GLENVILLE STATE COLLEGE

1872

Master Plan

Fall 2015-Spring 2020

Strategic Planning Documents

December 2014

Table of Contents

Historical Context

Glenville State College was founded in 1872 to serve the higher education needs of central West Virginia citizens. Early in its history, Glenville State gained preeminence for the preparation of teachers to serve in classrooms across the state. Teacher preparation continues to be central to the College's mission.

By 1910, the College had established an athletic program and constructed its first residence hall. In the subsequent decade, the College constructed its first gymnasium and library (Clark Hall).

In 1931 the state legislature approved the College's first Bachelor of Arts degree. During the 1930s, the College built a science building and established the Pioneer as its mascot.

During the 1950s and 1960s, Glenville State met enrollment increases with the construction of the Health and Physical Education Building, the institution's first student center, Pickens Hall residence hall, an amphitheater, and the Kidd Library.

With the 1970s and 1980s came Pioneer Field, the Fine Arts Building, and Pioneer Village, a residential community for upperclassmen. The most recent additions to the campus are a completely renovated science building, a new residence hall (Goodwill Hall), the Morris Center for Criminal Justice Studies, and the Waco Center, a state-of-the-art academic and athletic facility.

Glenville State takes pride in continuing a revered heritage of supporting first generation college students, students of modest means, and students who enter college still unsure of their educational and career pathways to the future.

Since its founding Glenville State College has recognized an obligation to educate students from diverse backgrounds. Today Glenville State offers Associate and Bachelor degree programs in the humanities, social sciences, and sciences that support the needs of the 21st century workplace and society.

President's Statement

By longstanding traditions, geography, and determination, Glenville State College provides educational opportunities to the residents of central West Virginia and, increasingly, out-of-state students who bring diversity to the campus. Glenville State has shown itself exceptional in providing successful pathways to two-year and four-year degrees for challenging regional and national student profiles.

Glenville State will continue to recruit, enroll, and graduate students from the wide applicant pool that characterizes many high school graduates. Moreover, the College will continue to lead the state in students thriving above forecasts for first-generation and low-income college students.

The 2015-2020 Master Plan undertakes to perpetuate and expand Glenville State's exceptionality in discovering and promoting possibilities and potentials.

The 2015-2020 Master Plan represents the best thinking of the Strategic Planning Committee led by Provost John M. Peek. Since spring 2013, the Committee systematically gathered and incorporated the experiences and aspirations of the entire Glenville State community into the planning process and resulting documents. Throughout the process, the Committee was informed by the College's heritage and traditions, its mission, present circumstances, and vision of the possible by 2020.

With deep appreciation, I thank the faculty and staff of Glenville State College for their many contributions to the planning documents that collectively form the institution's Master Plan. The entire campus community owns a special thanks to the members of the Strategic Planning Committee for giving freely of their time and talent.

The Committee has found Glenville State College exceptionally fit and able to advance its mission, strategic goals, and vision for the future as well as to contribute to the fulfilment of the high ambitions of the West Virginia Higher Education Policy Commission's Master Plan: Leading the Way: Access, Success, and Impact.

Peter B. Barr, President

Preface

Glenville State College has long engaged in strategic planning at the institutional level. Recent examples include the 2005-2015 Strategic Plan, 2005 and 2011 Master Facility Plans, and 2008-2012 Institutional Compact. In each case, the College made strides toward the goals established in these multiyear plans.

The campus community's commitment to further advances in the institution's educational offerings and outcomes is reflected in the time and talent devoted in recent years to the development of an array of planning documents. Starting in early 2011, planning teams were formed to craft multiyear recruitment and retention initiatives. Two years later, planning teams were formed to address financial assistance and rising student loan default rates. Fall 2013 brought the development of multiyear plans focusing on career development and diversity. During the past year, the focus has been on developing a strategic approach to the enhancement of international learning, including study abroad.

Many of these planning initiatives directly informed the strategies and activities incorporated in the 2013-2018 Institutional Compact for Glenville State College. For instance, the comprehensive plans required for the Compact are based on the multiyear plans developed prior to the Compact. In October 2014 the College's Board of Governors approved the strategies, activities, and plans crafted to achieve the metric goals set a year earlier in accordance with the Higher Education Policy Commission's 2013-2018 Master Plan: Leading the Way.

In turn, the overarching goals and objectives delineated in the Compact are reflected in the College's 2015-2020 Strategic Plan. For instance, the metrics established for the Compact were projected out two additional years to form the metrics to be used to assess progress toward comparable goals of the institution's Strategic Plan. Other examples include the following.

Pre-Compact Plans	Institutional Compact	College's Strategic Plan
Recruitment	Enrollment/Access	Goal V: Enrollment
Retention	First-Year Retention	Goals V, VIII: Persistence
Financial Assistance	Financial Aid	Goal VIII: Scholarships
Default Management	Student Loan Default	Goal VIII: Financial
Quality Assurance	Academic Quality	Goal II: Assessment
Career Pathways	Career Pathways	Goal II: Support Services

Master Plan Part One: Strategic Plan (2015-2020)

Introduction

The institution began working on its strategic plan for 2015-2020 in late fall 2013 with the formation of a strategic planning team chaired by the provost. In addition to the provost, the team was composed of eight members of the executive staff, a representative of the faculty senate, a member of the staff council, and an officer of the student government association.

The planning team met monthly during the academic year between spring 2013 and fall 2014. In late fall 2013, the team distributed to the campus community draft mission and vision statements, guiding principles, and nine overarching strategic goals. Some minor revisions of these proposals resulted from the feedback received from the campus community.

In spring 2014, the planning team distributed a planning document including multiple objectives for each of the nine strategic goals and related projects to be carried out under the strategic plan. Some revision of and additions to the plan occurred as a result of the feedback received at this time.

Next, the provost conducted a series of small group meetings with faculty and staff to better gauge community support for the plan and to gather additional suggestions. Most of the staff meetings took place during summer 2014 and most of the faculty meetings in early fall 2014. These meetings produced suggestions, which were incorporated in an update version of the 2015-2020 strategic plan.

In mid-fall 2014, the strategic planning team reviewed the updated version of the strategic plan. As part of this review, the team identified the party or parties responsible for carry out specific elements of the plan.

The 2015-2020 strategic plan was endorsed by the College's Board of Governors in December 2014. The newly adopted strategic plan is the center piece of the institution's master plan as it sets the overarching goals around which key activities of the campus community are to be organized and carried out.

During spring 2015, the strategic planning team will prepare the campus community for the implementation of the 2015-2020 Strategic Plan. The team will not only ensure that all members of the campus community are aware of their role in carrying out the Strategic Plan, but also ensure that those directly responsible for specific projects have in place the structural means and other resources needed to complete the assigned tasks.

In spring 2015 the members of the planning team must also work closely with the Facilities Committee to provide for a 2015-2025 Master Facilities Plan anchored in the Strategic Plan recently approved by the Board of Governors.

Glenville State College
Strategic Plan for 2015 - 2020

This Strategic Plan builds on the rich traditions of the College as it guides the institution in the further fulfillment of its central mission and vision for the future.

Mission Statement
Glenville State College prepares and inspires students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world.

Vision Statement
Glenville State College will be recognized as one of the best small public liberal arts colleges in the country.

Guiding Principles
The College is guided by key principles in the advancement of its mission and vision. These principles are:

Student Centered - The College will act in the best interest of students in the development and implementation of its academic programs and student support services.

Community – The faculty, staff, and students of the College will work collaboratively to enrich the learning environment and educational practices of the institution.

Diversity – The College will exhibit and celebrate the span of human diversity across national origins, religions, cultures, and genders.

Integrity – Members of the College community will conduct themselves in a responsible, fair, empathetic, and ethical manner.

Leadership – The College will foster leadership that promotes excellence in instruction, career preparation, support services, basic and applied research, and creative expression.

Innovation – The College culture will promote and celebrate continuous improvement through the assessment of student learning and organizational practices.

Service – The College will support and contribute to the economic development and the public good of West Virginia and beyond.

Strategic Goals

The College has adopted the following strategic goals for 2015-2020 in accordance with its mission, vision, and guiding principles.

I.   Enrich the educational, residential, and working environment of the College
II. Provide curricular and co-curricular programs and services to prepare students for a diverse, technological, and global workplace and society
III. Expand access to and the array of professional development opportunities for all members of the campus community
IV. Effectively and prudently deploy the institution's human, physical, technological, and fiscal resources in accordance with established goals and objectives
V.   Increase enrollment in a predictable and sustainable fashion as well as diversify the profile of the student body
VI. Raise the visibility and reputation of the College in West Virginia and nationally
VII. Advance a master facilities plan that architecturally and geographically defines the College and supports its relationship with the city of Glenville
VIII. Build financial strength for budgetary flexibility and innovation
IX. Expand institutional capacity and impact through strategic partnerships with public and private entities

Strategic Goal I:*
Enrich the educational, residential, and working environment of the College

    A. Assure appropriate classroom and research space in existing academic buildings
        1. Reconfigure and renovate existing classroom space as needed to provide additional opportunities for group activities and seminar style instruction *(Facilities Committee)*
            a. Furnish selected classrooms with round tables for group projects
            b. Equip selected classrooms with electronic response systems
            c. Provide seminar rooms for capstone experience courses
            d. Update classroom furniture in Health and Physical Education Building
            e. Replace classroom furniture in Fine Arts Center
        2. Develop additional space for student research and creative projects. *(Facilities Committee)*
            a. Provide individual studio space for art students
            b. Equip a human performance lab
            c. Allocate research area/lab space for the social sciences
            d.   Upgrade crime scene facilities
            e. Construct a wet lab for the science students
            f. Identify and develop space for a foreign language lab
        3. Provide expanded social and study space for students in existing academic buildings *(Facilities Committee)*
            a. Create social and study area in Health and Physical Education Building
            b. Develop social and study area in Clark Hall
            c. Establish social and study area in Science Building
            d. Provide for social and study area in Fine Arts Center
    B. Plan and construct a new academic building
        1. Develop a floor plan that addresses key education needs *(Facilities Committee)*
            a. Plan for an array of classroom configurations
            b. Allow for suitable study and social space for students
            c. Provide for faculty and student research areas
            d. Ensure appropriate number of faculty offices and work spaces to meet projected need

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*Strategic Objectives and Projects

On the pages to follow, capital letters designate objectives designed to advance the achievement of specific strategic goals. Numbered items are the projects to be undertaken to advance particular objectives. Lower case letters indicate different aspects of the projects.

The document also includes notations indicating the party or parties with prime responsibility for coordinating institutional efforts to advance specific objectives and related projects. The responsible parties are to submit annual progress reports which will be compiled into a comprehensive progress report for the president.

Annual progress reports are due starting 1 June 2016 and annually thereafter through 1 June 2020. Once reviewed by the president and Board of Governors, each of the five annual reports will be made available to the campus community.

Modifications of objectives, projects responsible parties, and/or timelines should be made as part of the annual review process.

C. Enhance the multi-functionality of existing campus facilities
1. Review space use in library, student center, and residence halls *(Provost, Librarian, and Dean of Student Life)*
   a. Provide sufficient and suitably equipped study and social space in library
   b. Assure appropriately equipped activity space in student center and residence halls
   c. Develop an array of meeting spaces for student groups in library, student center, and residence halls
D. Ensure appropriate and suitably equipped space for academic support services
1. Provide for an attractive, functional, and centrally located academic center *(Facilities Committee)*
   a. Allow space for disability and career services, tutoring services, including math lab and writing labs.
   b. Create added space for the College Completion Center
2. Allocate work area and/or office space for complementary academic support services *(Facilities Committee)*
   a. Develop office space for international programs
   b. Create office area for Honors Program
   c. Provide office space for Pioneer Showcase
   d. Allow for office space for Non-Profit Leadership Program
E. Provide information technology and services that advance learning, research, and program delivery
1. Continue a multi-year plan for the adoption of emerging information technology and the replacement of out-of-date software and hardware *(Information Systems Manager)*
   a. Ensure cell phone and Wi-Fi access across campus
   b. Provide ready access to high definition television/projection systems
   c. Develop intranet system for internal data and information sharing
   d. Assure technology for disability services support
   e. Advance mobile devices use in the delivery of curricular and co-curricular programs and services
   f. Provide hardware, software, and support staff for expanded online course offerings
   g. Develop partnerships that advance access to information technology and services, including providing best fiber-based connectivity
F. Assure recreational space and resources for residential and commuter students
1. Provide an array of outdoor recreational venues *(Facilities Committee)*
   a. Pursue an outdoor walking and bike path connecting the campus to area shopping and recreational facilities
   b. Develop tennis courts and outdoor facilities for basketball and volleyball
2. Provide an array of indoor recreational venues *(Facilities Committee)*
   a. Assure appropriately equipped recreation rooms in residence halls, e.g., pool table, table tennis
   b. Develop a robust intramural sports program in the Health and Physical Education Building
3. Configure the Health and Physical Education Building to support a wellness program *(Facilities Committee)*

a. Offer a wellness program using all the resources afforded by the repurposing of the Health and Physical Education Building

G. Develop multiple living options and facilities for residential students
   1. Provide sufficient and suitable residential space for married students, students with dependent children, non-traditional age students, and other students with special needs *(Facilities Committee)*
   2. Establish a price structure for various residential options that promotes living on campus *(Facilities Committee and Vice President for Administration)*

H. Plan and implement a comprehensive internal communication system
   1. Set up electronic information boards at key locations across campus *(Information Systems Manager)*
      a. Integrate the campus media with the information centers
      b. Link emergency notification system to information centers

I. Provide for student access to area recreation, shopping, and entertainment centers
   1. Develop a plan for the development of these centers *(President and Vice President for External Relations)*
      a. Encourage public and private funding for these centers

Strategic Goal II:
Provide curricular and co-curricular programs and services to prepare students for a diverse, technological, and global workplace and society

A. Adjust existing academic programs based on assessments of student learning
   1. Use learning outcomes to measure teaching and program effectiveness *(Provost and Academic Department Chairs)*
      a. Incorporate the measurement of intended learning outcomes in course and program evaluations
   2. Implement a structured program of co-requisite and/or supplemental instruction as needed *(Provost and Academic Department Chairs)*
      a. Provide co-requisite and/or supplemental instruction in general education courses in which student learning is not meeting institutional expectations
      b. Determine the need for supplemental instruction in discipline-specific gateway and capstone courses
   3. Allocate institutional resources in a manner that documents and advances student learning *(President and Provost)*
      a. Strengthen the link between learning outcomes to budgetary decisions

B. Enrich existing academic programs
   1. Assure additional opportunities for experiential and service learning *(Provost and Academic Department Chairs)*
      a. Incorporate in all academic programs some form of experiential learning (e.g., internships or other forms of hands-on job experience)
      b. Engage all academic programs in offering some form of service learning or community service project
   2. Promote internationalization of the curriculum and study abroad *(Provost and Academic Department Chairs)*
      a. Incorporate in all academic programs some form of international experience and/or learning

      b. Offer short-term study abroad opportunities in summer
3. Provide additional opportunities for short-term multicultural experiences within the United States *(Provost and Academic Department Chairs)*
      a. Engage all academic programs in offering some form of multicultural experience and/or learning
      b. Offer on a regular basis short-term immersions in a U.S. multicultural settings
4. Ensure student familiarity with prevailing and emerging technologies *(Provost, Academic Department Chairs, and Information Systems Manager)*
      a. Incorporate training of commonly used technologies in general education courses
      b. Provide training in discipline specific technologies in each academic program's gateway course
      c. Assure the use of career related technologies in discipline-specific capstone courses
5. Increase the appeal and relevance of interdisciplinary degree programs *(Provost and Academic Department Chairs)*
      a. Develop sample fields of study as part of Interdisciplinary Studies degree
      b. Increase academic elective space in degree programs to encourage studies outside the degree field

C. Develop additional degree programs, majors, and minors consistent with changing career opportunities, student interests, and institutional mission
1. Conduct academic program needs assessment *(Provost and Academic Department Chairs)*
      a. Establish framework (criteria and process) for needs assessments
      b. Plan for and implement a biennial assessment of a high priority degree program, major, or minor per year
2. Expand certificate programs to address prevailing or emerging workforce skill sets to determine high priority options *(Provost and Academic Department Chairs)*
      a. Plan for and implement as warranted certificate programs needed to enhance the leadership and production skills of the area's workforce
3. Offer four-year degree program in applied sciences *(Provost and Academic Department Chairs)*
      a. Develop an array of concentrations for the four-year degree program in applied science

D. Modify existing co-curricular programs based on assessments of student satisfaction and learning
1. Enhance the use of learning outcomes as measures of the effectiveness of co-curricular programs *(Dean of Student Life and Academic Department Chairs)*
      a. Ensure learning outcomes based assessment in residence life, student organizations, intramural sports, and student activities
      b. Allocate institutional resources to document and advance student satisfaction with and learning from co-curricular programs

E. Enrich existing co-curricular programs
1. Diversify student activities to reflect the interests and needs of different audiences, especially commuter students *(Dean of Student Life and Academic Department Chairs)*
      a. Increase student participation in campus radio, TV, newspaper and literary journal

2. Expand the scope and level of student participation in recreational activities and intramural sports *(Dean of Student Life and Director of Athletics)*
   a. Assure sufficient and suitable facilities for intramural sports and other recreational activities
   b. Maintain facilities for varsity athletics as needed
3. Develop a comprehensive wellness program *(Provost and Dean of Student Life)*
   a. Incorporate wellness in the mission of curricular and co-curricular programs as appropriate
4. Increase the number and diversify of on campus exhibits, demonstrations, workshops, and events which enrich the educational environment *(Provost and Dean of Student Life)*
   a. Exhibit student research and creative works across campus
   b. Create exhibit space in high foot traffic locations across campus
   c. Develop outdoor performance space for dramatic and musical performances as needed
   d. Establish a fund to bring notable speakers, demonstrations, exhibits, performances and workshops to campus

F. Develop additional co-curricular programs
1. Conduct a study to determine the need for and to set priorities for the establishment of additional co-curricular programs, including varsity and club sports *(Dean of Student Life and Director of Athletics)*
   a. Implement intramural sports programs as needed
   b. Create club sports based on student interest
   c. Provide for new student life activities and programs as required
   d. Plan for new varsity sports based on institutional needs

G. Increase impact of existing academic and other support services
1. Enhance the use of learning outcomes as measures of the effectiveness of academic and other student support services *(Provost, Dean of Student Life, and Academic Department Chairs)*
   a. Assess effectiveness of health, tutoring, disability, and career services
   b. Allocate institutional resources to advance student satisfaction with and the enhancement of learning from academic and other support services
2. Expand role of the Academic Center in student success *(Provost)*
   a. Link career planning and placement services to academic advising
   b. Enhance tutoring services in English, math, and sciences with course related training
   c. Expand array of disability services offered
   d. Intensify early intervention and college completion initiatives
   e. Improve academic advising system, especially during summer term
3. Enhance the role of health and counseling services in student success *(Dean of Student Life)*
   a. Provide resources for health and counseling services consistent with size and needs of student body

H. Expand scope of academic support services
1. Develop a support system for students interested in study abroad *(Provost and Academic Department Chairs)*

a. Appoint a coordinator of international programs
    b. Establish policies and procedures that promote and support study abroad
    c. Designate a location for study abroad resource materials
  2. Establish a mentoring program for students interested in named fellowships and scholarships *(Provost and Academic Department Chairs)*
    a. Appoint a named fellowship and scholarship advisor
    b. Designate a location for resource materials on named fellowships and scholarships

Strategic Goal III:
Expand access to and the array of professional development opportunities for all members of the campus community

  A. Support projects designed to enhance the professional knowledge and skills of the faculty
    1. Offer a wider array of and more frequent on-campus professional development workshops for part-time and full-time faculty *(Provost and Academic Department Chairs)*
      a. Provide for pedagogical training for new and continuing faculty
      b. Offer advanced training in the use of instructional technology
      c. Conduct regular learning disability and diversity training
    2. Provide faculty with incentives for engagement in on-campus and off-campus professional development workshops *(Provost and Academic Department Chairs)*
      a. Develop and implement recognition and reward system
    3. Provide sufficient opportunity and support for research and creative activities *(Provost and President)*
      a. Expand sabbatical program
      b. Support faculty exchange programs
      c. Improve access to off-site research facilities and resources
      d. Offer periodic training in grant writing
      e. Establish funding in support of scholarly activities on-campus and off-campus
  B. Promote projects designed to enhance the professional knowledge and job related skills of members of the staff
    1. Offer a wider array of and more frequent on-campus professional development workshops for part-time and full-time members of the staff *(All Chief Officers of the College)*
      a. Establish extended orientation program for new staff
      b. Institute regular customer service training
      c. Provide advanced technology training
      d. Conduct regular disability and diversity training
      e. Offer periodic training in grant writing
    2. Provide incentives for staff engagement in on-campus and off-campus professional development opportunities *(All Chief Officers of the College)*
      a. Develop and implement a recognition and reward system
    3. Offer suitable financial support to sponsor staff participation in on-campus and off-campus staff development opportunities *(President and Other Chief Officers of the College)*
      a. Establish funding sufficient to support the professional development of the staff

C. Expand student career readiness programs designed to enhance the professional knowledge, attributes, and skills associated with the fields of study and the anticipated career paths
   1. Offer a wider array of on-campus professional development workshops for students *(Provost, Academic Department Chairs, and Dean of Student Life)*
      a. Expand role of career services in the development of needed workshops
   2. Provide student incentives for engagement in various forms of professional development *(Provost, Academic Department Chairs, and Dean of Student Life)*
      a. Develop and implement recognition and reward system
   3. Assure sufficient resources for the professional development of students *(President and Other Chief Officers of the College)*
      a. Establish funding in support of on-campus and off-campus professional development opportunities for students
D. Support faculty engagement in creative works and scholarship, including applied and basic research
   1. Expand the opportunity for faculty to present their creative works and scholarship at regional and national venues *(Provost and President)*
      a. Design and implement an incentive system to advance faculty submission of grant proposals to public and private sources of funding for faculty creative works and scholarship
      b. Provide sufficient funding in support of faculty scholarship and creative works
      c. Create a rotating endowed professorship awarded on the basis of a significant research or creative works proposal
E. Promote student engagement in scholarship and creative works, including applied and basic research
   1. Expand the scope and number of students participating in the Pioneer Showcase, a student creative arts and research forum *(Provost and Academic Department Chairs)*
      a. Establish funding to support the scholarship and creative works of students participating in Pioneer Showcase
   2. Enhance the opportunity for students to present their creative works and scholarship at regional and national venues *(Provost and Academic Department Chairs)*
      a. Design and implement an incentive system to advance the submission of grant proposals to public and private sources of funding for student scholarship and creative works
   3. Provide affordable summer housing in support of student research *(Academic Department Chairs)*
F. Assure appropriate and sufficient library resources to support faculty and advanced student research and creative projects
   1. Enhance access to library collections essential for undergraduate research *(Director of Library and Information Systems Manager)*
      a. Offer online access to major research collections
   2. Provide for faculty access to the research materials essential for the scholarship of teaching, integration, application, and discovery *(Director of Library and Information Systems Manager)*
      a. Offer online access to major research collections

Strategic Goal IV:
Effectively and prudently deploy the institution's human, physical, technological, and fiscal resources

A. Maintain a multi-year human resource plan consistent with the strategic goals of the institution
   1. Conduct a faculty needs assessment through 2020 *(Provost and Academic Department Chairs)*
      a. Incorporate the needs assessment into faculty development plans at the college level and at the department level
   2. Undertake a staff needs assessment through 2020 *(All Chief Officers of the College)*
      a. Incorporate the needs assessment into staff development plans at the college level and at the department level
B. Attract and retain talented employees committed to the institution's mission
   1. Enhance the professional credentials of College employees *(All Chief Officers of the College)*
      a. Increase percentage of full-time and part-time faculty with Ph.D. or equivalent terminal degrees
      b. Increase percentage of classified and non-classified staff with college degrees or equivalent professional training and experience
   2. Ensure appropriate and clear standards for employee performance and advancement *(President and Director of Human Resources)*
      a. Provide for an outcomes based annual performance evaluation process
   3. Provide clear criteria for professional advancement within the institution *(President and Director of Human Resources)*
      a. Establish a training process that contributes to professional development and advancement within and across units
C. Develop and implement a strategic plan for administrative and instructional technology
   1. Conduct an audit and assessment of the technology essential to meeting the instructional and administrative needs of the institution *(Information Systems Manager)*
      a. Set priorities for the acquisition of needed instructional and administrative technology hardware and software
      b. Develop and implement a replacement and/or upgrade cycle for instructional and administrative technology
      c. Monitor the need for hosting alternative operating systems to support the use of mobile communication devices
   2. Enhance the College's ability to offer hybrid and totally online courses and support services *(Provost and Information Systems Manager)*
      a. Set targets for the percentage of courses overall and in specific areas to be offered as hybrid and totally online courses
      b. Identify the need for additional online student support services
D. Conduct periodic space utilization audits
   1. Ensure the alignment of existing space allocations with strategic and facility plans *(Facilities Committee)*
      a. Modify the existing utilization of academic space in accordance with emerging educational needs

    b. Recast the existing utilization of non-academic space in accordance with emerging service and administrative needs
E. Inventory classroom and office furnishings and equipment annually.
    1. Develop a systematic process for the reallocation of unused or underutilized office furnishings and equipment *(Director of Physical Plant)*
        a. Implement a systematic process for the collection and disposal of outdated and unusable items
        b. Establish a process for the repurposing of furnishings, equipment, and other resources
F. Maintain a multi-year financial planning process aligned with the strategic goals and priorities of the institution
    1. Assure annual budgets that accord with a multi-year financial plan *(President and Vice President for Enrollment Management)*
        a. Maintain a structured and collaborative process for developing revenue and expenditure projections

Strategic Goal V:
Increase enrollment in a predictable and sustainable fashion as well as diversify the profile of the student body.
A. Extend multi-year recruitment plan to 2020
    1. Reach an overall headcount of 2125 by fall 2020 *(Vice President for Enrollment and Retention Committee)*
        a. Raise percentage of students enrolled full-time
        b. Increase the percentage of full-time students taking 15 hours per term and 30 hours per year
    2. Achieve 1478 FTE by 2020 *(Vice President for Enrollment and Retention Committee)*
        a. Raise the average number of hours taken by part-time students
    3. Grow the number of students enrolled in early entrance program by 2020 *(Vice President for Enrollment and Vice President for External Relations)*
        a. Raise percentage of early entrance program students who are fully admitted to the College following graduation from high school
B. Extend the multi-year retention plan to 2020
    1. Achieve retention rates equal to the national average for comparable institutions by 2020 *(Provost, Academic Department Chairs, Retention Committee, and Dean of Student Life)*
        a. Increase fall to fall retention rate of first-time, full-time students
        b. Raise fall to fall retention rate for all full-time students
        c. Increase four-year degree program four-year graduation rate
        d. Raise four-year degree program six-year graduation rate
        e. Increase two-year degree program three-year graduation rate
    2. Enhance early intervention activities with at-risk students *(Provost, Academic Department Chairs, and Dean of Student Life)*
        a. Provide an intervention program that begins during the admission process and extends throughout the first year of enrollment
        b. Develop additional intervention initiatives designed specifically for upper level students

C. Increase the number of enrolled students from underrepresented groups
   1. Expand enrollment of foreign students *(Vice President for Enrollment)*
      a. Design and implement opportunities and other incentives to specifically attract and retain international students
   2. Increase enrollment of students from underrepresented groups *(Vice President for Enrollment, Director of Honors Program, and Director of Hidden Promise Program)*
      a. Craft and implement opportunities and other incentives to specifically attract under-represented students to and retain them in the Honors Program and the Hidden Promise Scholars Program
   3. Expand enrollment of first-generation students *(Vice President for Enrollment and Director of Hidden Promise Program)*
      a. Expand the reach and capacity of the Hidden Promise Program
      b. Develop and implement other opportunities and incentives to specifically attract and retain first-generation students
   4. Increase enrollment of out-of-state students *(Vice President for Enrollment)*
      a. Craft and implement opportunities and other incentives to specifically attract and retain out-of-state students
   5. Expand enrollment of non-traditional age college students *(Vice President for Enrollment and Vice President for External Relations)*
      a. Design and implement opportunities and other incentives to specifically attract and retain non-traditional age students
D. Formulate and implement a plan to increase the number of students enrolling in academic programs with low enrollment
   1. Improve recruitment and retention of students interested in the humanities and sciences *(Vice President for Enrollment and Academic Department Chairs)*
      a. Design and implement academic program specific opportunities and other incentives designed to attract and retain additional students in these and other academic programs
E. Develop plans to increase the level of student participation in student organizations and activities
   1. Improve recruitment outcomes for prospective students interested in student government association, student media, and community service orientated student organizations *(Vice President for Enrollment and Dean of Student Life)*
      a. Craft and implement specific opportunities and other incentives to attract students to and retain them in selected student organizations
   2. Improve recruitment outcomes for prospective students interested in intramural sports and varsity athletics *(Vice President for Enrollment, Dean of Student Life, and Director of Athletics)*
      a. Design and implement specific opportunities and other incentives to engage student on a continuing basis in intramural sports
   3. Improve recruitment outcomes for prospective students interested in academic clubs and societies *(Vice President for Enrollment, Provost, and Dean of Student Life)*
      a. Create and implement specific opportunities and other incentives to engage students on a continuing basis in academic clubs and societies

Strategic Goal VI:
Raise the visibility and reputation of the institution in West Virginia and nationally

A. Build a rich branding and marketing strategy
   1. Identify institutional traits most appealing to prospective students and their parents *(Vice President for Enrollment and Vice President for External Relations)*
      a. Incorporate these traits in the institution's message and related marketing strategy
   2. Highlight student, faculty, and alumni stories in marketing materials *(Vice President for External Relations)*
      a. Develop hard copy and online publications describing significant faculty and student accomplishments
      b. Establish a systematic process for collecting recent alumni success stories
   3. Craft marketing materials for social media *(Vice President for External Relations)*
      a. Incorporate the voice of current students in these marketing materials
   4. Establish relationships with major media outlets in contiguous states *(Vice President for External Relations)*
      a. Employ emerging regional, national, and international media outlets to market the institution
B. Increase the reputation of Glenville State as the college of choice locally, in the state, and across the nation
   1. Promote the use of performance indicators that convey the value-added nature of a Glenville State education *(Vice President for Enrollment and Vice President for External Relations)*
      a. Incorporate these indicators in recruitment materials and presentations as well as in general marketing materials
C. Identify and offer innovative curricular and co-curricular programs and student support services which attract recognition for the College
   1. Develop a reward system for innovation *(All Chief Officers of the College)*
      a. Publicly recognize and widely publicize these innovations on and off campus
D. Enhance the use of campus TV programing and the streaming of campus radio station to promote the College
   1. Build viewing and listening audience *(Dean of Student Life and Vice President for External Relations)*
      a. Expand coverage of athletic events
      b. Increase coverage of arts and cultural events
      c. Enhance coverage of faculty and student accomplishments
      d. Expand coverage of special interest stories involving students
      e. Increase coverage of curricular and co-curricular innovations and pilot projects
      f. Enhance coverage of special services designed to promote student success
E. Develop promotional materials for all academic programs
   1. Engage faculty in the development of these promotional materials *(Provost, Vice President for Enrollment, and Vice President for External Relations)*
      a. Set distribution system for these materials

Strategic Goal VII:

Advance a master facilities plan that architecturally and geographically defines the College and supports its relationship with the city of Glenville

A. Update and extend the Master Facilities Plan through 2025
  1. Engage the campus community in plan updating and implementation *(Facilities Committee)*
     a. Conduct periodic SWOT analyses focused on facility issues
  2. Use a geographic information system for accurate mapping of utilities and facilities *(Director of Physical Plant)*
     a. Incorporate findings of study into master facilities plan
B. Define the physical contours of the campus through landscaping, signs, and facility design
  1. Develop additional green areas on the main campus and near other college-related sites *(Facilities Committee)*
     a. Provide for green areas in the site selection and construction of new buildings or other facilities
     b. Ensure dedicated space for outdoor events
  2. Improve directional and informational signage leading to and on campus *(Facilities Committee)*
     a. Allow for easy modification of signage due to the reallocation, reconfiguration, or addition of campus facilities, parking, and green spaces
C. Draft a campus beautification plan
  1. Engage students in beautification initiatives *(Facilities Committee)*
     a. Develop and implement recognition and incentive system for engaged students and student organizations
  2. Incorporate sustainability projects (e.g., recycling) in beautification plan *(Facilities Committee)*
     a. Support the conducting of sustainability projects
     b. Draft preservation plan for forested areas of college property
  3. Conduct a vegetation inventory and planting initiative *(Land Resources and Science Departments and Director of Physical Plant)*
     a. Solicit specimen trees and plants donations
D. Provide sufficient and convenient parking for campus community and visitors
  1. Develop additional parking space on the periphery of the main campus (Facilities Committee*)*
     a. Maintain an appropriate student to parking spot ratio with due attention to the needs of commuter students
  2. Offer shuttle service to serve students traveling to and from the Waco Center and the Morris Training Center *(Dean of Student Life)*
     a. Acquire shuttle fleet vans with step-up (bus-like) access
E. Integrate College and city master plans
  1. Partner with the city in the development of retail shops *(President)*
     a. Seek private or public funding for the agreed upon projects
  2. Join with the city and county in the development of nearby recreational facilities *(President)*
     a. Seek private and public funding for the agreed upon projects

3. Partner with city and county to offer major cultural and entertainment events *(President)*
   a. Seek sponsors of and/or donors in support of these events
F. Ensure a safe and secure campus
   1. Employ technology to secure buildings *(Information Systems Manager)*
      a. Install external and internal electronic locks as needed
      b. Adopt a one card system for building access
   2. Enhance personal safety using technology (*Information Systems Manager)*
      a. Provide adequate emergency notification system, including cell phone and email notification
      b. Ensure adequate coverage by security cameras and call boxes in and around residence halls, parking lots, and academic buildings
   3. Provide for security of and secure storage for institutional records *(Vice President for Business and Information Systems Manger)*
      a. Assure adequate backup system for hardcopy and electronic copies of educational, financial, personnel, and other critical records
   4. Survey vehicle and pedestrian access to campus and across campus *(Vice President for External Relations, Director of Physical Plant, and Facilities Committee)*
      a. Improve sidewalk access to campus along all entrance ways
      b. Control vehicle traffic through the center of campus
      c. Improve campus lighting in designated areas
G. Maintain a multi-year preventive maintenance plan
   1. Identify and pursue external sources of funding for maintenance plan *(President and Director of Physical Plant)*
H. Promote a healthy campus environment
   1. Conduct a structured program on the dangers of drug abuse and tobacco products (*Dean of Student Life)*
      a. Enforce the College's policy on drug abuse, including the abuse of prescription drugs
      b. Isolate tobacco products use on the central and then outer regions of the campus grounds

Strategic Goal VIII:
Build financial strength for budgetary flexibility and innovation
   A. Increase tuition and course fee revenues
      1. Increase the number and percentage of students enrolled full-time *(Vice President for Enrollment)*
         a. Improve retention of full-time students
      2. Raise the percentage of students who graduate in four and six years *(Provost and Academic Department Chairs)*
         a. Improve rates of satisfactory academic progress
      3. Seek benefactors for need-based scholarships *(Vice President for Enrollment)*
         a. Monitor the number, percentage and value of general fund scholarships
      4. Align course fees with actual expenditures *(Vice President for Business and Provost)*
         a. Develop a process for annual documentation of course fee revenue and expenditures as the basis of setting course fees for the next academic year

B. Increase the revenue stream provided by residence hall (room) fees
1. Raise number and percentage of students residing on campus *(Vice President for Enrollment and Dean of Student Life)*
   a. Promote the relationship between residing on campus and student success
   b. Develop incentives for students to continue to reside on campus after becoming eligible to reside off campus
2. Expand on-campus housing options for married and part-time students *(Facilities Committee)*
   a. Promote these housing options as part of the recruitment process
C. Develop annual fund and endowment support for scholarships
Continue Foundation campaigns to raise additional funding for scholarships *(President and Vice President for External Relations, and Director of Foundation)*
   a. Set annual fund raising goals for academic, talent, athletic, and need-based scholarships
   b. Engage potential donors for each type of scholarship
D. Build fund for improvements and additions to physical plant
1. Conduct a capital campaign to enhance physical plant *(President, Vice President for External Relations, and Director of Foundation)*
   a. Set campaign objectives consistent with master facilities plan
2. Maintain appropriate facility use policy and user fees *(Facilities Committee and President)*
   a. Promote the use of campus facilities by governmental entities and educational, business, and civic organizations
E. Expand alumni and other College friends involvement in fund raising initiatives
1. Identify strategic projects of interest to specific groups of alums *(President, Director of Alumni Relations, and Director of Foundation)*
   a. Create a list of scholarships to be named after specific alums, faculty, or staff
2. Engage former student-athletes in building annual and endowment funds for athletic operations *(President, Director of Alumni Relations, Director of Foundation Officers, and Director of Athletics)*
F. Promote faculty and staff participation in fund raising initiatives
1. Identify projects of special interest to faculty and staff *(President and Director of Foundation)*
   a. Engage interested faculty and staff in raising funds for these projects
2. Increase percentage of faculty and staff contributing to the annual fund *(Director of Foundation)*
   a. Develop recognition system for contributions to annual fund
   b. Publicize projects supported by faculty and staff contributions
G. Engage all members of the campus community in the development of grant requests to public agencies and private foundations
1. Provide the training and support needed for faculty and staff engagement in an enhanced level of grant writing *(Vice President for External Relations)*
   a. Offer annual grant writing workshop for faculty and staff
   b. Develop a recognition and incentive system for grant submission
   c. Support grant submissions that advance the strategic goals of the institution with matching funds and/or in-kind contributions

H. Identify the next generation of major donors and engage them in the life of the College
  1. Craft projects of potential interest to these prospective donors *(President and Director of Foundation)*
     a. Formulate naming opportunities and other proposals for the consideration of these donors
I. Promote and carry out cost containment measures
  1. Provide an incentive system that rewards cost containment initiatives and outcomes *(All Chief Officers of the College)*
     a. Form college-wide cost containment project teams as required
     b. Encourage and recognize recycling and repurposing efforts
  2. Assure an effective central purchasing process *(Vice President for Business)*
     a. Establish means of prioritizing requests for classroom and office furnishings and equipment
J. Ensure coordination of Foundation fund raising and expenditures with the annual and strategic goals and priorities of the institution
  1. Maintain a coordinated and institution-wide process of annual fund and endowment fund raising *(President and Director of Foundation)*
     a. Engage key members of the campus community in specific fund raising activities
  2. Provide the campus community with an annual accounting of donor requests and related Foundation support for the institution *(Director of Foundation)*
     a. Leverage these reports in the solicitation of additional gifts to the Foundation from faculty, staff, alums, and other friends of the College

Strategic Goal IX:
Expand institutional capacity and impact through strategic partnerships with public and private entities
  A. Maintain informed and engaged Board of Governors' leadership
    1. Assure an effective and informed BOG decision-making process *(President and Chair of Board of Governors)*
       a. Align agenda and fiduciary responsibility of Governors with the institution's strategic goals and related projects
    2. Provide adequate training opportunities for new and continuing members of the Board *(President and Chair of Board)*
       a. Offer annual training sessions conducted by President and Vice Presidents
    3. Identify prospective future members of the Board of Governors *(President)*
       a. Recruit and engage prospective members of the Board in the life of the College
  B. Support an effective and efficient campus governance system
    1. Assure a governance system that facilitates the sharing of essential information and data among all campus constituencies *(All Chief Officers of the College)*
       a. Provide for a decision-making process which engages an appropriate mix of faculty, staff, and students in the work of standing committees and task forces
    2. Ensure that the charges and work assignments of standing committees and task forces advance the institution's strategic goals *(All Chief Officers of the College)*
       a. Build annual committee agendas and the charge of task forces around specific aspects of the institution's strategic plan

3. Provide for the alignment of the annual and multi-year plans of each academic and administrative unit with the strategic goals of the College *(All Chief Officers of the College)*
    a. Organize unit plans around appropriate aspects of the strategic plan
4. Offer professional development opportunities specifically designed for department chairs, committee chairs, and student leaders *(Provost and Dean of Student Life)*
    a. Establish annual joint and separate leadership workshops prior to the start of the academic year

C. Expand partnerships with area school districts and businesses to provide an enhanced array of on-campus and off-site educational opportunities
1. Offer selected workshops, courses, and certificate programs off site and/or by remote delivery designed to improve workforce skills, including teaching and learning practices *(Provost and Vice President for External Relations)*
    a. Provide incentives for faculty and staff to craft and teach workforce training sessions
    b. Develop a series of recorded and/or online workforce training sessions

D. Build partnerships with area educational institutions, governmental bodies, and civic organizations to provide an enhanced array of on-campus and off-site cultural events
1. Sponsor off-campus musical and theatre performances and art exhibits by Glenville faculty, staff, and students *(Provost and Academic Department Chairs)*
    a. Provide incentives for faculty, staff, and students to organize and participate in on-campus and off-campus cultural events
    b. Develop traveling art exhibits and other cultural exhibits
    c. Establish annual campaign and endowment goals to support off-campus cultural events

E. Assist area businesses, civic organizations, and governmental units in the application for private and public funding
1. Develop economic initiatives and cultural programs in consultation with representatives of area city and county governments *(President and Vice President for External Relations)*
    a. Provide recognition and incentive system for faculty and staff serving as consultants
2. Support the writing of economic development and cultural enhancement grants *(All Chief Officers of the College)*
    a. Develop recognition and incentive system for faculty and staff to engage in collaborative grant writing

F. Update and implement a comprehensive public safety and crime prevention plan
1. Enhance partnerships with local, regional, and state law enforcement agencies to ensure effective responses to specified emergency situations *(Vice President for External Relations)*
    a. Conduct joint training and training exercises for public safety personnel
2. Ensure that the campus community is advised of and prepared to carry out the institution's crisis management plan *(Risk Assessment and Safety Committee)*
    a. Provide annual crime prevention and personal safety training programs for all members of the campus community

b. Conduct joint campus and community drills to address various types of emergency situations

3. Maintain policies and practices for the storage of toxic chemicals and hazardous waste *(Director of Physical Plant)*
   a. Update policies and procedures for the storage, handling, and disposal of toxic chemicals and hazardous waste as needed
   b. Ensure appropriate storage areas and waste containers

4. Offer regular programming to faculty, staff, and students on crime prevention *(Risk Assessment and Safety Committee)*
   a. Provide regular training on the prevention of and response to incidents of sexual assault

G. Engage the alumni association in the identification and development of strategic partnerships with entities within and outside of West Virginia

1. Develop alumni-community partnerships that advance student recruitment, student retention, scholarship development, internships, job opportunities, and graduate school admission *(President, Alumni Director, and Vice President for Enrollment)*
   a. Set goals for each partnership consistent with the strategic priorities of the College
   b. Develop recognition and incentive system for engaged alumni and community partners

H. Work with various media, entertainment, shopping, and recreational outlets to enrich the college experience

1. Develop partnerships that ensure continuing engagement of outlets with the campus community *(President)*
   a. Develop recognition and incentive system for partner outlets

I. Ensure currency of workplace safety policies, procedures, and practices

1. Conduct best practices safety inspections of campus buildings and grounds *(Director of Physical Plant)*
   a. Maintain a structured process for the reporting of safety concerns

Master Plan Part Two: Institutional Compact (2013-2018)

Introduction

Glenville State's history and current practices reflected a philosophical orientation that underlays the College's Master Plan. This orientation closely aligns with the three primary goals of West Virginia's Higher Education Policy Commission's Master Plan: Leading the Way. These three goals are to increase:

- Access to a post-secondary education for both traditional and non-traditional aged West Virginians.
- The number of students at system institutions completing quality academic programs.
- The impact that public colleges and universities have on West Virginia through production of qualified graduates ready to contribute to the workforce and the community, the provision of needed services, and research and development that promotes knowledge production and economic growth.

A restatement of the goals of access, success, and impact as they related to the College's Master Plan follows.

Access: Glenville State College intends that residents of central West Virginia, the state, and the nation will envision a tomorrow with a college degree for themselves and their families. Their vision grants the critical necessity of a college degree for full and active participation in the workplace and community. To this end, Glenville State will recruit and enroll an increased student body and become the college-of-choice for first-generation and moderate-income students.

Success: Each day, Glenville State College intends to provide students with diverse academic and social experiences that discover, stimulate, and foster unexpected possibilities. Glenville State seeks curricular and co-curricular continuity that equips students with the tools for exceptional citizenship. To this end, Glenville State will assess and adapt academic and social opportunities on a value-added scale that reports better than predicted student outcomes.

Impact: Glenville State recognizes an obligation beyond addressing the tomorrows of prospective students and the today's of current students. The success the College plans extends beyond its campus boundaries to the community, the county, the region, and the state. Glenville State seeks to continue to expand its role as an economic and social engine that orients and drives West Virginia's future. To this end, Glenville State will establish agreements and alliances with citizens, public agencies, and private entities seeking to support activities that aim for an improved quality of live in West Virginia.

Each of these goals informs key components of the College's Strategic Plan. Access is addressed in Strategic Goals V and VIII. Success in Strategic Goals II and III. Impact in Strategic Goals II and IX. The College's commitment to access, success, and impact is further conveyed in the strategies and activities of Glenville State's Institutional Compact which are presented in this section of the College's Master Plan.

I. Access

Enrollment

Strategy A

Glenville State College will increase enrollment by improving recruitment outcomes and student retention rates. Student recruitment will focus more on the enrollment of first-time, full-time students. In terms of retention, special attention will be given to retaining students beyond the first year of college, especially those enrolled in associate degree programs.

Activity 1

The College will develop and employ an effective marketing strategy through expanded use of social media and the institution's emerging radio and TV programing capability. These mediums are expected to become key sources of information about the College for prospective students and their parents residing in central West Virginia and contiguous areas.

Activity 2

The College will develop and employ retention initiatives that assist students beyond their first-year of college to persist to graduation. The institution will examine the need for seminars and/or workshops to address the specific needs of transfer students and upper level students in academic difficulty. It will also look at the need for targeted tutoring and performance-based financial assistance.

Activity 3

Embedded within the College's recruitment processes will be activities specifically designed to increase applications from and the admission of out-of-state students. The College will specifically target first-generation students residing in the states contiguous to West Virginia. Glenville State will concurrently advance various initiatives to recruit additional international students.

Collaborative Access

The College is committed to providing access to higher education opportunities for students who are place bound due to work, family situation, and other limitations. These students may avail themselves of one or more of the educational outreach programs offered by Glenville State. These programs include early entrance (dual credit) courses offered on the campus of area high schools, an associate degree program offered at the federal correction facility in Gilmer County (FCI-Gilmer), two-year and four-year degree programs offered online to corrections officers, and courses for adult learners offered at the Braxton County Center. The College plans to expand the array of these programs and the number of students served in the years ahead.

Strategy A

The College will continue to work with area high schools to better prepare their graduates for college life.

Activity 1

The College will continue to actively recruit additional school districts and grade 8-12 participants to the Hidden Promise Scholars Program. It will additionally seek new ways to support the aspirations of these students to attend college. In this regard, the institution will undertake a campaign to fund additional scholarships for program participants who elect to attend Glenville State College.

Additionally, the College will continue to offer informational sessions and activities on high school campus designed to assist these students with the college application process, requests for financial assistance, completion of housing applications, registration procedures, and course selection. Moreover, the College will provide these students with the opportunity to visit the Glenville campus and sample college life.

Activity 2
The College will seek to further diversify the array and number of courses offered at area high schools through its early entrance program. Beyond enrollment, the goal of the College is to increase the number of students who enroll in college following graduation from high school.

Activity 3
In collaboration with the Jason Project, the College offers instructional workshops and course materials to enrich the teaching of sciences in the public schools of central West Virginia. The intent of the Jason Project is to better prepare high school graduates for college and to increase the number of students who pursue a four-year degree in the sciences.

Strategy B
Glenville State College will strive to increase the scope of its offerings for adult learners through collaboration with private businesses and county, state, and federal agencies.

Activity 1
The College has offered courses leading to an associate degree at FCI-Gilmer for a number of years. The College will explore the option of offering additional courses at this facility leading to the completion of a four-year degree.

Activity 2
The College has offered an online two-year degree program in criminal justice for employees of various state corrections agencies for a number of years. Some of these students have additionally completed a four-year degree in criminal justice. The institution will explore the viability of offering other four-year degree options for this audience.

Activity 3
The course offerings at the Braxton Center are currently very limited and therefore do not provide a pathway to a two-year degree let alone a four-year degree. The College will undertake a study of the feasibility of offering one or more degree programs through expanded course offerings at the Braxton Center. The primary audience for this initiative is adult learners.

Financial Aid
The College's financial assistance plan supports the institution's strategic priority of increasing enrollment in a predictable and sustainable fashion. In fulfilling its strategic purpose, the plan advances four primary goals.

- Promote a comprehensive approach to the development and allocation of financial aid and scholarships in accordance with the student recruitment, retention, and graduation goals established by the College
- Foster financial services and aid dispersal in a manner that advances access to higher education, diversity of the student body, and the array of academic interests and special talents of the campus community
- Ensure responsible use of federal, state, institutional, and Foundation resources by those awarding and those receiving financial assistance
- Increase the value and scope of institutional and Foundation resources allocated to financial assistance

In advancing the plan's primary goals, the institution will achieve two strategic objectives.
- Increasing the institution's ability to recruit, retain, and graduate students from low income families and from under-represented groups
- Advance recruitment goals for new academic programs and low enrollment programs

Strategy A

The College will strive to better align the awarding of funded and unfunded scholarships and work-study and work-ship funds to the recruitment of students with the potential to make notable contributions to campus life in terms of diversity, academic performance, and co-curricular experiences.

Activity 1

The College will advance its plans to implement scholarship programs designed to assist in-state and out-of-state students to attend Glenville State College. Additional scholarships are being offered to in-state students who have been selected to participate in the Hidden Promise Scholars Program. Most of these students are first generation college students from low income families. Additional scholarships are now available to out-of-state students. Most of these students are also first generation college students from low income families. Many are also from minority groups.

Activity 2

The College will increase the enrollment in its Honors Program by ten students per year up to the current cap of 40 honor students. This initiative includes providing the academic opportunities and financial assistance necessary to recruit high performing students to the College. The coordinator of the College's recently established Honors Program will work with the director of the GSC Foundation to raise the funds needed to underwrite Honors Program scholarships.

Activity 3

The College will support the enrichment of campus life by actively supporting the recruitment of students with talents that have the potential of enriching the cultural life of the campus. As funds become available, additional scholarships will be offered in art, music, theatre, and media studies.

Strategy B

The College will support the efforts of the GSC Foundation to develop scholarships in accordance with the institution's recruitment goals and its commitment to diversity.

Activity 1

The College will use financial aid to increase the access to higher education of students from underrepresented groups, including students from low income families.

II. Success

Developmental Education

Strategy A

Glenville State College will improve pass rates in developmental and college-level introductory math and English courses by revamping the current courses, requiring supplemental instruction as needed, and improving tutoring in math and English.

Activity 1

The math faculty has been charged with the crafting of a single developmental math course to replace the current two course sequence and ensuring the alignment of the new course with college-level introductory math courses. Required supplemental instruction will be a central

element in in this reconceptualization of lower level math courses. The desired outcomes include:

- Higher pass rates in developmental math courses.
- Fewer students having to take a developmental math course.
- Higher pass rates in college-level introductory math courses.
- More students satisfying the general education requirement in mathematics during their initial year of enrollment.

Activity 2

The English faculty has been charged with an examination of the current developmental course in English and revising the course as needed. A supplemental instruction requirement is expected to be a central feature of this initiative. The English faculty is additionally charged with ensuring the alignment of the developmental English course with college-level introductory English courses. The offering of sections of introductory English courses with a supplemental instruction requirement is also a part of this initiative. The desired outcomes include:

- Higher pass rates in developmental English courses.
- Fewer students having to take a developmental English course.
- Higher pass rates in college-level introductory English courses.
- More students satisfying the general education requirement in English during their initial year of enrollment.

Activity 3

The College needs to develop a larger pool of students to provide the expanded tutoring services required to support both the faculty teaching and the students enrolled in developmental and college-level introductory math and English courses. Glenville State also needs to ensure that math and English tutors have the pedagogical training essential to effective instruction. Thus, the institution will offer for credit and non-credit training of prospective student tutors. The outcomes of this activity include:

- A larger pool of prospective math and English tutors.
- Enhanced training and thus effectiveness of math and English tutors.
- Expanded hours for math and English tutoring.
- An increase in the number of students served by math and English tutors.
- High levels of student satisfaction with the outcome of math and English tutoring.
- Higher pass rates in developmental and college-level introductory courses in English and mathematics.

First-Year Retention

Strategy A

Glenville State College will employ a comprehensive approach to student persistence that integrates orientation programs, academic advising, career exploration, and a well-defined process for early intervention on behalf of first-year students at risk of not returning the following semester or the following year.

Activity 1

A planning team will review the current first-year orientation program and first-year experience course (GSC 100), with special attention to building more structured affinity groups. The team will additionally determine the need for and possible content of college preparedness orientation sessions, workshops, or seminars for first-time, non-traditional age students.

Activity 2
Glenville State College will improve the retention of first-year students through the development and implementation of data-based advising guidelines for appropriate course placement. Academic advisors will be expected to follow these guidelines, especially in course selection for incoming first-year students deficient in math and/or English. Improvements in course placement are expected to lead to higher levels of first-year student retention by reducing the number of:
- Failing grades.
- Courses that students must repeat.
- Students placed on probation or suspended.
- Students remaining uncertain about their ability to succeed in college.

Activity 3
Glenville State College will improve the fall-to-fall retention rate of first-year students through enhanced intervention on behalf of at-risk-students. Specifically, the institution will strengthen its early warning system by the creation of two supplemental advising teams composed of selected faculty and staff. One of the supplemental advising teams will work specifically with students required to take at least one developmental education course. The second team will focus on the subset of these students who are student-athletes.

Progress Toward Degree

Strategy A
Glenville State College will increase the percentage of full-time students successfully completing 15 hours per term and 30 hours per academic year by improvements in its advising system, course placement and registration practices, and tracking progress toward degree completion.

Activity 1
The College will improve faculty and student use of Degree Works, a degree audit system, in academic advising and course registration. New faculty will be trained in the use of Degree Works each fall. New students will be expected to demonstrate their use of Degree Works in the first-year experience course, GSC 100. Continuing students will be expected to bring a copy of their degree audit to the advising session that precedes registration for the next term.

Activity 2
Academic departments will ensure a two year rotation for all courses required in their respective degree programs and reflect this rotation in program specific two-year and four-year plans of study. The course rotation schedule and plans of study will be based on the completion of 15 hours per term and 30 hours per academic year and be available to faculty and students on a continuous basis.

Activity 3
The College will improve its ability to track the number of hours completed each semester and academic year and the identification of students not following established plans of study. It will additionally develop a process for working with these students and their academic advisors to get these students back on track for timely degree completion.

Graduation Rates

Strategy A

Glenville State College will raise its four-year and six-year graduation rates through further diversification in the delivery of the courses needed for degree completion and the means of earning college credit.

Activity 1

Progress toward degree is partly a function of course availability. The offering of online courses can reduce the prospect of class conflicts and may even allow for the more frequent offering of some courses. Therefore, the College will strive to increase the array and frequency of online offerings first of required general education courses and then of lower level required courses in high demand programs.

Activity 2

The College will strive to provide additional opportunities for students to complete degree requirements through competency examinations and competency-based learning portfolios. Such opportunities allow students to earn credits toward degree completion without working around the scheduling restrictions or enrollment limits which can prevent timely enrollment in one or more required courses.

Activity 3

Glenville State College will increase the appeal of its RBA program and interdisciplinary degree program as pathways to a college degree. It will do so by crafting sample fields of study consistent with these degree programs and promoting these options. The College will also examine the need to offer courses of study consistent with the HEPC approved format for a four-year degree in applied science.

Academic Quality

The College will demonstrate high levels of teaching effectiveness and student learning. It will document these outcomes through a comprehensive, systematic, and regular process of program review and assessment.

The outcomes of benefit to the institution are stated in item two (2) above. The more significant intended outcomes are high levels of teaching effectiveness and student learning. Accordingly, each academic program is required to maintain a planning and assessment portfolio. The portfolio includes the findings of outcomes assessments and a plan of action to address any shortfalls in student learning. Thus, the portfolios provide a formal means of demonstrating learning outcomes as well as an institutional commitment to continuous improvement in student learning.

Strategy A

Through its academic departments, the College will annually document student performance in terms of established learning outcomes and take any appropriate actions needed to improve learning outcomes.

Activity 1

The College refined its assessment process through the preparation of planning and assessment portfolios starting in fall 2011. The portfolios were updated the following fall. They were not updated in fall 2013 due to the scope of curricular changes pending at that time. The process of annual updating was renewed in fall 2014, with this year's update to be completed in spring 2015.

Activity 2
The College will develop a more well-defined process for extracting data from degree program assessments to evaluate the achievement of the learning outcomes established for the College's general education program.

<div align="center">

Strategy B
</div>

Classroom instruction and related course assignments play a predominate role in student learning. However, the learning process for many students must be supported by informal and formal peer tutoring. This is especially the case for students who are not college ready in one of more subject areas. Thus, assuring adequate structured learning outside of the classroom through the employment of peer tutoring is critical to the success of more than a few students.

Activity 1
The College will institute a referral process that advises faculty not only of who has sought out tutoring, but also whether additional tutoring is required. The College will concurrently encourage faculty to incorporate the referral process into their course requirements as a way to strengthen the referral process.

<div align="center">

Strategy C
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Many of the learning outcomes set for general education requirements and the disciplinary component of a degree program can be found in the intended learning outcomes of the co-curricular programing offered by student life. Thus, the contribution of co-curricular programing to the achievement of the learning goals of academic programs must be evaluated.

Activity 1
The College needs to complete the process of developing planning and assessment portfolios in student life that parallel those of academic programs. In this regard, special attention needs to be given to developing the rubrics and assessment instruments essential to evaluating the contribution of student life programing to reinforcing and enriching classroom learning. Additionally, it is necessary in student life to close the assessment loop by crafting and carrying out action plans to enhance student learning.

Career Pathways
The Career Pathways Plan will contribute to student success and persistence to graduation by assisting students in setting career goals and determining a course of study supportive of these goals. The plan will promote a comprehensive approach to career advisement, including the alignment of academic program selection and other educational experiences with the development of the knowledge, skills, and attributes needed to be career ready upon degree completion.

The primary objective of the plan is to ensure appropriate career advisement and career preparation within academic programs and through the Office of Career Services. In accordance with these objectives, the Office of Career Services has four primary functions. These functions are to:

- Serve as a comprehensive career resource center;
- Support faculty and students in correlating academic and professional goals with personal values and interests;
- Promote curriculum-integrated career planning and preparation activities; and
- Support a rich and innovative student employment experience.

<div align="center">**Strategy A**</div>

A multifaceted approach is necessary to advancing the intended institutional and student-specific outcomes of the Career Pathways Plan. Therefore, the plan is composed of four action areas which are presented here under the heading of activities, two under Strategy A and two under Strategy B.

Activity 1

Career Counseling will be advanced through the following activities.

- Provide direct, one-on-one counseling in relevant career development topics
- Support academic departments in delivering core and special topics seminars to classes as part of the Career Readiness Program
- Conduct core and special topics seminars for the general campus population and greater community
- Research data and current trends to develop educational and marketing content
- Volunteer career expertise to further the missions and relationships of the college and community organizations
- Reach out to newly accepted General Studies/Undecided majors (email, social media) during the spring semester and summer to promote personal assessments and career planning services

Activity 2

Career preparation will be enhanced through the following activities.

- Promote and manage individual student participation in the Career Readiness Program
- Cultivate relationships with employers, service organizations, recruiters, and graduate/professional programs
- Foster professional connections with GSC alumni and other potential partners/mentors
- Coordinate special events that provide opportunities for students to demonstrate professional skills and build relationships for post-graduation opportunities – Fall Fair, Mock Interview Day, Etiquette Luncheon, Career Fair
- A structured employment program for students working for the College
- Proactive intervention on behalf of student workers at risk.

<div align="center">**Strategy B**</div>

A multifaceted approach is necessary to advancing the intended institutional and student-specific outcomes of the Career Pathways Plan. Therefore, the plan is composed of four action areas which are presented here under the heading of activities, two under Strategy A and two under Strategy B.

Activity 1

Collaborative leadership in career services will be enriched through the following activities.

- Provide input, direction, and support for Academic Center initiatives
- Ensure the responsive, integrated, and complementary nature of departmental services and promotion to the campus community
- Provide additional opportunities for students to demonstrate to the campus community their creative, research, and leadership skills
- Draw upon TRIO program (student support services) resources, most notably tutoring and counseling services and resources, to encourage improved academic performance

Activity 2

The enhancements and promotion of career services will include the following activities.

- Identify and offer new presentations and special topics seminars
- Ensure that students, especially those at-risk of college attrition, have the benefit of appreciative coaching in career counseling and academic advising
- Work collaboratively with faculty and staff to ensure that career planning activities are defined, timed, and effectively supported within the appreciative coaching framework
- Promote career preparedness of graduates through increased exposure to career-related assignments within their major field of study
- Enhance Career Services webpage to include relevant resource links and services in Career Planning
- In recognition of the relationship between obtaining a college degree and fulfilling professional aspirations, Career Services will additionally strive to advise students on the personal and professional impact of securing employment sufficient to meet total loan repayment requirements.

<div align="center">

Strategy C

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The College has set about to craft on-campus student employment practices similar to those of off-campus employers of Glenville State graduates. These practices include an application process, pre-employment interviews, on-the-job evaluation process, and termination procedures.

Activity 1

More formal hiring, performance, and dismissal practices were introduced in fall 2013 and widely followed starting in fall 2014. Students now apply online for jobs on campus. Applications are reviewed by the supervisors of student workers, who then arrange to interview students with the skills and availability required. These practices will be reviewed in spring 2015 and as needed revised for fall 2015.

Activity 2

The College will explore the need for periodic workshops for student workers and the possible topics to be covered in these workshops. Possible topics include customer service, ethical practices, report writing, data collection and data analysis. The proposed workshops should increase career preparedness and make Glenville State graduates highly attractive to area employers.

III. Impact

Degrees Awarded

<div align="center">

Strategy A

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Glenville State College will increase the number of degrees awarded annually by enhancing its array of degree options and actively recruiting students for low enrollment programs. These initiatives are in addition to other efforts to recruit and retain to graduation more students.

Activity 1

Academic Affairs will oversee the full implementation of the recently approved degree program in health and human performance. This degree program is expected to draw new students to the College as well as support the retention of students who might otherwise leave the institution for similar programs at other institutions. The cumulative outcome will be the awarding of additional degrees.

Activity 2
Glenville State College is preparing to submit for approval a degree program in the field of communications. The implementation of this degree program should enhance the institution's ability to recruit and retain additional students in this popular field of study. It is also expected to contribute to the College's commitment to increasing the number and range of degrees awarded.

Activity 3
Glenville State College will embark on a coordinated process designed to attract more incoming students to low enrollment programs. Special attention will be given to the recruitment, retention, and degree completion of students in STEM fields. This may require in some cases the development of interdisciplinary degree programs built around a STEM field. The College will additionally undertake the development of interdisciplinary degree programs drawing upon courses in non-STEM fields with low or declining enrollment.

Student Loan Default Rate

Strategy A

The College will institute a comprehensive approach to default management. In accordance with this more holistic approach, the College will organize its efforts into four action areas: (a) retention strategies, (b) financial literacy initiatives, (c) debt management for currently enrolled students, and (d) default management for alums with outstanding student loans.

Activity 1
Glenville State College will reduce its student default rate through expanded programs in financial literacy for students as well as for faculty and staff.
Student outreach activities will include:

- Issuing Financial Aid monthly tips via email, website, and campus media.
- Incorporating additional financial literacy into new student orientation.
- Using Inceptia's *Financial Avenue* courses to supplement instruction in GSC 100.
- Participating in College Goal Sunday.
- Hosting FAFSA Workshops on campus and at off-campus locations.
- Increasing timely FAFSA completion by continuing students.
- Providing default awareness training for student resident assistants and the heads of other student organizations.

Activity 2
The Office of Financial Aid will enhance initial loan counseling and modify loan procedures in an effort to promote appropriate use of loan funds and to advise students against loan amounts in excess of direct educational expenses.
Enhanced Entrance Loan Counseling

- Students will be required to complete online Loan Entrance Counseling each year. This counseling will provide students with their loan history and an opportunity to prepare a budget for their educational expenses.

Refined Student Loan Processes

- Completion of the financial aid estimate form will be used as an opportunity to discuss indebtedness
- The Financial Aid Office will initially award the base loan amount only.
- Beginning with fall 2014, the Financial Aid Office will limit unsubsidized loan awards and require students to request additional loan amounts.

- Students who wish to request an additional unsubsidized loan will be required to complete the appropriate form.

The instituted modifications of the loan counseling process is expected to:

- Improve student understanding of the immediate and long-term implications of taking on an educational loan.
- Reduce the amount of debt assumed by students during their college years.
- Increase the prospect of a loan burden consistent with the student's ability to repay the loans.
- Fewer instances of former students defaulting on their loans.

Activity 3

The College partnered with *Inceptia* starting in spring 2014 to support the institution's grace period counseling and default prevention activities. Concurrently, it reviewed and revised as needed its proactive interventions to assist alums and other former students in the fulfillment of their financial obligations.

Critical Regional Issues

The outreach programs of the College seek to enhance and enrich the educational, cultural, and economic opportunities available to the residents of Gilmer County and contiguous regions.

Strategy A

Through its Small Business Development Center, the College will continue to identify economic opportunities in Gilmer Country and contiguous counties and assist with workforce training.

Activity 1

The Small Business Development Center will continue to identify and support emerging commercial and production enterprises with the potential to contribute to the economic development of central West Virginia. This support includes providing temporary office space in the Center, assistance with the crafting of business plans, and the identification of start-up grants.

Activity 2

The Small Business Development Center continues to promote the growth of the agricultural sector of the economy of central West Virginia through workshops and grant writing.

Activity 3

The College is currently engaged in two related projects. One is the development of a walking path from campus to a shopping center frequented by Glenville State students. The other is the opening of a river walk from Glenville to Burnsville. The College anticipates that these projects and similar initiatives will stimulate the recreational and hospitality sectors of the economy of central West Virginia.

Strategy B

The College will strive to enrich its contributions to the cultural, educational, and entertainment opportunities available to the residents of Gilmer County and surrounding counties.

Activity 1

The identification of possible cultural and entertainment events began in fall 2014. Events will be selected and hosted locally based on their appeal to the residents of central West Virginia.

Activity 2

The campus radio and TV stations will expand the hours of operation and audience in order to deliver a wide array of cultural and educational programing to the regions of the state served by the College. The educational programing will range from the development of artistic and

technical skills to preventive healthcare to the examination of current social, political, and economic issues.

Strategy C

The College will support economic growth through student internships with emerging businesses and the promotion of a healthy lifestyle among the region's workforce.

Activity 1

The College will use the campus media to disseminate health-related programming. This initiative reflects the College's recognition of the scope and scale of health issues among the people of central West Virginia and of the state generally. It additionally recognizes the positive relationship between a healthy workforce and economic growth.

Activity 2

The College will encourage experience-based learning in all of its academic programs. These experiences or internships will give due consideration to the resource needs of emerging businesses and public service entities in the region, especially those in need of temporary assistance with product development, promotion, and delivery.

Master Plan Part Three: Area Planning Documents

Introduction

The strategic plan presented in the first section of this document provides the overarching goals of the College's Master Plan. It also presents the objectives and activities designed to advance each of the strategic goals and thereby provides a framework for assessing progress on plan.

The second section of this document incorporates the strategies and activities of the College's Institutional Compact into the institution's Master Plan. These strategies and activities provide further definition of the tasks to be undertake to advance all nine strategic goals, but especially Goals I, III, and V.

No less important is the demonstration of the similarities in the philosophical and action orientations of Glenville State College and the Higher Education Policy Commission as represented by their respective master plans. The College's commitment to access, success, and impact is evident in the objectives and tasks delineated in the 2015-2020 Strategic Plan and reinforced by integration of the activities set forth in the Institutional Compact into the College's Master Plan.

This section of the document adds additional depth to the College's Master Plan by presenting many of the pre-Compact planning documents which informed the 2013-2018 Institutional Compact and the 2015-2020 Strategic Plan. The contributions which these early plans make to the Master Plan are fivefold. They provide for:

- A more detailed delineation of the actions to be undertaken within specific areas of the College to advance the institution's strategic goals.
- The structural arrangements essential to the implementation and monitoring of the strategic initiatives set forth in one or more sections of the College's Master Plan.
- Data-driven decision-making and assessment in critical strategic areas.
- Broad engagement of the campus community in an array of strategic initiatives.
- Increased accountability for the success of assigned strategic activities.

The first two documents address student recruitment and retention and therefore are aligned with Goal V of the College's Strategic Plan and the access and success components of the Institution's Compact. The next two documents deal with financial assistance and managing the related student loan default rate. Both address the access and impact pieces of the Compact as well as Strategic Goals V and VIII. The document that follows provides the structure and process for ensuring the quality of the institution's academic programs, including meaningful assessment of student learning. It therefore underlays Strategic Goal II and the success section of the Institutional Compact. The sixth planning document lays out College initiatives in the area of career preparation. These initiatives go to the essence of success and impact and Strategic Goals II, III, and IX.   All six of these planning documents were updated in fall 2014 to align with the Master Plan. The next to last planning document is a draft strategic plan for instructional and administrative technology. This plan will be refined in spring 2015 to ensure its alignment with Strategic Goals II, IV, and VII as well as the Facilities Plan due in June 2015. The final document projects staffing needs in fall 2020.

Glenville State College
Recruitment Plan, 2015-2020

Fall 2014

Strategic Priorities
The principle strategic priorities of Glenville State College for the period of fall 2015 to fall 2020 are to:
- Recruit and retain students who can benefit from and contribute to the quality of the curricular and co-curricular programs of the College; and to
- Increase total enrollment in a predictable and sustainable fashion.

The recruitment plan that follows is grounded in the institution's recruitment philosophy which starts on page 41.

Recruitment Plan
Primary responsibility for the development, implementation, and updating of the College's recruitment plan resides with the associate vice president for enrollment. The associate vice president will perform this charge in collaboration with the director of financial aid, director of athletics, director of public relations, director of off-campus programming, dean of student life, and the provost. These individuals are thereafter referred to as the planning team.

The planning team will assist the associate vice president for enrollment in identifying the content and form of marketing and recruitment activities that promote enrollment growth and improve retention through maximizing the match between the educational and career interests of perspective students and the mission and programs of the College. In this regard, the planning team will examine:
- National and regional trends in the academic and career interests of high school students and adult learners;
- National and regional trends in the traits of colleges considered important by high school students, their parents, and adult learners;
- Traits of Glenville State College considered important by students applying to, admitted to, and enrolled at the College; and
- Perceptions of Glenville State held by prospective students, high school counselors, and other key constituents.

The planning team will also assist the associate vice president for enrollment in the identification of academic and other traits that characterize first-time and transfer students likely to matriculate and persist to graduation at Glenville State College. Among the factors to be examined are persistence rates by:
- High school grade point average and class rank;
- Courses taken in high school (college prep courses);
- Standardized test scores, especially in English and mathematics;
- Extracurricular activities, including athletics;
- Level of financial assistance, including scholarship maintenance requirements and number of hours of work-study/workship;
- Number and nature of transfer credits; and

- Academic and career plans, including choice of major and plans for graduate study.

Recruitment Framework

In addition to emphasizing the personal and professional benefits of a college education, recruitment efforts will emphasize the following aspects of Glenville State College.

- Dedicated and caring faculty and staff
- Quality of faculty-student interaction
- Safe and friendly environment
- The College's proven success in supporting first-generation college students
- Access to on-campus and regional fitness and recreational facilities
- Array of student organizations and related leadership opportunities
- Wide selection of cultural events, especially in the visual and performing arts
- Recognized programs in education, land resources, and criminal justice
- Pre-professional programs in business, health fields, legal studies, and social work
- Significant undergraduate research and internship opportunities
- New programs of study, support services, and facilities
- Graduate program admission rate of institution's graduates

Recruitment Cohorts (Target Audiences)

While the College must continue to actively recruit traditional age college students from the immediate area, it must also diversify its recruitment pool and student population. Accordingly, the recruitment plan gives due priority to attracting to the College:

- Adult learners (students 25 years of age and older);
- Students from underrepresented groups (African-American and Hispanic);
- High school students with college credits, including Advanced Placement Credits
- Transfer students from two-year and four-year institutions;
- Out-of-state students; and
- International students.

For these recruitment efforts to be successful, they will need to be accompanied by ensuring that the College's array of academic programs, housing options, cultural endeavors, and course delivery systems align with the needs of these cohorts.

Recruitment Strategies

Recruitment strategies will be multifaceted given the differing college selection criteria of traditional age students and their parents, adult learners, and students interested in online programs.

The primary means of identifying prospective students will include:

- Visits to Hidden Promise county schools with the option of on-site registration;
- Visits to high schools throughout West Virginia and western Virginia;
- Selected visits to high schools in southwest Maryland, southwest Ohio, and western Pennsylvania:
- The use of CAPPEX with a focus on students from Maryland, North Carolina, South Carolina, and Washington D.C. in addition to West Virginia
- Selected visits to high schools located in other parts of the Appalachian region;
- The use of College View, Minority Report Online, and the College Foundation of West Virginia;
- Collaboration with Gear-Up, the Hidden Scholars Program, and ROTC;
- Information on prospective students provided by GSC faculty, staff, students, and alums;

- Data provided by The National Student Clearinghouse; and
- Targeted name purchases from ACT, SAT, CBSS, and NRCCUA.

Other established and new sources for the identification of prospective students will supplement the above sources on an as needed basis.

Message Delivery

Along with a comprehensive marketing plan, positive messages about the College delivered by word-of-mouth are critical in building the reputation of Glenville State and directing prospective students to the office of admissions and other sources of information about the institution. Key players in this verbal network are our admissions counselors. Their importance in recruitment efforts must not be underestimated. Thus, the College must give due attention to the selection and training of and resources available to the counselors. Other key ambassadors for the College include:

- Current students;
- The parents and other family members of current students;
- Employers of GSC graduates and/or prospective students;
- Members of the Board of Governors and the College's administration;
- The faculty and staff of Glenville State College; and
- The alumni of the College, especially members of the Alumni Association.

Therefore, keeping these informal recruiters engaged in the life of the institution is another important element of the institution's recruitment strategy.

An effective message delivered via radio, television, newspapers, billboards…etc. is an additional key component of an effective recruitment strategy. Thus, the College must continue to standardize the look and message of its mass media promotions through branding and targeted promotional materials. As part of this effort, due attention must be given to the College's website as a key source of information for prospective students.

While continuing to communicate with prospective students via phone calls, mailings, and emails, the institution will take greater advantage of social media to get its message out. YouTube, Facebook, and Myspace messaging will be supplemented with the use of Twitter, Flickr, blogs, CAPPEX, and MRO.

Campus visits and other campus events remain a key means of moving a prospective student to an enrolled student. Thus, the campus community must ensure that the admissions office is advised in advance of campus events with the potential of bringing to campus prospective students and/or their parents. Such events range from athletic events to music recitals to guest speakers. As for scheduled and even unscheduled visits to campus by prospective students, the College must provide carefully planned campus tours and informational sessions. To the extent possible, tours ought to include a visit with a financial aid counselor and a conversation with a faculty member in the student's academic area of interest.

Off-campus events involving Glenville State faculty, staff, and students may also be recruitment opportunities of which the office of admissions needs to be aware. The same applies to a gathering of Glenville State alumni. The hosting of a reception for prospective students and their

parents in the home of alums needs to be encouraged and supported. At a minimum, alums should be invited to nearby recruitment informal gatherings and formal events.

Financial Aid
Like many public institutions located in a rural setting, Glenville State College draws many of its students from families with annual incomes below the national average. Therefore, college attendance often hinges on scholarships, grants, and loans to cover a significant portion of the cost of attendance (tuition, fees, room and board, and books). In other words, the decision to attend Glenville State is for many prospective students closely tied to the availability of adequate financial aid packages.

This means that Glenville State must carefully and fully guide prospective students and/or their parents through the financial aid application process. Our efforts in this regard must include individual counseling as well as:
- Hosting FAFSA workshops on campus and at area high schools;
- Providing financial aid information via handouts and the College website; and
- Directing prospective students and their parents to FAFSA.gov, studentaid.gov, cfwv.com, as well as Financial Aid TV and Net Price Calculator on the institution's website.

Otherwise new students and their families will not be able to prepare for the short-term and long-term cost of a college education or will fail to understand the long-term benefits of investing in a college education.

Concurrently, Glenville State College must devote adequate institutional resources to the provision of financial assistance in the form of funded scholarships, unfunded scholarships (tuition or housing waivers), and/or on-campus jobs.

Additional information on financial aid is to be found in the institution's financial aid plan.

Recruitment Calendar
The recruitment of the next year's class begins with the matriculation of the current year's class. Key activities of the admissions office from the beginning to the end of the annual recruitment cycle are presented below.

Annual Travel Schedule
In fall admissions counselors will cover the tour schedule to include all primary, secondary and tertiary territories in West Virginia. The tour runs until early November. They will also travel to select high schools in Virginia, Tennessee, Ohio, Pennsylvania, Kentucky, Maryland, and several northeast states. Our transfer counselor will make visits to West Virginia Community and Technology Colleges.

In winter and spring admissions counselors will make several contacts with schools in their primary market area. Concurrently, they will identify high schools within their secondary market that have several prospective students and therefore may justify a trip to these schools.

It is understood by the admissions team that travel to college fairs, awards programs, etc are a routine part of the spring. The Office of Admissions will utilize follow up systems to ensure that

prospective students are contacted on a regular basis. Research and best practices indicate that evening calling in the winter and spring is highly effective

Daily Activities

Daily operations include but are not limited to the following activities.
- Informational packets are mailed as applications are received
- Note cards are written to applicants and accepted students
- Facebook membership is updated and set to wish all our Facebook friends "Happy Birthday"
- Campus tours arranged as requested. Student workers will call the day before to confirm.
- Twitter updated to reflect upcoming events on campus.

Weekly Activities

Weekly operations include but are not limited to the following activities.
- CAPPEX leads are received on Mondays at 10:00am at that time they are sorted and communications with prospects through e-mails. The sorted interest lists are forwarded on to department chairpersons for follow-up contacts.
- YouTube additions are made or tagged.
- Financial aid tips are e-mailed and facebooked
- Multimedia campaign continued
- Follow-up on key aspects of monthly campaign

Monthly Activities

September
- September thru early November counselors are on the road attending college fairs in WV,VA, OH, PA, MD, DE, KY, TN and DC area.
- Financial aid tips are e-mailed and facebooked
- Mailing of new admission/promotional packets begins

October
- Gear up visits and tours begin around theater productions and concert series
- High School Senior and Junior visits and tours begin
- Email blasts sent out for Fall Preview

November
- Late November thru January focus is placed on transfers and FTFT for the spring, along with phone calls to prospective students for fall enrollment.
- Financial Aid workshops begin.
- Pioneer Preview takes place with a football game
- College fairs end and first communication with prospective students are completed

December
- Focus is on conducting financial aid workshops in area high schools. Admissions Counselors attend workshops and reach out to students who applied from that school.
- Arrange workshops/trainings with each academic department to review programs

January
- Revisits are scheduled with High School Counselors and JROTC
- Focus is on financial aid fillings (FAFSA) and aid packaging

- Begin planning Spring Preview

February
- February through April revisits to high schools are conducted (weather permitting).
- "Call Stars" begin communication with prospective students. Counselors will take one week to call with student workers.
- Scholarship letters go out. Counselors call to congratulate students offered scholarships

March
- March will contain team visits to Hidden Promise counties to register freshman on site.
- On campus registration for summer and fall for newly admitted students.
- Begin spring Senior & Junior campus tour campaign as weather permits
- Gear Up visits and tours conducted
- High School registration events

April
- Host Pioneer Preview that includes focus on High School Juniors (during GSC week)
- Have an advising and registration event for incoming freshman.
- High School registration visits

May
- May is the month that high school award ceremonies are attended by admissions, foundations, and alumni
- Begin Planning Fall Preview

June
- June is high school graduations and aggressive follow up phone calls, note cards and e-mails spaced out over a two week communication cycle.

July
- Focus on the last push for fall enrollment.
- Recruitment materials are reviewed, updated, and ordered for next recruitment cycle.

August
- Host one stop shop for matriculating students

Fall and Spring Term Activities
Semester operations include but are not limited to:
- Gear-up events and tours
- Senior class visits to and from feeder high schools
- Athletic events with recruitment goals
- Upward Bound events and tours
- Hidden Promise events and tours
- Pioneer Previews on the weekends with tours
- Call nights ("Call Stars") involving faculty and students
- Other special events as they arise
- Events at feeder and recruitment area community colleges
- Development of Alumni hosting events for local students.
- Tracking marketing activities and public relations releases

Recruitment Philosophy and Action Plans

An institution's recruitment philosophy shapes the tone and substance of its recruitment goals, strategies, and tactics. Five themes characterize the recruitment philosophy of Glenville State College. They are:

- A commitment to personalization (relationships and customization)
- Experience based decision making (real time data driven actions)
- Proactive approach (take the message to prospective students and their families)
- Accountability (set clear objectives and measure achievements)
- Entrepreneurship (efficient and effective management of recruitment territory)
- Visibility (grow the image of Glenville State as a premier small public college)
- Cooperation (work with all internal and external stakeholders)

Commitment to Personalization

The staff of the Admissions Office will focus on developing strong personal relationships with students, parents, high school counselors, alumni, and constituents who are a regular part of the recruiting process. These relationships are preferably "one on one" and directed to creating an atmosphere of sincerity and demonstrated personal interest in the curricular and co-curricular objectives of each prospective student. It is accordingly the responsibility of admissions counselors to provide a caring and nurturing environment which encourages prospective students to discuss their dreams, aspirations and educational aspirations. The result should be an improved ability of counselors to match prospective students with the particular academic programs and student organizations of prime interest.

The strategies and tactics we will use to ensure personalization is realized are: student worker calling, counselor calls, school visits, territory management, personal letters and emails, social networking sites, blog pages and follow-up through database automation.

Experience Based Decision Making

Individually and collectively members of the admissions team will examine "What works best and why? And how will the answers to these questions affect recruiting efforts?" Such questioning must take place periodically during the annual recruitment cycle and be shaped by real time data reports as well as patterned observations. Data supported adjustments in strategies and tactics are expected and encouraged.

Proactive

The Admission team will take the initiative to identify, contact, and monitor prospective students throughout the recruiting process. This proactive approach starts with knowing exactly what type of student the College is trying to attract. The goal is to attract a stronger student, one that institutional data indicates will stay and graduate, while maintaining the College's commitment to increasing access for all students. Admissions counselors will identify interested prospects within their territories based on an established set of demographic indicators and student interests. This assertive orientation will be instilled in all of our admissions counselors to encourage the movement of prospective students through the recruitment funnel.

The strategies and tactics to be used to ensure proactive actions are: student workers calls, increased personal contacts, financial aid profiles (using the Net Price Calculator until Fin Aid packaging occurs), providing recruiters with admission/financial aid reports (so they can track their respective prospects throughout the recruitment process), and a required number of contacts weekly with prospective students.

Accountability

Admissions staff will work as a team and recognize that their success as recruiters will impact future initiatives, such as: how quickly academic programs can be added, whether existing programs can be deepened and strengthened, what kind of student services can be offered, etc.

Job descriptions will dictate how each member relates to the overall enrollment plan and what each one's responsibilities will be. Accountability will be measured by admissions reports, required calls, performance appraisals, and individual territory assignments and expected goals.

Entrepreneurship

Entrepreneurship must go "hand in hand" with accountability to ensure each counselor is empowered to get the job done in his/her respective territories. Each territory manager will be given specific responsibilities and be accountable for a particular geographic region. Territory managers will be challenged to display creativity, "can do" attitudes, and enthusiasm, as they recruit students. Success will be rewarded, as there are multiple opportunities for continuing education and leadership.

Visibility

Admission staff, along with others at the College, are responsible for growing the institution's name recognition among target populations and conveying a reputation of quality to these populations. Success in this area is key to expanding the applicant pool and matriculation rates. Thus, admission staff are expected to work closely and collaboratively with Marketing and Public Relations, Alumni Relations, and the Office of External Affairs to connect prospective students with the wide array of opportunities provided by Glenville State.

Cooperation

The Office of Admissions' relationship with internal and external constituents must be bonded by a high level of mutual cooperation. Internally, admissions staff will work closely with student life, the registrar's office, the cashier's office, athletics, external affairs, and academic programs to ensure the achievement of the common goals of access to and success in higher educations.

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Action Plans

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The following action plans of the Office of Admissions are built upon its philosophy statement for student recruitment.

Travel

The admissions staff will utilize travel to increase personalization, build an inquiry pool, and create name recognition in the College's primary and secondary markets. The most important travel will be to high schools. Admissions staff will attend college fairs in the institution's

primary market and secondary markets and in the tertiary market within WV and bordering states. In the immediate market, staff will make spring trips for "awards programs" to recognize academic scholarship recipients. Travel to secondary markets will include at least one more trip to selected schools for a private visit. We also will develop financial aid workshops in much of our local market.

Admissions staff will participate in college fairs at specific community colleges in WV, targeting the closest for three to four visits per year. The admissions office will develop degree and transfer plans for this audience, so they can picture transferring to Glenville State as early in their college career as possible. The goal of the office is to increase transfer student recruitment. Community Colleges are a threat to recruitment efforts on the front end, but great feeder opportunities as their students complete an Associate's Degree.

Name Lists
The Office of Admissions will utilize name lists to increase the inquiry pool so that the top of the funnel is great enough to matriculate sufficient students to meet established recruitment goals. The Office purchases names from ACT, SAT, CBSS, and NRCCUA. These lists will be focused on students who are looking for the programs and environment where GSC excels.

Publications
The Office of Admissions will utilize an array of publications to increase our inquiry pool, to create name recognition, project quality, and to inform prospective students of our majors and specific academic offerings. The Office will collaborate with Public Relations, Academic Affairs, and Student Life to highlight unique and relevant strengths of Glenville State and its faculty, staff, and students.

Financial Aid
The Office of Admissions will seek to fully leverage financial aid resources to show, in a timely manner, that Glenville State is the best value in the state. Academic scholarships will be awarded by the admissions counselor at acceptance. Counselors will use the Net Price Calculator throughout the year to give families a very clear picture of the ease in investing in a Glenville State education.

Visits to Campus
Admissions will utilize visits to campus to convert desirable inquiries into applicants, accepts, and matriculates. All visits will be guided tours. Mass visit days will be held in conjunction with other large campus activities. On individual visits, prospective students will be paired with qualified, selected student ambassadors who are of similar interest and background, with the aim of an excellent connection. Admissions will look at refining the tour to include the best of the town, campus, and campus community, while maintaining ease of mobility.

The Admissions Office will encourage a week day visit, so families can see a bustling, involved campus with faculty/staff interaction, but there will be Saturday coverage so admission staff can accommodate prospective students in the best way possible. Admissions will utilize support functions to increase personalization with students by involving our own students, alumni, and faculty in our recruiting efforts and visits.

Campus visits in spring and summer may include an opportunity to register for fall classes. The admissions staff will make sure that these incoming students have an excellent registration experience. Staff will additionally make sure that all students have accepted and understand their financial aid. Moreover, the staff will make sure that each student has connected with their future classmates and professors as good retention starts with admissions.

Communication Flow
Each inquiry will be assigned a communication sequence, based on their interests and time of year that they enter the funnel. This sequence will encourage application and visit opportunities. Student calling will be used to answer questions, encourage visits, and encourage application. At the point of application, a new email and arsenal sequence is added and counselors will begin a more personal communication sequence, including phone calls, emails, and texts through the CRM. We will have monthly contact with all applicants, no matter what stage of the process the applicant is in. We will have timely topics that are highlighted during each month. It is our desire that the personal relationship began with a student during the admissions process will encourage them to come to campus ready to connect with everyone in their path.

Summary
The goal of the admissions office is to matriculate as many academically prepared students as possible each year. Academically prepared is defined as capable and retainable students who will contribute to the GSC community through their accomplishments both academically and socially.

The admissions office will bring as many students to campus as possible for visit events, personal tours, receptions, etc. This should generate more applications, inspire and motivate students who had not yet thought of attending college, and improve the academic credentials of each new entering class.

Glenville State College
Student Persistence Plan, 2015-2020

Fall 2014

Strategic Purpose
The College's student persistence plan will contribute to the institution's strategic priority of increasing enrollment in a predictable and sustainable fashion.

Strategic Goals
The plan will promote a comprehensive approach to student persistence that integrates orientation, academic advising, career development, curricular and co-curricular policy and program development, and student success and persistence initiatives.

The plan will foster services, programs, and activities that assist students with the transition to Glenville State College, contribute to their holistic development, and prepare them for lives of leadership and service in their chosen professions.

The plan will advance a well-defined process for the early identification of and intervention on behalf of individual students at risk of not persisting to graduation.

Strategic Outcomes
The retention plan will contribute to the following strategic outcomes.

By fall 2018, the fall to fall retention rate for:
- First-time, full-time degree seeking students will be 68%.   (80%)*
- First-time, part-time degree seeking students will be 60%.   (50%)
- First-time, low income, degree seeking students will be 62%.   (75%)
- First-time degree seeking students from underrepresented groups 49%.   (75%)
- Degree seeking transfer students will be 63%.   (76%)
- Degree seeking adult learners will be 59%.   (65%)

By fall 2018, the percentage of students:
- Passing developmental English upon initial enrollment will be 75%.   (75%)
- Passing development Math upon initial enrollment will be 64%.   (70%)

*Note: The goals established in the state's master plan are presented in ( ) parentheses. These figures will serve as the outcomes to be achieved by fall 2020.

By fall 2018, the percentage of students:
- Who are first-time, first year students that successfully complete 30 credit hours per academic year will be 30% (65%)
- The percentage of students receiving two or more deficient grades will decline.
- The percentage of students placed on probation or suspended will decline.

By fall 2018, the percentage of:
- First-time degree seeking students graduating in four years will be 17% (30%) and in six years will be 35% (60%).
- First-time, low income, degree seeking students graduating in four years will be 12.5% (20%) and in six years will be 30% (40%).
- First-time, degree seeking students from underrepresented groups graduating in four years will be 10% (20%) and in six years will be 13.5% (40%).
- Degree seeking transfer students graduating in four years will be 34% (48%) and in six years will 47% (58%).
- Degree seeking adult learners graduating in four years will be 32.5% (48%) and in six years will be 40% (58%).

By fall 2018, the number of graduates:
- Receiving a degree in a STEM field will increase.
- Receiving an education degree in a STEM field will increase.
- Receiving a degree in a health related field will increase.
- Graduates admitted to graduate school and pursuing a graduate degree will increase.

Administrative Coordination of Retention Plan
Primary responsibility for the development, implementation, and updating of the plan will reside with the provost. The provost will be advised by a college completion task force appointed by the provost. The provost will provide the president with reports on the plan's implementation and outcomes annually in January and June.

Charge of College Completion Task Force
The purpose of the college completion task force is to foster communication and collaboration among all components of the college with primary responsibility for student retention and related student support services. The task force is accordingly charged with identifying retention issues as well as students at risk of not persisting to graduation.

In the case of students at risk, the task force with ensure appropriate and timely intervention and orchestration of persistence related programs and services. Related programs and services include new student orientation, the first-year experience course (GSC 100), academic advising, residence hall programming, and tutoring and counseling programs.

The task force is further charged with conducting related research and proposing modifications of persistence efforts based on its findings. In fulfilling this part of its charge, the task force will advise the provost on the development of key performance indicators and progress on plan.

Persistence Priorities
Student persistence planning, programming, and services will give priority to addressing the following key contributors to student attrition.
- Academic under preparedness of first-year and transfer students, including weak initial intent to persist
- Students unprepared to manage transition to college, including competing obligations
- Lack of academic engagement (quality of faculty-student interaction)
- Unclear educational and/or career goals

- Lack of social engagement (quality of student-student interaction)
- Dissonance between institutional and student expectations and/or values
- Financial concerns, including scholarship maintenance requirements
- Academic and social impediments to persistence to graduation

Objectives of Persistence Programs and Services

The persistence plan and the work of the college completion task force will additionally be directed to ensuring programs and services that foster a quality learning environment and thus optimize student persistence, satisfaction, and graduation rates. In this regard, the programs and services offered should contribute to the achievement of one or more of the following objectives.

- Clearly communicate the benefits of a college education, especially at a quality liberal arts college offering a rich co-curricular experience
- Orient students to academic, residential, and campus life.
- Develop long-term relationships among students, faculty, and staff.
- Provide opportunities for the development of interpersonal, intellectual, and leadership skills.
- Optimize faculty-student interaction in and out of class.
- Promote and facilitate early identification of and intervention in support of at-risk students.
- Provide ease of access to academic and student support services, with special attention to the needs of commuter and adult learners.
- Contribute to the holistic development of students.
- Provide effective academic, personal, and career advisement.
- Build partnerships with student organizations that promote student engagement.
- Develop policies and procedures consistent with the mission of the institution and the developmental needs of its students.
- Provide an intentional, cohesive, and developmental-based service network from admission through graduation.
- Engage in a continuous process of outcomes assessment and quality assurance.

Action Plan

The college completion task force will continually review existing practices, propose needed modifications of these practices, and recommend new programs and services in the areas listed below.

- Institutional fit
- First-year experience
- Upper class experience
- Residence life programs, policies, and procedures
- Student life policies, procedures, and programs
- Varsity athletics
- Academic policies, services, and programs
- Individual case management
- General college policies and procedures affecting student persistence

The college completion task force will submit biannual progress reports to the provost by the last working day in December and May. The review of each of these areas will be based on outcomes assessments and other forms of institutional research. See section on assessment.

Action Areas and Related Guidelines

Institutional Fit
The task force will assist the provost in identifying the content and form of retention initiatives, programs, and services that promote enrollment growth through student persistence. In this regard, the task force will remain attentive to maximizing the match between the educational and career interests of prospective students and the mission and programs of the college. Therefore, the college completion task force will examine:
- National and regional trends in the academic and career interests of high school graduates.
- Academic and career interests of applicants, admitted students, and enrolled students.
- National and regional trends in the traits of colleges considered important by high school graduates.
- Traits of Glenville State College considered important by prospective, admitted, and enrolled students.
- Perception of GSC held by prospective students, high school counselors, and other key constituents.

Matriculation
The task force will advise the associate vice president for enrollment management regarding the identification of academic and other traits that characterize first-time/full-time and transfer students likely to matriculate and persist at Glenville State. Among the factors to be examined are persistence rates by:
- High school grade point and class rank.
- Courses taken in high school (college prep courses).
- Standardized test scores, especially in mathematics.
- Extracurricular activities, including athletics
- Level of financial assistance, including scholarship maintenance requirements and number of hours of work-study.
- Number and nature of transfer credits.
- Academic plans (choice of major), including graduate study.
- Career plans, especially medical related.

First-Year Experience
Persistence rates are closely related to having proactive and integrated programming during the critical early weeks of the freshman experience. Thus, the task force will ensure appropriate coordination and collaboration in the design and conducting of orientation sessions and new student week activities. It will further ensure the integration into the College's persistence efforts of the programming of the first-year experience course (GSC 100). For this purpose, the committee will review assessments of orientation, new student week, GSC 100, residence hall programming, and student activities.

In regard to the above assignment, the retention task force will promote:

- Orientation programs that provide meaningful interaction among students, faculty, and staff.
- Pre-enrollment skill and interest assessments to ensure appropriate course placement.
- Summer and fall programming and course offerings that address the needs of at-risk students.
- Front loading of experienced advising and instructional staff.
- Effective feedback on student classroom performance during the first four weeks of each term.
- Enhancements of the college's early warning system.
- Development of formal and informal disciplinary and interdisciplinary learning communities.
- Peer tutoring, especially in high-risk courses.
- Integration of academic experiences, residential life, and the activities of student organizations.
- Opportunity for experiential and service learning.
- Acknowledgement of academic successes and student contributions to the quality of student life.
- Initiatives to link academic planning and career planning.
- Review of academic and student life policies, procedures, and programs that may affect retention of first-year students.

Upper Class Experience

The task force will additionally facilitate the development of programming for residence hall and other co-curricular programming. Primary responsibility for residence hall programming and its assessment resides with the dean of student life. In the fulfillment of this charge, the college completion task force will promote the development of:

- Philosophy and outcomes statements for residence life and other co-curricular programming.
- Programming designed to meet the specific needs of upper class students, especially sophomores.
- Formal and informal disciplinary and interdisciplinary learning communities.
- Peer tutoring, especially in high-risk upper level courses.
- Integrated academic and residence life experiences.
- Experiential and service learning opportunities.
- A process for the acknowledgement of academic success and student contributions to the quality of campus life.
- Initiatives to link academic planning and career planning.
- An assessment plan for residence hall programming.

Student Life

The task force will work with the dean of student life to identify and encourage student life and residence life programming and practices that promote:

- Meaningful integration of curricular and co-curricular activities.
- Involvement in student government, student organizations, and service learning
- Development of leadership opportunities.
- Recognition of student contributions to college life.

- Enhancement and use of social and recreational space.
- Career planning and exploration, including experiential learning (e.g., internships).
- Wellness in all its dimensions.
- Learning communities in the residence halls.
- Character development.
- Full integration of adult learners and commuter students in campus life.
- Periodic reviews of student life policies, procedures, and programs that may affect retention.
- Engagement in student activities, intramural sports, and organizations.

Varsity Athletics

The task force will advise the director of athletics in regard to the identification of programs, services, and practices that further the persistence of student-athletes. In this regard, the task force will consider such factors as:

- Number of games per sport, especially away games.
- Average travel time for away games.
- Alignment of season with academic calendar.
- Beginning and ending times of practices.
- Types and hours of operation of recreational facilities.
- Wellness programming (focusing on health and physical fitness).
- Effective coordination of events and facility use among components so as to provide for appropriate student access to recreational facilities.
- Availability of appropriate academic and developmental support services for student-athletes.

Academic Services

The college completion task force will work with the provost to identify and encourage academic programming and practices that promote:

- Discussions of the faculty's role in student persistence.
- Faculty development in the areas of instructional pedagogy and advising.
- Recognition of faculty for excellence in academic advising and for other contributions to student persistence
- Faculty involvement with student organizations.
- Faculty-student research and community projects.
- Course development designed to foster faculty-student interaction and collaborative learning.
- Effectiveness of structured tutoring services, especially in the areas of math, composition, and foreign language.
- Supplemental instruction for high-risk courses and students at risk, especially in English, mathematics and sciences courses.
- Advising programs geared to the needs of undecided students.
- Student awareness of academic support services.
- Timely notification and response to excessive absenteeism.
- Effective evaluation of academic advising and related support services.
- Full integration of transfer and commuter students in the academic life of the College.
- Review of academic policies, procedures, and curricular requirements that may affect persistence.

Academic Advising
Individual faculty members assume responsibility for most of the one-on-one academic advising that occurs during the educational career of a Glenville State student. The primary goals of this advisement are to develop the student's competencies in a selected course of study and to advance the student's related professional goals. The college completion task force will facilitate the achievement of these goals by working with the provost to promote:

- Timely faculty and student access to accurate information.
- Effective assessment of student academic skill and interests.
- Appropriate course selection and course sequencing.
- Prompt feedback from instructors to academic advisors of students who the instructors consider academically at risk.
- Opportunities for student reflection on personal values and related career options.
- The faculty's role in career exploration.
- Regular monitoring of academic progress.
- Access of advisors to information on good practices in academic advising.
- Opportunities for advisors to become better acquainted with existing support services.
- Appropriate evaluation and acknowledgement of excellence in advising.
- Awareness of the advising issues often faced by transfer students and adult learners.

Individual Case Management
The task force will ensure a case management program which effectively identifies, monitors, and intervenes in support of individual students at risk for attrition. Accordingly, the task force ensures that the case management program incorporates the following strategies.

- Monitoring of sources of information used to identify at risk students and/or behaviors that may be putting individual students at risk
- Communicating warning signs to appropriate faculty and staff regarding individual students at risk of not persisting
- Developing and implementing individual plans, in consultation with appropriate faculty and staff, to assist students in successfully working through the issues that have put them at risk of not persisting
- Following up on, and assessing over time, the implementation of individual plans
- Offering special workshops for at risk students
- Training of faculty and staff to ensure a proactive response system
- Directing appropriate attention to the specific needs of transfer and commuter students, and adult learners

The college completion coordinator and the dean of student life are jointly responsible for coordinating individual case management. They will present periodic reports to the college completion task force. They may also present revisions of the individual case management guidelines presented in Appendix A to the provost for approval.

General Administration
The college completion task force in consultation with the provost will work with other appropriate college officials to promote:

- Institutional support for initiatives to improve student persistence.
- Development of additional resources for persistence activities.

- College events designed to build community and identification with persistence initiatives.
- Institutionalization of improvements in persistence related programs and practices.

Assessment

The task force will review data summaries on student college choice, student-institution fit, student satisfaction, retention and attrition patterns, and the impact of college programs on student persistence. The findings and related recommendations of the task force will be communicated through the provost to those college officials and standing committees with prime responsibility for addressing the recommendations of the task force.

The director of institutional research is responsible for coordinating the collection and presentation of data related to student persistence. Relevant information will be reported to the task force and as appropriate other college officials and standing committees. The data set will include:

Freshman profiles

- Student retention, attrition, and graduation patterns (general and subgroups)
- Student satisfaction surveys (early fall and program specific)
- Intervention outcomes (individual and programmatic)
- Focus group findings, including sophomore and adult learner retrospectives
- Withdrawal/exit surveys and interviews
- Post-departure surveys and interviews, including alumni

Additionally, the provost will report to the college completion task force on the findings of academic program reviews and the dean of student affairs will report the findings of student life program reviews as they relate to student persistence.

Collaboration and Communication

The task force will develop, implement, assess, and revise as appropriate an integrated communications program in support of student success and persistence that promotes:

- Dissemination of retention related research to appropriate campus constituencies.
- Faculty and staff awareness and understanding of the most common indicators of potential attrition among students.
- Prompt and effective faculty and staff responses to situations in which they learn about a student who is at risk for attrition.
- Strategies that engage various campus constituencies in broader conversations about retention issues.
- Communication and partnerships with external constituencies in support of retention efforts.

The task force through the provost will annually advise the faculty and staff of progress on plan.

Recommendations

The college completion task force will draw on findings from its research and case management activities to formulate proposed revisions of College policies, programs, or operational practices that will improve learning outcomes and student persistence. The proposals of the task force will be submitted to the provost who is responsible for presenting these proposals as needed to the appropriate college official and/or governance body for review and action.

Glenville State College
Financial Assistance Plan, 2015-2020

Fall 2014

Strategic Purpose

The College's financial assistance plan will support the institution's strategic priority of increasing enrollment in a predictable and sustainable fashion.

Strategic Goals

In fulfilling its strategic purpose, the plan will advance four primary goals. They are to:

- Promote a comprehensive approach to the development and allocation of financial aid and scholarships in accordance with the student recruitment, retention, and graduation goals established by the College;
- Foster financial services and aid dispersal in a manner that advances access to higher education, diversity of the student body, and the array of academic interests and special talents of the campus community;
- Ensure responsible use of federal, state, institutional, and Foundation resources by those awarding and receiving financial assistance; and
- Increase the value and scope of institutional and Foundation resources allocated to financial assistance.

Strategic Objectives

In advancing the plan's primary goals, the institution will achieve the strategic objectives of:

- Increasing the institution's ability to recruit, retain, and graduate students from low income families and from under-represented groups;
- Targeting student recruitment to new academic programs and low enrollment programs;
- Developing and conducting an effective financial literacy program for aid recipients; and
- Reducing the student loan default rate to around twelve percent (12%) within five years.

Administrative Oversight and Coordination

Primary responsibility for the development, implementation, and updating of the financial assistance plan will reside with a Scholarship and Financial Aid Committee. The members of this committee shall be the Associate Vice President of Enrollment who will serve as the non-voting chairperson except in the event of a tie when the chairperson will cast the deciding vote, Executive Director of GSC Foundation, Director of Financial Aid, Dean of Students or designee, Director of Athletics or designee, Business Office representative, and two faculty representatives selected by the Faculty Senate.

The responsibilities of the committee are to:
- Develop financial aid and scholarship policies and practices in support the plan.
- Identify students who meet the criteria for specific scholarships.
- Make decisions regarding the awarding of scholarships to eligible students.
- Make decisions on a case-by-case basis for students who do not fall within the parameters of eligibility for scholarships.
- Monitor the awarding of each scholarship to avoid overdrawing the account.
- Re-award scholarships and that have been declined or lost.
- Establish and follow a timetable for the award process.

Awarding Process

Campus entities eligible to make scholarship recommendations to the committee include the following. (See Appendix for overview of awarding procedures for these funds.)
- Academic Department chairs – talent and merit awards
- Hidden Promise – awards limited to program participants
- International Students – recommendations from the International Student Admissions Counselor
- Pioneering in Appalachia Scholarship – Associate Vice President of Enrollment Management coordinates application process
- Student Support Services – selection based on program eligibility
- Honors Program –Honors Program Coordinator makes recommendations
- ROTC Program – makes recommendations for housing assistance
- Athletics Program – recommendations endorsed by athletic director following NCAA regulations
- Office of Financial Aid – awards limited institutional need-based funds on case-by-case basis

Awards from all sources must be processed through the financial aid office according to established guidelines and regularly monitored. The total amount of all types of financial assistance offered to any student shall not exceed the cost of attendance.

Award Schedule

Priority deadline of completed admission files for review is November 1.

November

- Foundations Office sends letters to enrolled students to request thank you letters
- Honors Program Coordinator provides initial recommendations to the Scholarship Committee of incoming students who have been selected to participate in the Honors Program, not to exceed the maximum Foundation award eligibility.
- Preliminary Scholarship letters from Office of Admissions at acceptance for a minimum $1,000 annual renewable scholarship to all accepted students with a 3.0 HS GPA and 22 ACT or SAT equivalent.
- Associate Vice President for Enrollment begins review of Pioneering Appalachia applications.

December
- Grades are reviewed and academic scholarship recipients are warned if grades are below requirements for renewal for the following year.
- Student Support Services provides recommendation list of spring scholarship awards to be entered on student accounts.
- Hidden Promise Program provides list of students selected to receive the spring Mentor scholarships.
- Continue to review accepted students who are eligible for scholarship.

January
- Scholarship Committee shall begin the renewal process for currently enrolled students after monitoring their fall GPA, degree status, number of awarded semesters, or other renewal considerations.
- Notify department chairs of available scholarships for their areas to provide recommendations.
- Foundation Office provides available funds to be awarded by the Scholarship Committee after reserving the funds designated to specific programs.
- Off-Campus Programming provides the necessary information to the cashier and financial aid offices for eligible Braxton County students to receive available Hefner and Hunter-Singleton awards.

February/March/April – (Academic Scholarships)
- Upperclassmen scholarship applications and faculty recommendations forms reviewed for possible awards.
- The Admissions Office will prepare a searchable excel file of scholarship applicants. The first round of full awards should be made in late February/early March. The Committee will begin to match the preliminary scholarship offers to existing Foundation funds.
- Awards made to incoming students on a continuous basis as well as reviewing faculty recommendations forms until all awards are exhausted.
- Honors Program Coordinator will continue to provide additional recommendations to the Scholarship Committee of incoming students who have been selected to participate in the Honors Program to keep the awards within the guidelines.
- Foundation Office will mail out award notification letters and acknowledgement forms to the students.
- Financial Aid Office will receive the acknowledgement forms to enter into Banner.
  Copies of the acknowledgement forms are sent to Admissions Office to coordinate with Foundations for senior presentations and the Foundation Office to track funds.
  After a three-week response period is allowed, those awards not accepted will be made available to re-award after Admissions Office calls the students who did not respond. This process will be repeated again until all funds are accepted.

February/March/April - (Fine Arts Department)
- Audition day is approximately the third week of February. The days following, the faculty involved will meet to decide the ranking of students for scholarship offers. Auditions continue for an additional month for students who were unable to attend the official audition day.
- Faculty meets again in late March to make any necessary adjustments to ranking.

- Recommendations of new and renewal students and award amounts are determined and recommendations made to Scholarship Committee and Foundation Office for processing.

May
- Hidden Promise Program confirms the renewal of existing awards
- Scholarship presentations are made at high school assemblies which are coordinated by the Admissions Office and Foundation Office.

June/July
- Registration/last minute awards of any available funds.
- Hidden Promise Program finalizes list of awards for incoming students

August
- Hidden Promise Program provides list of continuing students selected to receive fall Mentor scholarships
- Review scholarship lists for accuracy before funds pay to student accounts.
- Student Support Services provides recommendation list (based on their point system) of fall scholarship awards to be entered to student accounts.

September
- Financial Aid checks enrollment of students offered monies and cancels funds for those not enrolled.
- Information provided to Foundation to update available funding amounts.
- Off-Campus Programming provides the necessary information to the cashier and financial aid offices for eligible Braxton County students to receive available Hefner and Hunter Singleton awards.

September/October
- Admissions Counselors will distribute scholarship and financial aid information as visits are made to high schools and recruiting fairs.

Glenville State College

Student Loan
Default Prevention and Management Plan, 2015-2020

Fall 2014

Strategic Purpose
The College's strategic priorities include proving access to a quality undergraduate education. In accordance with this strategic purpose, the institution seeks to contain the cost of a Glenville education and to provide its student with access to the financial resources needed to obtain a college degree.

Strategic Goals
The primary goals of this plan are to moderate the level of student indebtedness and to reduce the default rate. Related goals are to ensure that students are effectively:

- Advised of the various types of financial assistance beyond the expected family contribution;
- Counseled on the use of loan funds and the level of indebtedness;
- Informed of the terms of loan repayment; and
- Advised on the personal and professional impact of defaulting on their loans.

In recognition of the relationship between obtaining a college degree and loan repayment, the College will additionally strive to:

- Increase its four-year graduation rate in addition to its six-year graduation rate.
- Improve graduation rates among low to moderate income students.
- Ensure the career preparedness of its graduates.
- Improve post-graduation job placement services.

Plan Administration
The director of financial aid will assume prime responsibility for managing the implementation of the plan and will advise the administration periodically of progress on plan.

The director will be advised and assisted by a default prevention team. The purpose of the team is to assist in the development and monitoring of strategies for lowering the Cohort Default Rate (CDR) and garnering college wide awareness of and support for prevention strategies.

In addition to the director, the team will be composed of a representative of the business office, the director of career services, the athletic director, a representative of the student support center, a representative of the Hidden Promise program, and a faculty member selected by the director in consultation with the provost.

Overall Approach to Default Management

The Financial Aid Office has always been actively engaged in default prevention and management. However, over time the need for a more holistic approach has become more evident and necessary. Thus, the College community as a whole must now take a more pro-active role in supporting the strategies and actions identified in this plan.

In accordance with this more holistic approach, the task force will organize its efforts by addressing four key areas. These areas are: (A) Retention Strategies, (B) Financial Literacy/Awareness for all constituents, (C) Debt Management for students who apply for and receive student loans, and (D) Default Management for Alumni who have outstanding student loans.

The default management team will additionally approach its charge by identifying the essential actions required of specific units of the College. These units and their specific responsibilities are presented below.

Focus Areas
A) Retention
The college has embarked on an ambitious plan to strengthen the retention of its students. Protocols are being added, revised or enhanced to increase the current retention rate. Although the strategies for retention are not based on the Financial Aid Cohort Default Rate, per Federal Guidelines, the College is integrating its retention strategies to address the whole student beginning with the first-year experience course, GSC 100. Addressing the student from the multiple areas of admissions and enrollment processes, academic achievement, and financial responsibility will add additional depth to the institution's retention effort and in turn its effort to reduce the default rate.

B) Financial Literacy
These activities will be a broad sweeping initiative of all constituents - faculty, staff and students. Outreach programs will be designed around curriculum opportunities, workshops, financial literacy TV, web and EdNet enhancements, guest lecturers and other resources as identified. The default management team will engage student life, student organizations, faculty and staff in order to reach most members of campus community. The goal will be to bring the issue of financial literacy to the forefront and provide members of the college community with avenues for our students to learn and incorporate strategies to be responsible for their financial health.

Student outreach activities will include:
- Issuing Financial Aid monthly tips via email, website, and campus media.
- Incorporating additional financial literacy into new student orientation.
- Using Inceptia's *Financial Avenue* courses to supplement instruction in GSC 100.
- Participating in College Goal Sunday.
- Hosting FAFSA Workshops – on campus and off campus locations.
- Increasing timely FAFSA completion by continuing students.
- Providing default awareness training for student resident assistants and the heads of other student organizations.

Faculty outreach activities will include:
- Distributing of Financial Aid monthly tips.
- Setting periodic meetings of Financial Aid staff with academic departments.
- Providing default awareness training for academic department chairs.

Staff outreach activities will include:
- Issuing of Financial Aid monthly tips.
- Holding periodic meetings of Financial Aid staff with the staff counsel.
- Providing default awareness training for new and continuing staff.

C) Debt Management

The overriding belief is that the plan needs to be comprehensive, convey comprehendible information, and set forth a structured pathway for student financial awareness and success. Thus, implementing requirements at the College for all student loans, communicating the process and holding students accountable for their financial debt are critical. No less important are intervention, prevention, and coaching strategies that will require additional staff and faculty attention to the financial circumstances of individual students. The benefits of this approach include a richer relationship between the employees of the College and its students from matriculation to alumni status, greater student accountability for their learning and financial obligations, lower student loan debt, and ultimately an acceptable cohort default rate.

Related activities include the following.

Enhanced Entrance Loan Counseling
- Students will be required to complete online Loan Entrance Counseling each year. This provides the student their loan history and the opportunity to make a sample budget for their future.

Refined Student Loan Processes
- Completion of the financial aid estimate form will be used as an opportunity to discuss indebtedness
- The Financial Aid Office will initially award the base loan amount only.
- Beginning with fall 2014, the Financial Aid Office will limit unsubsidized loan awards and require students to request additional loan amounts.
- Students who wish to request additional unsubsidized loan will be required to complete the appropriate form.

At-risk Students

The Financial Aid Director will prepare lists, sorted by academic advisor, of all students on Financial Aid Satisfactory Academic Progress (SAP) Warning, Probation, or Suspension. Academic advisors will be sent the names of their respective advisees so that additional financial counseling advising can be provided for these students as needed.

Provide for additional contacts with withdrawn students by College Completion Center, Career Services, Hidden Promise Consortium, and Student Support Services.

D) Default Management

Students who graduate or leave the College are responsible for repaying their incurred student loans 6 months past the last date of attendance. (This is a total of 6 months of grace period even

if the student stops school and then later returns.) It is unrealistic to assume that alums and other former students have a thorough understanding of their financial obligations and/or repayment options. Therefore the College must continue proactive interventions to assist alums and other former students in the fulfillment of their financial obligations. Interventions include the following.

Internal processes:
- Letters and emails are sent to students on the graduation list and Exit Counseling packets are prepared.
- Students are invited to visit the office for their on-line or in-person exit counseling and receive their packet of information.
- Students who do not graduate and do not return to the College are mailed Exit Counseling information.
- Holds are put on student records and removed when the Exit Counseling is completed.
- During the six month grace period, a series of emails and letters are sent to graduates, and students who have not returned, reminding them of their loan responsibilities.
- The Financial Aid Office accesses and utilizes reports from the National Student Loan Database System (NSLDS) such as Delinquent Borrower Reports, Date Entered Repayment Reports, etc. on a monthly basis and sends emails, letters and makes phone calls as appropriate.
- The Financial Aid Office will carefully review the draft default rate data using the Loan Record Detail Report (LRDR) and work with servicers for corrections if any questionable data is found.
- The Financial Aid Office will work with borrower delinquency reports from loan servicers and assist them with skip tracing, if necessary, utilizing the additional contact information received at Entrance.

Loan Counseling
- The GSC graduation information page will be modified to include a reminder to students of their financial responsibility and the requirement of exit counseling for student loans.
- GSC has partnered with Inceptia for its grace counseling and default prevention activities.

Unit Responsibilities
Financial Aid Office will continue or begin to:
- Enhance its schedule of email and letter correspondence to students during their six month grace period.
- Provide Financial Aid Tips to prospective and current students each month.
- Require students who are withdrawing from school to complete online Exit Counseling during their on campus withdrawal process.
- Use the Financial Aid comment screen RHACOMM more frequently to save messages for others to view regarding communications and situations of students.
- Distribute information regarding reporting financial aid fraud.
- Meet periodically with each academic department to discuss the faculty's responsibility in confirming attendance and advising students with financial need.
- Present financial literacy to GSC 100 orientation weekend and two sessions during the fall semester.

- Provide all new students with a one-on-one session with the financial aid office and present them with a financial aid estimate.
- Use of automated SAP calculation process at the end of each semester.
- Work toward implementation of Financial Aid Degree Works
- Enhance schedule of delinquency letters and emails.
- Conduct a phone call campaign to students very close to their default date.
- Require students who have SAP appeals approved to complete Financial Literacy at www.studentloans.gov.
- Provide FATV video in the waiting area.
- Implemented two-week delayed financial aid disbursement to allow faculty the opportunity to confirm class attendance in BANNER. With this process also came the opportunity to implement early book purchases for students with financial aid refunds.
- Require all students who wish to receive student loans to complete Entrance Counseling each year.
- No longer automatically offer Additional Unsubsidized Loan to independent students.
- Update EdNet to provide "Real-Time Loan Detail Access" through the National Student Clearing House.
- Enhance contact with students who have been suspended to assist with academic options.

College Completion Coordinator will continue or begin to:
- Coordinate all withdrawals and act as a liaison regarding student issues.
- Contact withdrawn students two months after leaving campus.

Office of the Registrar will continue or begin to:
- Ensure completion of withdrawal form that includes student address/phone/email and additional room for various offices, including career services, to write comments when they sign the form.
- Tighten registration calendar to ensure timely tracking of students planning to drop out of college.
- Monitor various sources of contact information and update student system when possible.

Office of Admission will continue or begin to:
- Provide information regarding costs of college.
- Provide information regarding various financial resources/processes/dates/deadlines.
- Review Clearinghouse information on all applicants who are beyond the first year of their high school graduation date.

Career Services will continue or begin to:
- Include default management and financial planning information into career planning workshop.
- Enhance web information on employment graduate school opportunities.
- Expand scope of career fairs.
- Provide workshops that enhance career readiness.
- Contact withdrawn students four months after leaving campus.

Hidden Promise Consortium counselors will continue or begin to:
- Enhance the availability of financial aid and loan information for their students.
- Provide additional counseling if student is withdrawing.
- Contact students no longer in the program to advise they on loan repayment and career services.

- Host workshops on financial issues and FAFSA completion.

Office of Student Support Services will continue or begin to:
- Enhance the availability of financial aid and loan information for program participants.
- Provide additional counseling if program participant is withdrawing.
- Contact students no longer in the program to advise they on loan repayment and career services.
- Host workshops on financial issues and FAFSA completion.

Student Life will continue or begin to:
- Provide additional financial literacy/loan awareness training for resident assistant and support related programming offered to residential students.
- Enhance counseling of students with financial or academic difficulties or other at-risk behaviors.

Business Office will continue or begin to:
- Provide invoices as early as possible for each upcoming semester.
- Enhance the financial literacy materials distributed by the business office.

Academic Departments will continue or begin to:
- Contact students who are identified as not make financial aid progress.
- Require student loan research as part of introductory and capstone courses of majors.
- Provide realistic career guidance and average salary expectations.

Area Reports

Each area will provide the director of financial aid with progress reports during the final week of classes each fall and spring term. These reports will be shared with the default management team, provost, dean of student life, and vice president for enrollment. An executive summary will additionally be provided to the president.

Glenville State College
Assessment Plan for Academic Affairs
Fall 2014

A. Purpose
The academic affairs component of Glenville State College engages in a comprehensive, systematic, and regular process of assessment to ensure the offering of curricular and co-curricular programs, academic support services, and other learning resources of superior quality in a personalized setting.

B. Goals
The assessment process of academic affairs will promote informed decision-making through the collection, analysis, storage, and distribution of data on key programmatic and component performance indicators. To advance this goal, the assessment process of academic and co-curricular programs and services will:

- Ensure the alignment of the missions of the component's programs and services with the mission of the College.
- Facilitate the definition of mission-driven learning outcomes and the development of other component goals.
- Provide guidance in the development of relevant and effective assessment instruments and processes.
- Promote appropriate standardization of assessment instruments to ensure adequate levels of longitudinal and comparative data across the component and with comparable programs and services at peer institutions.
- Support data analysis and the presentation of assessment findings to appropriate academic program and service personnel and other college constituencies.
- Facilitate intra-component and inter-component collaboration in assessment activities to further the most effective use of institutional resources and assessment findings.
- Ensure storage and distribution practices that maximize access of academic affairs personnel and other appropriate members of the campus community to relevant data.
- Promote data reporting practices best suited to the needs of the constituencies to which the reports are addressed.
- Support the development of program and component action plans that respond to assessment findings and advance the mission of the program, component, and the College.
- Facilitate the implementation of program, component, and institutional annual and strategic action plans.

C. Comprehensive Reviews:
All programs and services offered by the academic area will undergo a comprehensive review at least every five years. The head of academic affairs will notify the units to be reviewed in early spring of the academic year proceeding the academic year in which these reviews are to be conducted.

The comprehensive reviews of academic programs will be conducted in accordance with the guidelines established by the College's Board of Governors and the West Virginian Higher Education Policy Commission.

Participants: All full-time and continuing part-time faculty and staff engaged in the program/service under review are to participate in the comprehensive review. Student and alumni participation is also encouraged.

External Reviewers: All comprehensive reviews will be provided to an external reviewer for comment. The head of the program or service under review will arrange for this external review in consultation with the head of academic affairs.

Reporting: Comprehensive reviews are due in the Office of Academic Affairs no later than the last working day of March. Executive summaries of the comprehensive reviews of academic programs will be sent to the Higher Education Policy Commission after review and approval by Board of Governors. The College's assessment committee will be provided copies of comprehensive reviews in their entirety for review and comment.

Comprehensive reviews will remain on file for a period of ten years. Three copies of comprehensive reviews will be maintained: one for the unit, one for academic affairs, and one for the institutional resource room maintained by the director of institutional research. The first two copies may be maintained in electronic form.

Follow-up Reports:
The head of academic affairs may require follow reports on the areas of needed improvement noted in comprehensive reviews. Such follow-up reports will be due no later than one-year from the due date of the comprehensive reports.

D. Planning and Assessment Portfolios:
In addition to the comprehensive reviews noted above, all academic affairs programs and services will maintain and on an annual basis update planning and assessment portfolios. These portfolios are to be composed of the following primary and supporting information.

Primary Materials:
- Mission statement of the program or service
- Primary learning outcomes or other goals of the program/service
- Description of assessment methodology and instruments
- Summary of assessment findings since last comprehensive review*
- Progress report on areas of needed improvement noted in last comprehensive review
- Statement of the area's strengths and weaknesses and of potential threats and opportunities
- Multi-year plan for improving the area's strategic position, including student learning outcomes

Supporting Documentation:
- Spreadsheet mapping of learning outcomes to specific courses and/or activities
- Course outlines and assessment rubrics for new courses since last update
- Copies of assessment instruments (surveys, pre-tests, post-tests, etc.)
- Assessment data file(s)
- Other supporting materials designated by unit or component head

*Note: Assessment data will include the findings of alumni, student, and faculty surveys and/or focus groups as appropriate.

Additional information on the content of these portfolios can be found in the supplemental guidelines provide at the end of this document.

Participants: While prime responsibility for updating the planning and assessment portfolios resides with department/unit heads, all full-time and continuing part-time faculty and staff engaged in the programs/services addressed in the portfolios are to participate in the analysis of the data collected and in the formulation of responses to areas of needed improvement.

External Review: External review is not required for planning and assessment portfolios.

Reporting: Planning and assessment portfolios are to be updated annually by no later than the last working day in March. The head of academic affairs will review the portfolios with representatives of the areas evaluated. The portfolios will also be forwarded to the assessment committee for review and comment. The head of academic affairs will present summaries of assessment findings and related action plans to the president and as appropriate the board of governors.

Three copies of planning and assessment portfolios will be maintained: one for the unit, one for academic affairs, and one for the institutional resource room maintained by the director of institutional research. The first two copies may be maintained in electronic form. Prior editions of planning and assessment portfolios will remain on file for five years.

Follow-up Reports

The head of academic affairs may require additional progress reports on unit efforts to follow-up on assessment findings. Such follow-up reports will be due no later than one-year from the due date of updated portfolios. Copies of follow-up reports are to be added to the original copies of the updated portfolios.

Supplemental Assessment Guidelines

The following guidelines are designed to assist faculty and staff in the conducting of reviews. The guidelines are organized in accordance with the required planning and assessment portfolios.

Mission Statements

All academic programs and administrative components under review will have mission statements that concisely present their primary purposes. The wording and audience of these statements are often comparable to the introductory statements found in college catalogs and other promotional materials on specific programs. The relationship between these mission statements and the mission statements of the component and the institution should be consistent and easily discernable.

Goals and Learning Outcomes

Programmatic goals naturally range from the general to the specific. Preparing students for graduate school is an example of a general goal. General goals may also convey students' "destination" within a particular curriculum, encompassing what we wish graduates to know, do and value, for example, the ability to reason critically or the desire to serve their community.

Such general goals may be included in mission statements or listed separately. The latter is usually preferable.

Since the mastery of specific skills contribute to the achievement of more general goals, assessment of programmatic outcomes must take place at several levels. In other words, it is necessary to identify the component parts of general goals. For example, the goal of preparing students for graduate school may imply further development of one's ability to formulate and defend an original thesis. These more specific formulations of what we want students to know, do and value are often referred to as learning outcomes. The focus of assessment activities should be on the achievement of fairly specific learning outcomes.

It is important to communicate desired goals and learning outcomes to students, if we are to maximize their prospect of meeting these expectations. Thus planning and assessment portfolios should show that this information is being effectively conveyed to students, for example, through syllabi, assignments, evaluation criteria, and catalog descriptions.

Assessment Instruments and Processes
Assessment instruments and processes should be designed to demonstrate that intended goals and learning outcomes are being achieved. Assessment of student satisfaction is also appropriate, but does not substitute for outcomes assessment.

Outcomes assessment takes two forms: benchmarking and valued-added. The former places performance in terms of some preset objective, such as sixty percent of graduating students in program X will pass a specified licensure/field test. The latter form of assessment involves measurement prior to and subsequent to programmatic efforts to enhance a specified skill or attribute (i.e., the use of pre-tests and post-tests). While benchmarking is a common form of outcomes assessment, valued-added assessments are an essential part of the evaluation of student performance in general and in terms of specified learning outcomes.

The effectiveness of any assessment activity is closely related to measurability of the intended outcomes. Measurability is often a function of the specificity of the intended outcomes. This does not mean that the evidence presented must be quantitative in nature. Qualitative evidence is an equally appropriate means of demonstrating the achievement of programmatic goals and learning outcomes.

Evidence demonstrating achievement of intended outcomes should be gathered from a variety of sources. The data used to assess student learning should include direct evidence such as coursework. A capstone course in the major may provide a logical focus for identifying what students achieve by the end of their program. It may also be helpful to collect student work over time in a portfolio, comparing their work at the beginning and end of their program so as to demonstrate their learning. Standardized test scores also constitute direct evidence of learning. In addition, it is desirable to include indirect evidence of learning, such as senior and alumni survey results. Assessment data should also include when practical the evaluation of learning outcomes by the employers of recent graduates.

Assessment Findings
The assessment process is intended in part to demonstrate to internal and external constituents the quality of existing programs and services and the commitment of faculty and staff to enhancement of these programs and services when appropriate. Therefore, planning and assessment portfolios should present a balanced representation of the strengths and areas of needed improvement suggested by the data collected.

Assessment findings should be summarized in the narrative of planning and assessment portfolios. A full compilation of the data collected should be included in an appendix to the portfolios.

Action Plans
The assessment process is incomplete without serious consideration of how to build on the strengths of current practices and address areas of concern. In fact, action plans are the most important component of planning and assessment portfolios. In other words, the portfolios must demonstrate the closing of the assessment loop by translating findings into actions. Highly detailed action plans are not required as part of the planning and assessment portfolio, but the document must present the general nature of the action required, a summary of action to be taken, parties responsible for undertaking the action, an estimate of resource requirements, and anticipated completion date.

Preparation of Portfolios
Effective assessment is an ongoing process that contributes to continual improvement in the programs and services offered by each component of the College. In other words, while planning and assessment portfolios are not as comprehensive as the program reviews conducted every five years, they do serve to ensure a continuous process of program assessment and development. The following sample planning and assessment process demonstrates this point.

Year 1 - Review and revise as appropriate mission statement
     - Collect and review assessment data (e.g. conduct senior survey)
     - Prepare year two action plan

Year 2 - Review and revise as appropriate goals and learning outcomes.
     - Collect and review assessment data (e.g. conduct alumni survey)
     - Draft follow-up report on year two action plan and prepare year three action plan

Year 3 - Review and revise as appropriate assessment instruments and processes
     - Collect and review assessment data (e.g. conduct employer survey)
     - Collect and review student performance data (e.g. pre-test, post-test data)
     - Draft follow-up report on year three action plan and prepare year four action plan

Year 4 – Update and review assessment data files
     - Conduct a SWOT analysis (strengths, weaknesses, opportunities, and threats)
      using focus groups composed of faculty, staff, and students.
     - Draft follow-up report on year four action plan and prepare year five action plan

Year 5 – Prepare program review document based on planning and assessment portfolios
- Identify areas of improvement and needed improvement
- Draft follow-up report on year five action plan and five-year strategic plan
- Prepare year one action plan
- Incorporate newest action plan into a new/updated five year strategic plan

<u>Internal and External Context</u>
The primary function of comprehensive reviews and planning and assessment portfolios is to enhance the decision-making of faculty and staff with professional responsibilities in the areas under review. Their efforts to ensure the quality of the programs and services they offer must additionally advance the strategic goals of the institution. Thus it is important that the action plans presented in the reviews and portfolios take into consideration the goals and initiatives contained in the institution's strategic plan. It is no less important that initiatives identified in the reviews and portfolios inform the institution's periodic updating of its strategic plan. Those engaged in the planning and assessment process should additionally have a basic familiarity with the expectations of the Higher Education Policy Commission and accrediting agencies such as the Higher Learning Commission and Council for Accreditation of Educator Preparation as program reviews and the planning and assessment portfolios serve as critical means of documenting the College's commitment to student learning and continuous improvement.

Addendum

Designated Learning Outcomes
Higher Education Policy Commission
2013-2018 Master Plan

The Master Plan of the Higher Education Policy Commission requires the development of a comprehensive plan for quality assurance, which assures that graduates are:

- Knowledgeable and competent in their content discipline.

The Master Plan also calls for assurances that all graduates are proficient in:

- Quantitative Literacy
- Critical Thinking
- Problem-Solving and
- Communication Skills

Relative to the professional standards in their respective fields of study.

Reporting Requirements
The Master Plan furthermore requires annual reporting on these learning outcomes and any actions taken or in process to improve student performance in terms of these learning outcomes.

In order to meet this requirement, all academic programs must ensure the inclusion of the stated learning outcomes in their annual assessment process and annual updating of each program's planning and assessment portfolio.

Additionally, all academic programs through the appropriate department chair must provide the Provost at the end of each assessment cycle with an executive summary of assessment findings and planed actions based on these findings. Assessment cycles normally end with the conclusion of the summer term.

The required executive summary of assessment findings and related action plans are due no later than the first workday in September starting in fall 2015.

Glenville State College
Career Pathways Plan, 2015-2020
Fall 2014

Strategic Purpose
The Career Pathways Plan will contribute to student success and persistence to graduation by assisting students in setting career goals and determining a course of study supportive of these goals.

Strategic Goal
The Plan will promote a comprehensive approach to career advisement, including the alignment of academic program selection and other educational experiences with the development of the knowledge, skills, and attributes needed to be career ready upon degree completion.

Objectives
The primary objective of the plan is to ensure appropriate career advisement and career preparation within academic programs and through the Office of Career Services. In accordance with these objectives, the Office of Career Services has four primary functions. These functions are to:
- Serve as a comprehensive career resource center;
- Support faculty and students in correlating academic and professional goals with personal values and interests;
- Promote curriculum-integrated career planning and preparation activities; and
- Support a rich and innovative student employment experience.

Outcomes

Objective-related outcomes of the Plan in terms of career planning and academic enrichment include the following.

Career Planning
- Enrich student advisement through the use of interest/strength/values inventories
- Improve student and faculty awareness of trends in career opportunities and requirements
- Increase student self-awareness and personal connection to academic pathways through strength-based appreciative coaching
- Train faculty and staff in the use of appreciative coaching methods
- Support an array of career readiness activities, such as informational interviews, job shadow experiences, and career-related service projects on and off campus while in college

Academic Enrichment
- Promote and support internship, service learning, and study abroad opportunities as a means to strengthen the overall student experience and begin building a demonstrated professional skillset

Plan Administration

The career services counselor will assume prime responsibility for managing the implementation of the plan and will advise the provost quarterly of progress on the plan. The counselor will be assisted by a career readiness advisory board consisting of alumni, local leaders in the business community, and selected students and faculty. Members of the board will be chosen by the counselor in consultation with the provost.

The career services counselor will additionally routinely solicit the feedback of faculty, staff, and students to continually improve the content and delivery of plan related services, programs, activities, and events. Specific attention will be given to the recently implemented Career Readiness Program (see Appendix A for additional information on Career Readiness Program).

Career Services

The Office of Career Services assists students in determining career pathways and relating the college experience to professional intentions. The career services counselor works collaboratively with administrators, faculty, and staff to develop and support the integration of career-related activities within the broader curriculum.

In addition to planning and hosting annual events such as Fall Fair, Mock Interview Day, the Spring Etiquette Luncheon, and Career Fair, the career services counselor also coordinates employment enrichment activities and teaches professional development seminars for classes, the general campus, and the broader community (see Appendix B for additional information on employment enrichment activities).

Career Counseling

Career Services at Glenville State College operates within an appreciative coaching framework, which is a strength-based and opportunities-focused approach to career counseling. Among the core principles of appreciative coaching is the intentional use of positive language to question and reframe negative or counter-productive perspectives. Within this framework, students are directed towards developing a positive professional outlook with strong foundation in personal identity and mission, emotional awareness, empathy, and accountability. Advising stages follow the general 4-D cycle of appreciative inquiry through each year of enrollment, and coordinated career planning enrichment activities are integrated each year within each academic discipline to further connect academic and professional goals (see Appendix C for additional information on appreciative coaching).

Action Plan

A multifaceted approach is necessary to advancing the intended institutional and student-specific outcomes of the Career Pathways Plan. The activities designed to advance these outcomes including the following.

Career Counseling

- Provide direct, one-on-one counseling in relevant career development topics
- Support academic departments in delivering core and special topics seminars to classes as part of the Career Readiness Program

- Conduct core and special topics seminars for the general campus population and greater community
- Research data and current trends to develop educational and marketing content
- Volunteer career expertise to further the missions and relationships of the college and community organizations
- Reach out to newly accepted General Studies/Undecided majors (email, social media) during the spring semester and summer to promote personal assessments and career planning services

Career Preparation and Development
- Promote and manage individual student participation in the Career Readiness Program
- Cultivate relationships with employers, service organizations, recruiters, and graduate/professional programs
- Foster professional connections with GSC alumni and other potential partners/mentors
- Coordinate special events that provide opportunities for students to demonstrate professional skills and build relationships for post-graduation opportunities – Fall Fair, Mock Interview Day, Etiquette Luncheon, Career Fair
- Direct the Student Employment Program
- Model the student employment program as both a professional development function for students at the college and an additional means to identify and intervene struggling students

Collaborative Leadership
- Provide input, direction, and support for Academic Support Center initiatives
- Ensure the responsive, integrated, and complementary nature of departmental services and promotion to the campus community
- Provide additional opportunities for students to demonstrate to the campus community their creative, research, and leadership skills
- Draw upon TRIO program (student support services) resources, most notably tutoring and counseling services and resources, to encourage improved academic performance

Service Enhancements and Promotion
- Identify and as appropriate offer new presentations and special topics seminars including Developing a Successful Résumé & Cover Letter, Résumé Builders – Internships, Service Learning, & Study Abroad, Successful Interviewing & Networking Applying for a Federal Job, and Preparing for Graduate School/ Entrance Testing Preparation
- Ensure that students, especially those at-risk of college attrition, have the benefit of appreciative coaching in career counseling and academic advising
- Integrate career planning activities across the curriculum
- Work collaboratively with faculty and staff to ensure that career planning activities are defined, timed, and effectively supported within the appreciative coaching framework
- Promote career preparedness of graduates through increased exposure to career-related assignments within their major field of study
- Encourage the cultivation of greater self-awareness and realistic, effective goal setting among students to most effectively build a foundation for academic success related directly to professional aspirations
- Enhance Career Services webpage to include relevant resource links and services in Career Planning, Academic Enrichment, Résumé Standards and Preparation, Professional

Presentation and Interviewing, On- and Off-Campus Employment, Graduate School, Post-Graduate Scholarships, Alumni Profiles, and web-based career planning services.
- In recognition of the relationship between obtaining a college degree and fulfilling professional aspirations, Career Services will additionally strive to advise students on the personal and professional impact of securing employment sufficient to meet total loan repayment requirements.

Outcomes Assessment
Progress on plan will be assessed through annual reviews and evaluations of the progress in each of the specified action areas as well as in terms of advancing the overall goals and objectives of the plan. As appropriate, Career Services will disseminate across campus the assessment data, assessment findings, and data-based action plans of Career Services.

Annual assessment activities will include the following.
- Assess incoming students annually for career/vocational interests and correlating educational plans through GSC 100 courses
- Track student participation in and utilization of Career Services resources
- Correlate participation to retention efforts and outcomes
- Track academic progress of student workers, proactively addressing student deficiencies as a front-line effort to support and retain struggling students
- Assess student satisfaction with Career Services using the feedback form on the web
- Evaluate graduate outcomes, including employment and graduate school acceptance rates

Glenville State College
Technology Strategic Plan for 2015-2020
Fall 2014 <u>Draft</u>

Mission Statement

The goal of the Office of Technology is to implement necessary technologies to facilitate the education, development, and growth of Glenville State College. The intended outcome is for the effective use of technology resources to increase teaching, learning, and administrative efficiency.

Technology is rapidly changing in all areas, including computing, data, video, voice, mobile, and wireless capabilities. Every institution is faced with a serious challenge in keeping up with new technology, new equipment, as well as, new applications and to help students, faculty, and staff learn to use the most recent versions of software and hardware.

Strategic Goals

The Office of Technology plans to adopt the following five strategic goals for 2015-2020.
I. Implement technologies to aid enrollment and retention by improving the infrastructure to support tomorrow's learners.
II. Continued improvement and development of the website.
III. Continued improvement and development in network infrastructure of structures, processes, storage, and equipment.*
IV. Grow the instructional development area by offering activities for students, staff, faculty, area schools and local businesses.
V. Increase on-line and other technology services to better support alumni, faculty, staff, and students.

*Note: The network infrastructure is considered to include data, voice, and video networks with appropriate wiring, cabling and terminal equipment installed to achieve the best possible systems to support the instructional and administrative needs of the college.

Strategic Goal I:
To implement technologies to aid enrollment and retention by improving the infrastructure to support tomorrow's learners.
1. Offer current students virtually 100% wireless coverage throughout campus.
    a. Install 25 additional wireless access points throughout campus.
2. Provide students in the residence hall with telephones and the ability to make local calls for free.
    a. Purchase and install 350 Cisco IP telephones for students.
    b. Provide students with user manuals and a help desk for any issues that might arise with their telephone service.
3. Provide Hidden Promise students in grades 8-12 with their own Glenville State College email address and Blackboard logon identification.
    a. Create student email and Blackboard accounts for all Hidden Promise students in grades 8-12. Provide a help desk for students to contact with any logon issues.
4. Create the ability for students to view and pick their room assignments in Residence Life.
5. Enhance the mobility of accessing student needed information.
    a. Create and deploy an app specific to Glenville State College, enabling students to view classes, text books, grades, etc.
    b. Installation of cell phone boosters throughout campus, specifically in the Waco Center to secure better coverage on the Mineral Road campus.
6. Prepare for the plans to construct a classroom building.
    a. Initiate discussions with department chairpersons to determine classroom needs specific to their curriculums.
    b. Upgrade television equipment to high definition for students and selected classrooms.
7. Upgrade all student email accounts to Office365. This will allow them to use the Office365 programs and save documents while attending Glenville.

Strategic Goal II:
Continued improvement and development towards the website.
1. Evaluate the current website.
    a. Contract with an independent agency to further evaluate the website; evaluation will assess load times, W3C compliance, navigability, and security.
    b. Create an online survey for faculty, staff, and students to evaluate the website.
    c. Collaborate with the Vice President of Enrollment Services to create a seamless look between the website and Admissions mailings.
2. Continue to grow and improve Glenville State College's website.
    a. Continued improvement of navigation of the website.
3. Streamline student job applications.
    a. Further enhance the student work process by creating an area where students can browse and apply for currently open positions.
4. Continue collaboration with departments on campus to update and improve the website.
5. Enhance the Alumni section of the website.
    a. Create an area in the website where alumni can register/create accounts, keep their contact information current, and submit news items for the newsletter.

Strategic Goal III:
Continued improvement and development in network infrastructure of structures, processes, storage, and equipment.
1. Update the fiber plant for campus in preparation for Internet 2 linking Glenville State with other institutions better enabling undergraduate research opportunities.
    a. Contract with a vendor to replace and upgrade fiber throughout campus and replace network core.
2. Establish an effective replacement program for obsolete faculty/staff computers.
    a. Check inventory for oldest computers on campus; enact a replacement program to update the 10 oldest faculty/staff machines every semester.
3. Develop an annual plan for computer lab replacement.
    a. Replace one student lab per year, starting with the oldest lab.
4. Purchase, install, and implement an Emergency Notification System.
    a. Research and test Emergency Notification Systems before purchasing and installing the system that best fits our needs.
5. Increase available storage and backup space on servers and server space.
    a. Purchase and install drive array to double our storage capacity and add blades to accommodate growing needs.
    b. Secure an offsite data backup solution.

Strategic Goal IV:
Grow the instructional development area by offering activities for students, staff, faculty, area schools and local businesses.
1. Increase the number of on-line classes offered from 17 percent of all class offerings to 20 percent.
    a. Offer individualized assistance to faculty members when building and maintaining their online classroom.
    b. Provide 24 hour technical support to faculty by using online resources.
    c. Provide greater flexibility to both faculty and students by encouraging faculty members to offer on-line office hours.
2. Offer at least eight online degree programs consisting of both bachelor and associate degrees.
    a. Strengthen relationships with faculty members currently teaching online classes and encourage them to become mentors to other faculty members.
    b. Attract faculty into teaching on-line classes by providing more training, support, and guidance.
3. Educate and train faculty on course management software and other software programs.
    a. Create Blackboard training courses for new staff.
4. Utilize the Center for Teaching Excellence to provide training and cross-training among faculty and staff.
    a. Assess the needs for training regarding faculty and staff.
    b. Complete a strategic growth plan for the Center for Teaching Excellence.
5. Utilize the Center for Teaching Excellence to develop an extensive orientation program for new employees, both, faculty and staff.
    a. Schedule various training in the Center for Teaching Excellence Center.
6. Offer training, workshops, and seminars for local schools and business.

a. Offer and promote workshop and trainings in the Center for Teaching Excellence for local school employees and area businesses.
7. Increase attendance of both faculty and staff at trainings held in the Center for Teaching Excellence.
   a. Enact an incentive program for faculty and staff to attend trainings in the Center for Teaching Excellence.
   b. Implement Magna Commons software; the software provides free webinars for faculty and staff, through which they can earn continuing education units (CEU's).
8. Formalize and regularize course inspection policy.
9. Provide a secure testing environment for online classes.
   a. Implement software that ensures online testing is secure, complete with item banking, test deliver and retime reports.

Strategic Goal V:
Increase on-line and other technology services to better support alumni, faculty, staff, and students.
1. Collect information from faculty, staff, and students regarding technological needs.
   a. Deploy a yearly survey to faculty, staff, and students. Information collected will be used to assess what technological needs are not met.
2. Deploy single logon for students. This will enable students to log on to Blackboard, computers, wireless, Ednet, and email with the same log on information.
   a. Single logon will simplify logins for all software; allowing student to have one password to remember.
3. Create roaming profiles for faculty and staff to have access to their professional files at any work station on campus.
   a. Deploy the Intranet for faculty and staff use, thus making the website more secure and user friendly for students.
4. Support faculty and staff by providing up-to-date computers and software.
   a. Full implementation of Argos reporting software with training sessions for end-users.
   b. Replace faculty and staff computers every four years.
   c. Office365 implementation with training for Faculty/Staff. Office365 mobile installations available.
   d. Integrate the online application process to automatically transfer the information into Banner.
5. Provide training and development for faculty and staff in the use of equipment and applications.
6. Increase the communication with the Alumni.
   a. Create a current and active Alumni list serve for the purpose of emailing important information.
7. Increase security with technology.
   a. Install electronic locks at selected building locations on campus.
   b. Install additional video cameras for selected areas of campus.
8. Obtain FCC license for the campus radio station to be transmitted on a FM or AM frequency.
   a. Schedule a meeting with FCC for site approval.
9. Continue agreement with a local cable provider to broadcast the campus television station to the local community and gain insight for best practices and television production.

10. Utilize the Center for Teaching Excellence to provide training to faculty and staff.
    a. New employee training sessions
11. Continue the use of the Degree Works program with the addition of the Financial Aid portion.
    a. Host instruction session on self-advising and graduation timelines within the Degree Works Program.
    b. Utilize Degree Works to create degree plans for each major

Glenville State College

Personnel Projections for 2015-2020

The College recognizes that its allocation of human resources will need to change overtime due to enrollment patterns, the array of academic programs, need for support services, and emerging technologies. Accordingly, the College conducts periodic reviews of the allocation of its human resources.

In fall 2014, the College employed the following number of faculty and staff.

Staff   144 Total Full-time
                  98 Full-time Classified (68%)
                  46 Full-time Non-classified (32%)

              24 Part-time (FTE 12)

              Staff FTE - 156

Faculty   67 Full-time
              67 Part-time   (FTE 11)
              Faculty FTE - 78

The student FTE for fall 2014 was 1279.   Thus, FTE faculty-student, staff-student, and faculty-staff ratios were as follows.

Faculty-student ratio	Staff-student ratio	Faculty-staff ratio
1:16.4	1:8.2	1:2.0

These ratios compare favorably with the widely accepted standards for comparable public colleges and universities noted below.

Faculty-student ratio	Staff-student ratio	Faculty-staff ratio
1: 17-19	1:7-8	1:2-3

Ratios of 1:18, 1:8, and 1:2.2 respectfully, will govern faculty and staff projections for fall 2020.

I. Access

	Student Access								
Enrollment by Cohort Year (End of Term)	**Starting Base**	**Growth Factor**	**Projected 2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
Enrollment									
Fall Head Count	1740	55	1795	1850	1905	1960	2015	2070	2125
Fall First-Time Freshmen Headcount	304	35	339	374	409	444	479	514	549
Fall Low-Income Student Headcount	674	20	694	714	734	754	774	794	814
Fall Underrepresented Racial/Ethnic Gro	266	8	274	282	290	298	306	314	322
Fall Adult (25+) Headcount	489	10	499	509	519	529	539	549	559

	Starting Base	**Growth Factor**	**Projected 2013 - 2014**	**2014 2015**	**2015 2016**	**2016 2017**	**2017 2018**	**2018 2019**	**2019 2020**
Sum of (Summer, Fall, Spring) FTE's/2									
Enrollment by FTE									
Annualized FTE	1268	30	1298	1328	1358	1388	1418	1448	1478

II. Success

Success by Cohort Fall End of Term to End of Second Spring

	Starting Base	Growth Factor	Projected 2013 - 2015	2014 - 2016	2015 - 2017	2016 - 2018	2017 - 2019	2018 - 2020
Developmental Education Outcomes								
Students Passing Developmental Courses								
Math	61.4%	0.50%	61.90%	62.40%	62.90%	63.40%	63.90%	64.40%
English	77.5%	0.10%	77.60%	77.70%	77.80%	77.90%	78.00%	78.10%
Students Passing Developmental Courses and a College-Level Course								
Math	10.9%	4.00%	14.90%	18.90%	22.90%	26.90%	30.90%	34.90%
English	47.1%	1.75%	48.85%	50.60%	52.35%	54.10%	55.85%	57.60%

Success by Cohort Fall End of Term to Fall End of Term

	Starting Base	Growth Factor	Projected 2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Retention								
Full-Time, First-Time Freshman	62.8%	1.25%	64.05%	65.30%	66.55%	67.80%	69.05%	70.30%
Part-time, First-time Freshman	49.2%	2.50%	51.70%	54.20%	56.70%	59.20%	61.70%	64.20%
Low-Income First-Time Freshmen	58.5%	1.00%	59.50%	60.50%	61.50%	62.50%	63.50%	64.50%
Returning Adults	50.0%	2.00%	52.00%	54.00%	56.00%	58.00%	60.00%	62.00%
Transfer Students	65.0%	0.25%	65.25%	65.50%	65.75%	66.00%	66.25%	66.50%
Underrepresented Racial/Ethnic Group Total	51.6%	0.15%	51.75%	51.90%	52.05%	52.20%	52.35%	52.50%

	Starting Base	Growth Factor	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Progress Toward Degree (Fall End of Term to end of following summer)								
First-Time Freshmen Earning 30 Hours	21.1%	2.25%	23.35%	25.60%	27.85%	30.10%	32.35%	34.60%

	Starting Base	Growth Factor	2011	2012	2013	2014	2015	2016
Four-Year Graduation Rate *Cohort Years:*								
First-Time Freshmen	22.2%	0.10%	22.30%	22.40%	22.50%	22.60%	22.70%	22.80%
Low-Income First-time Freshmen	19.60%	0.10%	19.70%	19.80%	19.90%	20.00%	20.10%	20.20%
Returning Adults	37.90%	0.10%	38.00%	38.10%	38.20%	38.30%	38.40%	38.50%
Transfer Students	29.70%	0.80%	30.50%	31.30%	32.10%	32.90%	33.70%	34.50%
Underrepresented Racial/Ethnic Group Total	8.00%	0.50%	8.50%	9.00%	9.50%	10.00%	10.50%	11.00%

Success (continued)

Six-Year Graduation Rate		Starting Base	Growth Factor	2009	2010	2011	2012	2013	2014
Cohort Years:									
	First-Time Freshmen	31.2%	1.00%	32.20%	33.20%	34.20%	35.20%	36.20%	37.20%
	Low-Income First-time Freshmen	22.4%	1.75%	24.15%	25.90%	27.65%	29.40%	31.15%	32.90%
	Returning Adults	42.90%	0.10%	43.00%	43.10%	43.20%	43.30%	43.40%	43.50%
	Transfer Students	41.70%	0.50%	42.20%	42.70%	43.20%	43.70%	44.20%	44.70%
	Underrepresented Racial/Ethnic Group Total	18.60%	0.10%	18.70%	18.80%	18.90%	19.00%	19.10%	19.20%

III. Impact

(Summer, Fall, Spring)	Starting Base	Growth Factor	Projected 2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Impact								
Degrees Awarded	223	3	223	225	227	229	231	233
Associates	45	0	45	45	45	45	45	45
Bachelors	176	2	178	180	182	184	186	188
STEM	47	1	48	49	50	51	52	53
Associates	11	0	11	11	11	11	11	11
Bachelors	36	1	37	38	39	40	41	42
STEM Education	3	0.5	4	4	5	5	6	6
Health								
Associates								
Bachelors								
Masters								
Doctorate								

Federal Student Loan Cohort Default Rate	2011 Actual		2012	2013	2014	2015	2016	2017
Three-Year Rate	21.70%	-1.50%	20.20%	18.70%	17.20%	15.70%	14.20%	12.70%

Establishing Cohort; is any Student who has received Direct Loans from GSC while attending school and have been away from any Higher Ed institution for at least 6 months. These loans enter the repayment Period. Loans entering repayment between October 1, 2011 and Sept 30 2012 are the **2012 Cohort**. Default rate is calculated on cohort members going into default by Sept 2015.

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1872