



Mid-Year Strategic Plan Implementation Report

FOR THE 2016-2017 ACADEMIC YEAR

Complied for the Board of Governors • January 11, 2017

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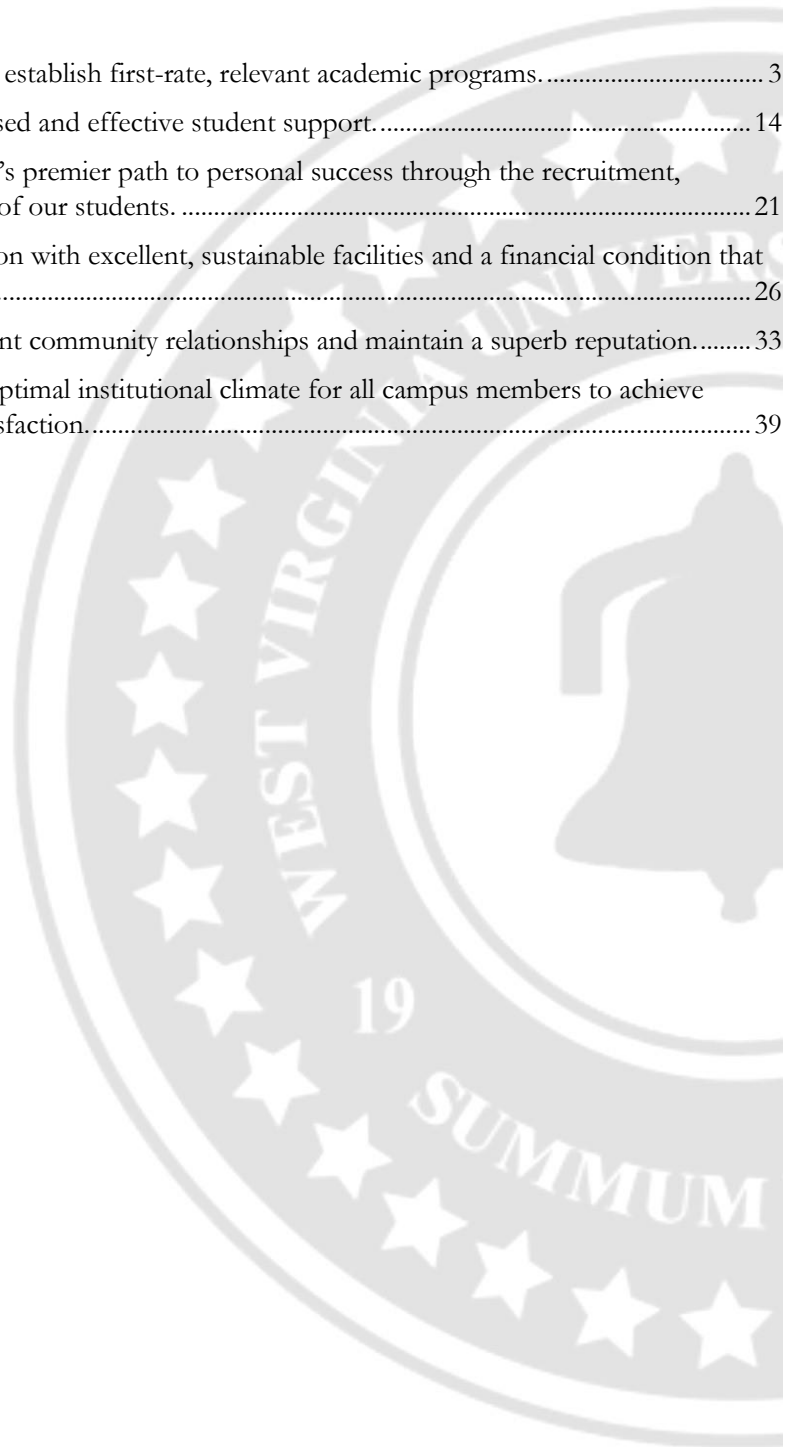
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GOAL A: The College will maintain and establish first-rate, relevant academic programs.

A. GOAL: The College will maintain and establish first-rate, relevant academic programs.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>1. Develop new quality certificate, associate, and bachelor degree programs using student interest and market feedback.</p>	<p>1. Number of bachelor degree programs developed, market-based justification and quality assessment.</p> <p>2. Adherence to projected revenue plan for each program.</p>	<p>Teaching and Learning; Quality, Resources, and Support</p>
<p>Report on Assessments</p> <p>No progress has been made on this goal as we concentrated our efforts of establishing baseline functions and implement the GPS model.</p> <p>However, new initiatives are being investigated in the allied health area. Career Coach has also been installed on the college’s home page. This program allows students, the community and the college to better understand the current and projected work needs of the region. It will help us determine areas of high, unmet need, when we begin the planning process for new programs.</p>		
<p>Specific Objective Activities</p>		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

A. GOAL: The College will maintain and establish first-rate, relevant academic programs.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
2. Increase overall enrollment in academic programs.	1. Increase enrollment growth of each program by 22% program	Mission
Report on Assessments		
<p>The academic division is constantly reviewing opportunities to improve enrollment and retention. This fall we have focused on improving classroom content and delivery.</p>		
Specific Objective Activities		
<ol style="list-style-type: none"> 1. Implemented faculty peer review for fall semester. Approximately 90% of all faculty evaluated. 2. Created new common syllabi template to standardize across the college. 3. Selected two programs to begin implementation of “Quality Matters” type training. 4. Schedule specific Blackboard training for programs with high online content. 5. All full-time and part-time faculty credential reviewed to place most highly qualified faculty as possible into teaching environment. 		
Proposed Modifications to this Objective		
None.		

A. GOAL: The College will maintain and establish first-rate, relevant academic programs.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>3. Develop a new general education program and New Student Seminar for all first-time students by Spring 2017 infused with workforce skills.</p>	<ol style="list-style-type: none"> 1. Successful development, implementation and inclusion in catalog of new General Education program and New Student Seminar. 2. Adhering to Series 11 guidelines and embracing the six strands for General Education requirements will be implemented in every WVUP academic program by Fall 2016. 3. More than 85 percent of all incoming new students will enroll in New Student Seminar courses each semester beginning in Fall 2016. 	<p>Teaching and Learning: Quality, Resources, and Support</p>
<p>Report on Assessments</p> <p>The General Education program was reviewed and major changes were made to all programs during 2015-16. The General Education objectives were implemented for the 2016-17 year.</p> <p>Workplace skills are skills that are highly needed by our region and the college is looking to establish a sand-alone model for embedding those skills into the curriculum.</p>		
<p>Specific Objective Activities</p> <ol style="list-style-type: none"> 1. First year seminar (College 101) content was developed during the summer and fall terms. 2. The course is being implemented for first use in spring 2017. 		
<p>Proposed Modifications to this Objective</p> <p>Take workforce skills out of College 101 and create other program which dovetails with actual academic courses. The division would like to initiate a pilot in fall 2017.</p>		

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<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>4. Develop bachelor degree articulation agreements with West Virginia University for programs not currently offered at West Virginia University at Parkersburg.</p>	<ol style="list-style-type: none"> 1. Increase number of articulations developed to 10. 2. Use survey based data to identify what articulations are supported by the regional student base. 3. Growth in number of students who transfer to West Virginia University by 10 percent. 	<p>Mission</p> <p>Teaching and Learning: Quality, Resources, and Support</p>
<p>Report on Assessments</p> <p>These efforts are currently underway with good success. The STEM and HFASS division is currently in conversation with WVU to establish 2+2 or 1+3 agreements.</p> <p>Current agreements include:</p> <p>Available programs in Science, Technology, Engineering and Math</p> <ul style="list-style-type: none"> • Aerospace Engineering (B.S.) • Agribusiness Management and Rural Development (B.S.) • Agriculture and Extension Education (B.S.A) • Animal and Nutritional Sciences (B.S.) • Animal and Nutritional Sciences (B.S.A.) • Applied and Environmental Microbiology (B.S.A.) • Civil Engineering (B.S.) • Chemical Engineering (B.S.) • Computer Engineering (B.S.) • Electrical Engineering (B.S.) • Environmental and Energy Resources Management (B.S.) • Environmental and Natural Resource Economics (B.S.) • Environmental Protection (B.S.A.) • Horticulture (B.S.A.) • Human Nutrition and Foods (B.S.) • Industrial Engineering (B.S.) • Mechanical Engineering (B.S.) • Mining Engineering (B.S.) 		

Available programs in Humanities, Fine Arts and Social Sciences

- Criminology (B.A.)
- English (B.A.)
- History (B.A.)
- International Studies (B.A.)
- Psychology (B.A. and B.S.)
- Sociology/Anthropology (B.A.)
- Strategic Communications (B.S.)

Specific Objective Activities

1. **Jared Gump, WVUP STEM Division chair met with WVU engineering representatives.**
2. **Beth Cox, WVUP art faculty member, met with WVU Art Faculty and the WVU Articulation Coordinator to work out preliminary understandings and movement toward a signed agreement by the end of spring 2017.**
3. **H.G. Young, WVUP music faculty member, met with the music department and WVU Articulation Coordinator to flesh out initial understanding of 2+2 agreement in applied music. It is on track to be completed by spring 2017.**
4. **One additional faculty in music and art will be required to make the articulations viable.**

Proposed Modifications to this Objective

None.

A. GOAL: The College will maintain and establish first-rate, relevant academic programs.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
5. Improve quality of online courses.	1. Increase percentage of online courses that are assessed and approved using the Quality Matters Standard for Online Course Design by 20 percent.	Teaching and Learning; Evaluation and Improvement
Report on Assessments		
The academic division has adopted the “Quality Matters” philosophy and is working to infuse those concepts into all courses; especially online courses.		
Specific Objective Activities		
<ol style="list-style-type: none"> 1. All online courses were reviewed for internal consistency and integrity by fall 2016. 2. All academic chairs and the Senior Vice President were given view access to all online courses to review content and make suggestions for future improvement. 3. Chose two pilot programs (RN to BSN and BAS-Supervisory Management) as starting point to assess all courses in those program for QM characteristics. 4. All academic programs will be assessed after pilot program ends. 		
Proposed Modifications to this Objective		
None.		

A. GOAL: The College will maintain and establish first-rate, relevant academic programs.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>6. Provide realistic career pathways for students by offering excellent advising and career services guidance.</p>	<ol style="list-style-type: none"> 1. Identify number of documented students that use career guidance activities using Academic Year 2015-2016 as a base line. 2. Increase student satisfaction with New Student Advising and Academic Advisors as determined by regular semester survey. 3. Reduce by 10 percent the number of students who exceed the maximum hour limitation of federal financial aid on a yearly basis with Academic Year 2015-2016 as a base line. 	<p>Mission</p> <p>Integrity: Ethical and Responsible Conduct</p> <p>Teaching and Learning: Quality, Resources, and Support</p>
<p>Report on Assessments</p> <p>Career Services has been moved to the Workforce and Economic Development division. The Career Services specialist is now engaging the campus community with in class seminars and workshops.</p>		
<p>Specific Objective Activities</p> <ol style="list-style-type: none"> 1. New PAC became operational in summer 2016. Now serving students with 30 or less earned hours. 2. 25 Career Services seminars presented in academic classes during fall 2016 3. Career Coach purchased and installed on home page of web. 4. Career Services now reaching out to be pro-active in placing students with employers. Reviewing structure and operation of current co-op program. 		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

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<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>7. Increase experiential and work-based learning opportunities including field placement, workplace learning opportunities, cooperative education, and credit for prior learning.</p>	<ol style="list-style-type: none"> 1. Increase the number students in field placement by 15 percent. 2. Increase the number of students involved in workplace learning opportunities by 15 percent. 3. Increasing the number of students participating in cooperative learning by 15 percent. 4. Increasing the number of students granted credit for prior learning. 5. Increasing the number of academic programs accepting credit for prior learning from four to six. 	<p>Mission</p> <p>Teaching and Learning: Evaluation and Improvement</p>
<p>Report on Assessments</p> <p>The RBA and BOG programs were reviewed in the fall 2016 to ensure that the college was in compliance with state regulations but also not funneling students into programs that were not appropriate for them.</p> <p>The Academic division is in the process of reviewing all work-based and co-op programs to make sure they tied students more directly into industry.</p>		
<p>Specific Objective Activities</p> <ol style="list-style-type: none"> 1. Current co-op program reviewed by AAC during fall 2016 2. The Co-op program will be reviewed in its entirety in the spring 2017 semester. 		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

A. GOAL: The College will maintain and establish first-rate, relevant academic programs.		
Objectives	Assessments	HLC Criterion
<p>8. Develop and implement world-class semester class schedules that promote day, evening or online tracks for increased student enrollment. Ensure standard start times for each class period across the curriculum to create easy access to increased student enrollment.</p>	<ol style="list-style-type: none"> 1. Spring 2017 schedule will be completely revamped using student enrollment and success principles. 2. Increase enrollment by 3-5 percent each term, beginning Spring 2017 	<p>Mission</p> <p>Teaching and Learning: Quality, Resources, and Support</p>
<p>Report on Assessments</p> <p>Class schedules have been re-structured and being implemented for spring 2017.</p>		
<p>Specific Objective Activities</p> <ol style="list-style-type: none"> 1. Standard start times used for all classes, beginning spring 2017. 2. Day, evening and online tracks created for students. 3. Average class size used to gauge need for additional classes and to help grow enrollment without undue additional costs. 		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

A. GOAL: The College will maintain and establish first-rate, relevant academic programs.		
Objectives	Assessments	HLC Criterion
<p>9. Develop and implement the Guided Pathway to Success model.</p>	<ol style="list-style-type: none"> 1. Revise and implement academic maps that embed all GPS principles. 2. Launch full-time professional advising center by summer 2016. 3. By fall 2017, ensure all classes in academic maps are available for students to take during each designated term. 	<p>Mission</p> <p>Teaching and Learning: Quality, Resources, and Support</p>
<p>Report on Assessments</p> <p>GPS was implemented and is in the process of being operational during spring 2017.</p>		
<p>Specific Objective Activities</p> <ol style="list-style-type: none"> 1. Math and English moved to first semester of academic programs. 2. College 101 created and moved to first semester of academic programs. 3. Advising center operationalized. 4. Academic maps in process of being finalized for 2017-18 catalog. 		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

A. GOAL: The College will maintain and establish first-rate, relevant academic programs.		
Objectives	Assessments	HLC Criterion
<p>10. Reorganize Workforce to expand mission to include economic development and increased engagement in the community.</p>	<ol style="list-style-type: none"> 1. Combine all disparate functions of workforce across the campus into one fully functioning high functioning unit by summer 2016. 2. Develop metrics to create consistent movement toward increased operability and profitability during 2016-7 3. Develop and implement business incubator concept to promote regional economic entrepreneurship and viability by fall 2017. 	<p>Mission</p> <p>Resources, Planning, and Institutional Effectiveness</p>
<p>Report on Assessments</p> <p>The re-organization of WED was accomplished and on-going.</p>		
<p>Specific Objective Activities</p> <ol style="list-style-type: none"> 1. Created Metrics for divisional sales force 2. Hired new sales account executive 3. In the process of hiring programming assistant to provide rapid turn-around of sold services. 		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

GOAL B: The College will provide focused and effective student support.

B. GOAL: The College will provide focused and effective student support.		
Objectives	Assessments	HLC Criterion
<p>1. Ensure that all students are provided with sufficient financial support and have full access to eligible benefits.</p>	<p>1. Implement Benefits Access Counselor position. 2. Increase the number of students using the Benefits Access Counselor Office by 20%, using 2016-2017 as a base line year.</p>	<p>Teaching and Learning: Quality, Resources, and Support</p>
<p>Report on Assessments</p> <p>In consideration of the impact of state appropriations on college resources the hiring of a Benefits Access Coordinator has been delayed. However, the implementation of this process and resource has moved forward. This college has identified qualified employees within the Financial Aid Office and the Enrollment Office (degrees in Social Work and Counseling, respectively) who began fulfilling the duties of the Benefits Counselor in Summer of 2016.</p>		
<p>Specific Objective Activities</p> <p>1. Students are being seen for support, however the number seeking such outside of disability accommodation or counseling is very small. 2. In December 2016 using a one year grant from the State of West Virginia the college hired a counselor to assist and counsel thirty (30) students receiving Temporary Assistance for Needy Families (TANF) assistance who have been recommended for the assistive counseling by the West Virginia Department of Health and Human Resources (DHHR).</p>		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

B. GOAL: The College will provide focused and effective student support.

<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
2. Increase the quality and efficacy of enrollment support services.	<ol style="list-style-type: none"> 1. Implement the Student One-Stop Service Center Plan. 2. Complete documented cross-training for all Student Services support personnel. 3. Using Academic Year 2016-2017 as a benchmark year, reduce documented service completion time in the time by Student One-Stop Service Center by 10%. 4. Using Academic Year 2016-2017 as a benchmark year, increase the surveyed quality of student interaction with the Student One-Stop Service Center by 15% 5. The student loan default rate will be 20% or less. 6. The percentage of students on federal financial aid probation will be decreased by 15% 	Teaching and Learning: Quality, Resources, and Support

Report on Assessments

1. The One-Stop Service Center Plan was fully implemented on March 10, 2016 with the opening of the Center for Student Services which now co-locates financial aid, enrollment and records.
2. Documented cross-training took place between identified employee content experts and other employees as part of the One-Stop process. Frontline service personnel, in person or on phone, are expected to be able to answer 90% of incoming questions.
3. Using the OSTicket system the average service and response time in the Center for Student Service, not including the registration and orientation process, from June 1 to December 1, which is the half-way point of the benchmark period assessment, is:

Department	Opened	Assigned	Overdue	Close d	Reopene d	Service Time (d)	Response Time (d)
Administration	40	46	11	39	0	2.4	2.1
Admissions	253	247	12	254	3	0.3	0.7
Financial Aid	1116	1297	55	1125	12	0.3	0.3
Records	235	242	3	237	1	0.1	0.1
Student Support and Engagement	10	14	3	9	0	2.3	3
Support	6	6	2	5	0	0.6	0

4. In surveying student service quality using the OSTicket system for those students who received a minimal level of specific student service from within the Student Services Division between June 1 and December 4, the following were the average responses on a standard Likert-like scale (1 to 5) for two key quality questions:
 - a. “Was your service courteous and polite?” – 4.76 of 5
 - b. “Were you provided with complete information to resolve your question(s)?” – 4.67 of 5.
 - c. These measures will construct a first year benchmark.
5. College loan default rates are measured in three year cohorts. In 2014 the 2011 cohort default rate for the college was measured at 30.5 percent, over the 30% limit allowed by the United State Department of Education. Corrective action was taken but instituting a more closely monitored financial aid appeal process and by hiring EdFinancial to act as proactive counselors to either prevent loan default or to rehabilitate current defaults before the reporting deadline. This process has been successful. The current cohort loan default measure (2014 cohort), for 2016 is 22.8%, down a 7.7% drop in just three years and within 2.8% of the strategic goal.
6. For the objective of measuring a decrease in 15% of students using the Fall 2015 and Spring 2016 as base line measures, the college did not see a decrease in financial aid probation status as a percentage of active, financial aid applicants from Fall 2015 to Fall 2016. In Fall 2015 13.47% of financial aid applicants were in a negative SAP standing while in Fall 2016 21.06% were in a negative standing. This may be due to several outreach projects that encouraged students who had been unsuccessful in past college attempts to return and finish their degree, thereby increasing the numbers of active students with a negative SAP history.

Specific Objective Activities

1. Implementation of the One-Stop Plan and ongoing monitoring of processes and quality control feedback through student services surveys and reports.
2. Modified admission policy to allow non-traditional students to avoid high school transcript admission.
3. Modified admission policy to allow for the hand delivery of high school transcripts.
4. Modified transfer admission policy to reduce time necessary to clear prior student conduct issues.
5. Instituted use of OSTicket service tracking software to measure quality and speed of student service.
6. Creation of a documented step-by-step new student admission and registration process that propels a student from one service experience to another and provide both staff and student with a way to make sure that they are not missing any important action or information.
7. Maintained EdFinancial contract to further service our loan default cohorts.
8. Though not a strategy controlled by this goal or committee, the development of the Guided Pathways for Success and Professional Advising Center will directly impact the percentage of students have negative status with Satisfactory Academic Process.

Proposed Modifications to this Objective

None.

B. GOAL: The College will provide focused and effective student support.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>3. Increase the volume of service in the Tutoring Center and improve quality and diversity of services.</p>	<p>1. Increase the number of students using the tutoring center by 15%.</p> <p>2. Using a semester survey of students who use the tutoring center, improve reported quality indicators across the life of this plan.</p>	<p>Teaching and Learning: Evaluation and Improvement</p>
<p>Report on Assessments</p>		
<p>Specific Objective Activities</p> <p>1. The college is currently remodeling an area attached to the library space to become the new Tutoring Center. This is predicted to increase the usage of the tutoring center as it will be in a much more trafficked and high profile location directly in between the library, bookstore, and the main student lounge of the primary college classroom building.</p>		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

B. GOAL: The College will provide focused and effective student support.		
Objectives	Assessments	HLC Criterion
<p>4. Ensure appropriate technology and process for Americans with Disabilities Act compliance and effective accommodation.</p>	<ol style="list-style-type: none"> 1. Maintaining a comprehensive list of assistive technologies with a clear process for maintaining current technological access. 2. 90 percent of full-time faculty and staff and 75 percent of adjunct faculty will complete a training program to ensure compliance and accommodation. 3. Accessed student satisfaction with Americans with Disabilities Act services will increase by 10%. 	<p>Resources, Planning, and Institutional Effectiveness</p> <p>Teaching and Learning: Evaluation and Improvement</p>
<p>Report on Assessments</p> <ol style="list-style-type: none"> 1. This list has been compiled and completed and is available to students once they have been assessed in need of assistive technology. This list includes: <ol style="list-style-type: none"> a. JAWS (Screen reader): JAWS (Job Access With Speech) is the most powerful screen reader and uses an integrated voice synthesizer and your computer's sound card to output the content of your computer screen to speakers. More information on JAWS can be found at: http://www.freedomscientific.com/products/fs/jaws-product-page.asp b. Kurzweil: Kurzweil provides both audible and visual accessibility to word documents and web pages. The company is recognized as the leading developer of reading technology for people with learning difficulties and those who are blind or visually impaired. More information on Kurzweil can be found at: http://www.kurzweiled.com/default.html c. ZoomText (Screen magnifier): ZoomText, the world's leading low-vision solution, is available as a screen magnifier or integrated magnifier/reader. With magnification up to 16x, ZoomText enlarges and enhances everything on the screen, making all your applications easy to see and use. More information on Zoomtext can be found at: http://www.aisquared.com/zoomtext d. FM Systems (electronic amplification/hearing system): FM systems works like a small radio transmitter and radio receiver. A parent or teacher wears the FM transmitter and microphone. The receiver picks up the signal from the microphone and routes it to a personal hearing aid, cochlear implant processor or other device. e. UBI Duo (electronic communication device): Ubi-Duo Is an electronic communication device used by individuals with hearing impairments to enable instant communication. f. Sorenson Video Relay Service (SVRS): Sorenson Video Relay Service® (SVRS®) is a free, 24-hour service that enables users to place and receive calls through a professional American Sign Language (ASL) interpreter via a videophone and a high-speed internet connection. The service is available in the Student Counseling Center & Disability Services Office Complex (Room 1019A). Access after normal business hours is accomplished with the assistance of Campus Security. g. Enlarged key keyboards h. Scanners i. Text in Alternative Formats 		

Specific Objective Activities

1. The Office of Counseling and Disability Services will be working with the Information Technology Office, Human Resources and Communications to develop a self-paced training for employees to understand how student can seek accommodations.
2. Beginning Spring 2017 student using the provisions of the Americans with Disabilities Act will be surveyed for their service satisfaction.

Proposed Modifications to this Objective

None.



B. GOAL: The College will provide focused and effective student support.		
Objectives	Assessments	HLC Criterion
<p>5. Implement an on-demand new student in-take process will be deployed that will allow for the completion of admission, financial aid counseling, self-paced orientation and registration in one sitting.</p>	<ol style="list-style-type: none"> 1. Average amount of service time for this process for each student will be under two hours. 2. Average student satisfaction with service will be at least four out of five on a Likert-type scale. 	<p>Teaching and Learning: Quality, Resources, and Support</p>
<p>Report on Assessments</p> <ol style="list-style-type: none"> 1. Currently in it benchmark setting phase, a formal service time measure is not complete yet. However, early indications are that the two hours service mark is being met. 2. While feedback surveys on the process have begun too few have been completed to be statistically significant (less than 10% of users). Current results for all service questions are above 4.0. 		
<p>Specific Objective Activities</p> <ol style="list-style-type: none"> 1. This process was developed and fully implemented in October 2016. 2. A guiding checklist style case management document was created for both student and staff usage that keeps the new student on path to complete the intake process in a timely fashion and make sure they have the additional resources necessary to keep moving forward. 		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

GOAL C: The College will be the region’s premier path to personal success through the recruitment, retention, graduation and job placement of our students.

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Objectives	Assessments	HLC Criterion
<p>1. The college will increase and stabilize enrollment through recruitment and retention efforts focused on student success, community partnerships, non-academic student support, and data driven outreach and marketing services.</p>	<p>1. Increase overall number of enrolled students (Full Time Equivalent and Head Count) by 22%.</p> <p>2. Increase retention rate to 60%</p> <p>3. Increase transfer admission to the college by 22%.</p>	<p>Teaching and Learning: Evaluation and Improvement</p>
<p>Report on Assessments</p> <p>1. In order to maintain progress to a 2020 goal of a 22% increase in total enrollment the Spring 2017 for-credit student body should increase by 5%. Early, pre-census date indicators reflect a level picture of new student growth both in First Time Freshmen and in Transfer students for Spring 2017. This has been impacted by the improved timeline of tuition and fee payment which has shifted forward to ensure that students make account of their outstanding bill before the start of class, and thus it is anticipated that enrollment after the last day to pay for the Spring 2017 semester will be lower than historical comparison, but more accurate as non-paying students who previously would not have been taken out of class until later in the semester, will be de-registered before class begins. The Board can be sure that students attending on the first day of class are making documented payments.</p> <p>2. The most recent measure of the year-to-year retention rate has increased to 54%, only 6% short of our 2020 goal.</p> <p>3. In order to maintain progress to a 2020 goal of a 22% increase in transfer enrollment the Fall 2016 for-credit transfer student body should have increased by at least 5%. From fall 15 to Fall 16, the number of transfer students admitted for that respective semester at the college rose from 135 students to 148, an increase of 9.6%</p>		
<p>Specific Objective Activities</p> <p>1. The college maintains standard active recruitment contact with all area service area high schools, work force centers, adult basic education centers and centers for technical education and for their counterparts in the local Ohio counties and school districts.</p> <p>2. The Center for Student Services in partnership with Academic Affairs and personnel from the Bridging the Gap grant office redeveloped both the annual Guidance Counselor Workshop and the annual CTE visits to the campus to include direct discussion and contact between high school age students and industry representative to cement the link between post-secondary education and access to skilled career in technical fields. More secondary programs were added to the traditional</p>		

selection of CTE in the service area from Wirt County Public Schools and alternative high schools from Roane County.

3. Establishment and implementation of the Center for Student Services Tele-counseling Office which uses persistent data mining techniques to identify populations of current and potential students who need process specific assistance, or counseling about their tuition payment. This results in thousands of live, scripted phone calls each semester.

Proposed Modifications to this Objective

None.



C. GOAL: The College will be the region’s premier path to personal success through the recruitment, retention, graduation and job placement of our students.

<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>2. The college will increase outreach to high schools and increase enrollment of high school students in Early College Program and attract new students to enroll in WVU Parkersburg programs</p>	<ol style="list-style-type: none"> 1. Establish a quality and comprehensive Early College program with significant on-campus elements that will increase the number of early admission students taking college credit courses by 22%. 2. Increase the percentage of early admission students who enroll at the college immediately after high school graduation by 22%. 3. Increase the completed credit hours of early admission students before high school graduation by 22%. 	<p>Teaching and Learning: Quality, Resources, and Support</p>

Report on Assessments

1. While the number of secondary school students taking for-credit college classes declined from 390 to 296 during Fall 2016 (-24.1%), this was due to a shift in creating an on-campus only experience for Wood County public school students in an effort to provide a higher quality experience. This has been evidence by:
 - a. Increase in average credits attempted per student (3.8 to 4.0)
 - b. Increase in average registrations per student (1.3 to 1.5)
 - c. Decrease in classes dropped after the start of term (4.65% to 0.94%)
2. It is too early to assess point 2 and 3.

Specific Objective Activities

1. Re-establishment of the advisory body to assist in the guidance and development of continuous STEM education between secondary and college academic programs.
2. Simplification and reinforcement of coordination between Wood County Public School Technical Education Center and the college for the awarding of dual credit and use of facilities and resources.
3. Redesigning on-campus CTE recruitment events to integrate industry sector employers into the college promotion process, connecting post-secondary education and access to technical careers.

Proposed Modifications to this Objective

Include assessment measures:

- average credits attempted per student
- average registrations per student
- classes dropped after the start of term

C. GOAL: The College will be the region’s premier path to personal success through the recruitment, retention, graduation and job placement of our students.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
3. Increase and enhance student engagement events.	<ol style="list-style-type: none"> 1. Increase the aggregate student attendance at college-sponsored events. 2. Increase the number and variety of college sponsored events. 3. Increase the percentage of the student body that participates in college-sponsored events. 	Mission
Report on Assessments		
N/A – See Below		
Specific Objective Activities		
<p>The student engagement offering of the college are currently in a state of redesign. The college in in the early stages of constructing an experience that will focus more on leadership development and training, cultural broadening community engagement and networking.</p>		
Proposed Modifications to this Objective		
<p>This item and attached assessment may have to be reconsidered to properly address the possible change in direction for student engagement at the college.</p>		

C. GOAL: The College will be the region’s premier path to personal success through the recruitment, retention, graduation and job placement of our students.

<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
4. Increase the job placement rates of recent graduates.	<ol style="list-style-type: none"> 1. Create a process and benchmark for the measurement of the job placement or professional school admission rate for recent graduates with academic year 2015-16 as a benchmark. 2. Increase this measure by 20%. 	Teaching and Learning: Evaluation and Improvement

Report on Assessments

The college conducts a graduate survey each semester and includes questions about career plans and current employment. While valuable, it is felt that a six month follow up survey will be necessary.

Results for Fall 2016 Graduates
n=91

Post-Graduation Plans:

- 41.11% are planning to enter the workforce.
- 27.78% are continuing their education at WVU Parkersburg
- 26.67% are continuing their education at another institution

Current Employment:

- 18.86% stated they were currently employed
 - Of those currently employed 73.33% are employed full time.
 - Of those currently employed 86.67% are employed in their field of study.

Specific Objective Activities

As part of the Strategic Plan, the college is to create and implement an instrument to measure the job placement or professional school admission rate for recent graduates. The offices of Career Services and Alumni Affairs have joined to address the creation and implementation of an instrument to measure the job placement or professional school admission rate for recent graduates. A survey that was created is being reviewed for accurate and up to date questions.

The Institutional Research Office will be responsible for sending the survey to graduates and disseminating response results to Alumni Affairs, Career Services, and other appropriate college offices. A script for notifying graduates of the survey has been created and a team of callers will be identified prior to sending the survey. It is strongly suggested that the survey be sent again six months later.

Proposed Modifications to this Objective

There must be a follow up survey of employment and satisfaction six months after graduation.

GOAL D: The College will lead our region with excellent, sustainable facilities and a financial condition that supports long-term institutional success.

D. GOAL: The College will lead our region with excellent, sustainable facilities and a financial condition that supports long-term institutional success.		
Objectives	Assessments	HLC Criterion
<p>1. Ensure long-term sustainability through sound fiscal planning and management.</p>	<p>1. The college will provide a balanced Budget Assessment through:</p> <ul style="list-style-type: none"> a. Reviewing budget documents to ensure expected revenues meet or exceed expenditures. b. Increase communication to budget managers outlining the college's strategic goals for resource allocation. c. Develop a contingency pool for unanticipated expenses. d. Maintain an expenditure priority to instruction, academic support and student services of 50% or higher. 	<p>Resources, Planning, and Institutional Effectiveness</p>
<p>Report on Assessments</p> <p>During the fiscal year ended June 30, 2016, the College increased its cash balance by \$1,732,000 and its unrestricted net assets by \$1,483,000. By doing so, the college increased its number of days of expenses in unrestricted net assets from 79 days in fiscal year 2015 to 104 days in fiscal year 2016. These improvements were possible due to conservative and strategic budgeting and planning as well as the Board of Governor's decision to sell the Downtown Center which netted \$531,590.</p> <p>Our budget monitoring system has improved with each budget manager receiving accurate and timely budget to actual reports on a monthly basis. Additionally, each budget manager is provided the opportunity to meet with a Senior Budget Analyst as often as necessary to assist them in understanding the budget. Finally, the results of a recent survey of faculty and staff relating to the budget process will be utilized to make continued improvements to the budget process.</p> <p>In order to provide for unanticipated expenses and the likelihood of further reductions to our State Appropriations, the College budget for fiscal year 2017 includes a contingency line item totaling \$419,771. Even with the recent notification of a 2% reduction in State Appropriations, this contingency reserve will ensure that the college will continue to operate without the necessity to further cut programs and/or staff.</p>		

In the fiscal year ended June 30, 2016 the college met its strategic goal of maintaining an expenditure priority to instruction, academic support and student services of 50% or higher by spending \$13,340,000 or 55.9% of its annual expenditures on these services.

Additionally the Division of Administration and Finance has completed a budget survey of the faculty in staff for the semester of Fall 2016.

Topic	Agree	Neutral	Disagree	
WVUP has improved budgeting process.	71.62%	24.32%	4.06%	
I feel I have a voice in how the budget is developed.	34.92%	30.16%	34.92%	(A)
There is transparency in the WVUP budget development process.	61.54%	15.38%	23.08%	(B)
Is communication about how funds are expended adequate?	64.61%	16.92%	18.47%	(C)
I feel I have a better understanding of how my budget should be developed.	58.73%	23.81%	17.46%	(D)
I have confidence in the information included in my budget report.	77.77%	15.87%	6.36%	
The need for physical plant and infrastructure upgrades have been adequately explained.	84.61%	9.23%	6.16%	(E)
Are there adequate opportunities for faculty and staff to attend budget workshops?	47.69%	16.92%	35.39%	(A)
Should a quarterly summarized budget report be made available?	80.96%	9.52%	9.52%	(C)
I feel my questions and concerns about the budget are handled in a professional and respectful manner.	76.19%	15.87%	7.94%	(F)

Responses to Concerns from Survey:

- A. In an effort to allow for more input, the FY 2018 budget process will include budget meetings at the Division level. Employees within divisions will be provided an opportunity to meet with VP of Finance & Administration to provide input and justification for the FY 18 budget.
- B. VP of Finance & Administration is available for meetings with individuals or groups as requested. Additionally, a greater effort will be made to keep all WVUP employees apprised of budget developments.
- C. Many responses requested a periodic update on where we stand with the budget process. VP of Finance & Administration will develop a quarterly summarized report to provide this information and will disseminate the results via email.
- D. Budget preparation workshops will be held at the Division level. VP of Finance & Administration and Senior Budget Analyst will be available to assist as requested.
- E. Periodic email updates will continue.
- F. Any employee who feels they have been treated in an unprofessional or disrespectful manner should report this to the VP of Finance & Administration or the President as appropriate so any issues may be addressed. Every employee deserves a respectful response to their questions.

In addition to the responses above, please see the following information related to written comments provided by respondents:

How important is the State Allocation to the college? The State Allocation is very important to the budget of the college. Currently, it makes up 45% of WVUP's revenues. State Appropriations are used only for payroll and related taxes and benefits. The recent reductions in WV Appropriations is one of the primary factors leading to the faculty and staff reductions we experienced in the prior 2 fiscal years. The other problem created by these reductions is that the college has been forced to use a larger percentage of tuition revenue to supplement the payroll costs which leaves less money for out-of-state conferences and professional development.

We are spending too much money on painting and remodeling! The areas of the college that have been remodeled or painted have been done at a minimal cost to the college. The labor is provided by our in-house maintenance staff and these costs are absorbed by the annual maintenance budget. Most of the areas being painted had not been painted in many years. We purchase our paint through a vendor who has a contract with the State of WV and charges us \$10 per gallon which is an incredibly good price for Sherwin Williams paint. The chairs that currently sit in the entrance next to the President's office were chairs that the college had in storage. No additional funds were spent for the chairs. All painting costs have been less than \$1,800 for the year.

More meetings with Budget Managers. Every budget manager has direct access to Brad Wilson our Budget Analyst. All you need to do is give Brad a call and he will schedule a time to review your budget reports with you in detail. Those who desire to have immediate, on-line access can request access to Data Miner. If you wish to have access to Data Miner please have your supervisor notify Jeannine Ratliffe. This program is provide through WVU and they require you pass an on-line training before you can be granted access.

How are tuition and fees used and managed? Tuition and fees are used to supplement state allocations to pay personnel expenses. Amounts above and beyond those spent for salaries are utilized for the overall operation and capital needs of the college. Each fee is maintained is a separate department and tracked accordingly.

All salaries should be published. The salary of each WVUP employee is public information and can be accessed using the WV State Auditor web page.

Specific Objective Activities

Please see above.

Proposed Modifications to this Objective

None.

D. GOAL: The College will lead our region with excellent, sustainable facilities and a financial condition that supports long-term institutional success.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>2. Provide effective and safe stewardship of physical plant and all campus facilities.</p>	<p>1. The College will:</p> <ul style="list-style-type: none"> a. Maintain and review crime statistics maintained by campus security department. b. Budgeted and actual expenditures reflect allocation of resources to address deferred maintenance issues. c. Maintain a completed projects listing each year. 	<p>Resources, Planning, and Institutional Effectiveness</p> <p>Integrity: Ethical and Responsible Conduct</p>
<p>Report on Assessments</p> <p>WVU at Parkersburg’s campus police prepare incident reports for any crime or accident that occurs on campus. These statistics are maintained and reported as required to all state and federal agencies.</p> <p>Utilizing the proceeds from the sale of the Downtown Center, fees collected from students and a small percentage of the College’s reserves, the College has made significant strides in addressing deferred maintenance issues. By the end of fiscal year 2017, the College will have replaced two of the main building’s original air handlers, replaced the roof over the library wing of the main building, repaired the foundation of the activities wing, replaced the main sewer line, and paved a significant portion of its west parking lot. Future budgets will prioritize the replacement of the remaining original air handlers and the roof over the activities wing. Completed projects and deferred projects lists are maintained by the WVUP Business Office.</p>		
<p>Specific Objective Activities</p> <p>See above.</p>		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

D. GOAL: The College will lead our region with excellent, sustainable facilities and a financial condition that supports long-term institutional success.		
Objectives	Assessments	HLC Criterion
<p>3. Promote effective and supportive external partnerships.</p>	<p>1. Outside Revenue Assessment</p> <p style="padding-left: 20px;">a. Develop a formal plan identifying the types of grants the college and WVUP Foundation should pursue and tie it to academic, plant and administrative needs.</p> <p style="padding-left: 20px;">b. Perform a feasibility study before accepting any new program start up grants to ensure long-term sustainability.</p>	<p>Resources, Planning, and Institutional Effectiveness</p> <p>Mission</p>
<p>Report on Assessments</p>		
<p>Specific Objective Activities</p>		
<p>1. The college, using a competitive process, selected a firm to support its grant seeking activities. The firm:</p> <p style="padding-left: 20px;">a. Meets with appropriate WVUP personnel to determine project priorities, prior projects, future projects, and grant history.</p> <p style="padding-left: 20px;">b. Researches federal, state, and local government as well as private funding sources on behalf of West Virginia University-Parkersburg in order to identify contacts and resources of support for projects identified by WVUP.</p> <p style="padding-left: 20px;">c. Determines grants to apply for funding. Develop timelines and responsible contacts for necessary information. Contact/meet with appropriate parties and perform research to gather information needed for applications.</p> <p style="padding-left: 20px;">d. Reviews, drafts, and finalizes grant applications in a timely and efficient manner to foundations, corporations, government agencies, and other sources.</p> <p style="padding-left: 20px;">e. Prepares finalized grant applications including all attachments needed to complete a professional application.</p> <p style="padding-left: 20px;">f. Provides any follow-up information needed on grant application.</p> <p style="padding-left: 20px;">g. Developed Advancement a process of assessing organizational needs and goals regarding possible grants and future projects.</p> <p style="padding-left: 20px;">h. Prepares and submits to WVUP monthly report describing the activities that transpired during the prior monthly period.</p> <p style="padding-left: 20px;">i. Attends necessary related meeting as determined by the WVUP Vice President for Institutional Advancement. Meets with the WVUP Vice President for Institutional</p>		

Advancement on at least a monthly basis to review grant possibilities, applications, status of project, etc.

2. **Division chairs meet weekly with the President and Senior Vice President to evaluate current and future needs. The Bridging the Gap grant funds a Transformational Leader, Jeff Olson, to provide the linkages with the industry sectors represented in the college service area. Together these activities provide the basis for development of new programs to ensure sustainability.**

Proposed Modifications to this Objective



D. GOAL: The College will lead our region with excellent, sustainable facilities and a financial condition that supports long-term institutional success.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>4. Practice continual improvement of financial resources stewardship</p>	<ol style="list-style-type: none"> 1. Achieve a positive Composite Financial Index (CFI) score, without OPEB, of 1.1 or above on a yearly basis. 2. Technology Assessment <ol style="list-style-type: none"> a. Conduct an annual survey of student satisfaction of technology available in the classrooms, on-line learning system, library, labs, and common areas. b. Conduct an annual survey of faculty to determine satisfaction of technology available in classrooms, on-line learning and office areas. c. Utilize information gathered in surveys to develop a comprehensive technology plan. 	<p>Resources, Planning, and Institutional Effectiveness</p> <p>Teaching and Learning: Quality, Resources, and Support</p> <p>Integrity: Ethical and Responsible Conduct</p>
<p>Report on Assessments</p> <p>As of June 30, 2016 WVU at Parkersburg’s CFI is projected to be 4.6 which is well above the strategic objective of 1.1 or above.</p> <p>An IT survey will be sent out to all students and faculty at the beginning of December which coincides with the end of the fall 2016 semester. Information gathered from the survey will be utilized to update the technology plan.</p> <p>The areas of the current technology plan that have been a focus over the past year are increasing wireless capabilities throughout the campus and implementation of wireless printing in the library. New wireless data points have been added at the Parkersburg and Ripley campuses and full implementation should be finalized by December 31, 2106.</p>		
<p>Specific Objective Activities</p>		

Proposed Modifications to this Objective

None.

GOAL E: The College will foster excellent community relationships and maintain a superb reputation.

E. GOAL: The College will foster excellent community relationships and maintain a superb reputation.

Objectives	Assessments	HLC Criterion
<p>1. By July 2020, 100 percent of businesses and companies who receive services and support from WVUP programs report satisfaction.</p>	<p>1. Satisfaction survey results reported annually and used to develop improvement plan used to measure progress.</p> <p>2. The college publically recognizes the contributions of its community partners, celebrating the unique characteristics of each partnership and its benefit to student success through annual reporting and events that include recognition of community partners.</p>	<p>Teaching and Learning: Evaluation and Improvement</p>

Report on Assessments

Specific Objective Activities

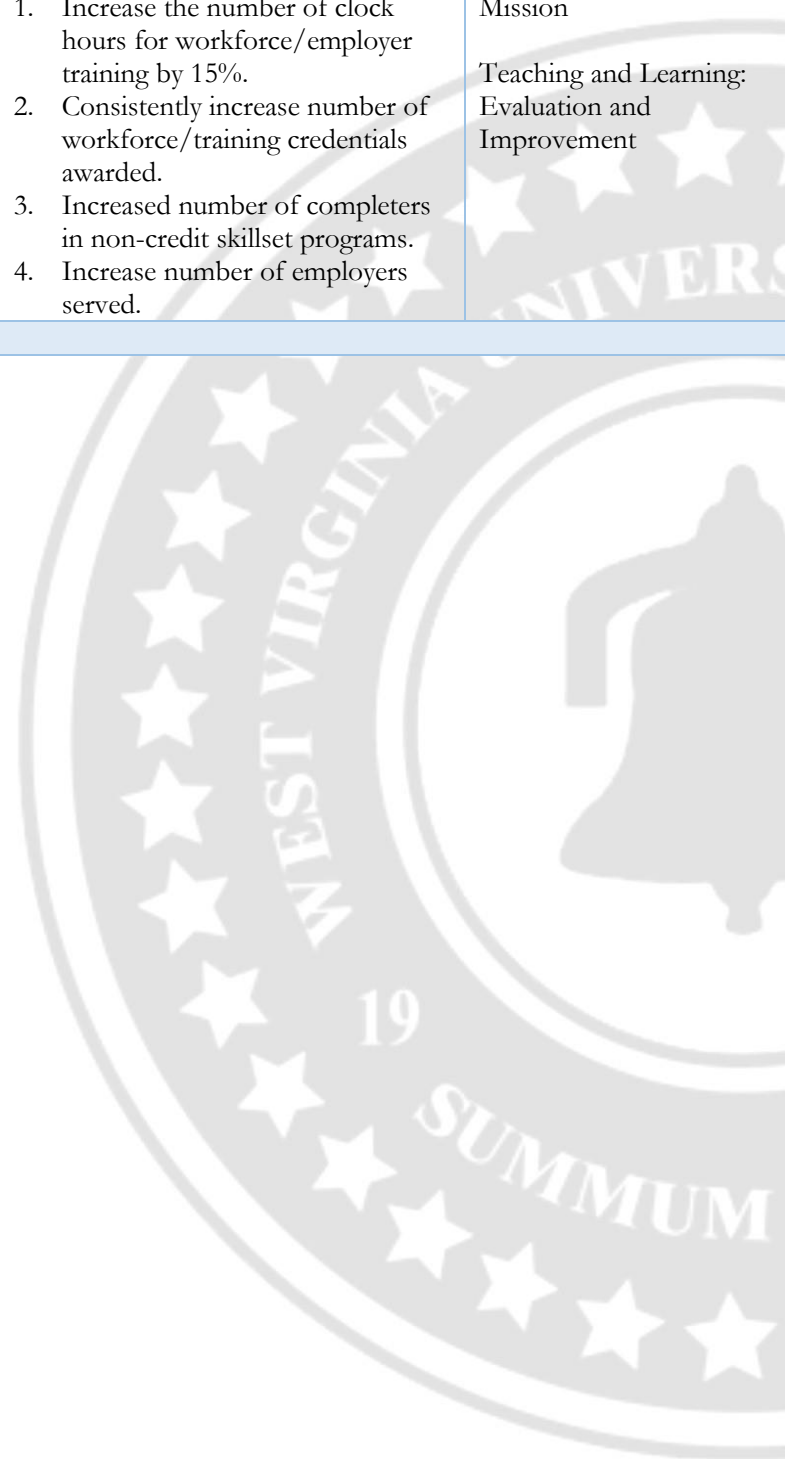
1. Work with Institutional Research to create additional survey instruments.
2. Continue assessment and work on compiling participant surveys. Institutional Research is needed to assist.
3. As of January 2017, we will be implementing a post-training assessment with businesses to include “did the training work” and “what are the next steps”.
4. As of January 2017, we will be tracking repeat business over a 5 year period. This will be an indicator of satisfaction and include both WED non-credit and credit programs (Learn and Earn).

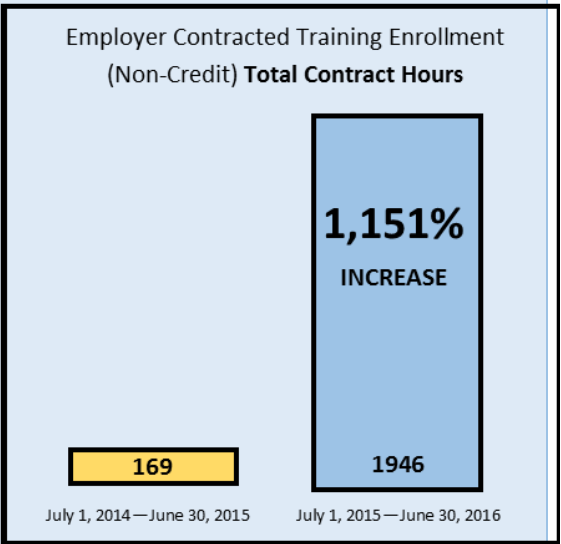
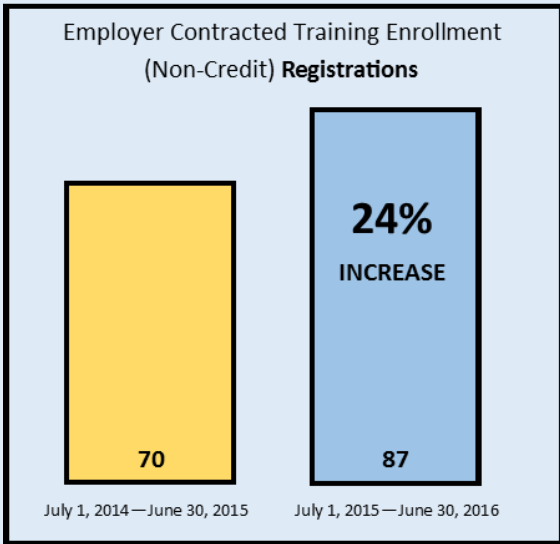
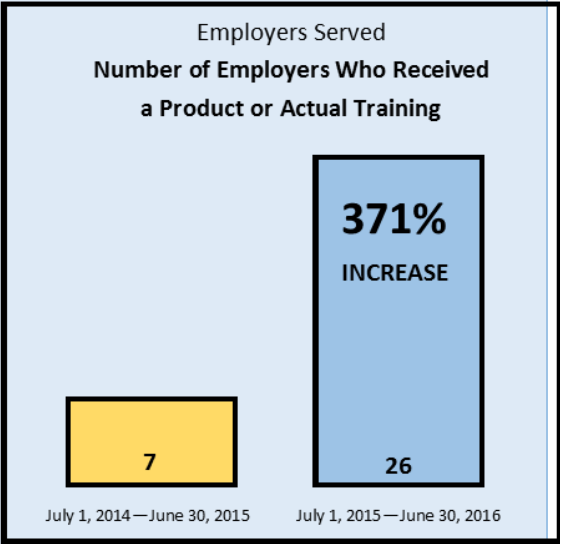
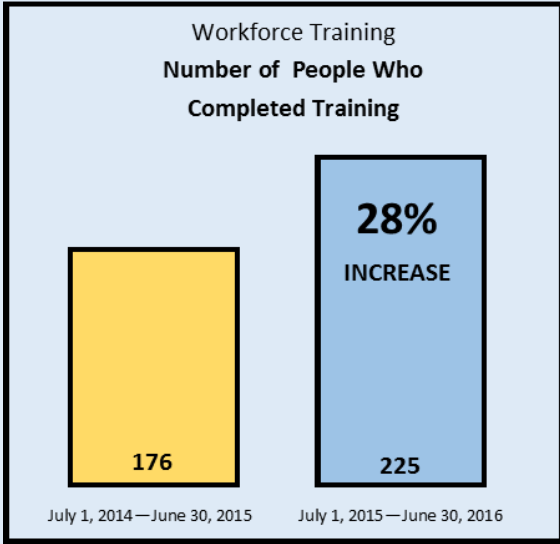
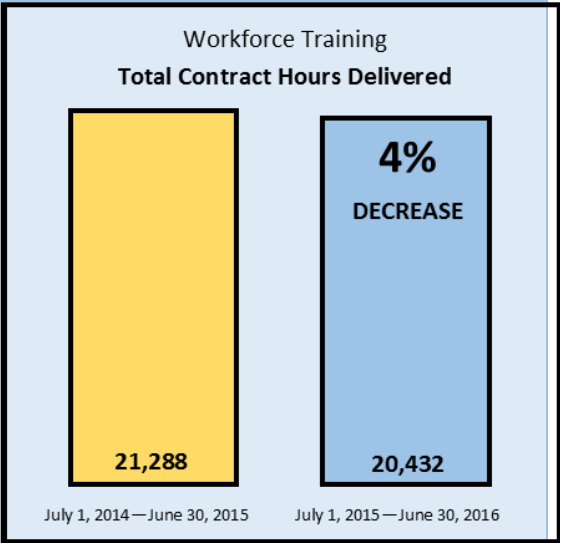
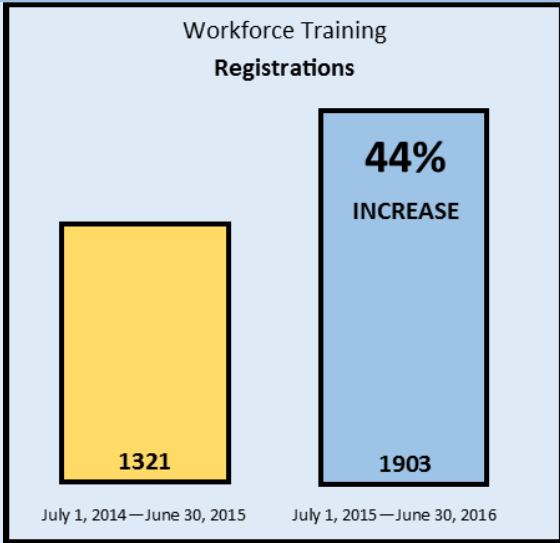
Proposed Modifications to this Objective

None.



E. GOAL: The College will foster excellent community relationships and maintain a superb reputation.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>2. The college will be the region's primary partner for workforce training.</p>	<ol style="list-style-type: none"> 1. Increase the number of clock hours for workforce/employer training by 15%. 2. Consistently increase number of workforce/training credentials awarded. 3. Increased number of completers in non-credit skillset programs. 4. Increase number of employers served. 	<p>Mission</p> <p>Teaching and Learning: Evaluation and Improvement</p>
<p>Report on Assessments (See Below)</p>		



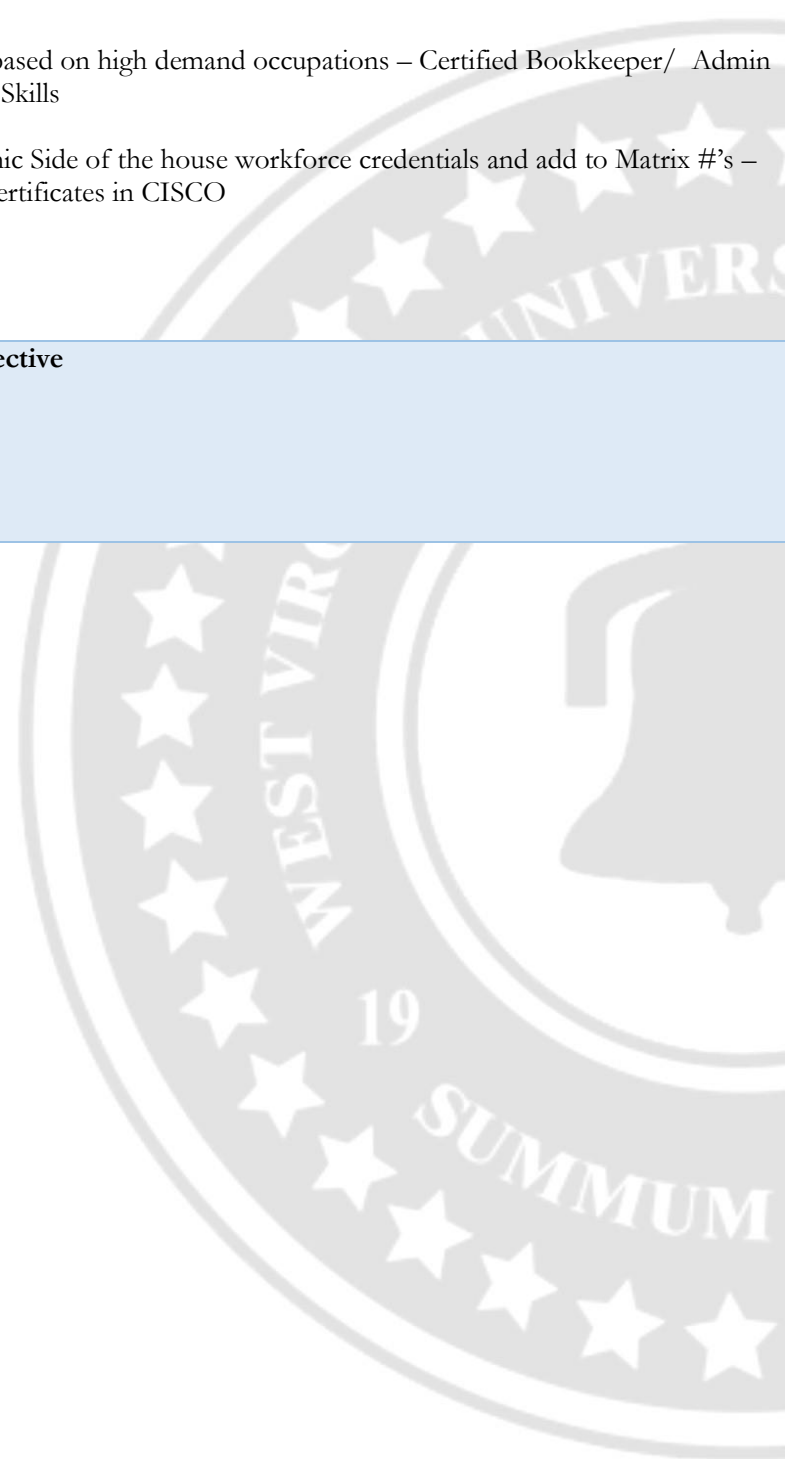


Specific Objective Activities

1. Increase short term offerings based on high demand occupations – Certified Bookkeeper/ Admin Assistant/Basic Employability Skills
2. Hired sales account executive.
3. Find a way to track Academic Side of the house workforce credentials and add to Matrix #'s – ie: In the IT department – 3 certificates in CISCO

Proposed Modifications to this Objective

None.



E. GOAL: The College will foster excellent community relationships and maintain a superb reputation.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>3. The foundation and institutional advancement will increase the engagement of students, faculty, staff, parents and the community of West Virginia University at Parkersburg.</p>	<ol style="list-style-type: none"> 1. Increase in the number of annual gifts to WVUP by 20%. 2. Increase in the level of giving to WVUP by 20% 3. Increase the number of givers who provide regular support by 20% 	<p>Mission</p> <p>Resources, Planning, and Institutional Effectiveness</p>
<p>Report on Assessments</p> <ol style="list-style-type: none"> 1. 3,400 donors, alumni and volunteers being tracked in Raiser’s Edge. 2. The WVUP electronic alumni newsletter regularly communicates events and activities to at the college. 3. Membership in WVUP Alumni Association is 293 (November 2016). 4. In 2016 the college raised \$250,000 from 109 donors, averaging \$2,294 per donor (November 2016, Raiser’s Edge). 		
<p>Specific Objective Activities</p> <ol style="list-style-type: none"> 1. An alumni relations specialist has been hired and will oversee annual giving. A student worker has been hired to assist in this process. <ol style="list-style-type: none"> a. An Alumni strategic plan has been drafted to assist in developing priorities to ensure annual giving is prioritized. b. Razor’s Edge software is being utilized to track alumni. 2. An annual activity plan is being developed to increase faculty and staff engagement with Institutional Advancement. 3. A list of institutional projects and funding requests will be developed to help the Foundation prioritize their fundraising efforts and funding decisions. 		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

GOAL F: The College will provide the optimal institutional climate for all campus members to achieve community success and professional satisfaction.

F. GOAL: The College will provide the optimal institutional climate for all campus members to achieve community success and professional satisfaction.		
Objectives	Assessments	HLC Criterion
1. 85 percent of the student body will report a positive attitude about academics, commitment to college, and sense of belonging and social connectedness.	1. A valid and reliable survey conducted by December 2016 and each year afterward to produce an annual analysis that is used as the basis for climate improvement plan designed to improve baseline.	Integrity: Ethical and Responsible Conduct
Report on Assessments		
The Fall 2016 Graduate Survey was used to assess student attitude towards the college. Questions about employment are reported under Goal C 4. Responses to open ended questions can be reviewed upon request.		
1. In general, how would you rate your overall experience at WVU Parkersburg?		
Answer Options	Response Percent	Response Count
Excellent	38.9%	35
Very good	41.1%	37
Good	18.9%	17
Fair	1.1%	1
Poor	0.0%	0
<i>answered question</i>		90
<i>skipped question</i>		1
2. Would you recommend WVU Parkersburg to a friend or relative considering college?		
Answer Options	Response Percent	Response Count
Yes, without reservations	64.4%	58
Yes, with reservations	27.8%	25
Maybe	6.7%	6
No, probably not	1.1%	1
No, under no circumstances	0.0%	0
<i>answered question</i>		90
<i>skipped question</i>		1

3. Did your coursework challenge you to reach your potential?							
Answer Options	Response Percent		Response Count				
Yes, always	52.8%		47				
Yes, most of the time	37.1%		33				
Sometimes yes, sometimes no	9.0%		8				
No, seldom	1.1%		1				
No, never	0.0%		0				
<i>answered question</i>					89		
<i>skipped question</i>					2		
4. What are your future plans after receiving your degree? (Check all that apply)							
Answer Options	Response Percent		Response Count				
Continue my education at WVU Parkersburg	27.8%		25				
Continue my education at another institution	26.7%		24				
Continue my current employment	24.4%		22				
Enter the workforce	41.1%		37				
Other :	7.8%		7				
<i>answered question</i>					90		
<i>skipped question</i>					1		
9. How would you rate each of the following at WVU Parkersburg?							
Answer Options	Poor	Fair	Good	Very Good	Excellent	Rating Average	Response Count
Your faculty	0	0	13	44	34	4.23	91
Your academic experience	0	0	16	42	33	4.19	91
Your social experience	1	6	23	31	30	3.91	91
Safety measures on campus	1	2	15	40	33	4.12	91
Responsiveness to student academic problems	1	1	24	36	29	4.00	91
Student support services	1	0	15	41	34	4.18	91
Advising Center	2	2	23	29	35	4.02	91
Food services	3	12	27	29	20	3.56	91
Book Store services	2	4	24	35	25	3.86	90
Parking availability	5	12	23	27	24	3.58	91
Computer Labs	2	2	20	32	35	4.05	91
Financial Aid	1	3	22	28	35	4.04	89
<i>answered question</i>							91
<i>skipped question</i>							0

Specific Objective Activities

1. Students are surveyed at the time of their graduation. The survey is administered in May and December to students preparing to graduate that semester.

Proposed Modifications to this Objective

None.



F. GOAL: The College will provide the optimal institutional climate for all campus members to achieve community success and professional satisfaction.		
Objectives	Assessments	HLC Criterion
<p>2. 85 percent of full time faculty and staff will report positive attitudes and engagement with students and the college.</p>	<ol style="list-style-type: none"> 1. A valid and reliable survey conducted by July 2016 and each year afterward to produce an annual analysis that is used as the basis for climate improvement plan designed to improve baseline. 2. Establishment of a new employee orientation program. 3. The college will develop a transparent, ongoing evaluation process for all employees that is both fair and respectful, focusing on continual communication and improvement. 	<p>Integrity: Ethical and Responsible Conduct</p>
<p>Report on Assessments</p> <p>95 percent of faculty were evaluated in 2016 using classroom observations.</p>		
<p>Specific Objective Activities</p> <ol style="list-style-type: none"> 1. Human Resources and Institutional Advancement are developing new employee orientation using a series of short videos to provide training on various aspects of working at WVUP. These will include key topics such as mission and values, safety and security, communications, types of leave, use of the payroll system and college polies. 2. The college will re-administer the Noel Levitz survey of faculty and staff attitudes in fall 2017 3. Faculty and staff evaluations will take place in spring 2017. 		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

F. GOAL: The College will provide the optimal institutional climate for all campus members to achieve community success and professional satisfaction.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>3. Promote excellence, leadership, and diversity in employees.</p>	<ol style="list-style-type: none"> 1. The college will provide methods or recognition for employees who demonstrate leadership actions. 2. Leadership opportunities will be addressed using a documented diversity of backgrounds, experiences and points of view. 3. 100% of classified employees will be “fully funded” according to the classified salary schedule. 	<p>Integrity: Ethical and Responsible Conduct</p> <p>Resources, Planning, and Institutional Effectiveness</p>
<p>Report on Assessments</p> <ol style="list-style-type: none"> 1. 100 percent of classified employees are fully funded according to the State of West Virginia’s classified salary schedule. 		
<p>Specific Objective Activities</p> <ol style="list-style-type: none"> 1. The Communications and Marketing Department regularly seeks news of faculty and staff achievement in order to acknowledge their accomplishments using internal and external channels. 2. The College Board of Governors regularly recognizes faculty and staff achievement at its monthly meeting. Members of the BOG maintain a fund in the WVU at Parkersburg Foundation to purchase incentives for these recognitions. 		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		

F. GOAL: The College will provide the optimal institutional climate for all campus members to achieve community success and professional satisfaction.		
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p>4. The college will recognize and develop opportunities for both faculty and staff professional development.</p>	<ol style="list-style-type: none"> 1. Increase the number professional education opportunities available on campus by 20%. 2. Number of faculty participating in documented professional development. 3. Number of staff participating in document professional development. 4. Provide at least two annual professional development opportunities. 5. Number of employees using the college's tuition waiver benefit. 	<p>Resources, Planning, and Institutional Effectiveness</p>
<p>Report on Assessments</p>		
<p>Specific Objective Activities</p> <ol style="list-style-type: none"> 1. Center for Teaching Excellence being created in summer of 2017. The center will create opportunities; track the number of faculty participating and the outcomes of the training and technical assistance. 2. Professional development is provided for at least two full days at the beginning of each semester. 3. The number of employees using the tuition waiver is tracked by the Office of Student Financial Assistance. 		
<p>Proposed Modifications to this Objective</p> <p>None.</p>		