

CONCORD UNIVERSITY

Leading the Way:

Access, Success, and Impact

Institutional Compact Rationales

2013-2018



Submitted to the

**West Virginia
Higher Education Policy Commission**

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METRIC STRATEGIES

Concord University
2013-2018 COMPACT
Access, Impact, Success

STRATEGY A: ENROLLMENT (*Access*)

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Concord University's goal is to focus on increasing enrollment of new students, specifically first-time freshmen, low income, and underrepresented students. Given the current national and corresponding state trend in decreasing numbers of available college-going, first-time freshmen, our challenge is difficult. This decline, combined with the corresponding drop and aging of the overall population of West Virginia, the University must look to new recruitment strategies and approaches to attract new students. Toward that end, the University will focus on the following activities to increase enrollment.

Activity 1: Customer Relationship Management

- a. Who is responsible for the implementation of this activity? (name (s) and title(s)) (100 words max)*

The Office of Admissions under the direction of Jacqueline L. Nottingham, the Chief Enrollment Management Officer, and Kent Gamble, the Director of Enrollment, will develop and facilitate the implementation of our outreach and communications.

- b. Describe the Activity (250 words max)*

A comprehensive customer relationship management and communication plan will be developed to strategically target first-time freshmen from in-state and out-of-state markets that will result in higher enrollment at Concord University. As part of this plan, Concord University will purchase names from a variety of databases that contain names and contact information for prospective students. The Office of Admissions will target prospective students from West Virginia and select out-of-state markets including Virginia, Maryland, Delaware, North Carolina, Pennsylvania, New Jersey, New York, and Ohio. Staff from the Office of Admissions will conduct high school visits in these regional markets. In the local markets, staff from the Office of Admissions will make multiple visits to area high schools and each visit will have a specific purpose: (1) initial contact, (2) on-site application review, (3) follow-up with students offered admission to facilitate continued relationships, and (4) work with high school juniors and other P-12 students to get them to think about attending Concord University. This outreach will target first generation, low-income students from the local and regional areas.

- c. What target populations, if applicable, does this activity address (100 words max)*

Concord's customer relationship and communication plan will focus on the recruitment of and communication with new first-time freshmen, low income, and underrepresented students.

d. Provide a timeline for implementation of this activity. (250 words max)

Starting in September 2014, Concord University will purchase names from a variety of databases that contain student names and contact information. These students along with those who are seen at college fairs and individual high school visits, and who submit general inquiries to Concord University will be contacted on a regular and continuous basis between September 2014 and June 2015. The goal of this communication is to increase awareness of academic offerings, financial aid and scholarships, and encourage campus visits that will result in submission of completed applications for admissions consideration.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The Office of Admissions will have six staff members who will travel throughout West Virginia and select out-of-state markets (VA, MD, DE, NC, PA, NJ, NY, OH) participating in structured admissions tours and fairs. Each staff member will be assigned a territory in which he/she will also schedule individual high school visits. In the local regional markets, visits will occur multiple times and each visit will have a specific purpose: (1) initial contact, (2) on-site application review, (3) follow-up with students offered admission to continue to build relationships, and (4) work with high school juniors and other P-12 students to get them to think about attending Concord University. This outreach will target first generation, low-income students from the local and regional areas.

In conjunction with in-person outreach, the admissions office will utilize a Customer Relationship Management tool, as well as postal mail to communicate electronically and on paper (through letters, postcards, etc.) with prospective students.

Finally, the Office of Admissions will work with campus stakeholders (faculty, administration, student affairs, athletics, etc.) to demonstrate the benefits of a Concord University education and experience.

This activity will require fiscal resources to purchase data on prospective students and customer relationship management tool in addition to supporting travel for the Admissions staff to both in- and out-of-state markets. In addition, the University will support the development of marketing materials, search mailings, email communications, and advertising through the Office of Admission's budget.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Office of Admissions will collaborate with campus stakeholders (internal) and students, parents, P-12 guidance counselors, independent counselors and community members, along with friends and alumni of Concord University (external) to inform those who wish to know about the college-going process and specifically identify Concord University as a viable choice/solid fit for students to pursue. It is important to note that many students from the local region lack support and experience in the college admission and financial process.

This collaboration will help prospective students, particularly those from low-income, first-generation college-going, and underrepresented populations, successfully navigate the admissions process and enable them to complete a degree at Concord University by providing guidance throughout the admissions and matriculation process.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)*

The goal of this activity is to increase the number of first-time students enrolling at Concord University. The Office of Admissions will measure annually the number of high school visits, fairs, and presentations delivered to P-12 students in high schools throughout the recruitment area; campus visits and tours; inquiries; returned responses; follow-up communications; and applications. This data will be disaggregated and analyzed annually and throughout the compact period to inform the Admissions staff and administration of the effectiveness of this targeted approach to recruitment.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)*

Identifying prospective students who are a “good fit” with the University and our mission, and increasing the number of first-time freshmen enrolled each year should result in an increase in the University’s retention and graduate rates throughout the time-frame of the compact.

Activity 2: International Recruitment

- a. Who is responsible for the implementation of this activity? (Name (s) and title(s)) (100 words max)*

The Office of International Admissions under the direction of Jacqueline L. Nottingham, the Chief Enrollment Management Officer, and Sarah Wambe, the Director of International Admissions, will help develop and facilitate the implementation of our outreach and communications.

- b. Describe the Activity (250 words max)*

As part of Concord’s comprehensive customer relationship management and communication plan, the University will strategically target first-time freshmen from international student markets. This should result in an increase in the number international students enrolled at Concord University.

Concord University will purchase names from a TOEFL database that contains the names and contact information of prospective international students. Staff from the University Admissions Office will attend international college fairs, in combination with visits to international baccalaureate (IB) schools, private schools, boarding schools, and individual high schools to recruit international students. Prospective interested students identified from during these visits will be contacted on a regular and continuous basis between September 2014 and June 2015 in order to increase awareness of Concord’s academic offerings, scholarships, and encourage campus visits. The result of this recruitment strategy should be an increase in the number of international students.

c. What target populations, if applicable, does this activity address (100 words max)

Concord University's plan will focus on the recruitment of and communication with new international, first-time freshmen from specific countries which will increase overall enrollment and help diversify the campus and community.

d. Provide a timeline for implementation of this activity. (250 words max)

Starting in September 2014, Concord University will purchase names from a TOEFL database that contains the names and contact information of prospective international students. Staff from the University Admissions Office will attend international college fairs, in combination with visits to international baccalaureate (IB) schools, private schools, boarding schools, and individual high schools to recruit international students. Prospective interested students identified during these visits will be contacted on a regular and continuous basis between September 2014 and June 2015 in order to increase awareness of Concord's academic offerings, scholarships, and encourage campus visits. The result of this recruitment strategy should be an increase in the number of international students enrolled at Concord during 2015-2016 and subsequent years of the compact.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The Office of Admissions will have 2 staff members who will travel to international markets (United Kingdom, Belgium, Switzerland, South Africa, Tanzania, Rwanda, Ethiopia, Ghana, Russia, Armenia, Azerbaijan, Brazil, Jordan, Kuwait, Bahrain, Qatar, and United Arab Emirates) and participate in structured admissions tours and fairs. Each staff member will also schedule visits with IB schools, boarding schools, private schools, and individual high schools.

In conjunction with in-person outreach, the admissions office will utilize a Customer Relationship Management tool to communicate electronically with prospective international students.

Finally, the Office of Admissions will work with campus stakeholders (faculty, administration, student affairs, athletics, etc.) to showcase the University and the opportunities that exist for international students who pursue a degree from Concord.

This activity will require fiscal resources to support international travel, the purchase of the TOEFL database, advertising materials, mailings, and technology to support continuous communication.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Office of Admissions will collaborate with campus stakeholders (internal) and prospective students, parents, P-12 guidance counselors, independent counselors and community members, as well as U.S. and foreign embassies, the United States Department of State (Education USA and the Institute of International Education (IIE), and friends and alumni of Concord University (external) to educate those who wish to know about the college-going process and identify Concord as a viable choice/solid fit for students to pursue. It is important to note that Concord

University is an unknown entity in the international market. Thus, the Office of Admissions is trying to strengthen brand recognition and awareness of the University.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)*

The goal of this activity is to expand Concord's outreach in international markets in order to increase the number of international students enrolled at the University. Toward that end, the Office of Admissions will measure the number of Concord presentations conducted at international college fairs; the number of countries and international schools visited; inquiries; returned responses; follow-up communications; and applications from international students. This data will be disaggregated and analyzed annually and across multiple years of the compact to inform the Admissions staff and administration of the effectiveness of this targeted approach to recruitment.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)*

This strategy should positively impact the University's degree production and graduate rates throughout the time-frame of the compact.

Activity 3. Expand Regional Academic Offerings, Programs, and Services

- a. Who is responsible for the implementation of this activity? (name and title)*

Dr. Peter Viscusi, Interim Vice President/Academic Dean and Dr. Susan Williams, CU Director at the Erma C. Byrd Higher Education Center (HEC) in Beckley.

- b. Describe the activity. (250 words max)*

Concord University's commitment to community has long extended well beyond the confines of its home campus in Athens. Over the years the Beckley-Raleigh County area has become the focus of Concord's growing off-campus program. What began in the mid-1970s as a modest effort to deliver business classes to Beckley has grown into an ambitious program that serves an average of 600 students each semester and features a full-service location. However, a demand for more offerings and full programs at this site exists. Concord is currently seeking North Central Higher Learning Commission (HLC) full approval to offer complete programs in Beckley at the Erma C. Byrd Higher Education Center (HEC). In our recent strategic plan, Concord made identifying academic programs for full program offerings at the HEC a priority. By expanding our academic offerings in Beckley we will provide greater postsecondary opportunities for students in that part of our region and will increase enrollment at the site. Additionally, this activity will provide the region with the "intellectual infrastructure required to create and maintain both an educated citizenry and skilled workforce."

- c. What target populations, if applicable, does this activity address? (100 words max)*

The Erma C. Byrd Higher Education Center (HEC) provides a variety of academic and support services many of which are tailored to the needs of the adult and part-time student, a significant proportion of the enrollment at the site. However, a greater number of course offerings and complete programs will serve all undergraduates at that campus.

d. Provide a timeline for implementation of this activity. (250 words max)

Concord University was approved by the North Central Higher Learning Commission (HLC) for an additional location in Beckley at the Erma C. Byrd Higher Education Center (HEC) in April 2014. The University anticipates HLC on-site review approval to offer complete programs in Beckley in fall 2014. The University will spend the fall and spring 2014-2015 to develop baseline data and determine what types of classes and academic programs need to be added that will serve students' needs.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The resources required for this activity include faculty and adjuncts teaching courses offered in Beckley.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Academic Dean's Office will work with the division chairs and the Director of the HEC, Lisa Moten, to determine the types of courses and offerings that are needed and will most likely lead to increased enrollment (market demands). These individuals will also collaborate with Beckley area schools, organizations, and businesses to determine postsecondary needs/demands in the area. Additionally, CU will work collaboratively with the other IHEs (New River Community College, Marshall University, Bluefield State, University of Charleston, etc.) in the area and at the Erma Byrd Center.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this activity is to increase academic offerings and programs in Beckley at the Erma C. Byrd Higher Education Center (HEC) and increase student enrollment for Concord. The University will use Banner data to assess the number of programs/courses offered and enrollment in courses offered in Beckley.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Increasing postsecondary opportunities in Beckley will strengthen our efforts within our Collaborative Process comprehensive plan, increase enrollment and number of degrees awarded. It may also increase overall retention and graduation rates given that some students who could not continue their degree programs at Beckley in the past and were unable to attend classes at our

main campus will now be able to complete programs in Beckley.

STRATEGY B: DEVELOPMENTAL EDUCATION (Success)

*Describe the general focus of the strategy designed to foster progress on the objective.
(250 words max)*

Concord University will offer developmental classes in English and math to students who enter the University with deficient skills in one or both of these areas. In accordance with state guidelines, incoming students are enrolled in English and mathematics courses based on ACT/SAT scores or proficiency tests in the respective area. Currently, students whose scores reveal a need for developmental-level courses are required to enroll in ENGL 90 (Fundamentals in Grammar and Composition), MATH 90 (Basic Mathematics) and/or MATH 91 (Basic Algebra) or both. These three courses are designed to help students develop the knowledge and skills they will need in order to be successful in graduation credit-bearing English and mathematics courses. While the developmental courses help most students succeed in graduation credit-bearing courses, taking these classes often require students spread coursework over one or two additional semesters.

In an effort to provide students with the developmental courses that they need and to also facilitate completion of the degree in four years, the University is piloting new ways to deliver the content of developmental courses.

Activity 1: Developmental English

- a. Who is responsible for the implementation of this activity? (Name(s) and title(s)) (100 words max)*

The Division of Humanities will implement a new class, English 105-Grammar, Composition and Rhetoric that includes the content from ENGL 101, a three-hour course required for graduation of all CU students, as well as incorporate a lab (ENGL 105L) to provide extra support for students enrolled in this course.

Faculty from the Division of Humanities oversee and deliver developmental courses in English. Specifically, the design and implementation of English 105 and 105L will be a collaborative effort that includes Dr. Charles Brichford, Chair of the Division of Humanities; Dr. William J. Ofsa, ENGL 090 instructor; Mrs. Mitzi Litton, ENGL 090L instructor; and Mrs. Rosalie Peck, instructor of ENGL 105 and 105L.

- b. Describe the activity. (250 words max)*

Traditionally, students whose test scores or placement test/essay scores are below those specified for college-level credit coursework are placed in developmental courses in English (ENGL 090). The University offers English 090 as a semester long, three-hour, non-graduation credit course. Since ENGL 090 does not satisfy the requirements for graduation, students who must take this course often start their college experience “behind the curve”.

Research shows that students who do not have the requisite test/placement scores are capable of performing and succeeding in college-level courses if they have access to additional resources and one-on-one help. In an effort to address the needs of these students, Concord has developed

a new course, ENGL 105-Grammar, Composition, and Rhetoric (3 credit hours) that must be taken concurrently with ENGL 105L-Grammar, Composition, and Rhetoric Lab (1 credit hour). The content of ENGL 105 is equivalent to the content in ENGL 101. Both courses explore the writing process, and emphasize the development of expository writing skills. The only difference between the two courses is that students enrolled in English 105 will also complete a one-hour lab course (ENGL 105L) to ensure that students with deficiencies will receive additional help with mechanics and usage from University faculty.

c. What target populations, if applicable, does this activity address? (100 words max)

ENGL 105/105L is intended for students who would otherwise be placed in ENGL 090, but whose test scores or placement essays indicate they might be able to proceed at a faster pace. Students who achieve a grade of C or better in ENG 105/105L thereby fulfill the ENG 101 requirement.

d. Provide a timeline for implementation of this activity. (250 words max)

The Division of Humanities will pilot one section of ENGL 105/105L in fall 2014. Faculty from the Division will revise the course based on data and feedback from the pilot and offer one section of ENGL 105 in spring 2015, if a sufficient number of students of the target population can be found, that reflect any indicated changes from the data. Additionally, the University will track the success of students who have completed the ENGL 105/105L course in ENGL 102. At least two sections of ENGL 105/105L will be offered in fall 2015 utilizing data and feedback from the previous year. The ultimate goal of the University is to provide the necessary scaffolding and support to ensure that all students can complete a 3-hour English course for graduation credit during the first semester at Concord.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources needed to accomplish this activity will require the cooperation of administrators, faculty and students. The delivery of developmental courses in English will require that advisors place entering freshman in the appropriate section based on test/placement scores. Additionally, the delivery of developmental courses in English will require that faculty from the Division of Humanities deliver the content, collect analyze data and revise the course based on the data/feedback. The faculty will work with administration to follow-up on the success of course completers in subsequent college-level coursework in English.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Faculty from the Division of Humanities will design, deliver and analyze course content and student performance. Faculty will also collaborate with administrators/administrative offices including the VPAD and the Director of Retention to share data and information regarding the quality of courses, student success, and student progress in subsequent English courses.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)*

Students who are placed in developmental, non-graduation credit courses begin the college experience at a disadvantage of completing a B.S./B.A. degree in four years. The intended outcomes of the new developmental class in English will provide students who are deficient in English with the opportunity to earn graduation credit for coursework during the first semester that includes additional support and that is the equivalent of ENGL 101.

The success of this strategy will be measured by implementing pilot courses in English during the 2014-2015 academic year. Student progress and successful completion rates in this course will be monitored as well as the success rate of students enrolled in successive courses in English. The data from the new pilot course in English will be compared with data from the traditionally delivered, semester-long sections of ENGL 090. The University will also analyze four-year graduation rates of students completing the developmental courses as compared to four-year graduation rates of students who do not need remediation.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)*

The developmental classes in English will support the University's focus on "15 to Finish" so that all students have an opportunity to complete the B.S./B.A. degree in four years. This initiative should also help to improve the University's graduation and retention rates, as well as lower the amount of student debt that students incur by graduation.

Activity 2: Developmental Mathematics

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)*

The VPAD's Office provides administrative support and funding for the developmental courses in Mathematics. Mr. Doug Becker serves as Developmental Mathematics Coordinator for the University and instructors for developmental math deliver the coursework.

The developmental mathematics courses are taught by the following:

- Doug Becker, Developmental Mathematics Coordinator
- Joe Blankenship, Instructor of Developmental Mathematics
- Kent McBride, Instructor of Developmental Mathematics
- Sandra Kelly, Adjunct Instructor of Developmental Mathematics
- Miranda Martin, Adjunct Instructor of Developmental Mathematics
- Catherine Thompson, Adjunct Instructor of Developmental Mathematics

- b. Describe the Activity (250 words max)*

In accord with state guidelines, incoming students are enrolled in mathematics courses based on ACT/SAT test scores or placement test scores. Students who score below the minimum specified for college-level coursework are placed in developmental mathematics courses, either

MATH 90 (Basic Mathematics), MATH 91 (Basic Algebra) or both. These courses are designed to help students develop the knowledge and skills needed to be successful in graduation credit-bearing mathematics courses.

MATH 90 and MATH 91 are currently offered as separate full semester courses in two formats: a traditional lecture and a computer-assisted course. The University will develop and implement new developmental mathematics courses that will provide condensed versions of developmental-level courses (MATH 90/91 and MATH 91/103) that enable students to complete two mathematics courses within a single semester.

In order to accommodate the needs of students with differing preferred learning styles, the University offers both lecture-based and computer-assisted developmental mathematics courses as options for students. In the lecture-based courses, students are taught by traditional strategies including direct instruction, utilization of textbooks, and interactive dialogue between the instructor and the students. In the computer-assisted courses, students learn and practice skills independently using ALEKS software.

The two new courses will provide condensed versions of developmental-level courses (MATH 90/91 and MATH 91/103) and enable students to complete two mathematics courses within one semester. The MATH 91/103 combination places students who need remediation directly into a credit-bearing class, thus providing an opportunity for student to expedite their progress toward graduation.

c. What target populations, if applicable, does this activity address? (100 words max)

The developmental mathematics courses are designed for all incoming freshmen with standardized test scores that are below state minimum requirements for students to enter a college level credit-bearing mathematics course. On the basis of their scores, these students are required to complete either MATH 90 (Basic Mathematics) or MATH 91 (Basic Algebra) or both. A grade of “C” or better is required in all developmental-level mathematics courses.

d. Provide a timeline for implementation of this activity. (250 words max)

Students who are placed in developmental, non-graduation credit courses begin the college experience at a disadvantage of completing a B.S./B.A. degree in four years. The intended outcomes of the developmental math courses will provide students who are deficient in mathematics with multiple ways to acquire the knowledge and skills to complete college-level mathematics courses.

The success of this strategy will be measured by implementing two new developmental courses that provide an accelerated format in which students can earn developmental mathematics credit and/or a three-hour graduation credit mathematics course during the 2014-2015 academic year. Student progress and successful completion rates of these courses will be monitored and analyzed, as well as the success rate of students enrolled in these classes in successive mathematics courses. The University will also analyze four-year graduation rates of students completing the developmental courses in mathematics as compared to four-year graduation rates of students who do not need remediation each year.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)*

The VPAD's office is responsible for providing the necessary funding for faculty salaries, computer software (ALEKS), technological support, classroom space and furnishings. Developmental mathematics instructors are responsible for the lecture-based courses as well as for overseeing the computer-assisted courses.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)*

The developmental mathematics instructors and the developmental mathematics coordinator will design, deliver and analyze course content and student performance. The developmental mathematics instructors and the developmental mathematics coordinator will collaborate with administrators/administrative offices including the Vice-President for Academic Affairs and the Director of Retention to share data and information regarding the quality of the course, student success, and student progress in subsequent content courses. This collaboration will involve internal entities at the University.

The University will also collaborate with the Mercer County Basic Adult Education Center to provide remedial instruction to help prospective college students prepare for college-level mathematics courses. Entrance placement testing of prospective CU students is the responsibility of the developmental mathematics coordinator.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)*

Students who are placed in developmental, non-graduation credit courses begin the college experience at a disadvantage of completing a B.S./B.A. degree in four years. The intended outcome of the developmental mathematics courses is to provide students with the knowledge and skills to be successful in graduation credit-bearing mathematics courses in an accelerated format.

The success of this strategy will be measured by implementing new mathematics courses during the 2014-2015 academic year. Student progress and successful completion rates in these courses will be monitored, as well as the success rate of students enrolled in successive mathematics courses. The University will also analyze four-year graduation rates of students completing developmental mathematics courses as compared to four-year graduation rates of students who do not take developmental courses.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)*

The developmental classes in Math will support the University's focus on "15 to Finish" so that all students have an opportunity to complete the B.S./B.A. degree in four years. This initiative should also help to improve the University's graduation and retention rates, as well as lower the amount of student debt that students incur by graduation.

STRATEGY C: FIRST-YEAR RETENTION (*Success*)

Concord University recognizes that for retention strategies and activities/efforts to be successful that it must be made a campus-wide priority. Therefore, Concord plans to revive its campus-wide Retention Committee tasked to identify retention areas of strengths and weaknesses and to utilize and assess retention best practices and other campus-wide retention efforts. The Retention Committee will be comprised of faculty, staff, administrators, and students from across the campus and will be responsible for determining a university-wide retention strategic plan. In addition to the system-wide compact retention goal of 75%, Concord has set an institutional retention goal (i.e. freshmen to sophomore fall retention at Concord) of a 1% increase each year of the compact.

Activity 1: Revision of University 100

- a. *Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)*

Dr. Sarah Beasley, Director of Retention; Mr. Steve Jarvis, Program Coordinator in the Academic Success Center; and the University 100 (UNIV 100) Committee comprised of faculty, staff, administrators, and students are responsible for the revision of the one-hour UNIV 100 course.

- b. *Describe the activity. (250 words max)*

First-year experience (FYE) courses have long been recognized as a best practice for helping new students make a successful college transition. Concord spent much of spring 2014 revising its FYE course, University 100 (UNIV 100). We are incorporating activities/interventions into the course that foster positive academic mindsets among our students. Four academic mindsets that influence academic performance have been identified—academic self-efficacy, growth mindset (i.e. intelligence is not fixed rather it can grow with hard work and effort), student’s sense of belonging in the academic environment, and the academic work has value for the student. Recent research shows such mindset interventions can lead to a positive impact on student retention and success (Aronson, Fried, & Good, 2002; Dweck, 2006; Dweck, Walton, & Cohen, 2007, 2011; Farrington et al., 2012; Farrington, 2013; Morisano et al. 2010; Snipes, Fancsali & Stoker, 2012; Yeager, Walton, & Cohen, 2013; Yeager & Dweck, 2012).

- c. *What target populations, if applicable, does this activity address? (100 words max)*

UNIV 100 is intended for all first-year students. However, the academic mindset interventions we are incorporating prove especially promising for low-income students, who are more likely to struggle with their transition to college (Cruce et al. 2005); have lower academic self-efficacy (Cruce et al, 2005; Hellman & Harbeck, 1997; Darling & Smith, 2007); have lower educational aspirations/expectations (Berzin, 2010; McSwain & Davis, 2007); are more likely to be academically underprepared (Darling & Smith, 2007); are more susceptible to stereotype threat (Croizet & Claire, 1998); and are more likely to experience “belonging uncertainty” in college (Walton & Cohen, 2007).

d. Provide a timeline for implementation of this activity. (250 words max)

The UNIV 100 will be revised during the spring and summer 2014. The revised UNIV 100 course will be offered for the first time in fall 2014 and again in spring 2015. The revised course will begin to implement mindset interventions and other revisions into the course in 2014-2015. The University will also begin tracking students' growth in mindset development, sense of belonging, academic self-efficacy, and grit throughout the 2014-2015 academic year. Data collected during the 2014-2015 academic year will be analyzed in spring and summer 2015 to inform UNIV 100 faculty and administrators. This data analysis will guide subsequent changes/revisions to UNIV 100 for the following year and continue to improve the mindset interventions used.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The revision of UNIV 100, delivery, and analysis of data will involve faculty, staff, and administrator's time. Since UNIV 100 is offered every semester and since the analysis of data to inform course changes and student progress is analyzed across semesters and academic years, this is an on-going process through the compact period.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The revision of UNIV 100, delivery of the new course and on-going data analysis is a university-wide collaborative effort that includes faculty, staff, administrators, and students. There is faculty representation from every division and administrators and staff from both academic and student affairs. The University has submitted a proposal for a federal grant that would enable collaboration with the Stanford University Project for Education Research (PERTS) to provide faculty professional development around mindset theory and research.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intent of UNIV 100 is to increase freshmen to sophomore institutional retention; increase sense of belonging among students (Hoffman, 2010 provides scale that we are customizing and will be given at the beginning of UNIV 100 and at again the end of the course); increase growth mindset (already created growth vs. fixed mindset survey that will be given pre- and post-intervention); increase students' academic self-efficacy (already created self-efficacy survey administered to incoming students during early and summer advising and will be given at the end of the UNIV 100 course).

The University will measure freshmen to sophomore retention data across multiple years throughout the span of the compact. Data analysis from each semester and across academic years will help to inform faculty, staff and administrators of the impact of UNIV 100.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

The revisions to UNIV 100 should foster progress in graduation rates; progress toward degree; and developmental education passing rates. For instance, a growth mindset intervention led to students earning more credits than those students in a control group (Yeager, Paunesku, Walton, & Dweck, 2013), and in another study students with a more positive academic self-efficacy earned more credits their first year of college than those students with lower academic self-efficacy (Zajacove, Lynch, & Espenshade, 2005). The Carnegie Foundation for the Advancement of Teaching is currently working with a network of community colleges to improve developmental math outcomes. Their model includes interventions that increase students' sense of belonging, belief in a growth mindset and reduces math anxiety (Silva & White, 2013). Initial results are promising.

Activity 2: Monitor Cohorts

a. Who is responsible for the implementation of this activity? (Name (s) and title(s)) (100 words max)

Dr. Sarah Beasley, Director of Retention; Steve Jarvis, Program Coordinator in the Academic Success Center; Jacqueline Nottingham, Chief Enrollment Manager Officer; and Dr. Cheryl Barnes, Academic Associate Dean are individuals responsible for this activity.

b. Describe the Activity (250 words max)

All accepted students to Concord University will be monitored from the time of admission to ensure a proactive approach for maximizing academic success. The Academic Success Center (ASC) will place particular emphasis on students with identified risk factors, such as lower high school GPA's, high unmet financial need, and undecided academic majors. The West Virginia Higher Education Policy Commission and Concord data analysis indicates that high school GPA is a better predictor than ACT or SAT test scores for college graduation and that students earning a 3.0 or higher in high school are more likely to earn a college degree. Students with non-declared majors are more likely to withdraw or transfer from Concord than those who declare a major at admission. Intervention activities will use a targeted approach for reaching these students. For example, students with undeclared majors will enroll in a special UNIV 100 section led by the Career Services director and ASC program coordinator that will focus on career options and corresponding academic majors. Students with high school GPA's below a 3.0 will receive information on academic support services beyond that received by all students. PROMISE recipients will be monitored for staying on track for scholarship renewal. Academic advisors will be notified of students receiving grades of midterm deficiencies and other at-risk academically indicators.

c. What target populations, if applicable, does this activity address (100 words max)

The activity addresses all undergraduate students, with an emphasis on each year's incoming cohort of students (freshmen, transfers, and readmits). Students who have success early are more likely to continue in college. By proactively targeting incoming students, early success is maximized. Students who may have trouble in their first semester can receive academic

intervention in the form of schedule revision for the second term, tutoring, peer mentoring, or other effective services.

d. Provide a timeline for implementation of this activity. (250 words max)

From March through July preceding the next academic year, the University will identify students with risk factors and work with academic advisors to promote success strategies such as pre-registration in a particular course sequence; encouraging students to seek a tutor; enrolling in special sections of UNIV 100 for undecided majors and sections for particular majors (e.g., honors, education, etc.); and seeking academic support or help from the ASC or Student Support Services. From October through March of each academic year, University faculty and staff will review grades of mid-term deficiencies and contact faculty advisors and students. From November through April (and on-going, as necessary) of each academic year, staff will contact non-graduating students who do not pre-register for the next semester to offer assistance. The University will also participate in College Goal Sunday to encourage high school seniors and returners to file the FAFSA during this timeframe. In March and April of each academic year, staff will contact students who had filed a FAFSA for the previous academic year, but have yet to complete a FAFSA for the upcoming year to offer assistance. During June, July, August, the University will contact students with outstanding financial aid requirements (e.g., those selected for verification who have not submitted requested documents).

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Faculty, staff, administrators, and students will all contribute time and effort to accomplish this strategy.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Staff from the Office of Admissions will recruit students; staff from the Office of Financial Aid will assist students in completing/submitted financial aid requests, ASC staff will monitor student academic progress via reports that have been developed in conjunction with Technology Services to screen for risk factors. All of these entities will coordinate with the Vice President of Academic Affairs and faculty advisors to accomplish this strategy.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome is an increase in the retention of students, particularly from the first to second fall semesters. The implementation of the activity will be assessed by feedback from early advising and a spot review of select incoming students to be certain that they have first semester academic schedules conducive to success and needed financial aid documents. Overall, the outcome will be assessed by institutional retention rates.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress in other compact strategies, including developmental education outcomes in math and English, progress towards degree completion, and graduation rates. By monitoring incoming risk factors and ensuring that students have proper academic support from the outset, higher completion rates each semester should result.

STRATEGY D: PROGRESS TOWARDS DEGREE (Success)

*Describe the general focus of the strategy designed to foster progress on the objective.
(250 words max)*

Concord University freshmen will be course advised to maximize the number of semester hours. Satisfactory academic progress policies for financial aid and academic progression include parameters for on-time degree completion. The first-year experience course, UNIV 100, emphasizes the need to register for and complete 30 semester hours of coursework in a calendar year. Transfer students are encouraged through academic advising and transfer counseling to register for and complete 30 hours per semester. The limited availability of summer financial aid is detrimental to summer enrollment and students requiring developmental coursework impact progression—hence a 45% metric for this goal.

Activity 1: Participation in 15 to Finish Campaign

a. Who is responsible for the implementation of this activity? (Name and title(s)) (100 words max)

The Vice-President and Academic Dean, Dr. Peter Viscusi, is ultimately responsible for this activity. Implementation of the activity will also include Dr. Cheryl Barnes, Academic Associate Dean; Dr. Sarah Beasley, Director of Retention; Mr. Steve Jarvis, Program Coordinator in the Academic Success Center, faculty advisors, and students.

b. Describe the Activity (250 words max)

Concord University will actively promote the HEPC campaign *15 to Finish*. Institutional data supports the finding that students who enroll and complete more than the 12 hours required for full-time status are more likely to have better outcomes, including higher GPA's in their first year. Academic advisors will encourage students to enroll in at least 15 hours of credit-bearing coursework a semester or to take summer classes or CLEP exams to progress towards degree completion. Students will be informed of the need to successfully complete at least 15 hours per semester and the benefits of doing so (e.g. less loan debt/overall expense, on-time graduation, better outcomes, etc.). Additionally, Concord's *Graduation Starts Now* campaign will be reinstated for Fall 2015 incoming students. This campaign reinforces to first-time freshmen and parents at Orientation to keep graduation in mind as the goal when beginning college. Lapel buttons, flyers, and other promotional materials reinforce the concept.

c. What target populations, if applicable, does this activity address (100 words max)

The *15 to Finish* will target all Concord University undergraduate students. Students, including first-time freshmen will be presented with the four-year degree progression plans in order to understand prerequisites and courses needed to graduate on time. Undergraduates who transfer, change majors, or return to Concord after a stop-out period will have their course progression reviewed by their academic advisor and/or the Registrar for needed coursework. Once

implemented in spring 2014, DegreeWorks will greatly assist with course selection and degree progression.

d. Provide a timeline for implementation of this activity. (250 words max)

In fall 2014, the faculty from the six academic Divisions will revise and distribute (electronic posting on website) four-year progression plans that align with the 2014-2015 Concord University Academic Catalog. The revised four-year progression plans will also be shared with the Academic Affairs Executive Council, the Academic Associate Dean, and the Registrar.

Beginning fall 2014, the University will promote the *15 to Finish* campaign with all constituencies including students, faculty and staff advisors, administrative offices such as Admissions, Registrar's Office, Academic Success Center, Student Affairs, etc., and parents.

In December 2014 through January 2015, the University will review undergraduate completion data from fall 2014 and advise individual students as appropriate. As a proactive measure, students with financial aid or scholarships requirements dependent upon successful completion of number of hours or GPA will be contacted if not on target for renewal. The staff from the Academic Success Center, in conjunction the Registrar and Academic Associate Dean will review data reports from Banner and contact students/academic advisors accordingly to ensure that students are registered for the appropriate number of courses.

The University will pilot the implementation of DegreeWorks in fall 2014 with a select number of faculty advisors. Full implementation of DegreeWorks will take place in spring 2015. The pilot and full implementation of DegreeWorks will include the Registrar, VPAD, Technology Services, faculty advisors, and students.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words)

Concord will utilize the promotional materials provided by the WVHEPC for the *15 to Finish* campaign and/or develop posters and other awareness initiatives in-house to raise awareness. Technology Services will assist with providing access to data for analysis of degree progression and aid/scholarship awards. Staff of the Academic Success Center will work with students who need additional academic support to stay-on-track for degree completion. The Academic Dean's office will involve faculty with understanding the need to advise students appropriately.

f. What internal and external entities will collaborate to implement this activity (250 words max)

Campus-wide involvement of faculty advisors, staff, administrators, and students will ensure the success of the *15 to Finish* Campaign. University advancement will promote the campaign through the e-newsletter distributed monthly to faculty and staff and the Parents Club e-newsletter will also feature the initiative (Articles will coincide with pre-registration in the fall and spring.) The WVHEPC will promote *15 to Finish* statewide. An academic and student affairs team will participate in the fall 2014 WVHEPC kick-off event, as well as in any follow-up meetings.

- g. *What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)*

The intended outcome is to increase the number and percentage of students who make progress towards their degree, with the ultimate goal of increasing the number of students earning a Bachelor's degree within four years. The Academic Success Center and Academic Dean's offices will monitor completion ratios at the end of each semester. Students falling below the needed number of hours to progress towards their degrees will be notified via email and encouraged to meet with their academic advisors.

- h. *Does the activity foster progress in another compact strategy or plan and how? (250 words max)*

This activity fosters progress in several other compact strategies including Students Passing Developmental English and Math, Retention, and Graduation Rates. Institutional data from a sample of freshmen cohorts shows that students who pass developmental math on the first attempt are fifteen times more likely to graduate than those who earn a grade of D, F, W, or I. Students who pass developmental English on the first attempt are seven times more likely to graduate than those who earn a grade of D, F, W, or I. Obviously, students who successfully complete coursework are more likely to remain in college and have higher GPA's than those who withdraw, fail coursework, or do not meet requirements for financial aid renewal. By satisfactorily earning at least fifteen hours per semester, students should meet degree requirements within a reasonable time frame.

Activity 2: Conduct Procedure Audit

- a. *Who is responsible for the implementation of this activity? (Name (s) and title(s)) (100 words max)*

The implementation of this activity will involve the campus-wide retention committee; Dr. Sarah Beasley, Director of Retention; Dr. Cheryl Barnes, Academic Associate Dean; Carolyn Cox Registrar; and Dr. Marjie Flanigan, Vice President of Student Affairs.

- b. *Describe the Activity (250 words max)*

Concord plans to conduct an audit of various administrative procedures that may hamper retention and graduation efforts. Retention expert, John Gardner, advises institutions to analyze their policies to identify ones that may inadvertently (or blatantly) undermine student retention. For example, at Concord students who are placed on probation are not allowed to enroll in more than 12 credit hours without filing an Academic Exception with the Vice-President and Academic Dean's Office. This policy not only leads to a decrease of on-time graduation, but also conflicts with research that shows that students who enroll in 15 hours actually perform better. Both academic and student life procedures will be reviewed and proposed changes will be referred to the area responsible for the procedure. For example, academic policy recommendations may be sent to the Academic Policy Committee of the Faculty Senate;

proposed changes to advising may be forwarded to the Academic Associate Dean; and/or housing suggestions may be forwarded to Student Affairs; etc.

c. What target populations, if applicable, does this activity address (100 words max)

The policy audit will target all undergraduate students enrolled at Concord. However, some policies may only affect a particular population of students (e.g., financial aid recipients, academically underprepared students, students on academic probation, etc.) Other policies may affect all students (e.g. review of General Studies requirements).

d. Provide a timeline for implementation of this activity. (250 words max)

In fall 2014, the University will identify and recruit campus-wide retention committee representatives. The retention committee will hold an initial meeting in fall 2014 and form subcommittees to report on financial Aid, academics, campus life, etc. The subcommittees will identify policies that adversely affect retention and report these back to the retention committee in spring 2015. During the 2015-2016 academic year, the University will refer identified policies to appropriate offices/entities for review and action.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Faculty, staff, administrators, and students will identify, review, and, if necessary, rewrite the procedures.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

This work will be done by the University-wide retention committee comprised of faculty, staff, administrators, and students with referral to broader committees of faculty, students, and staff who will provide further review and changes to improve undergraduate retention.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcomes of this strategy include the identification and revision of current policies that adversely affect student retention and success. Assessment will depend on policies identified, but the University will be able to identify the policies that have been changed.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will foster progress in graduation rates and progress toward degree since many of the policies likely to be identified will affect not only retention but these two areas.

STRATEGY E: GRADUATION RATES (*Success*)

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The activities outlined in retention and progress toward degree will also foster progress with Concord's 4- and 6-year graduation rates. Additionally, the University will revise academic advising to include more intrusive, appreciative, and efficient methods to better advise students, especially those who are at greater risk of not graduating (e.g., low-income and undecided students) and continue special targeted advising for our returning adults. Concord also plans to fully implement DegreeWorks over the compact period. DegreeWorks will enable students, academic advisors, and administrators to more easily and quickly determine and monitor progress toward degree and graduation.

Activity 1: Revise Academic Advising at Concord University

a. Who is responsible for the implementation of this activity? (Name and title(s)) (100 words max)

Completion of this activity will involve a variety of faculty and staff including: the Academic Associate Dean's Office (Dr. Cheryl Barnes); the Registrar's Office (Mrs. Carolyn Cox); faculty (Note: All CU faculty serve as academic advisors.); students; and the Academic Success Center (Director of Retention, Dr. Sarah Beasley).

b. Describe the Activity (250 words max)

Concord University will revise academic advising. Specifically, early advising for incoming first-time freshmen will continue, as registering early for course selection helps reduce the number of first-time students who are accepted for admission, but do not show up when the semester begins (often referred to as "summer melt"). Early advising also allows the University to open additional course sections, if needed. The summer advising model previously utilized for first-time incoming freshmen will transition from a summer-long program to two to three large advising/orientation events. Undecided/ undeclared students will be assigned a professional advisor from the Academic Success Center to create a schedule conducive to career exploration since the retention and graduation rates of these students are among the lowest on campus. Adult learners will continue to receive advising services from the adult learner and Veteran advisor. Professional development for faculty advisors will incorporate appreciative advising techniques and provide training on DegreeWorks once fully implemented.

c. What target populations, if applicable, does this activity address (100 words max)

While academic advising is aimed at all Concord students, revisions to the advising model will target first-time freshmen through a more peer-oriented early and summer advising format. Low-income students often lack college-educated role models, financial resources, and academic self-efficacy. By incorporating more appreciative advising across campus, all students will benefit. Returning adult learners will continue to receive special, targeted advising with our campus adult learner and Veteran advisor.

d. Provide a timeline for implementation of this activity (250 words max)

The responsible parties listed above will meet to discuss revisions to early and summer advising, as well as hold appreciative advising workshops/webinars for academic advisors in early spring 2015 semesters prior to pre-registration for fall 2015 in March, 2015. Changes to early advising for first-time freshmen; planning for the 2-3 large, summer advising/orientation sessions; and professional development for advisors on DegreeWorks will also take place during the 2014-2015 academic year.

The University will analyze early advising evaluations from the spring 2015 and hold advising sessions during summer 2015. In fall 2015 the University will analyze summer advising evaluations, as well as the total academic advising experience that includes early and summer advising participants.

During the 2015-2016 academic year, the University will continue professional development on appreciative and intrusive advising and DegreeWorks. The University will also continue to analyze data and feedback from academic advising, including student progress towards degree.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The implementation of this strategy will include faculty, administrator, and staff time for planning and implementing advising revisions and professional development monies for academic advising (Note: Summer advising budgets will be redistributed to offset the cost of professional development activities and fund the larger sessions. Costs are expected to be less than or spending-neutral for the revised plan.)

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Offices across campus will collaborate in revising academic advising at Concord. Administrators, students and staff from across academic and student affairs will collaborate to determine and implement needed revisions to the advising process on campus (e.g. Admissions, Academic Dean's Office; Registrar's Office; Academic Success Center, Housing & Residence Life, Student Activities, other Student Affairs offices). Concord will also utilize existing programs such as Student Support Services and the Bonner Scholars that successfully serve and graduate low-income, first-generation students. External organizations such as NACADA, the national academic advising organization, may be utilized to provide low-cost webinars on appreciative advising.

g. What are the intended outcomes and how will BOTH the implementation outcomes of the activity be assessed? (250 words max)

Outcomes include the following: a) reduction of summer melt (assessed by comparing yields in previous years and early and summer advising evaluations to assess implementation of revisions); b) improved advisor evaluations for incoming and returning students; c) improved

retention/graduation rates (also examine sub-populations, e.g., undeclared students, returning adults, and low-income students); d) incorporation of appreciative, intrusive advising techniques by advisors (campus-wide survey of academic advisors and student advising evaluations); and e) use of DegreeWorks by academic advisors (Technology Services data).

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Revised academic advising will foster progress in a variety of compact strategies including retention, progress toward degree, and degree production.

Activity 2: Implementation of DegreeWorks

a. Who is responsible for the implementation of this activity? (Name (s) and title(s)) (100 words max)

The individuals responsible for implementation of this strategy include: Dr. Peter Viscusi, Vice-President and Academic Dean; Dr. Cheryl Barnes, Academic Associate Dean; Carolyn Cox, Registrar; and Chuck Elliott, Chief Technology Officer.

b. Describe the Activity (250 words max)

Concord University will implement DegreeWorks to assist with academic advising and allow students easy access to degree requirements, as well as “what if” scenarios regarding a change of major. Concord participated in the WVHEPC DegreeWorks initiative, but personnel changes delayed implementation of the software program. Students and advisors are still using electronic and paper degree progression sheets that list required coursework and cross-referencing these materials with the academic catalog for prerequisites and course descriptions. Implementing DegreeWorks will allow the advisor-student relationship to extend beyond formulating course schedules to a more productive mentorship, including focusing on career plans, graduate study, undergraduate research, and more. Students will have an easy-to-use tool to chart progress toward earning a degree and enable better planning of the academic curriculum.

c. What target populations, if applicable, does this activity address (100 words max)

DegreeWorks will assist all undergraduate students, but will particularly target first time freshmen, low-income first time freshmen, returning adults, and transfer students.

d. Provide a timeline for implementation of this activity. (250 words max)

The Registrar’s office will scribe the 2014-2015 Academic Catalog in DegreeWorks between September and October 2014. In late fall 2014 through early spring 2015, the University will test DegreeWorks with a select group of faculty and students. Prior to pre-registration in March 2015, the University will conduct training for faculty/staff/students on DegreeWorks. The University will implement DegreeWorks for summer and fall 2015 course registration (Registrar,

VPAD, Technology Services, faculty, students) partway through the spring 2015 semester and throughout the compact period.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Concord will assign Registrar Office staff to scribe the academic catalog. Technology Services will assist with the software interface with Banner and the launch of DegreeWorks including troubleshooting and technical assistance via the Help Desk to faculty/staff/students. The use of DegreeWorks will involve a financial commitment and on-going updates.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Campus-wide involvement of faculty advisors, staff, administrators, and students will ensure the success of DegreeWorks. The program will only be useful if advisors and students know how to access and use the program, including the various features that will promote degree completion. The University's Advancement Office will assist with developing a promotional campaign regarding the launch of DegreeWorks and the useful features. The materials will be used with subsequent incoming students, including first-time freshmen, particularly first generation, low income, and returning adult students who may be unfamiliar with college processes or technology. The Office of Advancement will promote the campaign through the e-newsletter distributed monthly to faculty and staff and the Parents Club e-newsletter will also feature the initiative. Externally, Concord will consult with peer institutions that have successfully implemented and updated DegreeWorks and WVNET.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this strategy is to increase the number and percentage of students who earn Bachelors' degrees within four, five, and six years (increased graduation rate, including of first-generation, low income, and returning adult students). The outcomes will be assessed via the number of times DegreeWorks is accessed (recorded via Technology Services), as well as through monitoring of graduation rates, both overall and by sub-group.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress in several other compact strategies, including Retention, Progress towards Degree, and Degree Production. The implementation of DegreeWorks is included as a strategy in the compact sections noted. Retention and progression are obviously necessary for students to graduate.

STRATEGY F: GRADUATE STUDENT SUCCESS (*Success*)

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

In an effort to improve overall graduate student success and strengthen academic excellence, Concord University will continue to deliver graduate programs that include reliable student services, high-quality academic programs and consistent retention and graduation rates. Additionally, the Director of Graduate Studies, Coordinator of Distributed Learning/Instructional Technologist and Coordinators of Graduate Programs, will collaborate and provide new initiatives focused on increasing graduate enrollment, high-quality academic programs, and an improved student loan default rate.

Activity 1: Provide Quality and Consistent Online/Hybrid Graduate Courses

a. Who is responsible for the implementation of this activity? (Name (s) and title(s)) (100 words max)

The Director of Graduate Programs, Dr. Cheryl Barnes, and the Coordinator of Distance and Distributed Learning, Dr. Shani Salifu, will work with the graduate Program Coordinators and graduate faculty to provide the necessary training to create quality online/hybrid courses. A committee of qualified online reviewers will work with faculty to ensure quality online/hybrid courses.

b. Describe the Activity (250 words max)

Concord's graduate programs are delivered as online/hybrid courses. In an effort to increase graduate enrollment, the University will expand delivery of the graduate programs beyond the boundaries of our traditional service area. Prior to this expansion, Concord will review the quality and consistency of all graduate courses to ensure that each meets or exceeds quality standards of *Quality Matters (QM)*. *QM* training is a nationally recognized, rigorous peer review process that helps faculty improve student learning in online/hybrid courses.

Faculty teaching online/hybrid courses in the graduate programs will be required to attend *QM* training and ensure that each course meets the *QM* standards. Some faculty will also complete the *QM* reviewer training. The University will affirm that the content of each on-line/hybrid course meets the *QM* standards or require faculty to redesign courses so that each is aligned to the *QM Standards Rubric* for online/hybrid programs.

Research indicates that the *Quality Matters Rubric* is "considered current, practical, and applicable across academic disciplines and academic levels." *QM* Standards include: 1) Course Overview and Introduction; 2) Learning Objectives (Competencies) 3) Assessment and Measurement; 4) Instructional Materials; 5) Course Activities and Learner Interaction; 6) Course Technology; 7) Learner Support; and 8) Accessibility and Usability. A committee, consisting of *QM* trained reviewers, will evaluate these courses using the *QM* course overview evaluation tool.

c. What target populations, if applicable, does this activity address (100 words max)

This activity targets all faculty who teach online/hybrid graduate courses.

d. Provide a timeline for implementation of this activity. (250 words max)

The CU *QM* review committee will be established during fall 2014 that includes a representative from each program area, the University's Associate Dean/Graduate Director and the Coordinator of Distance and Distributed Learning. Faculty who have not yet completed at least the first level of *Quality Matters* training will complete training in spring 2015. Beginning spring 2015, the University's *QM* review committee will begin to review Concord's graduate courses to ensure that each aligns with the *QM* Rubric. By the end of the fall 2015 semester, all of CU's online/hybrid graduate courses will be reviewed. Once a course review is completed and does not meet *QM* standards, it will be redesigned, resubmitted for review until the CU *QM* review committee approves it. Once courses/programs meet the quality standard, the University will target delivery of these courses/programs to new markets.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The *QM* training for both faculty and reviewers will be completed through WVNET (Roxann Humbert). In addition to faculty and administrators' time, the University's Technology Services will provide ample broadband and a continuous, updated Blackboard platform to ensure the success of this activity. The University will provide fiscal resources to purchase *QM* training from WVNET for faculty and reviewers.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Collaboration between Concord's administration, IT, and faculty is required for successful implementation of quality online/hybrid graduate courses. This activity will also require collaboration between WVNET and the University.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Concord University's graduate online/hybrid courses will be aligned with the *QM* standards. *QM* Standards include: 1) Course Overview and Introduction; 2) Learning Objectives (Competencies) 3) Assessment and Measurement; 4) Instructional Materials; 5) Course Activities and Learner Interaction; 6) Course Technology; 7) Learner Support; and 8) Accessibility and Usability. Trained *QM* reviewers using the *QM* Course Overview evaluation tool will assess the alignment of these courses to the standards. The University will assess the number of faculty completing *QM* training, the number of courses meeting *QM* standards, and enrollment in these classes each semester and across multiple years of the compact.

The outcome of this activity will be quality, online graduate courses that conform to the *QM* standards that can be delivered to other markets with quality assurance. Data from the areas of enrollment, retention and degree completion will be aggregated and disaggregated each semester and across multiple years to determine the success of this outcome.

h. Does the activity, foster progress in another compact strategy or plan and how? (250 words max)

This activity should positively impact enrollment, retention, and degree completion since quality programs tend to increase enrollment, retention and degree completion for students. This activity should also positively impact the academic quality comprehensive plan.

Activity 2: Provide High-Quality Academic Learning through Experiential Learning (Capstone Courses)

a. Who is responsible for the implementation of this activity? (Name (s) and title(s)) (100 words max)

Coordinators of each graduate program, Dr. John David Smith (MSW Program); Dr. Jill Nolan (MA in Health Promotion); and Dr. Cheryl Barnes (MAT and M.Ed. Programs), and capstone course professors teaching in each program are responsible for the implementation of this activity.

b. Describe the Activity (250 words max)

Concord University values the significance of experiential learning for its graduate students to develop the knowledge, skills, and values from direct experiences outside a traditional academic setting. All graduate programs require a capstone course that includes an experiential learning experience at the end of each program. The Masters of Health Promotion Program (HLTH 560 Health Practicum) provides either a rigorous academic research project involving quantitative or qualitative data collection and analysis or an action research project in a health-related work setting where students complete systematic and thorough community health intervention that includes a needs assessment, intervention plan, implementation of the plan, and evaluation. The Advanced Masters of Social Work (MSW) Program includes a field practicum in which students complete 600 hours of field instruction with a focus on the skills, knowledge, and values of social work as applied to rural practice in Appalachia. Students in the Master of Education (M. Ed.) Programs (Educational Leadership and Supervision, Reading Specialist, and Special Education) complete a practicum in a clinical setting related to their respective content area. In the Master of Arts in Teaching (MAT) Program, students are required to complete a 16-week student teaching. Students must complete the capstone course in each program with a grade of “C” or better.

c. What target populations, if applicable, does this activity address (100 words max)

This activity targets students enrolled in the graduate programs at Concord University.

d. Provide a timeline for implementation of this activity. (250 words max)

Graduate programs are 33 or 36 credit hours and are usually completed within approximately 24 months from enrollment. The capstone course is completed during the last semester of each program.

- e. *What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)*

The experiential capstone experiences require that faculty work with various entities and sites. This typically take the form of Memoranda of Understanding and/or approval of sites/experiences that graduate students identify. Faculty also collaborate with site supervisors to complete assessments and evaluations required in various graduate programs.

- f. *What internal and external entities will collaborate to implement this activity? (250 words max)*

The capstone course requires agreements between Concord University and the entities providing the field/clinical experiences or practicums. Each program is responsible for acquiring the individual agreements.

- g. *What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)*

Graduate students are required to successfully complete the capstone courses with a grade of “C” or better. Additionally, all graduate programs require a 3.0 GPA for graduation. The University will collect and analyze data related to graduate program completion and degrees awarded. Individual programs will aggregate and disaggregate data on the experiential experiences for accreditation (social work and education) and in order to ensure quality placements for all students.

- h. *Does the activity foster progress in another compact strategy or plan and how? (250 words max)*

This activity fosters progress in the area of enrollment and degree completion. This activity will also foster progress in the academic quality comprehensive plan.

Activity 3: Monitor Student Academic Progress

- a. *Who is responsible for the implementation of this activity? (name (s) and title(s)) (100 words max)*

Director of Graduate Studies, Coordinators of Graduate Programs, the University Graduate Council made up of six division representatives, and members of the Concord University Appeals Committee including the Office of Graduate Studies (Wendy Bailey), Office of the Registrar (Carolyn Cox), Financial Aid Office (Debbie Turner), Business Office (Vickie Blankenship), Academic Success Center (Sarah Beasley), Student Support Center (Terri Philpot), and two faculty members will be responsible for reviewing and monitoring student academic progress for graduate students’ success toward degree completion.

- b. *Describe the Activity (250 words max)*

Graduate students’ success will be monitored and assessed at the end of each semester by the Office of Graduate Programs to determine successful program progression through Banner and Argos data programs. Graduate programs require a grade of at least a “C” in every course and a cumulative 3.0 GPA for graduation. If a student falls below a 3.0 at the end of a semester, he or

she receives a warning letter from the Office of Graduate Studies, indicating the need to meet a 3.0 GPA during the next enrolled semester with the understanding that a cumulative 3.0 GPA in the program is required for graduation. In the event a student falls below a 3.0 GPA at the end of a semester and receives financial aid, he or she is initially placed on financial aid warning and will be notified by the Office of Financial Aid. While on financial aid warning, the student will be eligible to receive federal student aid for the next period of enrollment without an appeal. If a student fails to meet academic and/or financial requirements after the probationary timeframe, he/she will receive a letter dismissing them from the program. An appeal for dismissal is in place for both academic and financial aid dismissal.

c. What target populations, if applicable, does this activity address (100 words max)

This activity targets students enrolled in graduate programs, specifically those falling below the 3.0 GPA requirement towards graduation, with an increased focus on those receiving financial aid.

d. Provide a timeline for implementation of this activity. (250 words max)

This activity will be implemented at the end of every semester, upon final grade submission of each graduate course. Grades are submitted into Course Web on the date specified within the University's annual academic schedule/calendar. Following grade submissions, staff in the Registrar's Office will be given one business day to complete all required academic processes such as grade error checking, academic standing modifications, rolling of grades to academic history, etc. The Financial Aid Office will run SAP processes on the second and third days after grades are submitted, verify students' financial aid eligibility and send letters of warning or denial to graduate students for financial aid support for the following semester. Students may appeal any decisions/actions prior to the beginning of the next semester of enrollment to the University Graduate Council and/or Academic Financial Appeals Committee. A student may be reinstated for federal student aid once he/she has successfully met all of the conditions of the financial aid SAP policy. Students who are put on warning or probation have reinstatement of their federal student aid for one semester only. Sitting out a semester is not sufficient to re-establish eligibility for federal student aid.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources needed for this activity include the following: student transcripts; financial aid/scholarship rewards; student academic performance appeal petition form; and probation/dismissal letters. Members of the Concord University Graduate Council and Academic Financial Appeals Committee will participate whenever student appeals are submitted. Coordinators of Graduate Programs will oversee the progression of graduate students each semester.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Office of Graduate Studies, Coordinators of Graduate Programs and the University Graduate Council, made up of representatives from the six Divisions at Concord, will collaborate with the Office of the Registrar (Carolyn Cox), Financial Aid Office (Debbie Turner), Business Office

(Vickie Blankenship), Academic Success Center (Sarah Beasley), Student Support Center (Terri Philpot) and Concord's IT Department to implement this activity. This activity also requires that the University will continue to collaborate with the U.S. Department of Education to determine students' financial eligibility.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this activity is to ensure successful completion of students enrolled in all graduate programs. Students who do not maintain graduate program requirements and/or financial aid status for one semester will be identified and warned of their status before they progress through the program. The one semester warning allows graduate students the opportunity to make adjustments in their academic/financial pursuit toward successful degree completion. The academic and financial appeals process also allows graduate students the opportunity to continue their degree completion within strict, but attainable guidelines. Federal regulations require universities to establish and apply reasonable standards of satisfactory academic progress (SAP) for students who receive financial assistance under Title IV of the Higher Education Act. SAP is a federal student aid (FSA) eligibility requirement administered by the University in addition to the academic standards of performance required under the CU academic progress policy. Those receiving financial aid must demonstrate a completion rate of 67% of the hours attempted. There is a 150 percent maximum time frame for the completion of additional courses.

This activity will inform the University and students of academic progress and provide a basis for determining financial aid eligibility that will assist in successful degree completion, as well as lowering the University's student loan default rate. The Office of Graduate Studies in collaboration with the Academic Financial Aid Committee, using Concord's Banner and Argos data programs, will conduct data gathering and reporting.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress in the area of enrollment, student loan default, and degree completion for graduate students through continued awareness on a semester basis of their academic and financial aid status.

STRATEGY G: FACULTY SCHOLARSHIP *(Success)*

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Concord will continue to strategically support faculty scholarship in order to retain highly qualified faculty and quality academic programs. Through our Faculty Development/Research Development programs, Concord will continue to provide assistance for faculty in pursuing their scholarly work through presentations at conferences (international, national, state, regional, or local) and research. Concord will also continue to review, revise, and implement mechanisms or policies to assess faculty performance as scholars and teachers in their core academic activities such as research, scholarship, creativity, teaching, and community engagement through annual submission and assessment of professional activities.

Activity 1: Faculty Development

a. Who is responsible for the implementation of this activity? (name (s) and title(s)) (100 words max)

University administrators, including the VPAD, Dr. Peter Viscusi and the Director of Development, Lisa Moore, in addition to the University Faculty Development Committee are responsible for this activity. The Faculty Development Committee is composed of seven faculty members. The Vice President for Development serves as an ex officio member of the committee. The University strives to achieve representation from each of the six academic divisions on the Faculty Development Committee, although this is not required.

b. Describe the Activity (250 words max)

Concord University will provide funding for faculty development each year. Funding for faculty development comes from the Concord University Foundation Office and from the University's budget. A detailed description of professional activities eligible for funding is available in the Concord University Faculty Development Policy. Faculty professional development falls into two categories: travel support grants that are awarded to defray travel costs of attending professional conferences with priority going towards conferences at which faculty present their original research, and recognition awards that are provided in recognition of book publications, peer reviewed journal articles, and conference presentations. Sabbatical requests are also processed through this committee, although the committee only reviews applications for completeness. The VPAD makes decisions regarding sabbatical requests. Part-time, adjuncts, and temporary faculty are not eligible for this funding.

c. What target populations, if applicable, does this activity address (100 words max)

This activity applies to Concord University faculty.

d. Provide a timeline for implementation of this activity. (250 words max)

Faculty members may submit travel or recognition request forms to any representative of the Faculty Development Committee throughout each academic year. The travel requests may be submitted in advance of travel to encumber funding for planning purposes but no money can be paid out in advance of the travel. The Faculty Development Committee typically meets monthly during the academic year. The committee may approve a faculty member's request at any meeting, refer the request back to individual faculty for more information, or deny the request. Denials are documented in writing. After travel has occurred, faculty must turn in receipts in order to be reimbursed for expenditures. Registration fees, travel expenses (airfare, mileage, etc.), and lodging are eligible for reimbursement from the faculty development committee. Copies of the conference program, abstract in a conference publication, posters, and articles presented serve as proof of presentation. Copies of journal articles and the frontplate information or the book are also used as evidence for recognition awards.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Funding for faculty professional development comes from the Concord University Foundation and Foundation Office and state funds. Travel support grants ranging from \$300 to \$1000 are awarded to defray travel costs of attending professional conferences with priority going towards conferences at which faculty present their original research. Recognition awards are given in smaller dollar amounts depending on available funds and the magnitude of the publication of books, peer reviewed journal articles, and conference presentations. Sabbatical requests are also reviewed by this committee and recommendations are made to the VPAD. Decisions regarding sabbaticals rests with the VPAD. Part-time, adjunct, and temporary faculty members are not eligible for this funding.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Faculty Development Committee evaluates proposals and requests for faculty development resources. Budget and allocation categories are determined through consultation between the VPAD and the Committee. While funding requests are generally approved by the Faculty Development Committee, final approval by the Vice President and Academic Dean is received before any money is disbursed.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this activity is to provide support for faculty scholarship in order to retain highly qualified faculty and quality academic programs. The University will assess the number of faculty professional development awards each academic year and across multiple years of the compact. Faculty promotions and those awarded tenure each year will also serve as a measure of the effectiveness of this activity since active participation in professional development activities is required for both promotion and tenure.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress in the academic quality comprehensive plan as it provides support for faculty to remain current in their content area through research, professional conferences, and publications. This will contribute to highly qualified faculty and programs at the University.

Activity 2: Assessment of Professional Activities

a. Who is responsible for the implementation of this activity? (Name and title(s)) (100 words max)

Those responsible for this activity include the Vice-President for Academic Affairs, Dr. Peter Viscusi; the Academic Associate Dean, Dr. Cheryl Barnes; the six academic divisions and chairs, and Concord University faculty.

b. Describe the Activity (250 words max)

The Deans' Office will supply an online professional activities form for faculty to record professional activities throughout the academic year. The form allows University faculty to gather evidence of engagement in their core academic activities such as research, scholarship, creativity, teaching, and community engagement on a yearly basis. The form includes professional activities, accomplishments and recognition that are compiled on a yearly basis in the areas of courses offered, University Duties and Assignments, University Committees, Assessment Activities, Peered Reviewed or Other Publications, Presentations (local, regional, state, national, or international), Honors/Recognition, Research Grant/Fellowship, Graduate Study; Sabbatical(s); Continuing Education, University Service, Community Service, Meetings/Workshops Attended; Professional Memberships, Professional Service; and Other

Miscellaneous Activities. The Division Chairs, Academic Dean, Associate Academic Dean and President, will evaluate progression of faculty scholarship through faculty's annual submission of the professional activities summary form.

c. What target populations, if applicable, does this activity address (100 words max)

The target population for this activity is the University faculty.

d. Provide a timeline for implementation of this activity. (250 words max)

The PAS will be distributed online to the division chairs and individual faculty. The PAS form that lists the professional activities in which each member of the Concord faculty is engaged will be submitted annually in the spring of each semester to the Academic Associate Dean. The Academic Associate Dean will compile a listing of faculty professional activities annually. The

University will utilize a Professional Activity Summary (PAS) form to identify the professional activities in which faculty engage each academic year of the compact.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)*

This activity will involve faculty effort and time to complete the PAS, as well as effort and time from the Associate Dean and her staff to compile the professional activities of the CU faculty annually.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)*

Internally, this activity will involve faculty, staff and University administrators. The results of this activity could result in sharing of faculty expertise with outside agencies. If this should occur, the entities will be identified in future submissions of the compact.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)*

The six Division Chairs, the VPAD, and the Academic Associate Dean will review the progression of faculty scholarship through faculty's annual submission of the PAS form. The compilation of this data will allow the University to continue to review, revise, and implement mechanisms or policies to support faculty in their respective academic areas through research, scholarship, creativity, teaching, and community engagement. This annual summary also provides evidence, or lack thereof, for faculty seeking promotion and/or tenure in the areas of excellence in teaching, scholarship, creative activity, and scholarly service to the academic community and society.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)*

This activity fosters progress in all compact strategies such as enrollment, first-year retention, progress toward degree, graduation rates, graduate student success, student loan default rate, and degrees awarded in the sense that faculty must remain informed in their respective content areas in order to promote student learning and success.

STRATEGY H: DEGREES AWARDED *(Impact)*

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Concord University has placed a renewed emphasis on retention, graduation, and degrees awarded at the bachelor's and master's level, but particularly at the bachelor's level. Concord will focus on the WVHEPC's *15 to Finish* campaign in order to promote "on-time degree completion and student success." In order to align the campaign and increase Concord's degrees awarded, a revised four-year template, requiring at least 15 credit hours per semester or 30 hours within one academic year for a 120 hour program, plus the addition of DegreeWorks will be used by administrators, faculty, advisors, staff, and students. If the program includes more than 120 hours, the program's template will need to demonstrate an alternate pathway in which students will be able to complete their degree program within a four-year time frame. Additionally, all Concord University baccalaureate students will be required to declare their major by the completion of 60 hours of coursework. Particular attention will be given to STEM students' advancement towards degree completion. Graduate programs offer the courses leading to a master's degree on a rotational basis for 33 or 36 credit-hour programs, allowing students to complete this degree in a timely manner, usually within a two-year timeframe. Two-year plans and Degree Works will also be utilized for undergraduate and graduate student help them complete degrees in a timely manner and increase the number of degrees awarded.

Activity 1: Ensuring Success for Degree Completion

a. Who is responsible for the implementation of this activity? (Name (s) and title(s)) (100 words max)

The Vice President and Academic Dean, Dr. Peter Viscusi, and the Academic Associate Dean, Dr. Cheryl Barnes, along with the six division chairs, advisors, and program faculty will be responsible for helping students become knowledgeable and advance towards the completion of their degree within a four year (bachelor's) or two-years (master's) timeframe.

b. Describe the Activity (250 words max)

Administrators, faculty, advisors, and staff will be provided with the necessary tools (four-year/two-year plans and DegreeWorks) to assist students at the bachelor's and master's degree levels in obtaining their degrees in a timely manner. Division Chairs will collaborate with faculty members to assess, revise and monitor the most efficient development of a four-year plan for their program(s) and students' successful progression towards degree completion. Graduate coordinators will collaborate with graduate faculty to assess, revise, and monitor master level programs. The creation of program templates at each level, in addition to the implementation of Degree Works during spring 2015, will greatly assist with course selection, degree progression, and ultimately an awarded degree. Students at the undergraduate level will be made aware of the need to successfully complete at least 15 hours per semester or 30 credit hours per year and the benefits for this aggressive pathway during freshman orientation and continued awareness through the collaboration with their program advisor(s) on a regular basis. The University

implements scheduled academic advising each semester to review, discuss, and plan a student's progression toward degree completion at both levels; however, students are encouraged to meet with their advisors on a regular basis through email, phone, or face-to-face meetings.

c. What target populations, if applicable, does this activity address (100 words max)

This activity will primarily address students pursuing a degree in four years (bachelor's) or two-years (master's) programs. The activity will also allow administrators and faculty to review programs and course offerings on an annual basis.

d. Provide a timeline for implementation of this activity. (250 words max)

A revised four-year, 15 credit-bearing coursework template will be developed for each baccalaureate program during fall 2014. The implementation of the revised four-year plans toward the *15 to Finish* campaign will be piloted during spring 2015 with currently enrolled students and official implementation will occur in summer and fall 2015 for incoming freshmen, transfers, and readmits. Graduate courses will be offered on a regular, published, rotational basis in each program so that students can complete 33 or 36-hour programs within a two-year timeframe that includes summers. The implementation of DegreeWorks that is described above will also be used by graduate students.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Campus-wide collaboration and cooperation of faculty, advisors, staff, administrators, and students will ensure the success of the number of degrees awarded. The Academic Associate Dean and Executive Secretary will be responsible for the distribution, collection, proofreading, and uploading of the four-year plans to the University's website to assist students in achieving the desired outcomes. The Registrar's Office staff will scribe the academic catalog indicating the appropriate requirements for programs; Technology Services will assist with the software interface with Banner and the launch of DegreeWorks, including troubleshooting and technical assistance via the Help Desk to faculty/staff/students; financial commitment; on-going updates. Externally, Concord will continue to work with Ellucian on updating Degree Works, as needed. The University will continue to be fiscally responsible for upgrading technology and Ellucian software.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Campus-wide involvement of administrators, faculty, staff, and students will ensure the success of the four-year *15 to Finish* plan. Faculty offering courses within the general studies courses will need to work collaboratively with program faculty to review the times and number of general studies course sections that will need to be made available. The Technology Department and the Registrar's Office will need to collaborate with the implementation of DegreeWorks and collection of data through the Banner System. External collaboration will involve Ellucian and Concord University.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)*

The intended outcomes for this activity include: a) an in-depth review of the rotation of courses offered each semester that are needed to complete a degree in four years (bachelor's) or two-years (master's); b) decreased student loan debts (both levels); c) improved advising tools (four-year plan and DegreeWorks) for students and advisors (both levels); d) improved retention/graduation rates (both levels); and e) increased degrees awarded (both levels). The main assessment for this activity will be to collect and analyze data annually and across the years of the Compact the number of degrees awarded and to determine if baccalaureate and graduate students complete their programs in a timely manner (15 credit hours per semester or 30 credit hours annually for the bachelor degrees and 33-36 hours in at least two year timeframe for graduates).

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)*

This activity fosters progress in several other compact strategies, including Retention, Progress towards Degree, Student Load Default Rates, and Graduation Rates. All of these areas impact the number of degrees awarded on an annual basis.

Activity 2: STEM Degree Production and STEM Education Degree Production

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words maximum)*

The individuals responsible for this activity include Ms. Jacqueline Nottingham, Chief Enrollment Management Officer; and Dr. W.R. Winfrey, Chair, Division of Science, Mathematics and Health and other faculty involved in STEM activities.

- b. Describe the Activity (250 words maximum)*

The focus of this activity is to increase the number of students receiving Science, Technology, Engineering and Mathematics (STEM) degrees and STEM education degrees via improved recruitment, retention, and degrees awarded efforts. The University will increase awareness of Concord's STEM degree and STEM education degrees. The staff in the Admissions Office will share information regarding the STEM programs at Concord with prospective students and parents. Additionally, the Division of Science, Mathematics and Health will conduct open houses and activities in the community and with the public schools to showcase Concord's STEM programs. Examples of these activities include local, state, and regional academic competitions and symposia such as the Region I Mathematics Field Day, West Virginia Mathematics Field Day, International Earth Science Week, P-12 science outreach programs such as those supported in part by the NASA West Virginia Space Grant Consortium Extension and the Health Sciences and Technology Academy (HSTA) Symposium.

c. *What target populations, if applicable, does this activity address (100 words maximum)*

This strategy targets P-12 students in West Virginia to introduce prospective students and their parents to programs and opportunities in STEM careers/fields. Specific open houses hosted by the Division of Science, Mathematics and Health will target fourth through twelfth graders from southern WV during the Region I Mathematics Field Day, ninth through twelfth graders from throughout WV during the WV Mathematics Field Day, and ninth through twelfth graders from southern WV during the HSTA Symposium. Other activities such as those associated with the International Earth Science Week and the NASA West Virginia Space Grant Consortium Extension is conducted in local communities and through the public schools.

d. *Provide a timeline for implementation of this activity. (250 words maximum)*

Staff from the Concord University Admissions Office will recruit potential P-12 students from area high school and middle schools during the fall and spring semesters each academic year of the compact beginning in fall 2014. Similarly, faculty from the Division of Science, Mathematics, and Health will host the various open houses, symposia, and activities in local communities and through the public schools throughout the fall and spring semesters of each academic year.

e. *What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words maximum)*

This activity will involve staff and fiscal resources from Concord's Admissions Office to conduct school visits and promote STEM programs. It will also involve faculty and current CU student volunteers.

f. *What internal and external entities will collaborate to implement this activity? (250 words maximum)*

This activity will require collaboration between faculty and staff from CU's Office of Admissions and the Division of Science, Mathematics, and Health as well with administrations, faculty and staff from area high schools, coordinators for the regional and state Mathematics Field Day, local communities, and HSTA.

g. *What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words maximum)*

The intended outcome of this activity is to increase prospective students' interest in Concord's STEM and STEM education programs with the ultimate goal to enroll and graduate more students in STEM programs. Toward that end, the University will track freshmen and graduates who have attended high school fairs and open houses over the course of the compact. Additionally, the Division of Science, Mathematics and Health will conduct open houses and activities in the community and with the public schools to showcase Concord's STEM programs. This data, as well as data from STEM graduates will inform the University's efforts to target P-12 students' interest in STEM degree programs earlier in their public school experience.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words maximum)

This activity fosters progress in multiple compact strategies including enrollment, first-year retention, progress toward degree, and degrees awarded.

STRATEGY I: STUDENT LOAN DEFAULT RATE (*Impact*)

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The goal of Concord University is to get the three-year federal student loan cohort default rate to 14% for three consecutive years beginning 2015-2016. Concord's current three-year default rate is 19% based on statistics calculated by the U.S. Department of Education using the 2009 to 2010 cohort of borrowers. Each cohort of borrowers is tracked for three years for loan repayment and default. The federal financial requirements stipulate that colleges/universities that have default rates under 15% for the last three consecutive years are exempt from 30-day delay of first loan disbursements for new borrowers and two disbursements for a one-semester loan. For many years, Concord has been exempt from these regulations. However, with the 2014-2015 academic year, Concord is required to follow the regulation for colleges/universities with student loan default rates over 15%.

The University will work with students currently in repayment who are delinquent or have recently defaulted to return their loan(s) to good standing. Toward that end, the University formed a Default Prevention Task Force in fall 2013. The task force includes representatives from the faculty, IT, the Business Office, the Director of Retention, and the Director of Financial Aid. This committee recommended contracting with a state-approved Default Prevention Outreach vendor to work with graduates/borrowers.

In addition to working with borrowers in repayment, the University will identify characteristics of high risk defaulted students in order to promote responsible loan borrowing and in-depth debt education (beyond that required for loan entrance counseling) for currently enrolled students.

Activity 1: Default Prevention Outreach

a. Who is responsible for the implementation of this activity? (Name (s) and title(s)) (100 words max)

The Default Prevention Task Force reviewed default prevention outreach services offered by the two state approved default prevention vendors and recommended that Concord use Inceptia to track/contact borrowers in repayment. Administrators, faculty, staff and students are involved in this activity. Ultimately, the Director of Financial Aid, Debra Turner, is the individual responsible for oversight of this activity.

b. Describe the Activity (250 words max)

Concord has contracted with an outside vendor, Inceptia, to contact borrowers from the most current designed three-year cohort period who are delinquent in repaying their student loan(s) or recently defaulted on student loan payments. As part of these contractual services with the vendor, representatives from Inceptia will contact borrowers who are delinquent or in default to provide individual counseling so that an individual borrower can change their delinquent status or avoid default through successful repayment. This counseling includes determining if the

borrower would benefit from a different repayment plan option or if he qualifies for a deferment or forbearance. Inceptia actually assists the borrower in contacting a loan servicer and, if needed, completing any necessary documentation so that the borrower can enter into successful repayment.

c. What target populations, if applicable, does this activity address (100 words max)

Target populations include Concord students/graduates in repayment who are delinquent or recently defaulted during the most recent designated three-year cohort period.

d. Provide a timeline for implementation of this activity. (250 words max)

The University contracted with Inceptia and began contacting borrowers in spring 2014. During the 2014-2015 academic year, the vendor will continue to contact borrowers from the most recent three-year cohort and provide counseling services to enable borrowers to enter into successful repayment. The vendor will provide the University with regular reports that identify the number of borrowers contacted and steps taken to successfully repay the student loans. Review of the University's student loan default rate will be on-going throughout the compact period.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Implementation of this activity will involve University administrators and staff as well as fiscal resources from the University and WVHECP to cover the costs of an outside vendor.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities involved in this activity include administrators and staff from Concord University such as the Financial Aid Office, Business Office, and Technology Services. These individuals will use data provided by the U.S. Department of Education and collaborate with representatives from Inceptia.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this strategy is to reduce Concord University's student loan default rate to 14% and maintain a default rate of 14% or less throughout the life of the compact. Assessment of this strategy is on-going. During the 2014-2015 academic year, Inceptia will contact and counsel borrowers. Concord's Director of Financial Aid will electronically monitor the progress the vendor's default prevention activities and regularly review the University's cumulative default rate. The University will analyze the data collected throughout the contract period, as well as the use/cost of an outside vendor. This analysis will determine "next steps"

and result in on-going and continuous assessment of the cumulative default rate throughout the compact period.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will foster progress with the Financial Aid Comprehensive strategy of promoting responsible borrowing.

Activity 2: Cohort Repayment Analysis

a. Who is responsible for the implementation of this activity? (Name (s) and title(s)) (100 words max)

The Director of Financial Aid, Mrs. Debra Turner and the Chief Technology Officer, Chuck Elliott, are responsible for getting data to Inceptia for analysis.

b. Describe the Activity (250 words max)

Concord University has also contracted with Inceptia to do a comprehensive analysis of borrowers from the 2010 default cohort. The University will provide detailed demographic data and characteristics of students from the 2010 cohort. Inceptia will use this data to provide the University with a detailed report that identifies potential high risk characteristics of currently enrolled students or groups of students who have the potential for defaulting on student loans.

For example, national statistics have shown that students not meeting the Satisfactory Academic Progress (SAP) policy are at a greater risk of defaulting on student loans. Typically, these students struggle in college and most likely withdraw before graduating. If Concord's analysis from the 2010 cohort should show a high number of defaulters not meeting SAP, then the University might look at developing a policy requiring one-on-one counseling with a financial aid counselor for current students not meeting SAP and who have incurred loan debt of \$20,000 by the third year, before additional financial aid is disbursed. It is imperative that the University know the demographics of Concord borrowers/defaulters before developing specific policies to address the high student loan default rate.

c. What target populations, if applicable, does this activity address (100 words max)

While the analysis will be conducted on borrowers in repayment from the 2010 cohort, the strategy will target currently enrolled students or groups of students that have the potential for high risk default.

d. Provide a timeline for implementation of this activity. (250 words max)

Concord University submitted a data file of the 2010 cohort to Inceptia in August 2014 and is currently responding to Inceptia's requests for additional information. The University anticipates

receiving Inceptia's written report in October 2014. The University also expects that Inceptia will provide a presentation to the University before the end of fall 2014.

The University will analyze the data specific to Concord University and develop policies and procedures in 2015-2016 that should help reduce student debt and improve the University's student loan default rate. The University will continue to monitor the student loan default rate and future steps implemented to reduce the potential for high risk default with currently enrolled students.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The resources required for this activity include Concord administrators, faculty, staff, and students. Specific resources include time spent by Concord's Default Prevention Task Force in determining customized student characteristics and time from staff in Technology Services to pull the data from Banner and submit a file to Inceptia in the required format. Financial resources include commitment of funds to pay for the analysis. Some of Concord's financial cost will be offset with funding from WVHEPC.

In subsequent years of the compact, resources required for this activity will include administrators, faculty, staff, and students as policies and procedures aimed at reducing currently enrolled students' potential for high risk default are developed and implemented. For example, students not making sufficient academic progress each semester may be required to attend additional counseling sessions with a Financial Aid Counselor.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities involved in this strategy include Concord administrators, faculty, staff and currently enrolled students. The internal constituencies will collaborate with representatives from Inceptia.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this strategy is to identify potential high default risk groups of currently enrolled students, develop/implement a plan to focus on educating currently enrolled students that include the consequences of and options to prevent student loan default that goes above and beyond the minimum U.S. Department of Education's required entrance and exit counseling and ultimately, reduces the University's student loan default rate.

Assessment of the overall success of this activity will be a reduction in the University's student loan default rate. This will be accomplished in steps. The first step is the identification of student characteristics or groups of students who are high risk of default on student loans. This step should be accomplished during the 2014-2015 academic year through the report and presentation from Inceptia. The second step will be the identification and implementation of the

policies and procedures to prevent currently enrolled students from defaulting on student loans. These will be evaluated on an annual basis throughout the compact period.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will likely impact retention, graduation, and degree production. It will also foster the Financial Aid Comprehensive strategy for responsible borrowing.



Plan A – Collaborative Access Effort (Access) - “Demonstrate Value Proposition” “Deepen the Current Market” “Expanding into New Markets”

STRATEGY 1: Outreach and Promotion

Activity 1: Early Intervention

Activity 2: Expand On-Line Course Offerings

STRATEGY 2: College Readiness

Activity 1: Application Assistance

Activity 2: Expand P-12 Enrichment Activities

Plan B – Financial Aid (Access) – “Demonstrate Value Proposition” “Deepen the Current Market”

STRATEGY 1: Outreach

Activity 1: Communicate Early FAFSA Completion

Activity 2: Distribute Financial Aid Information to Prospective Students

STRATEGY 2: Responsible Borrowing

Activity 1: Improved Award Letter

Activity 2: – Debt Education With An Emphasis on Student Loans

C – Academic Quality (Success) - “Demonstrate Value Proposition”

STRATEGY 1: Assessment of General Studies

Activity 1: Alignment and Assessment of General Studies Courses with State Learning Goals

Activity 2: Freshman Attitude Survey and Graduating Senior Survey (attitudes assessment) and the National Survey of Student Engagement

STRATEGY 2: Programmatic Assessment Reports from Degree Programs

Activity 1: Degree Program Assessment Reports

D – Career Pathway (Impact) - “Demonstrate Value Proposition” “Enhancing Reliance on Self-Generated Resources”

STRATEGY 1: Promote Career-Focused Liberal Arts

Activity 1: Initial Implementation of a Career-Focused Liberal Arts Center

STRATEGY 2: Increasing Utilization of Career Services

Activity 1: Career Services Media Campaign

Activity 2: Intentional Career Exploration

E – Critical Regional Issues (Impact) – “Demonstrate Value Proposition” “Deepen the Current Market” “Expanding into New Markets”

STRATEGY 1: Increase Student Participation in Service and Experiential Learning

Activity 1: Baseline Data Collection--National Assessment of Service and Community Engagement

Activity 2: Increase Academic Experiential Learning Opportunities within Departments

STRATEGY 2: Expand and Increase External Collaborations to Identify and Tackle Regional Issues.

Activity 1: Campus-wide Reporting System.

Activity 2: Comprehensive Review of Shared Facilities and Resources.

Activity 3: Community Partner Recognition and Inclusion.

Alignment with the Strategic Plan: 1) Demonstrate Value Proposition; 2) Deepen the Current Market; 3) Expand Into New Markets; and 4) Enhance Reliance on Self-Generated Resources

COMPREHENSIVE PLANS

Concord University
2013-2018 COMPACT
Access, Impact, Success

Comprehensive Plan A: Collaborative Access Effort Comprehensive Plan

1. Who is responsible for the implementation of the plan (name(s) and title(s)) (100 words max)

The individuals responsible for the implementation of this plan include the Vice-President and Academic Dean, Dr. Peter Viscusi; Vice-President for Student Affairs, Dr. Marjie Flanigan; Chief Enrollment Management Officer, Jacqueline L. Nottingham; Director of Graduate Studies, Dr. Cheryl Barnes; Alumni Director, Sarah Turner; and Director of Retention, Dr. Sarah Beasley.

2. Explanation of objective or focus of plan (500 words max)

Concord University's Collaborative Access Effort Comprehensive Plan focuses on expanding access to postsecondary students and graduate postsecondary markets through early intervention via outreach and online course offerings. In order to increase enrollment in both the undergraduate and graduate programs at Concord, the University recognizes the need to recruit and retain prospective high school students, adult learners, non-traditional students, and graduate post-secondary students. Additionally, Concord plans to partner with area schools to provide enrichment activities that will improve the college readiness of students. Concord's existing outreach efforts of underrepresented students through the GEAR UP and Upward Bound programs will continue throughout the compact period, pending funding availability. Particular attention will be given to building stronger relationships at high schools and community colleges in local markets with the focus on increasing enrollment. The admissions office will continue to develop alternate initiatives that will seek higher application and matriculation numbers from out-of-state and international markets. This comprehensive plan will involve the entire Concord community and utilize multiple strategies to promote Concord and recruit/retain prospective students.

3. Discussion of planning process:

a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

As part of the University's Strategic Planning Process during 2013-2014, representatives from across the institution (administrators, faculty, staff, students, and the BOG) affirmed that the decline in West Virginia's high school population was a concern as the University works to provide postsecondary education to its citizenry. It is also a challenge as the institution seeks to increase enrollment in economically hard-hit southern West Virginia, Concord's primary target and enrollment area. In an effort to overcome these concerns and challenges, administrators, faculty, and staff from multiple areas (Admissions, Academic Affairs, Student Affairs, Advancement, and Graduate Studies) at the University have networked on the Collaborative

Access Effort Comprehensive Plan to ensure that the University reaches all prospective students including high school students, first-generation, college-going, and adult learners.

b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

Discussions throughout the strategic planning process in the last year identified the need to reach a variety of populations including high schools students, first generation, college-going populations, and adult learners. Additionally, the strategic planning process highlighted the need for the University to network with community members, alumni, and high schools as well as identify other activities/venues (GEAR UP, Upward Bound, TRIO summer programs, etc.) to reach prospective students. This is particularly important since many of Concord's students are first-generation students who are less likely to have college-going role models. By increasing our presence in the schools and through other community activities/venues and providing information to prospective students and their families about the college going process, the University will reach a larger pool of prospective students from which to recruit.

4. What are the intended outcomes of the plan? (250 words max)

The outcomes of this plan are to increase outreach through early intervention activities and expanded online course offerings to grow the University's enrollment, and ultimately improve retention and graduation rates over the next five years of the compact.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

STRATEGY A: Outreach and Promotion

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

In order to increase enrollment in both the undergraduate and graduate programs at Concord, the University must expand its outreach to a wider audience of high school students, adult learners, and graduate post-secondary prospective students. The University will utilize multiple strategies and offices to accomplish this including high school fairs and campus visits conducted by staff in the Admissions and Financial Aid Offices with help from administration, academic affairs, faculty, current students, and alumni using a focused advertising and marketing campaign geared toward prospective students conducted and coordinated by the Advancement and Admissions Offices. In order to better serve current students and attract prospective students, the University will expand online course offerings. This expansion is particularly critical if the University is going to reach prospective students who have obligations that prevent them from attending classes at the Athens or Beckley locations and graduate post-secondary learners who are typically employed full-time and need the flexibility to complete graduate coursework on their time. The University anticipates that online courses will typically serve students in the regional community.

Activity 1: Early Intervention

a. Who is responsible for the implementation of this activity? (name (s) and title(s)) (100 words max)

Concord's Chief Enrollment Management Officer, Jacqueline L. Nottingham; Director of Enrollment, Kent Gamble; and Director of Financial Aid, Deborah Turner are primarily responsible for this activity. Other administrative offices such as Advancement and Academic Affairs will provide support for this activity.

b. Describe the Activity (250 words max)

The University will implement a comprehensive early intervention program to target prospective students. Staff from Admissions will develop and deliver information sessions related to attending Concord, the application process, financial literacy, scholarship searches, and the financial aid application process to students, families, and personnel in regional high schools and other appropriate venues. The University will also contact former CU students with some college credit to encourage completion of a degree as part of the DegreeNow grant from the WVHEPC. Increased emphasis will be placed on campus visits to the "Campus Beautiful" for prospective students. Campus tours will highlight academic and co-curricular programs. All tour ambassadors will use a common script to ensure the quality of each campus visit. Campus tours will be tailored to fit the interest of each prospective student so that an individual interested in a pre-professional program such as Biology may, for instance, attend a class on molecular and cell biology, a prospective athlete may meet with one of the coaches, and/or a student interested in the CU's honors program may meet with the director of the program.

The University will also utilize a variety of advertising strategies, press releases, and announcements to reach prospective students through both print and social media. For example, the University plans to launch an "I'm a CU Mountain Lion" campaign that will provide visibility for the University and reach prospective students through alumni and friends of the University.

c. What target populations, if applicable, does this activity address (100 words max)

This strategy targets prospective students in area P-12 schools in Concord's primary market in southern West Virginia (Boone, Cabell, Fayette, Greenbrier, Kanawha, Mercer, Mingo, Monroe, McDowell, Nicholas, Raleigh, Summers, and Wyoming counties).

d. Provide a timeline for implementation of this activity. (250 words max)

Early intervention outreach is an on-going activity for Concord. The University will conduct information sessions at fairs and in the high schools beginning fall 2014 and continue each year of the compact. Campus visits are also conducted on an on-going basis that will begin in fall 2014 and continue throughout each year of the compact period. Similarly, promotional and

marketing activities will be conducted on an on-going basis each year of the compact.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The University will utilize staff from admissions and financial aid in collaboration with faculty, students (ambassadors), and other administrative offices (academic and student affairs, athletics, advancement, academic divisions, etc.) and staff to accomplish this activity. The University will also incur the cost of travel to area high schools and fairs, as well as the cost of advertising materials and promotional materials.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The early intervention activity will involve collaboration from all constituencies across the University. Staff from the Admissions and Financial Aid Offices will have primary responsibility for scheduling, staffing, and conducting the high schools visits, fairs, and campus visits with support from other administrative and academic offices on campus. These groups will also collaborate with area P-12 schools, alumni, and friends of the University to accomplish this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this activity is increased outreach to prospective students in area high schools that will result in increased enrollment. The University will collect data on visits to local high schools, participation in college fairs, and campus visits. The University will also collect data on the number of completed applications received each semester and academic year. Data will be aggregated and disaggregated each year and across multiple years of the compact to compare enrollment data such as number of applicants, first-generation college going, high schools attended, etc. Analysis of this data on a regular and on-going basis will determine the effectiveness of this activity and/or identify changes that need to be made or future directions for outreach that the University needs to make throughout the compact period.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress in enrollment and financial aid since the intent is to identify prospective students and provide them with information and assistance to enable them to be admitted to Concord University. The activity will increase enrollment by providing prospective students with information about the college-going process, assistance in completing applications; identifying scholarships and completing financial aid forms; and through personalized campus visits and contacts.

Activity 2: Expand Online Course Offerings

a. *Who is responsible for the implementation of this activity? (Name (s) and title(s)) (100 words max)*

The individuals responsible for the implementation of this activity include Dr. Peter Viscusi, Vice-President and Academic Dean; Dr. Cheryl Barnes, Academic Associate Dean and Director of Graduate Programs, Chuck Elliott, Chief Technology Officer, and Dr. Shani Salifu, Coordinator of Distributed Learning and Instructional Technologist. This activity will require collaboration with the six division chairs and faculty.

b. *Describe the Activity (250 words max)*

As the number of high school students in southern West Virginia continues to decline, the University will expand its outreach by increasing the number of online course offerings at the University. In a concerted effort to reach other populations and address the diverse needs of 21st century learners who often work full-time jobs while completing a degree, the University will identify student interests and needs regarding electronically delivered course work. The University will also identify faculty who are interested in teaching online courses and provide training and support for faculty to convert courses to an electronic format. As part of this initiative, the University will provide *Quality Matters* training for faculty developing online courses to ensure consistency and the same high quality academic courses for which Concord is known. Through this activity, the University will be better able to serve West Virginia and contribute to the statewide priority to provide an educated citizenry.

c. *What target populations, if applicable, does this activity address (100 words max)*

Ultimately, prospective students, non-traditional students, adult learners, and graduate post-secondary students are the target population for this activity. The activity also targets faculty interested in developing online courses for this targeted group.

d. *Provide a timeline for implementation of this activity. (250 words max)*

During the 2014-2015 academic year, the University will collect and analyze data on the coursework to be delivered electronically. The University will survey students to determine market demands. The University will also identify faculty interested in developing online courses in the various academic programs and/or identify new programs to be delivered electronically. Faculty interested in developing online courses will complete *Quality Matters* training by the end of the spring 2015 semester and finalize online courses during the summer of 2015. Beginning fall 2015, the University anticipates an increase in the number of courses delivered electronically. The activity will be sustained and evaluated throughout the five-year compact period.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

This activity will require faculty and administrative time to identify student needs/desires regarding online course offerings. Additionally, the activity will require faculty time to complete *Quality Matters* training and convert/develop and deliver quality online courses. This activity will also require fiscal resources from the University to provide support and upgrades for Blackboard, the University's online platform, and increase delivery infrastructure to enhance course offerings for our students. The activity will also require staff from Technology Services to maintain and support students, faculty, and campus hardware.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

This activity will require collaboration between multiple University constituencies including administration, academic affairs, technology services, the six division chairs, and faculty to successfully implement this activity. The University will also collaborate with external entities such as Blackboard and WVNET to provide *Quality Training* for faculty.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this activity is to increase enrollment at the University through the delivery of an increased number of online courses. This will enable the institution to fulfill the statewide priority of providing for an educated citizenry and allow expanded support the *15 to Finish* campaign by providing greater enrollment flexibility and offerings. This activity will be assessed using enrollment data and the number of online courses delivered each semester and across the compact period to analyze the effectiveness of this activity.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

The activity fosters progress toward several metric strategies including enrollment, and ultimately retention and degrees completed.

STRATEGY B: College Readiness

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

This strategy focuses on providing support for prospective students to enable them to successfully make the transition from high school to college. The University will provide support and assistance in navigating and completing the University application. This assistance is important for all prospective students, but particularly those from low income, first generation households who typically lack role models or support to successfully transition from high school to college and beyond. Programs and activities such as GEAR UP, Upward Bound, Business Challenge, summer academies or bridge programs help prospective students transition successfully from high school to college. Additionally, the University will continue to engage or

re-engage in a number of activities that prepare prospective students for college and help them connect prospective majors to careers and life goals.

Activity 1: Application Assistance

a. Who is responsible for the implementation of this activity? (name (s) and title(s)) (100 words max)

The Chief Enrollment Management Officer, Jacqueline L. Nottingham and the Director of Enrollment, Kent Gamble are responsible for implementing this activity.

b. Describe the Activity (250 words max)

Concord University receives applications through the application system for admissions consideration on an on-going basis from undergraduate students. However, since over 50% of the applications received remain incomplete, the University is unable to make an admissions decision on these prospective students. Without complete application packages, the University's student admissions remain low and lack a competitive nature. Thus, it is imperative that the University increase the number of completed applications received each semester in order to make admissions decisions and increase enrollment.

Beginning fall 2014, the University will work to increase the number of completed applications using a variety of strategies. Admission counselors will be assigned to individual prospective students and serve as liaisons for regional and local high schools within the state of West Virginia and nearby territories. The CU admissions counselors will be responsible for contacting students who have initiated the application process and helping these students complete the application process.

In addition to the CU admissions counselors, the University will develop a program that enables current students and faculty to return to their former high schools and recruit for the University. The focus on networking and relationship building in connection with continued, personalized follow-up with the prospective students should result in an increase in the number of completed applications the University receives each cycle and ultimately, increase enrollment, retention, and degrees awarded.

c. What target populations, if applicable, does this activity address (100 words max)

The focus of this activity will be prospective students including all freshmen, transfer, non-degree, and non-traditional students.

d. Provide a timeline for implementation of this activity. (250 words max)

This activity began in fall 2014 and will continue throughout the compact period. As students apply for admission, admissions counselors will contact each applicant with incomplete applications. CU admissions counselors will work with each applicant individually through electronic, phone, and paper communications to inform them of missing materials, upcoming test

dates, and answer any questions. The University will continue to contact students on a bi-weekly (initially) and monthly basis until all materials are received and students' applications are complete. As this process is developed, our goal is to streamline it further, identify any pitfalls, and make adjustments for future communications in the following admissions cycles of the compact.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Concord University admissions counselors and staff will be required to implement this activity. Additionally, faculty and student volunteers will be utilized at no cost to the University. The activity will also require fiscal resources to support sustained contact with prospective students through telephone conversations, texts, emails, etc. Travel reimbursement for admissions counselors visiting local high schools will also be required.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Staff from the CU Office of Admissions will collaborate with faculty and current students to identify volunteers to visit high schools in the area and region. Additionally, CU staff from the Office of Admissions will collaborate with P-12 guidance counselors, and community college admissions counselors to coordinate and schedule visits and activities.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

This activity should result in an increase in the number of completed undergraduate applications the University receives each cycle. This should result in an increase in the number of offers of admission and enrollment. The University will collect data on the number of completed applications, admission decisions, and enrollment. This data will be aggregated and disaggregated each semester and year, as well as across multiple years of the compact to determine the effectiveness of this activity and make changes where indicated. The University will also collect data on the number of high schools visited by staff, faculty and student volunteers, the number of applications received from these schools, the number admitted and enrolled. Similarly, this data will be aggregated and disaggregated each semester and academic year, as well as across multiple years of the compact to determine the effectiveness of the use of volunteers.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity should positively impact University enrollment. The more success the University has in achieving a higher rate of completed applications, the greater the opportunity to admit prospective students. This activity should result in an increase in enrollment.

Activity 2: Expand P-12 Enrichment Activities

a. Who is responsible for the implementation of this activity? (name (s) and title(s)) (100 words max)

The individuals responsible for the implementation of this activity include Dr. Peter Viscusi, Vice-President and Academic Dean; Dr. Marjie Flanigan, Vice-President of Academic Affairs, and Jacqueline Nottingham, Chief Enrollment Management Officer.

b. Describe the Activity (250 words max)

The University will identify and engage in multiple activities that prepare prospective students for college and help them connect prospective majors to careers and life goals. These activities include programs such as GEAR UP, Upward Bound, WV Business Challenge, summer academies, ACT Prep or other initiatives that provide college readiness skills that prospective students need to be successful at Concord. These activities also help prospective students connect academic programs and coursework to careers and life goals early in the process so that they enter the University with the background and skills that enable them to complete a degree in a timely manner.

c. What target populations, if applicable, does this activity address (100 words max)

Prospective P-12 students are the primary target population for this activity.

d. Provide a timeline for implementation of this activity. (250 words max)

The University will identify the P-12 enrichment activities in which the University is already engaged during the 2014-2015 academic year. Following the identification process, the University will explore other initiatives and opportunities to expand outreach to prospective students and the feasibility/cost of each. For example, the University has previously offered summer academies for rising high school seniors who are interested in specific careers such as medicine, education, law and business to provide them with additional information about their area of interest and motivate them to pursue their goals. The University would need to identify interest and fiscal resources to reinstitute the summer academies. Similarly, the University might identify new initiatives or opportunities to expand outreach such as delivery of a UNIV 100 course in one of the high schools or summer enrichment camps in STEM or language arts.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

This activity will require time from administrators, faculty and staff currently engaged in enrichment activities to continue this outreach and/or write grants to support continued funding of the activity. Additionally, this group will need to identify readiness activities that the University can add and support over the next five years of the compact.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

University faculty, staff, administrators, and current students will collaborate with local high schools and guidance counselors.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this activity is to increase college readiness and collaborative access to higher education for all prospective students, but particularly those from low income, first-generation students. The outcome will be assessed by identifying the readiness/outreach activities in which the University is already engaged and the number and effectiveness of new activities. The University will also track the number of admitted and enrolled students each semester from each of these activities and across multiple years of the compact.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will foster progress in the enrollment, retention, and degrees completed metric strategies.

Comprehensive Plan B: Financial Aid

1. Person(s) responsible for implementation of plan (name and title)

The individuals responsible for implementing this plan include the CU Director of Financial Aid, in collaboration with the Director of Retention and the Director of Enrollment.

2. Explanation of objective or focus of plan (500 words max)

The focus of the comprehensive financial aid plan is to educate prospective and enrolled students about financial aid, the application/award process, responsible borrowing, and debt education. Toward that end, the University will distribute information regarding financial aid to both enrolled and prospective students as early as possible and assist students in completing the Free Application for Federal Student Aid (FAFSA). The University will utilize various types of media to distribute information about sources and types of financial aid. With student loan debt and defaults increasing, the University will also concentrate on educating students on responsible borrowing and debt education that includes an emphasis on student loans.

3. Discussion of planning process

a. Evidence that process has been inclusive and collaborative (participants and affiliation) (250 words max)

Staff from the CU admissions and financial aid office, as well as the Academic Success Center will work collaboratively to reach prospective and enrolled students and provide them with information regarding financial aid and financial literacy. The University will also utilize various types of media to distribute information about sources (federal, state, institutional, outside) and types (scholarships, grants, work-study, loans) of financial aid to students.

b. Summary of information used to identify focus of the plan (250 words max)

The majority of Concord's current students are low-income and many are first generation college students. Over half Concord's entering cohort receives the Federal Pell Grant with approximately 46 percent of currently enrolled students doing so. Thus, the University recognizes the need to inform prospective and continuing students about available financial aid including the application and disbursement process. Student and parent knowledge of responsible borrowing and repayment options is crucial for access and degree completion. The first step in the financial aid process is completion of the FAFSA. The WVHEPC has established a goal of 55 percent of high school seniors completing the FAFSA by April 15th of each year. The University has aligned its annual goals for completing FAFSA with that of the state.

The Department of Education is encouraging colleges to use the Federal Shopping Sheet (www.ifap.ed.gov/dpccletters/attachments/ShoppingSheetTemplateGEN1326.pdf) to communicate the net costs of attending college. The University will develop an improved award letter that incorporates some of the concepts from the Federal Shopping Sheet as part of its comprehensive plan. The intent of the revised award letter is to help students understand that they do not have to accept the total loan amount awarded. Since students' award letters are generated before CU billing statements, the revised letter will help students understand that if

there is a balance after grants/scholarships are applied to institution charges of tuition & fees and room & board, they do not have to borrow the additional amount.

4. Intended outcomes of the plan (250 words max)

The University will increase the number of prospective and enrolled students who complete the FAFSA early. Additionally, the University will provide debt education to students with an emphasis on student loans and students will be encouraged to borrow responsibly. Finally, the University will inform enrolled and prospective students of need-based and merit-based grants and scholarships in an effort to reduce the need to borrow loans. Students will understand the requirements associated with retaining their financial aid (Satisfactory Academic Progress and renewal requirements).

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of the objectives with quantitative metrics)

STRATEGY A: Outreach

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

It is vital that Concord educate enrolled and prospective students about the availability of financial aid, the financial aid application process and requirements to retain aid. Early completion of the FAFSA is key in order to ensure that all students have access to all sources of financial aid. This is especially important since some sources of financial aid are limited and may be awarded on a first-come, first-serve basis. Early completion of the FAFSA also ensures that students will have adequate time to process other documents (e.g., loan Master Promissory Note, Entrance Counseling, etc.) so that aid can be disbursed in a timely manner and available to students at the beginning of the semester.

In an attempt to reach high school students and returning students, the University will use various types of media to communicate early FAFSA completion and the availability of and eligibility for financial aid.

Activity 1: Communicate Early FAFSA Completion

a. Who is responsible for the implementation of this activity? (name (s) and title(s)) (100 words max)

The individuals responsible for implementing various projects that facilitate early FAFSA completion include Deborah Turner, Director of Financial Aid; Dr. Sarah Beasley, Director of Retention; and Kent Gamble, Director of Enrollment; and Kathy Ball, College Goal Sunday coordinator.

b. Describe the Activity (250 words max)

The University will implement several activities and use a variety of media to communicate the importance of early FAFSA completion. The University will host annual workshops in November to provide high school counselors with information and updates on the new FAFSA so they can assist seniors with FAFSA completion in January of each year. The University will

work with the WVHEPC to participate in the state-wide annual *College Goal Sunday* at both the Athens and Beckley locations. Staff from the Office of Financial Aid will promote FAFSA completion with both prospective and continuing students. University faculty and staff will promote FAFSA completion with enrolled students via a comprehensive FAFSA campaign (FASFA t-shirts, yard signs, media blasts, etc.). The Admissions Office will mail postcards reminders to admitted students for whom a FAFSA is incomplete or missing. Beginning in February of each year, the Academic Success Center (ASC) identifies via a Banner/Argos report eligible students who are missing completed FAFSA's. Once identified, ASC staff will encourage students to complete the FAFSA and offer assistance to do so. Contact is made through email, Facebook and telephone.

c. What target populations, if applicable, does this activity address (100 words max)

The target population for this activity includes prospective, admitted and currently enrolled students. One or more forms of communication will be utilized with group (prospective, admitted, or currently enrolled) students.

d. Provide a timeline for implementation of this activity. (250 words max)

The University initiates contact regarding the FAFSA workshop with the high school counselors in October of each year. The actual FAFSA workshop is held in November of each year. The WVHEPC coordinates the annual *College Goal Sunday* event including registration on the College Foundation of West Virginia (CFWV) web site. The campaign to complete the FAFSA is heavily promoted on- and off- campus during February. The University's *College Goal Sunday* liaison will coordinate media releases and other communications for the event in January and February. Postcards, email and telephone contacts will occur in February. Currently enrolled students are contacted in February and update reports allow for additional contact throughout the spring semester and into the summer if needed.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The University will utilize staff from the Offices of Financial Aid, Admissions, Media Relations, as well as from the Academic Success Center and the University's *College Goal Sunday* committee to accomplish this activity. The University will incur the financial costs of the workshop for high school counselors, *College Goal Sunday* event, t-shirts and yard signs. The West Virginia Association of Student Financial Aid Administrators also provides a small stipend to assist with the cost of hosting the high school counselor workshop.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities from the University including staff from financial aid, student affairs, admissions, media relations, academic success center and the *College Goal Sunday* committee will collaborate with external entities including local high schools, the WVHEPC and the CFWV.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this activity is to increase the number of completed FAFSAs by the stated priority deadline. The University will compile and analyze data on the number of FAFSAs loaded into Banner and the number of students receiving financial aid. This data will be aggregated and disaggregated for multiple dates each year and across multiple years of the compact.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress in other areas such as enrollment, retention, and degree completion.

Activity 2: Distribute Financial Aid Information to Prospective and Continuing Students

a. Who is responsible for the implementation of this activity? (name (s) and title(s)) (100 words max)

Staff from the Offices of Financial Aid and Admissions are responsible for implementing this activity. Oversight of the implementation of the activity is the responsibility of Deborah Turner, Director of Financial Aid and Jacqueline L. Nottingham, Chief Enrollment Management Officer at CU, with assistance from the Director of the University Foundation, Lisa Moore (for institutional scholarships).

b. Describe the Activity (250 words max)

Concord University will provide multiple opportunities to distribute financial aid information to prospective and continuing students. The University will participate in West Virginia's week-long college application and exploration event. Admissions counselors will utilize college fairs and high school visits to distribute Financial Aid 101 booklets from the WVHEPC to prospective students and direct prospective students to the CFWV website that contains financial aid resources. Financial Aid 101 booklets will be in key campus locations for continuing students. The University will also utilize open houses, campus visits, and receptions for admitted students to provide prospective students with information about financial aid. Financial aid staff will also participate in workshops conducted in local high schools through the Upward Bound and GEAR UP programs. The University will provide each student with a letter listing institutional financial aid as part of an accepted student's admission packet. Continuing student financial aid workshops will be held each spring semester to assist with FAFSA renewal and answer questions. Information from the Financial Aid Director will be included in each edition of the Parents Club newsletter that is sent to over 800 parents of CU students. Finally, the University will utilize financial aid estimators during early advising for admitted students.

c. What target populations, if applicable, does this activity address (100 words max)

This activity targets prospective, admitted, and continuing students.

d. Provide a timeline for implementation of this activity. (250 words max)

Various events that provide financial aid information to students occur throughout the academic year and will continue each year of the compact. Admissions staff will conduct visits to high schools and participate in fairs in September. High school financial aid presentations are

conducted in December and January. The University begins mailing institutional financial aid awards to new students in November. Upward Bound and GEAR UP presentations take place throughout the year. Accepted student receptions take place in the spring semester and early registration begins in March and continues until the beginning of the fall semester. For continuing students, Financial Aid Fridays in February will provide a dedicated time for student to have financial aid questions answered. Flyers will be posted and emails sent throughout the year regarding financial aid eligibility including external scholarship information.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Implementation of this activity will involve staff time for continuing student outreach from the Offices of Financial Aid, Admissions and Instructional Technology Services. The activity will also entail the use of Financial Aid 101 booklets from WVHEPC, and free online resources via CFWV and www.finaid.org. Fiscal resources that will be required include travel reimbursement for University staff traveling to fairs and area high schools and postage.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Staff from the Offices of Financial Aid and Admissions will collaborate with other University entities such as Instructional Technology Services, GEAR UP, Upward Bound, Student Support Services, and the Academic Success Center. The University will also collaborate with outside sources such as the local high schools to schedule visits, the United States Department of Education for financial materials and forms, and the WVHEPC for Financial Aid 101 booklets.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The University will utilize multiple opportunities to distribute financial aid information to students and parents in an attempt to increase in the number of FAFSA's completed, external scholarships awarded, and continuing students who are aware of requirements for continued financial aid. The University also intends to increase the number of early FAFSA completions. The University will measure the percentage of applicants and continuing students with completed FAFSAs.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity should foster progress in enrollment, retention, and degree completion.

STRATEGY B: Responsible Borrowing

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The University will promote responsible borrowing, debt education and repayment obligations with all students. The University will accomplish this through the development and implementation of a revised financial aid award letter that incorporates several concepts from the

federal Shopping Sheet. The University will also promote an understanding of financial aid borrowing and debt education through a module incorporated in the UNIV 100. Finally, the University will provide individual debt education/counseling to students above and beyond the loan entrance and exit counseling required by the USDOE.

Activity 1: Improved Award Letter

a. Who is responsible for the implementation of this activity? (name (s) and title(s)) (100 words max)

The Director of Financial Aid, Ms. Deborah Turner will be responsible for redesigning the content of the University's financial aid award letter. Staff from the IT center will aid the Director in implementing the new award letter format. The Business Office will supply institutional cost information.

b. Describe the Activity (250 words max)

The USDOE's Financial Shopping Sheet is a tool that helps prospective students simplify the costs associated with college attendance. The worksheet enables students to add the cost of tuition and fees; room and board, books, transportation, and other miscellaneous costs, subtract the amount of grants, scholarships from the total direct costs to determine a net cost. The net cost will show a balance due or excess funds available to the student. From the net cost, students can determine the amount of money that they must cover through loans or individual/family contributions. Concord will use the Financial Shopping Sheet as a model to redesign the financial aid award letter that is sent to students.

Concord will develop a new financial aid letter that incorporates aspects of the federal Financial Shopping Sheet to enable students to better determine if they need a loan for the full awarded amount or a lesser amount to cover the net costs after grants/scholarships. Additional information such as other aid for which the student is eligible (e.g., federal work-study) will be included in the award letter to help students determine net costs of attendance.

The University imports financial aid award data from Banner into a computer software package (Argos) that helps staff in the Financial Aid office format personalized, individual award letters for students.

c. What target populations, if applicable, does this activity address (100 words max)

All enrolled and admitted students will benefit from the new financial aid award letter.

d. Provide a timeline for implementation of this activity. (250 words max)

The University began utilizing the improved financial aid letters to newly admitted students in spring 2014. The redesigned letter was sent to continuing students in summer 2014. The University will continue to send redesigned financial aid award letters to admitted and returning students in the spring and summer prior to each academic year of the compact period.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The resources needed to accomplish this activity include staff from the Financial Aid Office and IT Services. The University also incurred costs associated with annual upgrades for Banner and Argos, as well as paper for the award letters and postage.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Staff from the Office of Financial Aid and Instructional Technology will collaborate to accomplish this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The purpose of this activity to provide students with a revised financial aid award letter that provides detailed information regarding costs, grants, and scholarships that will help students make informed decisions about the amount of money borrowed through student loans. The goal of this activity is to see a decrease in the amount of money that students borrow and ultimately, a decrease in the University's federal student loan default rates. The University will also continue to review and refine the annual award letter based on the current costs associated with attending college (e.g., tuition and fees, room and board, etc.) and on current, personalized financial aid information for each student.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

The activity will positively impact enrollment, retention, and graduation rates since admitted and currently enrolled students will have a better understanding of the cost of attending Concord and the amount of money borrowed each year and across multiple years that will have to be repaid following graduation.

Activity 2: Debt Education with an Emphasis on Student Loans

a. Who is responsible for the implementation of this activity? (name (s) and title(s)) (100 words max)

The Director of Financial Aid, Deborah Turner and the Director of Retention, Dr. Sarah Beasley will oversee the implementation of this activity.

b. Describe the Activity (250 words max)

The University will develop and implement a financial literacy module in the UNIV 100 course required of all students who have completed less than 30 credit hours. The module will emphasize student loan debt and debt education as part of the financial literacy module. While the UNIV 100 course was revised in the last academic year, administrators and faculty teaching the course will review the course module on financial literacy to determine the emphasis on borrowing and student loan debt. The goal of this activity is to increase borrowers' understanding of student loan debt with the intent of decreasing the amount of money students

borrow while earning degrees and ultimately, decreasing the University's student loan default rate. Student Support Services also works with their program students to deliver financial literacy education.

c. What target populations, if applicable, does this activity address (100 words max)

All freshman and transfer students who have completed less than 30 hours of credit are required to complete UNIV 100. Since most of these students are first-time borrowers, the University will provide debt education early in students' academic career before they have borrowed large amounts of money in the form of student loans with the intent of lowering the amount of money students borrow and decreasing the University's student loan default rate.

d. Provide a timeline for implementation of this activity. (250 words max)

During the 2014-2015 academic year, the Director of Financial Aid and the Director of Retention, in consultation with faculty teaching UNIV 100, will review the debt management module that is currently included in the UNIV 100 course. While *CashCourse* is currently part of the course module, the review will determine whether or not the content of the module should be expanded to emphasize borrowing and student loan debt. If the review indicates that additional content should be added to the course, the University will revise the content during summer 2015 and begin delivery of the new module in fall 2015. The University will continue to review data from the UNIV 100 course each year, as well as financial aid data on the amount of student loans and the University's student loan default rate. It is important to note that the impact of the financial literacy module will not be fully determined until each freshman class has graduated and begun repayment of student loans.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Implementation of this activity will require time from University administrators and staff from Financial Aid, Academic Success Center, and IT Services, as well as faculty teaching UNIV 100 courses. The University will also provide continued support for Blackboard, the University's online course platform.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Office of Financial Aid, the Director of Retention, and the Academic Success Center will collaborate with faculty teaching UNIV 100 to implement this activity. The University will also use outside resources on debt management such as *CashCourse* and *Financial Avenue* to accomplish this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Debt education materials will be completed by July 2015 and available for implementation in fall 2015. The intended outcome of this activity is to increase students' financial literacy. As part of the requirements in the UNIV 100 course, students performance on pre- and post-tests on financial literacy will be measured at the conclusion of the module.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity should positively impact the University's student loan default rate as well as retention and graduation rates.

Comprehensive Plan C: Academic Quality

1. Person(s) responsible for implementation of plan (name and title)

The Vice President and Academic Dean, Dr. Peter Viscusi, will oversee the implementation and evaluation of the academic quality comprehensive plan. Dr. Susan Robinett, Director of Assessment and the Institutional Assessment Committee will assist in the VPAD in implementing this comprehensive plan. The Assessment Committee is comprised of (a) representatives of each academic Division; (b) the Vice President of Student Affairs; (c) the Director of Career Services; (d) at large faculty with expertise in assessment, (d) Assistant Director of Assessment, and (f) the Vice President and Academic Dean and/or Associate Dean. The committee is chaired by the Director of Assessment.

2. Explanation of objective or focus of plan (500 words max)

Assessment of student learning is a responsibility of the Concord University (CU) faculty and, with faculty oversight of the development of student learning goals reflecting the University's mission and goals, is an integral facet of Concord's learning community. Concord University's mission and goals reflect the institutional commitment to the improvement of student learning. The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community. The general studies educational program along with the individual degree content-are programs prepare students in life-long skills related to quantitative literacy, critical thinking, problem-solving, and communication which are essential to any career success. Effective assessment is a strategy for understanding, evaluating, and improving student learning within the context of the institution's mission and learning goals and to ensure the cycle of continuous improvement in teaching and learning. Therefore, Concord University academic assessment is intended to:

- generate information on student learning outcomes,
- produce evidence of intended student learning,
- guide stakeholders in using information to improve student learning, and
- guide broad educational and organizational improvement

The overarching goal of institutional assessment is to demonstrate that Concord's commitment to learning is not simply a matter of compliance, but a commitment to students' accomplishments.

3. Discussion of planning process

a. Evidence that process has been inclusive and collaborative (participants and affiliation) (250 words max)

The Director of Assessment and the Assessment Committee, with representation from all academic disciplines and key administrators, have developed an assessment plan with input and discussion from the faculty and other key stakeholders. During the 2014-15 year, the institutional assessment plan for student learning will be updated to reflect more contemporary assessment activities to generate more authentic assessment data related to the institution's learning goals specifically in the general studies education program.

Select faculty representatives from the Assessment Committee are working with faculty in the general studies education program to develop pilot assessment activities for select general education courses. The goal of this pilot assessment project is to provide feedback and to provide guidance for authentic assessment within all of the general studies education program.

In addition to general education assessment, degree program content areas provide input into student learning by submitting the program's annual assessment report. These reports are reviewed by the Assessment committee and the reviewer's comments reflecting how the programmatic assessment reports map student learning outcomes to the university's learning goals are analyzed and included in the overall report of student learning outcomes of the institutional learning goals.

b. Summary of information used to identify focus of the plan (250 words max)

The information used for the focus of the plan includes the various assessment data collected by faculty in individual courses. Faculty grade the assignment or assessment instrument using a grading rubric with the learning outcomes from the assessment instrument mapped to the institution's learning goals. Ideally, a thorough assessment of student learning will cut across the general studies education curriculum and program content specific areas to provide feedback of learning goals which include learning outcomes related to quantitative literacy, critical think, problem-solving, communication skills, citizenship attitudes, and content knowledge.

4. Intended outcomes of the plan (250 words max)

The Assessment of Student Learning Plan should provide viable data to support student learning within the general studies program, as well as, in the individual degree programs. Faculty will examine and analyze the assessment data to provide feedback of student learning that will ultimately guide decisions regarding curriculum management and teaching effectiveness. Such actions will provide evidence that using the data to close the assessment feedback loop that Concord graduates are knowledgeable in their discourse, have attained skills evident of a bachelor's degree, and exhibit attitudes for effective citizenship and continued professional growth.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of the objectives with quantitative metrics)

STRATEGY A: Assessment of General Studies

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The mission of Concord University's General Studies Program provides opportunities to begin developing skills needed for addressing complex issues, to build a foundational knowledge base for lifelong learning, and to cultivate attitudes that promote personal and societal well-being and experiential enrichment. General education is an essential element in an educational process designed around student learning expectations and the attainment of the skills (i.e., quantitative

learning, critical thinking, problem-solving, and communication) knowledge (i.e., discourse in the various academic fields), and attitudes (i.e., citizenship, personal growth and development). At Concord University, the program of general studies is a coherent series of courses that emphasize the common learning of a shared body of knowledge, the development of intellectual skills, and an appreciation of the diverse social and cultural values and institutions that make up the modern world. Through studies in these basic liberal arts and sciences, students gain a foundation for specialized studies, are equipped with the tools and skills necessary to pursue further learning, and acquire an understanding of the modes of inquiry and the ways of knowing. This is accomplished through the attainment of student learning in the specified skills, knowledge, and attitudes goals defined and developed by Concord's faculty.

Activity 1: Alignment and Assessment of General Studies Courses with State Learning Goals

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Faculty teaching the courses in the general studies education program with oversight from the VPAD and the Director of Assessment.

b. Describe the activity. (250 words max)

The purpose of this activity is to develop well-documented assessment procedure of student learning outcomes for the general studies education program. The University received a grant from the Higher Education Policy Commission to begin the process of developing a plan for assessing our general education program in spring 2014. The purpose of the grant was to assist institutions in developing a strong assessment of general education and to provide evidence of learning that the institution maintains with our learning goals, but to also provide evidence of learning related to the newly developed state learning goals. The state learning goals were developed by the HEPC's state Assessment Council for general areas of communication, quantitative literacy, critical thinking/analytic inquiry/problem solving, and citizenship.

Pilot projects are currently being developed to provide authentic assessments using grading rubrics with the assessment learning outcomes mapped to the University's Learning Goals and the newly developed State Learning Goals.

Courses which provide assessment feedback of learning to the students – based on the curriculum mapping of general education courses – will be utilized to administer assessments within the courses. Faculty teaching these courses will need to identify an assessment activity, ideally one that is already being currently administered in the course, and then develop a grading rubric with outcomes mapped to the University Learning Goals and State Learning Goals.

c. What the target populations, if applicable, does this activity address? (100 words max)

This activity will benefit students enrolled in general studies courses at CU. Faculty will be instrumental in developing assessments and rubrics aligned to the state's and University's learning goals.

d. Provide a timeline for implementation of this activity. (250 words max)

The Assessment Committee academic division representatives are in the process of completing the curriculum mapping of the University's learning goals to ensure that learning goals are fully covered within the general education studies program. This phase of the plan should be completed by the end of the fall 2014 semester.

Faculty have begun to work on pilot assessment projects in their general studies course in which they have identified an assignment that will be used to gather authentic assessment data. One faculty member will conduct a pilot assessment in her class in fall 2014. Full implementation of the assignment and grading rubric in all sections of this pilot general education course is planned for spring 2015. Another faculty member is developing a grading rubric mapped specifically to the University's and state learning goals related to written communications and critical thinking/analytical inquiry/problem-solving. A report on the pilot projects will be completed during the spring and summer 2015 sessions with a report available on the University's Assessment webpage by the beginning of the fall 2015 semester. We also plan to have faculty that have participated and administered one of the pilot projects to work with and train faculty in the other general education disciplines to begin work on developing other general education assessment projects and grading rubrics. This will be an ongoing process beginning in summer 2015. Pending successful collaboration among faculty, a full implementation of the assessment plan for the general education studies program should be complete by fall 2017.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The major resource will be the time of the faculty devoted to developing the assessment grading rubrics mapped to the identified University and state learning goals. Additional faculty time will be needed to actually administer and grade the assessment activity, as well as, analyze the data and create the assessment of student learning report for the activity. It is strongly suggested that as the project increases with more faculty conducting assessments in the general studies classes, the University begins to review, discuss, and implement a University-wide assessment management system (e.g., LiveText, Taskstream, etc.). The adoption of such a system will require financial resources either in the form of an additional student fee or as a new cost for the University.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

There are no external entities necessary for this project as of this reporting, as the institution's faculty who teach the courses will develop and implement the assessment activities. These same

faculty will report their results to the University's Director of Assessment who will prepare an institutional assessment report.

Concord University was awarded a General Education Assessment grant from the WVHEPC in November 2013 that provided funding to support pay stipends for faculty to develop an assessment activity with an appropriate grading rubric with learning outcomes mapped to both the University's and State's Learning Goals. This grant provided support for the development and implementation of a richer, authentic assessment project for the general studies education program. In the future, it is likely that the University will collaborate with outside entities such as LiveText or Taskstream to support assessments and data collection related to assessment of the general studies program.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The primary intended outcome of this assessment project is to provide clear evidence that the institution's general studies education program is mapped to and provides evidence of student learning of the University's learning goals. The secondary outcome of this project is to provide evidence that Concord University's students also meet and exceed the learning outcomes defined by the West Virginia Assessment Council's state learning outcomes.

The faculty teaching courses in the general studies education program have worked to map the curriculum to each of the University's learning goals that provide a guide to the assignment development and grading rubric that will generate authentic assessment data to support the evidence of student learning.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Providing evidence of student learning is essential to successful completion of degrees. With much attention devoted to retention of students, having authentic assessments of an individual student's progression of learning could aid retention efforts to identify and work with students that may be experiencing academic difficulties. In addition, evidence of student learning is relevant to analyzing degrees completed and graduation rates, as ensuring student learning early in the college process is essential for successful academic program completion.

Activity 2: Freshman Attitude Survey and Graduating Senior Survey (attitudes assessment) and the National Survey of Student Engagement

a. Who is responsible for the implementation of this activity? (name and title)

The Director of Assessment, Dr. Susan Robinett is responsible for implementing this activity.

b. Describe the activity. (250 words max)

The Assessment Committee developed two surveys to measure students' responses regarding the University's learning goals related to attitudes. By surveying incoming freshman and graduating seniors, the University intends to provide a value-added measure of attitudes related to the general studies program. In addition, the National Survey of Student Engagement will provide an attitude assessment of students which is norm referenced to a national population.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets students enrolled in general studies courses at the University.

d. Provide a timeline for implementation of this activity. (250 words max)

The Freshman Attitude survey is administered in the UNIV 100 classes during the fall and spring semesters. The Graduating Senior Survey is administered during the University's graduation fairs that are held in the fall and spring semesters of each year. The National Survey of Student Engagement is administered every third spring to freshman and seniors.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The main resource required for this activity is faculty and administrator time to prepare/administer the Freshman Attitude Survey, the Graduating Senior Survey, and the National Survey of Student Engagement; compile and analyze data; and prepare reports summarizing the findings. The National Survey of Student Engagement also costs the University approximately \$3,800 with each time it is administered. This fee includes the cost of the assessment as well as analysis of institutional data.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal constituencies including the Director of Assessment, faculty, and staff from various areas including IT Services will collaborate to accomplish this activity. Additionally, the University will collaborate with outside entities to purchase and administer National Survey of Student Engagement.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The purpose of this activity is to measure students' responses related to the University's learning goals pertaining to attitudes. By surveying incoming freshman and graduating seniors, the University intends to provide a value-added measure of attitudes related to the general studies program that all students complete at CU. Statistical data from the surveys completed in UNIV

100 and during the graduation fairs will be aggregated and disaggregated by semester and academic year. The data will also be analyzed across multiple years. Statistical data from the National Survey of Student Engagement that is administered every third spring will enable the University to compare CU students' attitudes to that of their peers.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

The University defines attitudes as “tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by seven characteristics. Since all of these characteristics help students understand themselves and life around them, this self-awareness should enable them to successfully complete a degree in a timely manner and transition into a successful career. By so doing, the activity will positively impact the University’s retention and graduation rates, as well as the advance the University’s academic quality and career pathways comprehensive plans.

STRATEGY B: Programmatic Assessment Reports from Degree Programs

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Each academic department contributes to the overall institutional assessment effort by developing assessment plans and submitting annual assessment reports. These reports document national accreditation in athletic training, education and social work, as well as accomplishment of discipline specific goals that correspond to the University’s mission and goals.

Activity 1: Degree Program Assessment Reports

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

The division and/or department chair of each degree program is responsible for ensuring the each academic program submits an annual assessment report to the VPAD and Director of Assessment.

b. Describe the activity. (250 words max)

Each program at Concord identifies programmatic assessments that assess students’ knowledge, skills, and dispositions and are mapped to the University’s learning goals in each content/programmatic area. The program reports also document assessment data for Concord’s nationally accredited programs in athletic training (Commission on Accreditation of Athletic Education-CAATE), education (National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation) and social work (Council on Social Work Education-CSWE). Data from programmatic assessments are analyzed each semester and across an academic year to inform the content/program. Each academic program prepares an annual assessment report that summarizes and analyzes the programmatic

assessment data using a University template and/or the national accreditation standards. The annual reports are due to the Director of Assessment by November 1st of each academic year. The University Assessment Committee reviews the reports and provides feedback to programs based on the information in the program report. Data from the annual program reports are compiled and analyzed in program reviews every fifth year. The program reviews are reviewed by the CUBOG and the WVHEPC.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity is designed to measure students' content knowledge in each academic program at the University.

d. Provide a timeline for implementation of this activity. (250 words max)

Each program at Concord identifies programmatic assessments that assess students' knowledge, skills, and dispositions in each content/programmatic area. Data from programmatic assessments are analyzed each semester and across an academic year to inform the content/program. Each academic program prepares an annual assessment report that summarizes and analyzes the programmatic assessment data using a University template. The annual reports are due to the Director of Assessment by November 1st of each academic year. The University Assessment Committee reviews the reports and provides feedback during the spring semester of each year to each program based on the information contained in the program report.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

This activity requires time from faculty in each program area, the University Assessment Committee, and the Director of University Assessment to collect/analyze assessment data from each program area, write the program assessment reports, and review/report to the VPAD and program areas.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Faculty in each program area collaborate with the University Assessment Committee and the VPAD to accomplish annual assessment in each program area.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The goal of the annual assessment reports is to provide evidence of students' content knowledge, skills and dispositions that, ultimately, determines the quality of each content program. The cyclic nature of program assessment and feedback from the University Assessment Committee ensures that programs remain current and viable and that the curriculum is aligned with University, state, and national goals/standards.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Providing evidence of student learning is essential to successful completion of degrees. Ensuring student learning early in the college process and throughout completion of a degree program is essential to the University's retention efforts and degree completion. Programmatic assessments also provide evidence of the quality of graduates and, by extension, the program. Thus, this activity will foster progress in multiple strategies including retention and degree completion as well as the academic quality comprehensive plan.

Comprehensive Plan D: Career Pathways

1. Person(s) responsible for implementation of plan (name and title)

The individuals responsible for implementing this comprehensive plan include Dr. Peter Viscusi, Vice President and Academic Dean and Dr. Marjie Flanigan, Vice President of Student Affairs and Dean of Students.

2. Explanation of objective or focus of plan (500 words max)

Concord University's Strategic Planning Committee recently noted: "Recognizing the increased demand from students and parents to provide clear opportunities for graduation, the [Strategic Planning] Committee discussed creating opportunities for each degree program to expose students to career and post baccalaureate education options beginning in their freshman year or as soon as they transfer to Concord. These opportunities could include mandatory experiential learning requirements for each degree, networking with alumni, and career assessment."

In keeping with the Strategic Plan, the University will identify ways to help students integrate what is learned in both the university classroom and experiential learning activities to prepare them to enter the professional workforce or enroll in graduate/professional schools. Toward that end, the University will eventually establish a Center for the Career Focused Liberal Arts that enables students to quickly identify resources related to academic offerings and experiential learning. The Center will link academic programs and careers; online career resources such as resume writing, interviewing, professional dress, etc.; experiential learning opportunities including internships and volunteer activities; and employment and graduate school fairs. Additionally, the center will facilitate networking between current CU students and alumni who share interests in the same field/career, as well as facilitate career-related opportunities for current students through LinkedIn, CU Connect, internships with businesses, and job opportunities. Until the Center is established, the plan will be coordinated through Career Services, Academic Affairs, and Student Affairs.

3. Discussion of planning process

a. Evidence that process has been inclusive and collaborative (participants and affiliation) (250 words max)

The strategic planning process that identified the focus of the career pathways comprehensive plan involved all constituencies at the University including students, faculty, staff, administrators, members from the Board of Governors and an outside consultant. As part of this process, the Strategic Planning Committee discussed creating pathways for each degree program that would expose students to career and post-baccalaureate education options beginning in their freshman year. These pathways could include experiential learning requirements for each degree, networking with alumni, and career assessment.

b. Summary of information used to identify focus of the plan (250 words max)

As part of the strategic planning process, committee members from across the University identified a “shared vision” that aligns with the University’s mission and will guide the activities/direction taken by the institution during the next five years. That vision summarizes the focus of this plan. According to Concord’s shared vision, the University

“...will be a distinctive institution serving a larger and more diverse body of students. With a commitment to continued quality, the University will define success in terms of lifelong student success, with a focus on outcomes such as graduation rates/degree production and the achievement of student career, educational and life goals post-graduation.

Programs and services will be offered from a more vibrant main campus, but also from a broader virtual and off-site presence. Advantageous strategic partnerships will be forged to offer quality programs and services...”

Toward that end the University will implement a comprehensive career pathway that helps students connect interests, academic preparation and practical experiences to life goals and professional careers. This includes providing students with career resources, opportunities, and support to identify and secure jobs and/or admission to graduate school, as well networking with CU graduates who can serve as role models and mentors as students complete degrees and/or transition to careers.

4. Intended outcomes of the plan (250 words max)

The long-term plan is to develop and implement a Center for the Career Focused Liberal Arts. The Center would include online, physical and human resources that enable students to make connections between interests (curricular and extra-curricular), academic programs, and experiential learning in order to develop strong communication, analysis, and problem-solving skills that are transferrable and applicable in real-world settings.

5. Strategies to achieve the outcome of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics).

STRATEGY A: Promote Career-Focused Liberal Arts

In keeping with the Strategic Plan, the University will promote career-focused liberal arts programs that prepare students to enter the professional workforce or enroll in graduate/professional schools. The University will eventually establish a Center for the Career Focused Liberal Arts that enables students to quickly identify resources related to academic offerings and experiential learning. The Center will link academic programs and careers; online career resources such as resume writing, interviewing, professional dress, etc.; experiential learning opportunities including internships and volunteer activities; and employment and graduate school fairs. Additionally, the center will facilitate networking between current CU students and alumni who share interests in the same field/career, as well as facilitate career-related opportunities for current students through LinkedIn, CU Connect, internships with businesses, and job opportunities. Until the Center is established, the plan will be coordinated through Career Services, Academic Affairs, and Student Affairs.

Activity 1: Initial Implementation of a Career-Focused Liberal Arts Center

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)*

The individuals responsible for this activity include Ms. Tammy Monk, Director of CU Career Services, Mr. Chuck Elliott, Chief Technology Officer and Larry Zande, CU Webmaster. The six academic divisions and faculty will also provide information for this activity.

- b. Describe the activity. (250 words max)*

The University will reposition and redesign the Career Services webpage to help students make connections between interests (curricular, co-curricular and extra-curricular), career focused liberal arts, academic programs and careers. This comprehensive project will provide guidance, opportunities and support as students make connections between the liberal arts, academic programs, and careers and enable them to successfully transition from the University to professionals. The redesigned webpage will be easy to locate by both current students, faculty, alumni and prospective employers and serve as the beginning of the first step in establishing the University's center for career-focused liberal arts. The webpage will highlight services such as career fairs, career exploration, job search strategies, etc. and on-line resources that serve current students and help identify employment opportunities and connect them with alumni. These resources will also help students identify experiences such as internships and/or additional education that may be needed for specific careers. Additionally, Career Services will provide additional online resources for students researching and preparing to enter graduate school. The redesigned webpage will include videos and blogs of successful alumni, electronic resources that helps students prepare resumes, interview, complete graduate school applications, etc. These resources will be updated regularly to ensure that CU students have the most current and relevant resources possible.

- c. What target populations, if applicable, does this activity address? (100 words max)*

This activity is targeted primarily toward currently students; although faculty, alumni, and prospective employers/agencies may also contribute to and/or use the webpage and resources.

- d. Provide a timeline for implementation of this activity. (250 words max)*

The University will spend the 2014-2015 academic year redesigning the Career Services webpage to be more visible and to provide a more intentional link between interests, career-focused liberal arts, academic programs, and experiential learning. Additionally, the University will begin to expand the on-line career tools for students. For example, the University might create a "What Do I Do with a Major In ___?" that links academic programs, co-curricular (e.g., participation in the CU Reading Council or Debate Team), and extra-curricular activities at CU with careers and the helps students identify skills, activities, experiential learning, and/or additional education that will be needed to be successful. Existing resources will be integrated

with new resources. The Director of Career Services will work with IT Services, faculty in the six divisions, the Director of Alumni and the Advancement office to accomplish this activity.

This undertaking will take time and collaboration between administrators, faculty, staff, students, and alumni from across the University to create a quality site and update it regularly. The University will build upon the framework and resources that are put in place during the 2014-2015 academic year in subsequent years of the compact.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The Director of Career Services, in collaboration with faculty, alumni, and employers, will identify and/or create online career tools for students, faculty and employers on the Career Services webpage. This activity will require University staff from the Office of Career Services and IT Services to work together to create and upload resources. No additional fiscal resources are anticipated at this time. The repositioning of the Career Services webpage on the University's website will occur in 2014-2015 and all links will be operational by fall 2015. Throughout additional years of the Compact, the University will continue to add resources for students, faculty and employers. The Director of Career Services will make comparisons of resources from year to year and across multiple years. Additionally, an electronic counter will measure the number of "hits" the redesigned website receives each semester.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Director of Career Services will work with internal entities from within the University to create and upload career resources that help students link academic programs, experiential learning with careers and/or graduate or professional schools. This will require help from faculty in the academic programs and IT Services. External entities needed to accomplish this activity include resources such as the Occupational Information Network (O*NET), Dictionary of Occupational Titles, or www.graduateschools.com that can be linked to the University's website. Staff from Career Services and the Advancement Office (alumni, marketing) will also collaborate with alumni (in consultation with division faculty) to provide blogs and video of successful alumni that will be included on the redesigned webpage.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The outcome of this activity include a redesigned Career Services webpage that includes multiple resources to help students connect academic programs, experiential learning and careers, as well as provide electronic resources to aid students in securing a job and/or admission to graduate or professional schools. The University will review and add resources from year to year and across multiple years. Additionally, the University will measure the number of "hits" the redesigned website receives each semester.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity should enhance academic quality, retention and graduation rates, as students perceive the connection between academics and a career. The redesigned Career Services webpage will also include electronic resources and tools to help ensure the success of our graduates as they transition from the University to professional careers.

STRATEGY B: Increasing Utilization of Career Services

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Career Services continues to be an under-utilized service of Concord University students. Often, students fail to realize this important resource until graduation approaches and students scurry to complete resumes, obtain letters of recommendation, and apply for jobs. Students often find at this point that they have failed to acquire experiences that are resume boosters, such as assuming leadership positions in campus organizations or having student employment experiences that directly relate to their academic major. The activities described below are designed to connect students to Career Services at the outset of university enrollment, with the objective of allowing students to incorporate their educational goals with eventual job placement and career paths. By developing a plan for strategic utilization of career services resources, students will be more likely to acquire meaningful experiential learning activities and activities that are available to support them in pursuing such opportunities.

Activity 1: Career Services Media Campaign

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

The Director of Career Services, Tammy Monk, is responsible for implementing this activity, with assistance from Advancement (Marketing—Amy Pitzer and Lance McDaniel) and Technology Services (Larry Zande, Webmaster).

b. Describe the activity. (250 words max)

The focus of this activity is to launch a media campaign by the Office of Career Services that is designed to encourage students to utilize Career Services, including the office's webpage and social media contacts. For example, students will be encouraged to follow Career Services on Facebook, Twitter, and LinkedIn as part of preparing to be a professional and developing a professional network. This campaign will help students realize the value of utilizing electronic and social media to assist them in finding and securing a job or entrance into graduate school. A week-long series of career readiness events will occur each semester and include such items as creating effective LinkedIn profiles, etiquette dinner, dress for success, and other high-interest

student-oriented activities. Traditional print media, such as flyers and notices in the campus newspaper will also be utilized to promote activities.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity is primarily focused on currently enrolled students. However, CU faculty, staff, alumni and friends of the University may also be impacted by this activity through social media.

d. Provide a timeline for implementation of this activity. (250 words max)

The activity will be designed during 2014-2015 and fully implemented by fall 2015. For spring 2015, a trial week of career success initiatives will be piloted. Feedback from this event will inform future events and activities.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

No additional monetary expense is involved with this activity. Staff time will be involved including: developing, implementing, and monitoring the internal marketing campaign; responding to social media; and developing, implementing, and assessing the outcomes of the week-long career readiness activities.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Career Services, Advancement, Registrar, Student Affairs, and Technology Services will collaborate to promote Career Services. External entities may be involved regarding participation in career preparation activities that will bring exposure to Career Services (e.g. partner with local clothing stores for Dress for Success event, alumni to share their successful transitions and expertise, employers to relay their expectations of graduates, etc.).

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome is increased student utilization of the Career Services Offices and resources. Assessment will occur through documenting frequency of usage and participation at events, as well as evaluation of the content of social media contacts.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

The activity fosters progress of retention, graduation, degree production, and critical regional issues by connecting career services with the broader framework of the educational mission.

Activity 2: Intentional Career Exploration

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Peter Viscusi, Vice President and Academic Dean; Division Chairs and faculty responsible for program, course design and advising; Ms. Tammy Monk, Career Services Director; Dr. Sarah Beasley, Director of Retention and coordinator of UNIV 100.

b. Describe the activity. (250 words max)

The University will encourage students to develop a career-life plan that includes the liberal arts, content coursework and experiential learning that will lead to a fulfilling and lifelong career. As part of this intentional initiative, the University will include a module in the UNIV 100 course where students develop an initial career-life plan. As part of that plan, students will identify things they must do such as complete at least 15 hours of coursework each semester (*15 to Finish*), complete service or internships (experiential learning) experiences that will enhance their academic and professional goals, graduate, pursue additional education or training, etc. in order to accomplish their career-life goals.

Students who are undecided about future career plans will be enrolled in a special UNIV 100 First Year Experience section that focuses specifically on selecting an academic major. All students will be encouraged to identify personal interests/strengths and careers that align with these interests and strengths. Students who do not identify clear career-life plans will be referred to the Career Services Center and encouraged to complete the SIGI³ modules and the online assessment that integrates with up-to-date career information. Additionally, faculty advisors will help identify students who are unsure of an academic or career path and refer them to the Career Services Center to utilize SIGI³. Faculty and staff will also encourage students who are undecided about their career plans to engage in service and experiential learning activities to help them identify or solidify a career-life plan.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity is for all freshmen or first-year students with less than 30 hours.

d. Provide a timeline for implementation of this activity. (250 words max)

The Director of Career Services will work with the Director of Retention and faculty teaching UNIV 100 during the 2014-2015 academic year to incorporate the career-life plan module into the UNIV 100 course. The module will be implemented beginning fall 2015. Feedback and data from the UNIV 100 course module, as well as data from SIGI³ will be compiled and analyzed in spring 2016 to identify any changes or future directions that need to be implemented in future

years of the compact period. The University will also explore other computer software that may better serve the needs of college students in spring 2015 such as College Foundation of West Virginia.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources needed to implement this activity include faculty and staff time to design, implement, and assess effectiveness of the module in UNIV 100, as well as the use of SIGI³. New and innovative programs will be monitored as possible replacements to SIGI³ for the duration of the Compact to ensure viability and access to the most appropriate resources. The University will provide continued support and upgrades for Blackboard, the University's online learning platform.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Faculty and staff including the Director of Career Services, the Director of Retention, and IT Services will collaborate to implement this activity. Additionally, external entities such as employers and community agencies will enable students to volunteer, complete service learning projects and/or internships.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

This activity is designed to help students develop a career-life plan that includes educational coursework and experiential learning that lead to a degree and ultimately, result in successful, fulfilling careers. The University will utilize assessment data from coursework, experiential learning assessments, and degrees completed to determine the effectiveness of the activity. Formal assessment via student feedback on the usefulness of SIGI³ and other resources will be utilized. Additionally, the University will survey graduates and employers to determine the success of our graduates.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will positively impact enrollment, retention, graduation rates, and degrees awarded. The identification of "undecided" students early in the University experience enables students to explore various career options prior to the completion of 60 credit hours. The completion of a career-life plan in UNIV 100 helps students make connections between education, experiential learning and careers.

Comprehensive Plan E: Critical Regional Issues

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

The individuals responsible for the implementation of this plan include Dr. Kendra Boggess, President; Dr. Peter Viscusi, Vice President and Academic Dean; Dr. Marjie Flanigan, Vice President of Student Affairs and Dean of Students; Mr. Chuck Elliot, Chief Technology Officer; Lisa Moore, Director of Development & Executive Director of the CU Foundation; and Sarah Turner, Alumni Director.

2. Explanation of objective or focus of plan. (500 words max)

Concord has a long history of service to the state and region in helping solve critical regional civic and/or social problems. In fact, part of Concord's mission is to "serve the regional community." For our first year of the new compact, Concord will focus on two specific critical regional issues: 1.] Increase student participation in service and experiential learning by first establishing baseline data collection relative to student work already being conducted in our communities, 2.] Expand current faculty, staff, and administrator community outreach and increase external relationships that benefit the Concord service area by conducting a comprehensive review and recognition of our current sharing of facilities and resources with our community partners, and expanding academic offerings, programs, and services at the Erma Byrd Higher Education Center to fully serve a greater number of students in that service area.

While the committee members are aware of many various outreach activities and campus events already being conducted that have community impacts, there is no campus-wide process for collecting service and outreach data from individual students, student organizations and faculty/staff/administrators. Additionally, there is no institution-wide formal process for the identification of academic service-learning activities being conducted with community impacts.

The collection of this data will allow us to identify those critical regional issues that our CU population is already impacting, as well as identifying those areas where additional focus might be beneficial for our region. By sharing this information within our network, we will have the potential to identify and create both internal campus collaborations (e.g., across divisions or offices) and external ones such as with Bluefield State College and/or New River Community and Technical College as these institutions also serve our region. We will also be in a position to formally recognize those agencies and organizations that work with us to educate and provide learning experiences for our students.

3. Discussion of planning process:

a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

The Compact Planning Committee is comprised of representatives from both administrative and academic groups on campus. Each member is charged with securing input from his/her specific area/department/division, thus allowing widespread participation throughout campus. Our recent SWOT and strategic planning processes have been inclusive of our entire campus community. During the strategic planning process, students, faculty, staff, administrators, and members from

the board of governors recognized the value of students engaging in experiential learning throughout their educational experience. While community participation has been limited in the planning process for this comprehensive plan, we recognize the importance of bringing in their input as we carry out the plan and it evolves over the course of compact period given that we are calling for more University involvement in the community.

b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

Information shared by each committee member was reviewed, in addition to information collected through our recent SWOT and strategic planning processes.

4. What are the intended outcomes of the plan? (250 words max)

Increase student participation in experiential and service learning experiences; expand and increase faculty, staff, administrator, and student community outreach; and increase external relationships with organizations, institutions, and businesses to identify and collaborate on regional issues. By collecting data on Concord's current impacts on critical regional issues, our committee will be able to identify those specific areas where we can more clearly focus and organize our outreach activities to have maximum impacts. Once identified, we can promote these issues in a concentrated, campus-wide effort to encourage outreach through both curricular and co-curricular or extra-curricular efforts.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

STRATEGY A: Increase Student Participation in Service and Experiential Learning

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

To increase student participation in service and experiential learning we first have to establish a process to measure participation. Our first strategy will be to survey students. This process will provide us with information on the number of our students who already work in the community, the frequency and depth of their involvement, their attitudes towards service, what motivates them to serve and obstacles that might prevent them from being involved in our communities. By identifying existing opportunities we can then expand upon those and determine where gaps might exist within divisions, fields, and/or needs that are unmet enabling us to create additional student opportunities. This will allow Concord to further incorporate service and experiential learning into the curriculum. Additionally, by better understanding student motivation to participate in such experiences we can apply that knowledge to further market and encourage student participation.

Activity 1: Baseline Data Collection--National Assessment of Service and Community Engagement

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Kathy S. Ball, Director of the CU Bonner Scholars Program.

b. Describe the activity. (250 words max)

The National Assessment of Service and Community Engagement [NASCE], administered by the Siena College Research Institute, is an online, customizable assessment tool that will provide Concord with a comprehensive measure of the rate, frequency and depth of student community service across nine areas of human need and assess student perceptions, motivations and obstacles in regards to community involvement. The survey will also assess institutional structures that impact student participation in the community.

c. What target populations, if applicable, does this activity address? (100 words max)

The assessment will be offered to 100 percent of our undergraduate student population with the goal of having a participation rate significant enough to yield a representative sample of the student body.

d. Provide a timeline for implementation of this activity. (250 words max)

Planning efforts will begin in the fall 2014 term with data collection being completed prior to the end of the fall 2015 term.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The cost of the survey [\$3,000 for enrollment between 2,000 and 5,000 students] will be paid with external funding through the Bonner Foundation. Bonner Scholar Program staff will work with key institutional personnel to customize the survey and oversee its implementation. Computer services will generate and provide a current list of student email addresses.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The University, the Bonner Foundation and the Siena College Research Institute will collaborate to implement this activity.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Implementation will be assessed based on student participation rates. Outcomes will be assessed based on data provided through the survey report provided by the Siena College Research Institute.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Community involvement and experiential learning by students can have psychological, social and cognitive benefits, all of which can impact their academic progress. Additionally, students who serve in the community have an increased graduation rate compared to their peers who do not work in the community during their college years.

Activity 2: Increase Academic Experiential Learning Opportunities within Departments

a. Who is responsible for the implementation of this activity? (name and title)

Dr. Peter Viscusi, Interim Vice President/Academic Dean; Dr. Cheryl Barnes, Associate Academic Dean; Tammy Monk, Director of Career Services; and Sarah Turner, Alumni Director will be responsible for this activity.

b. Describe the activity. (250 words max)

After determining student participation in experiential and service learning through the NASCE and our campus-wide reporting system described in strategy 2 below, we can better understand where opportunity gaps may exist. For instance, some departments may not have adequate experiential learning opportunities for students. In our recent campus strategic plan, providing all students with an experiential learning as part of their curriculum was recommended. The Academic Dean's Office will work with faculty and departments to ensure that every department has an appropriate experiential learning experience for students built into their curriculum.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity will target all undergraduate students.

d. Provide a timeline for implementation of this activity. (250 words max)

Many departments already offer experiential learning opportunities for students. However, beginning in spring 2015 departments will be encouraged to evaluate and begin to expand (if necessary) their experiential learning offerings, and in 2016 when the reports from the reporting system are available, the Dean's Office, with assistance from career and alumni services, will work with those departments that do not offer experiential learning in their curriculum to develop such opportunities.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

This will require faculty time to create and supervise experiential learning offerings and staff time to help faculty establish possible external partnerships with businesses, other educational or and governmental institutions. This may actually require an additional staff position to supervise these experiences.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The University academic departments with support and oversight from the Academic Dean's Office will primarily implement this activity. However, it is likely that some departments may seek external partners to provide students with experiential learning opportunities.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this activity is to increase student participation in experiential learning by increasing experiential learning offerings within the academic departments. Our NASCE and reporting system, which are also part of this comprehensive plan, will allow the University to assess these outcomes.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Increasing experiential learning opportunities can provide students with insight into career pathways. Community involvement and experiential learning by students can have psychological, social and cognitive benefits, all of which can impact their academic progress and the quality of their academic experiences. Additionally, community outreach is likely to increase enrollment and support our comprehensive plan on collaborative process.

STRATEGY B: Expand and Increase External Collaborations to Identify and Tackle Regional Issues.

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Concord University is aware of numerous activities that take place on campus where our facilities and resources are utilized by community agencies and individual community members. Additionally, there are numerous community agencies that have a reciprocal relationship with Concord by allowing student access for internships, field placements, observations, service projects and other experiential learning opportunities. Reviewing these points of access to campus and the community will allow us to identify additional opportunities for collaboration and problem-solving, as well as identify barriers to the use of shared facilities and resources.

Activity 1: Campus-wide Reporting System.

a. Who is responsible for the implementation of this activity? (name and title)

The individuals responsible for this activity is Dr. Peter Viscusi, Vice President/Academic Dean; Dr. Marjie Flanigan, Vice President for Student Affairs; Kathy S. Ball, Director of the CU Bonner Scholars Program; and Chuck Elliot, Chief Technology Officer.

b. Describe the activity. (250 words max)

Our first activity will be the creation and implementation of an online reporting system to collect community involvement information from all campus populations. Initial steps have been taken to create online reporting screens on the CU website for use by individuals for self-reporting, student leaders reporting for organizational activities and faculty who have course components to report. Additional reporting options will be considered to ensure comprehensive collection of data in a format appropriate for use by all key groups on campus. Measures will be reviewed and, to the extent possible, built into the reporting system to provide appropriate verification of activities reported. Data will be structured to allow for the creation of data sets and subsets to satisfy usage needs of all user groups [administration, faculty, staff, and students]. Additionally, campus administrative structures, as well as student requirements, will be reviewed to identify appropriate points for required reporting [i.e. a division secretary reporting for all faculty and student activities within that division]. Identification of reporting points, in addition to campus-wide promotion and usage, will be essential for full implementation of this process. With full implementation a database of all CU community outreach—community service hours, service-learning and experiential learning experiences—will be created and maintained for use by all constituent groups. Identification of established relationships and current efforts to impact critical issues will allow for further opportunities to focus our efforts in those areas for greater regional impact.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets all campus populations: individual students, student organizations, faculty/staff/administrators.

d. Provide a timeline for implementation of this activity. (250 words max)

Implementation has already begun and all reporting screens and reports should be created by the end of the spring 2016 term. Promotion, reporting and usage will be on-going from that time forward.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources needed include the University staff that will promote and monitor reporting and maintain the online system, the website and generate reports. This will include input from administration, faculty and staff with full support from technology services personnel.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

The University will have the majority role in implementing this reporting system. Community agencies may play a role in adding additional information concerning specific activities reported and/or verifying the accuracy of information reported.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome of this activity is to provide Concord with a complete picture of our campus-wide community involvement. Data collected will be available to administrators,

faculty, staff and students to indicate established points of contact with specific community partners and external agencies. Implementation will be assessed based on utilization of the reporting system and outcomes will be assessed based on the data collected through the system regarding issues impacted, agencies/organizations impacted and hours served. Once baseline data is available we can also gauge increase in external collaborations. Collaborations will also likely lead to resource savings that will be measured.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Identification of service and service-learning opportunities can provide students with choices for curricular and co- or extra-curricular activities. Community involvement and experiential learning by students can have psychological, social and cognitive benefits, all of which can impact their academic progress and the quality of their academic experiences. Additionally, community outreach is likely to increase enrollment as we expand partnerships throughout our service region.

Activity 2: Comprehensive Review of Shared Facilities and Resources

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

The individuals responsible for Rick Dillon, Vice President of Administration; Dr. Marjie Flanigan, Vice President for Student Affairs; Dr. Peter Viscusi, Interim Vice President/Academic Dean; Kathy S. Ball, Director of the CU Bonner Scholars Program; Tammy Monk, Director of Career Services; Sarah Turner, Director of Alumni Affairs [Advancement Representative]; Technology Services staff members.

b. Describe the activity. (250 words max)

University staff will review facility and resource usage for the previous twelve-month period, utilizing media releases and calendars for campus events and activities as well as other available sources. Academic program information will also be reviewed to determine areas where community involvement is a course/degree requirement: internships, field placements, observations, service-learning and other experiential learning requirements. This data will be used to compile a comprehensive database of contacts within community agencies/organizations that currently share facilities and resources with our campus. The database will be publicized and used to identify and inform the campus community of external connections already available to them. Identification of established relationships and current efforts to impact critical issues will allow for further opportunities to focus our efforts in those areas for increased problem solving action and greater regional impact. The data will also be utilized to identify where barriers to access may exist due to campus procedures, structures and/or processes.

c. What target populations, if applicable, does this activity address? (100 words max)

Collaboration will be among and between University staff and personnel representing various community agencies. Technology services personnel will assist with the creation of the database and reporting forms.

d. Provide a timeline for implementation of this activity. (250 words max)

The initial review will be completed prior to the fall 2015 term. Data collected will be used by appropriate CU divisions/departments/offices to develop action plans for implementation through the remainder of the compact period.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources include university staff needed to conduct reviews and possibly contact community agencies or individuals for additional information.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Collaboration will be among and between University staff and personnel representing various community agencies.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

A review of how we share our CU facilities and resources with community entities, in addition to how CU accesses facilities and resources within our region will help identify where partnerships already exist and how we can build on those partnerships to have a more focused impact within our region. Identification of barriers to access can help us work to remove those barriers in an effort to work more collaboratively with community partners and increase our problem-solving capabilities. Implementation will be assessed and specific action steps identified to increase shared facilities and resources. Outcomes will be assessed based on completion of the specific results as identified.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Bringing partnering agencies on campus as well as having a student presence in those agencies off-campus helps our students to begin developing networks and building connections within the community. These connections can be utilized to provide students with enhanced learning experiences within their field of study, as well as more practical benefits such as recommendations for graduate school and/or employment and potential future employment opportunities. Experiential learning experiences provide students with practical, real-world experiences and opportunities to apply knowledge gained in the classroom, thus enhancing academic quality.

Activity 3: Community Partner Recognition and Inclusion

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

The individuals responsible for this activity will include all Cabinet-level administrators.

b. Describe the activity. (250 words max)

This activity involves utilization of information collected in Activity 1 for this strategy. Administrators on campus will be asked to work with faculty and staff in their areas to develop a plan for recognizing and including community partners in their work in ways that are appropriate and beneficial to students and the institution as a whole. This may include the development of formal partnerships with businesses and organizations and/or building more informal relationships with specific individuals within an agency or organization. Enhanced, holistic relationship building can have positive impacts in both academic and non-academic areas: utilization of industry professionals in our classrooms, opportunities for experiential learning, identification of career pathways for students, opportunities for collaboration on projects, identification of research topics, community-based research experiences, etc. This process will also focus on collaboration with the intent of not only benefiting CU, but also looking at the capacity-building needs of the partner organization. It will be up to each institutional area to determine how the development of reciprocal community relationships can best enhance their work product. A University-wide committee will be created to monitor the action plans, to look for additional collaborations across departments and to continue data collection in an on-going process.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity will target administrators, faculty, staff in all campus divisions and departments.

d. Provide a timeline for implementation of this activity. (250 words max)

The development of action plans will begin in the fall 2017 term with a goal for completion by the end of the spring 2018 term. Implementation of the plans will continue throughout the compact period.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

University personnel will have the responsibility for the creation of action plans. A University-wide committee will be created to monitor the action plans, to look for additional collaborations across departments and to continue data collection in an on-going process. Depending on the nature of the partnerships that develop, some [minimal] space may need to be made available on campus for visiting professionals and funds may need to be available to cover basic travel expenses for visiting professionals.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Collaboration will be among and between University personnel and personnel representing various community agencies.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The recognition, utilization and inclusion of our community partnerships show that the University values these relationships. Strong partnerships provide additional experiential learning opportunities for our students, allowing them to utilize their classroom learning through real-world, practical experiences. These partnerships will also serve to strengthen CU's presence in the community and increase our opportunities for having a positive regional impact. Implementation will be assessed by the successful development of the various action plans. Outcome assessment plans will be developed based on the specific action plans created in each area.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Bringing partnering agencies on campus as well as having a student presence in those agencies off-campus helps our students to begin developing networks and building connections within the community. These connections can be utilized to provide students with enhanced learning experiences within their field of study, as well as more practical benefits such as recommendations for graduate school and/or employment and potential future employment opportunities. Working within an agency or organization can help students identify and focus their career choices, thus allowing them to make educational choices to gain the specific knowledge and skills needed for success. Additionally, students who can demonstrate that they have experience and practical knowledge within their field are more attractive to all employers. Experiential learning experiences provide students with practical, real-world experiences and opportunities to apply knowledge gained in the classroom, thus enhancing academic quality. These activities should also increase the number of prospective students identified for admissions follow up and the number and amount of gifts from collaborators.