic Plan has identified funding for marketing efforts over the next several years.
Innovation

Student civic engagement

Civic Engagement in general studies

Fairmont State has been moving toward an outcomes based general studies program. Attributes have been identified that comprise the desired profile of a graduate.

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

Capstone Courses

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

Public Service Opportunities

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

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

Changes and Growth Anticipated
Since learning outcomes and assessment have been identified and are being collected in a software system called TaskStream, the focus on civic engagement will likely intensify.

In addition, even though many individual efforts on campus have engaged students, these have not always been recorded in the Service Learning Office. With a structure in place to collect this data, Fairmont State’s data collection of civic engagement activities will improve.

Number of Students Participating
For fall of 2008, over 1,000 Fairmont State students will participate 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.
### Appendix A

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

<table>
<thead>
<tr>
<th>Fairmont State University</th>
<th>Previous Years</th>
<th>Base Year</th>
<th>Compact Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Total Fall Headcount Enrollment</td>
<td>4,071</td>
<td>4,740</td>
<td>4,611</td>
</tr>
<tr>
<td>1b Annualized FTE Enrollment</td>
<td>3,745</td>
<td>4,087</td>
<td>3,901</td>
</tr>
<tr>
<td>2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)</td>
<td>77</td>
<td>69</td>
<td>66</td>
</tr>
<tr>
<td>2b Avg Retention Rate of Institution Peers (median)</td>
<td>63.0</td>
<td>63.5</td>
<td>65.5</td>
</tr>
<tr>
<td>3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)</td>
<td>41</td>
<td>42</td>
<td>41</td>
</tr>
<tr>
<td>3b Graduation Rates, including those transferring out and completing degrees at other institutions***</td>
<td>40.1</td>
<td>40.2</td>
<td>38.0</td>
</tr>
<tr>
<td>3c Avg Graduation Rate of Peers (Median)</td>
<td>34.0</td>
<td>33.5</td>
<td>32.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Production</th>
<th>Certificate</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>1st Professional</th>
<th>Doctoral</th>
<th>Total Degrees</th>
<th>Number of undergraduate degrees in STEM &amp; Health Fields**</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>0</td>
<td>73</td>
<td>79</td>
<td>75</td>
<td>80</td>
<td>83</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>625</td>
<td>676</td>
<td>663</td>
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<td>670</td>
<td>675</td>
<td>680</td>
<td>685</td>
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<td></td>
<td>3</td>
<td>27</td>
<td>48</td>
<td>65</td>
<td>65</td>
<td>66</td>
<td>68</td>
<td>68</td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>628</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>133</td>
</tr>
</tbody>
</table>

*IPEDS data not released
** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."
***Problem with this rate; we will work with Rob Anderson’s office to make sure IPEDS submission is correct in future.

7/28/2008
### APPENDIX B

#### Enrollment Projections for Programs

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business</td>
<td>*</td>
<td>*</td>
<td>149</td>
<td>141</td>
<td>143</td>
<td>147</td>
<td>127</td>
<td>132</td>
<td>137</td>
<td>142</td>
<td>147</td>
<td>152</td>
</tr>
<tr>
<td>English</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>33</td>
<td>35</td>
<td>36</td>
<td>38</td>
<td>38</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>English Education</td>
<td>*</td>
<td>*</td>
<td>54</td>
<td>41</td>
<td>30</td>
<td>15</td>
<td>6</td>
<td>28</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>French</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
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**Note:** New Graduate programs in development or at implementation stage:
Educational Leadership (proposed Fall 2008) 15
5- Year Masters option for Elementary and Secondary (Implemented) 5 10
5 - Year Special Education Option (Implemented) 3 6
Exercise Science (to be designed/implemented) 5