UNIVERSITY OF VIRGINIA
BOARD OF VISITORS
MEETING OF THE COMMITTEE ON
THE UNIVERSITY OF VIRGINIA'S
COLLEGE AT WISE
MAY 6, 2015
COMMITTEE ON THE UNIVERSITY OF
VIRGINIA'S COLLEGE AT WISE

Wednesday, May 6, 2015
1:30 – 3:00 p.m.
Rhododendron Room, C. Bascom Slemp Student Center

Committee Members:
John G. Macfarlane III, Chair
Helen E. Dragas Edward D. Miller, M.D.
Victoria D. Harker George Keith Martin, Ex-officio
Stephen P. Long, M.D. Mark W. Clark, Faculty Consulting
Member

AGENDA

I. REMARKS BY THE COMMITTEE CHAIR (Mr. Macfarlane) 1

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III. REPORT ON THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE (Ms. Henry and Mr. Mark Clark)
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BOARD MEETING: May 6, 2015

COMMITTEE: The University of Virginia’s College at Wise

AGENDA ITEM: I. Remarks by the Committee Chair

ACTION REQUIRED: None

BACKGROUND: The Committee chair, Mr. John Macfarlane, will welcome guests and provide an overview of the meeting agenda.
BACKGROUND: The Quality Enhancement Plan (QEP) is a required part of the decennial Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) re-accreditation process. The purpose of a QEP is to improve instruction or augment instructional support.

Chancellor Donna Henry appointed the QEP Committee in the fall of 2013. The chair is Tom Costa, Ph.D., chair of the Department of History and Philosophy. Members include faculty from the Natural Sciences, Visual and Performing Arts, Language and Literature; staff from Student Support Services and Financial Aid; and members of the Student Government Association.

Through a College-wide survey and other input from constituencies, the QEP committee initially focused on five "high-impact" areas:

1. Undergraduate Research
2. Global Studies
3. Writing
4. Collaborative Learning
5. Service Learning

After a year-long process of discovery through faculty and student surveys and formal and informal discussions with members of the greater UVa-Wise community (internal and external), the QEP focus area "improving student writing" received wide support. The QEP Committee recommended this focus to the Chancellor and subsequently developed an implementation plan (shown on page 7) and a budget (shown on page 8), which the Chancellor has approved. The topic has been approved by the College Board and by the Board of Visitors.

Prior to its submission to SACSCOC in August 2015, the College Board and the Board of Visitors must approve the Quality Enhancement Plan.
DISCUSSION: An abundance of peer-reviewed research and literature support the importance of teaching writing in undergraduate liberal arts education. Surveys and data have shown that employers desire graduates who can communicate effectively in writing. Writing is an important part of a liberal arts education with its emphasis on developing a broad range of skills rather than a narrow professional education. As one UVa-Wise faculty member put it, "it's the single most important thing that a college can do."

Once the Chancellor approved the focus on writing for the College’s QEP, Committee Chair Tom Costa added faculty experts in teaching writing from the Language and Literature, Communications, and History departments to the committee.

"Wise Writes," the title of the QEP plan, includes four major components:

1. Enhancement of the Writing Center;
2. Supplemental instruction (workshops and labs) for writing classes at all levels;
3. Training faculty to develop writing-intensive classes in the majors; and
4. Leadership through a dedicated program director and a writing committee.

The literature emphasizes the importance and strategies for the improvement of students’ writing at the upper-level, the importance of faculty involvement at all levels, and the efficacy of a strong college writing center with its use of peer writing tutors and mentors to help students learn to write effectively. There is also strong support for engaged, knowledgeable leadership to address student writing at all levels. Additionally, hiring a director for “Wise Writes” will help ensure the sustainability of the plan; that is, it is anticipated that a permanent College writing program will continue beyond the five-year life of the QEP.

Anecdotal and survey data from both students and faculty at UVa-Wise indicate that students in their upper-level classes had significant issues with writing, including writing in the style appropriate to the subject and writing for an audience appropriate to the subject. Research shows that students who actively write in their majors are more effectively learning the subject by engaging in the discourse of the subject. In addition, the National Survey of Student Engagement (NSSE) data
reveals that UVa-Wise seniors have written significantly less than their peers at liberal arts institutions in the Southeast.

In advance of the implementation of the plan (year 0) and while a national search for a program director is underway, faculty in all disciplines will participate in discussions on the subject of bridging the gap between composition-level writing and writing in the majors. Through workshops and small group discussions, and the use of internal and external expert consultants, faculty will learn what is taught in composition classes and how the foundation for good writing taught in the composition classes can be built upon in the upper-level courses. In addition, each major will be encouraged to develop a set of writing guides and expectations for its students.

Year 0 will also see the College’s writing center beginning its relocation and enhancement. The relocation will provide a tangible focus and central location for the plan to improve students’ writing and the writing center’s staff and student tutors will be increased. While the basic outline for the five years of the plan has been provided on page 7, further enhancements are expected as a result of the guidance from the program director and the writing committee.

Building on the initial discussions of year 0, and with a director in place and the writing center relocated, activities during years 1-4 will focus on developing both supplemental instruction for students to help with writing at all levels and faculty workshops to train faculty to add and assess writing exercises in upper-level classes. A College writing committee will be appointed; comprised of at least three faculty members from different departments to serve rotating terms of three years each.

With the new and improved Writing Center as the hub, the QEP director, writing committee, and Center staff will develop supplemental instruction to help students at all levels. Currently the Writing Center delivers one-on-one tutoring to students who are referred or who seek extra help. It is anticipated that one-on-one tutoring will continue; however, developing supplemental instruction will allow larger numbers of students to receive more focused instruction. Faculty will refer students with identified writing issues to the Center for additional instruction, and student tutors will facilitate supplemental writing sessions.
In addition to supplemental instruction for students, during years 1-4 "Wise Writes" will sponsor workshops for faculty to develop strategies for improving student writing in their upper-level courses. Faculty from all departments will be encouraged to participate in general workshops to add and assess writing in their upper-division courses. From these general workshops, one or more faculty members from each department will develop new courses or modify existing courses within each major to be designated as writing-intensive courses. This strategy builds upon and moves beyond the composition experience by helping students learn the more advanced skills required of writing in a discipline. Over the five-year life of the plan, faculty across the College will develop as many as 12 to 15 writing-intensive courses.

Each new or modified writing course will meet certain best practice criteria. Classes will be capped at 17 students; pre- and post-writing assessments will take place in each writing class; a student mentor from the Writing Center will be attached to each writing class; and students will have to write a minimum number of pages during the semester. Each student in each writing course will be required to submit a paper from the course for the overall assessment of the QEP plan.

Direct assessment of student papers from the writing courses will form the core of the assessment of the QEP. The director and writing committee, along with the Director of Assessment serving ex officio, will assess all student papers during years 2-5. Results of the assessment will be compared with assessment of student papers in all disciplines from 2014-15 and 2015-16.

During year 5, the College will administer the NSSE, and survey results will be compared with the 2014 results, particularly regarding type and number of pages of writing assignments.

In addition to direct assessment of students' writing and the NSSE survey, there will be a number of indirect assessment instruments for the QEP. These may include:

- Student surveys to self-identify perceptions of writing strengths and weaknesses;
- Number of supplemental instruction sessions for students; number of students referred for supplemental instruction or tutoring;
• Number of faculty participating in general workshops;
surveys of faculty participating in general workshops;
and
• Number of new or modified writing courses.

In conclusion, the "Wise Writes" QEP will significantly impact students’ writing abilities. The hiring of a director and appointment of a writing committee will centralize the instructional and assessment process and provide a mechanism for sustaining the program beyond the five-year limit of the QEP. Faculty from across the College will be trained to add writing to their curriculum and more effectively assess student writing. Above all, "Wise Writes" will result in our students writing more and better composed papers, and developing writing expertise that will benefit them in the future.

The QEP was approved by The University of Virginia’s College at Wise Board on May 1, 2015.

ACTION REQUIRED: Approval by the Committee on The University of Virginia’s College at Wise and by the Board of Visitors

QUALITY ENHANCEMENT PLAN

RESOLVED the Quality Enhancement Plan, as required by the Southern Association of Colleges and Schools Commission on Colleges as part of the accreditation plan, be approved as presented.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>IMPLEMENTATION PHASE</th>
</tr>
</thead>
</table>
| Year 0 2015-16 | National search for Director of Wise Writes  
Campus-wide faculty discussions  
Departments create writing objectives and standards  
Facilities assessment for Writing Center relocation (new library) |
| Year 1 2016-17 | Director of Wise Writes chairs Writing Committee  
Relocate Writing Center  
Appoint Writing Center Facilitator  
2 additional student tutor/mentors for Writing Center; 2 additional computer work stations for Writing Center  
Develop supplemental instruction for students as needed  
Offer paid faculty workshops (2)  
Modify 2 or 3 major courses; Develop 2 or 3 new WI major courses (taught 2017-18) |
| Year 2 2017-18 | Teach and assess WI major courses  
2 additional student tutor/mentors for Writing Center; 2 additional computer work stations for Writing Center  
Develop supplemental instruction for students as needed  
Offer paid faculty workshops (2)  
Modify 2 or 3 major courses; Develop 2 or 3 new WI major courses (taught 2018-19) |
| Year 3 2018-19 | Teach and assess Year Two courses  
2 additional student tutors/mentors for Writing Center; 2 additional computer work stations for Writing Center  
Offer paid faculty workshops (2)  
Modify 2 or 3 major courses  
Develop 2 or 3 new WI major courses (taught 2019-2020)  
Director submits interim report to SACS-COC |
| Year 4 2019-20 | Teach and assess Year Three courses  
Campus-wide faculty discussion on value of faculty workshops  
Administer NSSE and FSSE  
Assess plan: participation, supplemental instruction referrals |
| Year 5 2020-21 | Teach and assess Year Four courses  
Overall evaluation of Wise Writes by the Director and Writing Committee  
Total additional student tutor/mentors for Writing Center = 6  
Total additional work stations for Writing Center = 6  
Total Faculty participating in workshops = 48-60  
Total new or modified WI courses = 12-18 |
## QEP Budget - Fiscal Year 2017

### Director:

<table>
<thead>
<tr>
<th>Item</th>
<th>Yearly</th>
<th>Total - 5 Years</th>
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<tbody>
<tr>
<td>Salary</td>
<td>$86,000</td>
<td>$430,000</td>
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<td>Fringe Benefits*</td>
<td>$23,908</td>
<td>$119,540</td>
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<td><strong>Total Salary and Benefits</strong></td>
<td>$109,908</td>
<td>$549,540</td>
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<td>Travel</td>
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<tr>
<td><strong>Total Director</strong></td>
<td>$112,408</td>
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### Writing Center:

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<td>Facilitator</td>
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<td>Facilitator Fringe Benefits*</td>
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<tr>
<td><strong>Total Facilitator Wage &amp; Benefits</strong></td>
<td>$8,480</td>
<td>$42,400</td>
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<tr>
<td>Student Wage</td>
<td>$1,600</td>
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<tr>
<td>Equipment</td>
<td>$2,000</td>
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<tr>
<td>Training</td>
<td>$5,000</td>
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<tr>
<td><strong>Total Writing Center</strong></td>
<td>$17,080</td>
<td>$85,400</td>
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### Faculty Workshops:

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<tr>
<th>Item</th>
<th>Yearly</th>
<th>Total - 3 Years</th>
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<tr>
<td>Presenters 2 @ $3,000 p/a</td>
<td>$6,000</td>
<td>$18,000</td>
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<tr>
<td>Workshop 20 participants @ $800</td>
<td>$16,000</td>
<td>$48,000</td>
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<tr>
<td>Course Modification 3 @ $800</td>
<td>$2,400</td>
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<td>New Course 3 @ $800</td>
<td>$2,400</td>
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<tr>
<td><strong>Total Faculty Workshops</strong></td>
<td>$26,800</td>
<td>$80,400</td>
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### Assessment:

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<th>Item</th>
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<th>Total - 5 Years</th>
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<tr>
<td>Faculty Wage</td>
<td>$4,000</td>
<td>$20,000</td>
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<tr>
<td>Faculty Wage Fringe Benefits*</td>
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<td>$1,200</td>
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<tr>
<td>Faculty Wage</td>
<td>$4,000</td>
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<tr>
<td>Faculty Wage Fringe Benefits*</td>
<td>$240</td>
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<tr>
<td>Faculty Wage</td>
<td>$4,000</td>
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<tr>
<td>Faculty Wage Fringe Benefits*</td>
<td>$240</td>
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<tr>
<td><strong>Total Faculty Wage &amp; Benefits</strong></td>
<td>$12,720</td>
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### Grand Total

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<th>Total - 5 Years</th>
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<tbody>
<tr>
<td><strong>Grand Total</strong></td>
<td>$169,008</td>
<td>$791,440</td>
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### Assessment: Indirect Costs

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<td>Dir. Assessment @ .10 FTE</td>
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<td>Dir. Assessment Fringe Benefits*</td>
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<tr>
<td>Dir. QEP @ .25 FTE</td>
<td>$21,500</td>
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<tr>
<td>Director QEP Fringe Benefits*</td>
<td>$5,977</td>
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<td><strong>Total Directors Salary &amp; Benefits (indirect cost)</strong></td>
<td>$35,784</td>
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*Projected fringe benefit rates for FY 16 used for calculations & are subject to change in FY 17.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: May 6, 2015

COMMITTEE: The University of Virginia's College at Wise

AGENDA ITEM: II.B.  Veterans Access, Choice and Accountability Act of 2014

BACKGROUND: As the College continues to grow the geographic and cultural diversity of its student body, more and more students who have served in the military or are the children of a service member are choosing to attend UVa-Wise. The College is committed to providing an affordable, high quality educational experience for all students particularly those who have served in the military.

DISCUSSION: UVa-Wise is approved to participate in all veterans’ benefits programs including the Post 9/11 GI Bill, the Montgomery GI Bill, and other scholarship programs that are available to qualified service members or their dependents. The Veterans Access, Choice and Accountability Act of 2014 requires that in order to continue participation in these programs, colleges must, beginning July 1, 2015, offer in-state tuition to those service members or their dependents regardless of formal state of residence.

The Veterans Access, Choice and Accountability Act of 2014 Resolution was approved by The University of Virginia’s College at Wise Board on May 1, 2015.

ACTION REQUIRED: Approval by the Committee on The University of Virginia’s College at Wise and by the Board of Visitors

VETERANS ACCESS, CHOICE AND ACCOUNTABILITY ACT OF 2014

WHEREAS, The University of Virginia’s College at Wise has the authority to set tuition and fee charges; and

WHEREAS, 38 U.S.C. 3679(c), the Veterans Access, Choice and Accountability Act of 2014 ("the Act") requires the U.S. Department of Veterans Affairs to disapprove programs of education for payment of benefits under the Post-9/11 GI Bill and Montgomery GI Bill-Active Duty at public institutions of higher education if such institutions charge qualifying veterans
and other qualified individuals ("covered individuals") tuition and fees in excess of the rate for in-state students for terms beginning after July 1, 2015; and

WHEREAS, "covered individuals" under the Act include:

- A veteran who lives in Virginia, regardless of formal state of residence or domicile, and enrolls in this institution within three years of discharge from a period of active duty service of 90 days or more using benefits under the Post-9/11 GI Bill and Montgomery GI Bill-Active Duty.

- Anyone using transferred benefits under the Post-9/11 GI Bill and Montgomery GI Bill-Active Duty who lives in Virginia, regardless of formal state of residence or domicile, and enrolls in this institution within three years of the transferor's discharge from a period of active duty service of 90 days or more.

- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in Virginia, regardless of formal state of residence or domicile, and enrolls in this institution within three years of the Service member's death in the line of duty following a period of active duty service of 90 days or more; and

- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge, release, or death described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.

WHEREAS, pursuant to Virginia Code § 23-7.4:2 (H), all veterans residing within the Commonwealth shall be eligible for in-state tuition charges.

RESOLVED, the tuition and fee rate for a course of education pursued by the following categories of students shall be equal to the tuition and fee rate for that course of education charged to in-state students:

- Anyone using transferred benefits under the Post-9/11 GI Bill and Montgomery GI Bill-Active Duty who lives in Virginia, regardless of formal state of residence or domicile, and enrolls in this institution within three years of the
transferor's discharge from a period of active duty service of 90 days or more;

• Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in Virginia, regardless of formal state of residence, and enrolls in this institution within three years of the Service member's death in the line of duty following a period of active duty service of 90 days or more;

• Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge, release, or death described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code; and

FURTHER RESOLVED, the Chancellor is delegated the authority to attest to (1) this action by the Board of Visitors; and (2) that this institution charges tuition and fees to uniformed services veterans and other qualified individuals covered under 38 U.S.C. 3679(c) at a rate equal to in-state tuition and fees for that course of education.
UNIVERSITY OF VIRGINIA  
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: May 6, 2015

COMMITTEE: The University of Virginia's College at Wise

AGENDA ITEM: II.C. Reappointments to the College at Wise Board

BACKGROUND: The University of Virginia's College at Wise has a local board that is appointed by the Board of Visitors. The Wise Board serves in an advisory capacity to the Chancellor of the College, the President of the University, and the Board of Visitors on matters pertaining to The University of Virginia's College at Wise.

DISCUSSION: The Nominating Committee recommends the following persons for appointment to the College's Board for a term ending June 30, 2019.

- Karen S. Mullins – Ms. Mullins is a graduate of The University of Virginia's College at Wise. She is a local business woman with 28 years of experience in the field of accounting. She is a member of the Virginia Society of Certified Public Accountants and currently serves on the UVa-Wise Foundation Board.

- Ruby W. Rogers – Ms. Rogers is an educator with the Scott County Public Schools System. She is a 1974 graduate of The University of Virginia's College at Wise. She has served on numerous committees at the College and is a great ambassador for the College in the public school system.

- Roger C. Viers – Mr. Viers is a 1964 graduate of the College, earning his bachelor's degree in commerce from the University of Richmond. His service to the College has been extensive, serving on the UVa-Wise Foundation Board, the steering committee of the College's first campaign, and co-chairing the 50th Anniversary Coordinating Council. He is very active in a variety of community and civic organizations.

ACTION REQUIRED: Approval by the Committee on The University of Virginia's College at Wise and by the Board of Visitors
REAPPOINTMENTS TO THE BOARD OF THE UNIVERSITY OF VIRGINIA’S COLLEGE AT WISE

RESOLVED, Ms. Karen S. Mullins, Ms. Ruby W. Rogers, and Mr. Roger C. Viers are reappointed to The University of Virginia's College at Wise Board for a four-year term ending June 30, 2019.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: May 6, 2015

COMMITTEE: The University of Virginia's College at Wise

AGENDA ITEM: III.A.1. Six-Year Plan Overview

ACTION REQUIRED: None

BACKGROUND: As a key component of the Higher Education Opportunity Act of 2011, each institution of higher education in Virginia is required to develop a six-year plan that includes institutional programs and strategies, with financial plans, developed to meet the priorities of the legislation. Institutional plans are reevaluated in the even years, updated in the odd years, and submitted annually to the State Council of Higher Education (SCHEV). All decision packages submitted each fall to the Virginia Department of Planning and Budget for possible inclusion in the state’s budgeting process must originate from the College’s six-year plan. The initial draft of the College’s six-year plan (FY2016 - 2022) is due to SCHEV on July 1, with the final plan due on October 1. The final plan requires Board of Visitors approval.

DISCUSSION: Chancellor Henry will provide an update on the College’s discussions to date on the next six-year plan iteration and request feedback.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: May 6, 2015

COMMITTEE: The University of Virginia’s College at Wise

AGENDA ITEM: III.A.2. Interim Report, Committee on Wise Goals

ACTION REQUIRED: None

BACKGROUND: Each year the Committee on Wise sets goals to move the institution forward. Accepted goals for the Committee on Wise for 2014-2015 are:

1. Increase student retention through the implementation of the retention management intake model including implementing a success coaching program; managing cohort tracking and re-yield; developing and tracking student success plans; and developing and tracking success/intent milestones.

2. Complete and submit the SACS decennial report for re-affirmation of accreditation and the Quality Enhancement Plan (QEP), and prepare for the fall 2015 SACSCOC on-site visit.

3. Enhance STEM-H programs by conducting a feasibility study for an on-line RN to BSN program and pursuing national accreditation for chemistry.

4. Expand regional economic development efforts through the completion of “Blueprint for Attracting and Sustaining Advanced Manufacturing in Southwest Virginia,” in partnership with the Appalachian Prosperity Project, and the recruitment and support of R&D companies.

5. Implement year three of the six-year faculty salary adjustment plan.

6. Ascertain the feasibility of developing collaborative masters level programs.
7. Successfully complete the three-year process for full membership in NCAA Division II.

DISCUSSION: This is an interim report on the 2014-2015 Committee on Wise goals.

1. Increase student retention through the implementation of the retention management intake model including implementing a success coaching program; managing cohort tracking and re-yield; developing and tracking student success plans; and developing and tracking success/intent milestones.

   In FY2013-2014, in consultation with nationally recognized consulting firm Noel-Levitz, the College developed a predictive model to better target retention strategies for students. The model includes six variables found to be highly predictive of a student’s likelihood to be retained, based on cohort data from years 2010-2012.

   Beginning in fall 2014, Enrollment Management initiated three strategies to support the predictive model: 1) a success coaching program whereby coaches, with the assistance of faculty and others, help students navigate the college experience, from deposit through the third term, including advising; 2) cohort tracking of milestones such as post orientation integration and development of degree plans, as well as re-yield; and 3) success/intent milestones and tracking including declaration of the major, completion of 24 credit hours/year and more.

   To support this effort, an experienced staff member from Admissions transferred to the advising center and the director of the center was released from assessment duties. The advising center now has a complement of four experienced staff members.

   Although early in the implementation phase with the first freshmen class, results are promising as 88.7% of fall 2014 freshmen returned for the spring semester of 2015, a 4.8% increase from fall 2013 to spring 2014. In addition, freshman orientation and Expedition (extended orientation for the entire class) are being retooled to deliver a timely message. The freshman class will be scored using the predictive model beginning in June 2015 (a full four months earlier than in 2014) with success coaching set to begin immediately after the student attends orientation. More information, including detailed results will be available in fall 2015.
2. Complete and submit the SACSCOC decennial report for re-affirmation of accreditation and the Quality Enhancement Plan (QEP), and prepare for the fall 2015 SACSCOC on-site visit.

The College submitted its SACSCOC decennial report on March 2, 2015. SACSCOC is coordinating an off-site review of the narrative report in April, after which SACSCOC will notify the College if a focused report is required to address any concerns. The on-site accreditation review is scheduled for October 20-23, 2015 and plans are underway for the visit.

The Quality Enhancement Plan (QEP) is due to SACSCOC approximately six weeks prior to the October on-site visit. The QEP "Wise Writes" was presented for approval to the College Board on May 1, 2015 and will be presented for approval to the BOV Committee on Wise on May 6, 2015.

3. Enhance STEM-H programs by conducting a feasibility study for an on-line RN to BSN program and pursuing national accreditation for chemistry.

The Department of Nursing has begun a review of the nursing curriculum and courses in preparation for a feasibility study for an on-line RN to BSN program. Once the feasibility study is complete, and if there is consensus on moving forward, the College must notify the State Council of Higher Education (SCHEV) regarding the addition of the on-line program as well as submit a substantive change request to SACSCOC prior to offering the program.

In December, the Department of Natural Sciences received notification from the American Chemical Society (ACS) that its pre-application for chemistry accreditation was approved. The department is conducting a self-study that is scheduled for completion in late summer or early fall. Faculty members have submitted a grant proposal for $452,102 to the National Science Foundation to purchase a nuclear magnetic resonance machine, which is a vital piece of equipment for teaching and research. In addition, through collaboration with Micronics Technologies on the Virginia Tobacco Commission grant described on the next page, the department has also acquired an IC MS. A thorough evaluation of all equipment is underway and the University is working with the College to find resources to replace existing equipment and purchase other new equipment.

Work on curricular changes in general chemistry labs will begin this summer and then next fall, less expansive changes
will begin at the upper levels, primarily adding required courses and expanding the list of electives.

An ACS site visit is expected next fall.

4. Expand regional economic development efforts through the completion of the "Blueprint for Attracting and Sustaining Advanced Manufacturing in Southwest Virginia," in partnership with the Appalachian Prosperity Project (at U.Va.), and the recruitment and support of R&D companies.

The "Blueprint for Attracting and Sustaining Advanced Manufacturing in Southwest Virginia" was released in late August 2014, after a year-long process that involved over 100 individuals representing manufacturing, economic development, higher education and technology. Endorsed by the Governor and the Secretaries of Commerce and Trade and Technology, the plan outlines four strategies: 1) develop educational pathways and a talent pipeline; 2) build the manufacturing ecosystem; 3) encourage innovation; and 4) promote the region as a hub for advanced manufacturing. Actions for each strategy are delineated and a steering team of advanced manufacturing professionals is working on implementation and resource development.

The plan, the third regional blueprint developed under the auspices of the Appalachian Prosperity Project, is also supported by the Southwest Virginia Technology Council.

In September 2014, the College's Office of Economic Development (OED) and Micronic Technologies received a nearly $2,000,000 grant from the Virginia Tobacco Commission to support Micronic's water quality technology. The grant is providing new instrumentation for the College's Natural Sciences department as well as support for faculty in several departments who are working collaboratively with the company. In addition, OED is working with three other early-stage and R&D companies about possible relocation in the region.

5. Implement year three of the six-year faculty salary adjustment plan.

In December 2014, the third year of the six-year faculty salary adjustment plan was completed. The change in average faculty salaries over the three years is impressive, especially in the associate and professor ranks, which suffered the most from salary compression prior to the plan's implementation.
Comparative faculty salary data with peers in the Council of Public Liberal Arts Colleges (COPLAC) should be available in the fall.

6. Ascertain the feasibility of developing collaborative masters level programs.

   Productive discussions are underway on the best process for investigating the feasibility of collaborative masters level programs that would include faculty involvement as well as external expertise.

7. Successfully complete the three-year process for full membership in NCAA Division II.

   On September 25-26, 2014, NCAA-required consultants to conduct the final, on-site review for the College’s transition to NCAA Division II. Prior to the on-site visit, the consultants conducted a preliminary assessment and examination of compliance-related documents.

   In the December 14, 2014 narrative report, the consultants delineated significant strengths in governance/institutional control, recruiting, eligibility, financial aid, campus and clinics, student-athlete welfare and community engagement activities. In addition, the consultants identified a few recommended actions and enhancements as part of the College’s continuing improvement and self-study. Athletics has completed several of the improvements since receiving the narrative report and others are in progress.

   In the report’s conclusion, the consultants stated, “It is evident that senior administrators inside and outside the Athletics Department are committed to UVa-Wise having a comprehensive compliance program and abiding by NCAA regulations.”
The final vote for UVa-Wise full NCAA membership will be at the NCAA meeting in July. If approved, the College will become a full member of NCAA Division II in September.
BOARD MEETING: May 6, 2015

COMMITTEE: The University of Virginia’s College at Wise

AGENDA ITEM: III.B. Remarks by the Faculty Consulting Member

ACTION REQUIRED: None

BACKGROUND: Mr. Mark Clark, Kenneth Asbury Professor of History at The University of Virginia’s College at Wise, is the faculty consulting member to the Committee on The University of Virginia’s College at Wise.

DISCUSSION: Mr. Clark will provide a brief report if time is available.